METACOGNITIVE READING STRATEGIES USED BY THE FIFTH SEMESTER OF ENGLISH TEACHER EDUCATION DEPARTMENT STUDENTS IN ACADEMIC YEAR 2015-2016

THESIS

Submitted in partical fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in Teaching English



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ABSTRACT

Shella Arini, Metacognitive Reading Strategies Used by The Fifth Semester of English Teacher Education Department Students in Academic year 2015-2016. Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, State Sunan Ampel Surabaya.

Advisor: Hilda Izzati Madjid, M.A

Key terms: Reading comprehension, Strategy, Metacognitive Reading Strategy

English foreign language learners literally can read the text but a few of them can comprehend it. Mokhtari and Reichard (2002) referred to meta-cognition as awareness and monitoring processes described as "the knowledge of readers' cognition about reading and self-control mechanism. By implementing this strategy, the readers will more pay attention to the process of reading (planning, monitoring, and evaluation). Considering the reasons stated previously, the researcher tries to analyze the most meta-cognitive strategies used by students of English Teacher Education Department in comprehending the reading text. The design of this study is descriptive-qualitative. According to Maxwell (1996) the strength of qualitative research derives primarily from its inductive approach, its focus on specific situation or people, and its emphasis on words rather than the numbers. This research was conducted in UINSA Surabaya with 90 students from the fifth semester of English teacher department students as a subject. Questionnaire based Meta-cognitive Awareness of Reading Strategies Inventory (MARSI) by Mokhtari & Reichard, 2002) which was designed to assess adult readers' meta-cognitive awareness and perceived use of reading strategies while reading academic or school-related materials. In the awareness of metacognitive reading strategies, In particular, Problem-Solving Strategies (PROB) is reported to be the highest of the three for all the categories with the mean 3.5. the other two are categorized as a moderate use of subscales of reading strategies with the mean for Global Reading strategies (GLOB) is 3.4 and the Support reading strategies (SUPP) is 3.4. The overall mean scores show a relatively moderate overall usage (mean =3.4) of metacognitive reading strategies among students using all the 30 metacognitive reading strategies in reading process. In other words, the study revealed that the level of metacognitive reading strategies is moderately being used by the learners in this study.

ABSTRAK

Shella Arini, Metacognitive Reading Strategies Used by English Education Department Students. Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, State Sunan Ampel Suarabya.

Pembimbing: Hilda Izzati Madjid, M.A

Kata kunci: Pemahaman bacaan, Strategi, Strategi membaca metakognitif

Meningkatkan kualitas sumber daya manusia tidak bisa dipisahkan dari aktivitas membaca. Aktivitas membaca bisa di artikan sebagai aktivitas dasar untuk memperoleh pengetahuan dan informasi dalam meningkatkan kualitas hidup. Para pembelajar bahasa asing menganggap bahwa keterampilan memahami bacaan adalah keterampilan yang paling sulit diantara keterampilan-keterampilan yang lain meskipun mereka telah belajar bahasa inggris bertahun-tahun. Mereka sebenarnya bisa membaca teks tetapi sedikit dari mereka yang memahaminya. Krashen S.D (2004) mengatakan bahwa membaca tidak hanya meliputi mengenal dan membaca huruf kemudia<mark>n me</mark>nghasilkan suara tetapi juga memahaminya. Itulah mengapa, sebagai seorang guru seharusnya bisa menerapkan strategi yang sesuai dalam proses pembelajaran. Strategi Metakognitif adalah salah satu strategi yang dapat di terapkan dalam proses membaca. Mokhtari and Reichard (2002) menyebutkan bahwa strategi metakognitif sebagai proses membangun kesadaran dan pemantauan yang di jelaskan sebagai "pengetahuan pembaca" tentang mekanisme mengendalikan dalam proses membaca. Dengan menerapkan strategi ini, pembaca akan lebih memperhatikan proses membaca mereka (perencanaan, pemantauan dan evaluasi). Mempertimbangkan permasalahan diatas, penulis mencoba untuk menganalisa metakognitif strategi yang paling sering digunakan oleh mahasiswa pendidikan dan keguruan bahasa inggris dalam memahami suatu bacaan.

Rancangan penelitian ini adalah rancangan kualitatif karena bertujuan untuk memahami dan menggambarkan fenomena yang terjadi pada sampel penelitian di konteks yang asli. Menurut Maxwell (1996) kekuatan penelitian kualitatif itu mengambil data utama dari pendekatan induktif, fokusnya pada situasi dan orang tertentu dan menekankan pada penjebaran kata-kata daripada angka. Penelitian ini dilaksanakan terhadap mahasiswa semester 5 di jurusan pendidikan dan keguruan bahasa Inggris dengan jumlah sampel 90 mahasiswa. Penelitian ini menggunakan dua instrument yaitu interview dan kuesioner yang mengacu pada Meta-cognitive Awareness of Reading Strategies Inventory (MARSI) oleh Mokhtari & Reichard (2002) yang dirancang khusus untuk menilai pembaca dewasa dalam membaca teks akademik atau yang berhubungan dengan bacaan diperkuliyahaan. Kesadaran membaca secara metakognitif, strategi pemecahan masalah (problem solving strategy) diketahui dan dilaporkan sebagai strategi yang paling sering digunakan daripada strategistrategi metakognitif yang lain dengan rata-rata 3.5, yang dalam MARSI diartikan sebagai nilai minimum yang mempunyai arti kesadaran tinggi. Sementara, dua strategi yang lain dikategorikan sebagai kategori sedang: strategi membaca global (global reading strategy) dengan rata-rata 3.4 begitu juga strategi membaca dengan pendukung (support reading strategy). Sedangakan, strategi membaca metacognitif secara keseluruhan adalah (rata =3.4) yang berarti tingkat penggunaan strategi metacognitif yang berjumlah 30 substrategi oleh mahasiswa masih terbilang "sedang". Dengan kata lain, hasil penelitian ini menunjukan bahwa tingkatan strategi membaca secara metakognitif yang digunakan oleh mahasiswa dengan frekuensi sedang.

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LIST OF ABBREVIATION

- 1. Abbreviation EFL
- 2. Abbreviation ESL
- 3. Abbreviation MARSI
- 4. Abbreviation MRS
- 5. Abbreviation GLOB
- 6. Abbreviation PROB
- 7. Abbreviation SUPP
- 8. Abbreviation UIN

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Appendix 1 Questioners



CHAPTER I

INTRODUCTION

This chapter attempts to elaborate several important points covering Background of the study, Statement of the problems, Research objectives, Significance of the research, Scope and Limitation, Definitions of the key terms.

A. Background of The Study

Improving the quality of human resources can't be apart from the activity of reading. Reading activities can be seen as basic activities to gain knowledge and information to develop the quality of human's life. For the students, mastering reading skill is one of the most important skills to make sure of successful learning. The students tend to have more achievements in mastering all aspects in educational program as a result of the strength of reading comprehension. It can be seen that a reading activity is the most activity done by the students in learning process.

Reading comprehension is one of the main essential elements for English language learners. It is the process through recognizing words which are transformed into a meaningful idea¹. It can be understood as the ability to take information and derive sentence and discourse interpretation. From that statement, it cannot be ignored that

¹Hoover, W.A. and Gough, P.B. 1990. The Simple View of Reading. Reading and Writing: An Interdisciplinary Journal. Vol. 2(2), p. 127-160.

reading comprehension is used to know all about variety of disciplines areas of the study.

The students of English education department should master of all language skills of listening, speaking, reading and writing. However, English foreign language learners consider that reading comprehension is the most difficult skill among other skills even after several years of learning the English language. Research shows that reading comprehension is a complex process and students usually have difficulties in constructing meaning from writen text². In fact, they are able to read the text but they face difficulties to recognize and understand the contents of the text. Difficulty in comprehending text is a serious problem for the students to improve the quality of their learning in engaging the academic tasks. Nowadays, having an excellent ability to comprehend the text is a must for the university students to acquire knowledge in all courses. Reading variety of books helps to train the university students to read effectively as an intellectual community.

The importance of Reading skill, especially in a foreign language such as English for university students is actually true since they have to absorb new information largely via written text such as textbooks, journal articles and web pages as well. In addition, reading comprehension is to sufficient vocabulary and to understand grammar, also to activate the reader's previous knowledge of the subject since the role of background knowledge also as part of metacognitive strategies, as it has an effect

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² Grabe & Stoller, 2002 Grabe, W., & Stoller, F. L. (2002). Teaching and researching reading. Harlow: Pearson Education.

on the monitoring process the reader must utilize³. Hence, they must spend their time to read variety of books to expand their knowledge and to excel their reading proficiency.

In the lecturing class, the university students are demanded to be self-learners that they have to be able to get knowledge both from lectures and from the academic reading texts read by them. The current issue nowadays for the university students is that they are lack ability to read large number of academic text of English. Majority of the students show the low level of reading strategy that needed to successfully comprehend the text. As a result, they do not know how to read effectively which can improve their knowledge of academic field. Among other things, the students' weaknesses in reading the text are not aware of their reading process. Simply, they do not know how to read effectively and what to do after reading process.

Another problem faced by the university students is the reading strategy used in the learning process. University students need to be proficient readers in this globalization era to acquire knowledge in all courses taken at the university level. Hence, Levine said that comprehending academic texts is an essential skill that university students need to acquire⁴.

³ Iwai, Y. (2011). The Effects of Metacognitive Reading Strategies: Pedagogical Implications for EFL/ESL Teachers. The Reading Matrix 11 (2), April 2011. 150-158.

⁴ Levine, A., Ferenz, O., Reves, T. (2000). EFL academic reading and modern technology: How can we turn our students into independent critical readers? TESL-EJ, 4(4). Retrieved from http://www.writing.berkely.edu/TESL-EJ/ej16/al.html

Based on the preliminary research conducted by the researcher it showed that the faculty of tarbiyah in English education department still uses traditional English teaching method in teaching reading skill. It focuses mainly on delivering reading skill on finding the difficult vocabularies and structures. It causes the students spending their time in memorizing words, grammar and structures rather than learning how to comprehend the text by using reading strategies. In other words, the students are not trained to improve their ability in comprehending the text. As a result, it causes low performance in comprehending the text and leads them to be uninterested in learning the language especially reading skill. Based on this reason the institution should give a good strategy in teaching reading skill.

Having a good ability to comprehend the reading text does not come easily. The university students get used to reading variety of books to form their habit in reading text. In addition, they should use the effective strategies to comprehend it. One of the most popular strategies applied in reading comprehension is metacognitive strategy.

Metacognition is a term introduced by Flavell and raised many debates on the definition⁵. This resulted that Metacognition is not always the same in a wide variety of fields of study Psychology, and also it can't be applied to a single psychology course. Nevertheless, understanding Metacognition expressed by researchers in

⁵ Flavell, J. H. 1976. Metacognitive aspects of problem solving. In L. B. Resnick (Ed.), The nature of intelligence. Hillsdale, NJ: Lawrence Erlbaum Associates

psychology, generally giving emphasis on awareness of one's thinking about his thinking process on its own⁶.

During reading, metacognitive processing is expressed through strategies, which are "procedural, purposeful, effortful, willful, essential, and facilitative in nature". Furthermore "The reader must purposefully or intentionally or willfully invoke strategies" and does so to regulate and enhance learning from text⁷. By implementing this strategy, the readers will more pay attention and evaluate to what they read. As a result unskilled readers can be skilled readers since they are given appropriate strategy effectively and they can prepare a background knowledge related to the text before reading, check their comprehension while reading and after reading.

Al Melhi has found that some differences do exist between skilled and less skilled readers in terms of their actual and reported reading strategies, their use of global and reading strategies, their metacognitive awareness, their perception of a good reader, and their self-confidence as readers and points out training in metacognitive language learning strategies help learners develop their listening and reading skills and raise⁸.

⁶Margareth E. Gredler, 2011, Learning and Instruction(Teori dan Aplikasi), Prenada Media Group, Jakarta.

⁷ Alexander, P.A., & Jetton, T.L. (2000). Learning from text: A multidimensional and developmental perspective. In M.L. Kamil, P.B. Mosenthal, P.D. Pearson, & R. Barr (Eds.), Handbook of reading research (Vol. 3, 285–310). Mahwah, NJ: Erlbaum

⁸ Al Melhi, A. M. (2000). Analysis of Saudi college students' reported and actual reading strategies along with their metacognitive awareness as they read in English as a foreign language. Dissertation Abstracts International, 60, (7).

Metacognition is very important for reading comprehension. Many studies also show that there is a positive relationship between students' metacognitive awareness of reading processes and their ability to read. Instructional methods that generate high levels of student involvement and require substantial cognitive and metacognitive activity during reading can have positive effects on reading comprehension. Metacognition in reading for studies defined as learners' knowledge about the strategy and the ability to expand your knowledge to monitor the process of reading done⁹. Students as independent learners always know why, how, and when they use strategies of reading.

In their growing awareness for independent and objective analyzes the activity of reading, identify what is known and not known, plan the process of reading in order to be done properly, as well as evaluating the results of the activity of reading they do. The metacognitive field is rarely touched upon by researcher. Recently, metacognition has been found to be affective in second or foreign language teaching and learning. Metacognitive strategies, through their interaction with regulation of cognitive strategies, can contribute to self-regulated learning.

Mokhtari and Reichard say metacognition as awareness and monitoring processes described as "the knowledge of readers' cognition about reading and self-control mechanism"¹⁰. By developing metacognition, the students are expected to be able

9Vacca, Richard T. dan Jo Anne L. Vacca. 1989. Content Area Reading. London: Scott, Foresman and

Company

¹⁰Mokhtari and Reichard. 2002. Assessing Students' Metacognitive Awareness of Reading Strategies. Journal of Educational Psychology. Vol. 94, No. 2,249–259

control themselves to plan, to monitor and to evaluate their reading activity. By developing metacognition, learners are presented with an array of ways to help evaluate the effect of their efforts in reading. Metacognition helps learners estimate the likelihood that they will be able to remember the learned material for a later use.

Many studies have investigated reading strategies and reading processes among learners. Ay, Sila found that undergraduate students of Ankara University Linguistics Department have a high metacognitive awareness of their reading process, when involved with the task of reading academic materials¹¹.

This fact may be explained by the participants being students of linguistics who are normally more aware of the features of language, language learning and language use. Concerning this research result, it is assumed that students from different faculties, different genders or different age will have different level of metacognitive awareness. It is known that older people will have higher metacognitive awareness compared to younger people.

Whereas, Magogwe attempted to investigate whether students are aware of their metacognitive reading strategies and what kind of metacognitive reading strategies are

¹¹Ay, Sila. 2009. Academic Reading Strategy and Metacognitive Awareness of University Students. Essay on Turkish Linquistics, p. 433-441.

frequently used¹². Participants of this study were 104 First Year students from the Social Sciences Faculty in the University of Botswana, studying Communication and Academic Literacy Skill.

The findings indicated that University of Botswana English as Second Language (ESL) students reported high reading proficiency and high use of metacognitive strategies, but there was no vast difference in terms of proficiency.

Students who reported their proficiency as high had an edge over low-proficiency ones mainly because their management and monitoring of reading was guided more by the goals they have set themselves than by the tests and assignments they were supposed to write.

The findings of this study revealed that more proficient students use high metacognitive strategies. It is assumed that, the more students have metacognitive awareness the more proficient they will be. This study recommends additional reading strategy to compare students from different faculties and genders, especially in the ESL context.

Reading includes not only recognizing and decoding letters and then producing phonics but also comprehension ¹³. Reading comprehension strategies are "mental"

¹²Magogwe, J.M. 2013. Metacognitive Awareness of Reading Strategies of University of Botswana English as Second Language Students of Different Academic Reading Proficiencies. Reading & Writing. Vol. 4(1). P. 21-29.

¹³KrashenS.D, The power of reading: Insights from the research (2nd ed.). Portsmouth, NH: Heinemann(2004).

operations or comprehension processes that readers select and apply" to understand the text¹⁴.

Relatively, this study investigates metacognitive reading strategies (MRSs) which seem to be involved in cognitive classroom activities; however, their existence should not be taken for granted. Furthermore, reading is the kind of process in which one needs to only understand its direct meaning, but also comprehend its implied ideas.

Reading comprehension is the ability to understand a written text. Undoubtedly, students of any language need to be able to read in that language. Native speaker read a big deal of material each day depending largely on their motivation for reading. Reading is an important receptive language skill since it enhances students' pool of information to augment the quality of the product of the other language skills.

Reading strategies are related with readers' aims, text type, and context to deal with more proficient texts and academic reading requires awareness of goals to administer strategies effectively. Apart from monitoring their own reading process, readers should discuss their comprehension of the text with others. Another characteristic of good readers is predicting the forthcoming information and checking it.

In summary, Reading is a very important language skill. Good learners are learners who know and realize over a process that is done. Metacognition can be seen as one of the elements that are important in achieving the level of reading comprehension.

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¹⁴Abbott, ESL reading strategies: Differences in Arabic and Mandarin speaker test performance. Language Learning, 56, pg.637

Knowledge of Metacognition can lead the reader to understand all the aspects that can streamline the process of reading that of a phase before reading to what will be done after the reading process is completed. So, it is important to learn and know the process-metacognition.

Optimal development of all aspects of a child's success is a factor in the future. Patterns of parenting and education conducted by parents, teachers and the environment will affect the quality of the child. With the other, without neglecting the aspect of cognitive development being one important focus in addition to the physical development of children at the time.

Study on the importance of Metacognition reading strategy as one of the elements to facilitate the students reading activity should always continue to be developed. This ability is very important especially for the use of cognitive efficiency in solving problems. Considering the reasons stated previously, the researcher tries to analyze the most and the least metacognitive strategies used by students of English Teacher Education Department in comprehending the reading text.

B. Research Question

Based on the background above, the problem of this study can be formulated as follow: what are the Metacognitive Reading Strategies Used by The Fifth Semester of English Teacher Education Department Students in Academic Year 2015-2016 in comprehending the reading text.

C. Objective of The Study

Based on the research question above, the researcher has formulated the major objective of this study is to investigate the metacognitive reading strategies used by students of English Teacher Education Department in comprehending the reading text.

D. Significance of The Study

The result of the study is expected to give significances contribution to the body of knowledge theoritacally and practically.

1. Theoretically

- a) This study is intended to contribute research on students understanding of metacognitive reading strategy.
- b) The result of this research can be useful as the reference for next researcher who wants to conduct a research on the same or similar topic as in this research.

2. Practically

a) For Learners

This research shows the learners the use of metacognitive reading strategy, especially in reading skills. Then, it is also useful for the department to reflect the success of applied curriculum, especially academic reading. In addition, it can be a reference for the lectures of English Teacher Education Department UIN Sunan Ampel dealing with how they should teach and direct their students.

b) For Teachers

This research can be reference for teachers to teach students about metacognitive in reading which useful to let students think by themselves. It Help the students to brainstorm the content of their reading.

E. Scope and Limitation of The Study

As explained in the background, the researcher limits the study on the most and the least metacognitive reading strategies used by students of English Teacher Education Department in comprehending the reading text. In this case, the researcher analyzes 90 English department students who have experienced the reading skill course from the first semester to the fourth semester which indicates they have variety of strategies in comprehending the text.

F. Definition of Key Terms

To avoid misinterpretation and to have the same idea and concept to understand this study, the researcher tries to clarify the terms used in this study as follow:

1. Reading comprehension

According to Anderson reading comprehension is the interaction of four things including the reader, the text, the fluent reading or the ability or read at an

appropriate rate with adequate comprehension, and strategic reading, or the ability of the reader to use a variety of reading strategies to accomplish a purpose for reading¹⁵. Related to the problem, the students of English education department students should have a good ability to comprehend the reading text. It can be achieved by implementing the appropriate strategy.

2. Strategy

Weinstein states that a strategy is an individual's comprehension approach to a task. It includes how a person thinks and acts when planning and evaluating his or her study behavior¹⁶. The students who have strategies in reading text can solve their problem. They can understand what they read and when they read. It also help the students become better at monitoring their comprehension.

3. Metacognitive Reading Strategy

Flavell first introduced the term metacognition in his article, saying that metacognition is defined as "one's knowledge concerning one's own cognitive processes and outcomes or anything related to them" as far as it is concerned to reading metacognitive strategies used by the college students, it provides a way for learners to coordinate their own learning process¹⁷. They can control their reading process from beginning of reading, while reading and after reading.

1'

¹⁵ Anderson, N. J. (2003). Scrolling, clicking, and reading English: Online reading strategies in a second/foreign language. The Reading Matrix, 3:1-33.

¹⁶Weinstein, C. E., & Underwood, V. (1985). Learning strategies. In J. Segal & S. Chipman (Eds.), Thinking and learning skills (pp. 241-258). London: Lawrence Erlbaum Associates

¹⁷Flavell, J. H. (1976). Metacognitive aspects of problem solving. In L. B. Resnick (Ed.), The nature of intelligence (pp. 231-235). Hillsdale, NJ: Lawrence Erlbaum Associates.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes the concepts which are related to the research, such as concept of metacognitive, metacognitive reading strategy, reading comprehension, and learning strategy. Then, it also provides review of previous studies.

1. Reading comprehension

According to Hoover and Gough reading comprehension can be understood as the process through recognizing words which is transformed into a meaningful idea¹⁸. While Kintsch says that reading comprehension is a complex process that requires the activation of numerous cognitive skills¹⁹. Here, comprehension not only depends on characteristic of the readers but also depends on language processes such as basic reading skills, decoding, mastering vocabularies, inferencing and sensitivity to the text structure. The characteristic of the reader can be understood as a reader who has prior knowledge and working memory to comprehend the text while comprehending the text requires effective strategies such as metacognition and comprehension monitoring.

The university students should be skilled readers who have ability to monitor what they are reading. They might have background knowledge to be able to

 $^{^{\}rm 18} Hoover,\,W.A.$ and Gough, P.B. 1990. The Simple View of Reading. Reading and

Writing: An Interdisciplinary Journal. Vol. 2(2), p. 127-160.

¹⁹Kintsch, W. 1998. Comprehension: A Paradigm for Cognition. New York: Cambridge UniversityPress.

recognize words automatically and be able to read critically and thoughtfully. According to Harris, reading is the meaningful interpretation of printed of written verbal symbols; it also involves sensing, perceiving, achieving meaning, learning reacting in a variety of ways²⁰. As we can see the majority of the students are able to read fluency, but most of them do not understand what they read.

The indication of students' ability to comprehend the text is when they can assimilate the meaning of the meaning of the text and understand the content. That is why; reading is intricate activity in obtaining meaning from the text through perceptual, cognitive, or linguistic process. It means that the thinking of reading as a recognizing a process, words analyzing and words and ideas understanding. Finally the readers must understand both the words of the text and understand the purpose of the author.

The key to develop proficient reading skills in the early years of education is an even earlier foundation in underlying language learning skills²¹. Therefore, strong reading comprehension skills are viewed as being dependent on the strength of the cognitive strategies established in the early years. Reading comprehension skills are essential for meaningful and effective reading. Early reading is grounded in strong cognitive skills, i.e. learning styles such as auditory analysis, sound blending and segmenting, memory and visualization. Therefore, the key to

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²⁰ Albert Harris. 1962. Effective teaching and reading. New York: David McKay Company INC. p. 09

²¹ Brewster, J & Ellis, G. (2002). The Primary English Teacher's Guide. Edinburgh Gate: Pearson.

improving reading comprehension skills is to attack weak language learning skills at the foundational level. Effective reading comprehension requires not only accurate reading skills but also automatic and fluent reading ability. Many struggling university level students have difficulty moving to a level of automaticity and fluency that allows them to comprehend what they are reading. Automaticity is the ability to identify, at the single word level quickly, accurately and effortlessly.

A. The Characteristics of reading comprehension

Comprehension reading skill cannot be specifically isolated since they are so interrelated one to another depends on the degree on another skill. Kustaryo says that in broader sense comprehension could be divided in to three levels of skills²².

a) Literal reading refers to the ideas and facts that are directly stated on the printed page. In fact, literal ideas and facts are usually so clearly stated that one could go back in the passage and underline the information desired. The literal level of comprehension is primary to all reading skills at any level because a reader must first understand what the author said before he can draw an inference or make an evaluation.

²² Sukirah Kustaryo. 1998. Reading Techniques for collage students. Jakarta: depdiknas. P:12

- b) Inferential to get the inference or implied meanings from the treading materials one must read between lines. Inferences are ideas which a reader receives when he goes beneath the surface to sense relationship, puts facts and ideas together to draw conclusions and make generalization, and detects the mood of the material. Making inferences requires more thinking on one's part because it must depend on the author and more on personal insight.
- c) Critical reader requires a higher degree of skill development and perception. Critical reading requires reading with an inquiring mind and with active and critical finding the wrong statement. It including questioning, comparing and evaluating. Finding main ideas or the topic of the reading text is one of the most important aspect should be mastered by readers.

Ausubel in kustaryo says that new ideas and information are learned and retained most effectively when inclusive and specifically relevant ideas are already available in cognitive structure to serve a subsuming role or to finish ideational anchorage²³.

In fact, the students sometime find difficulty to understand the topic or the main idea of the text they read. There some reason not understanding the contain of the text. One of them is recognizing the words. According to kustaryo²⁴ there are three

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²³ ibid p:15

²⁴ ibid p: 15

things or factors that have to do with comprehending the paragraph. First, words recognition, the students sometimes finds difficulty to recognize words of the target language. Since another language has different syntactical patterns such as word ordering to express equivalent ideas.

Second, new words recognition, new words and words which have learned are two aspects which might cause difficulties in the learning vocabularies. Understanding new words is influenced by the prior knowledge known by the students, for example the word "adaptation" the students can easily recognize the words because it is similar to the background knowledge of the students. Third, the language system, this factor involves vocabulary and structure, vocabulary and sound system, and vocabularies and spelling. (1) Vocabularies and structure are firmly joined; they can be separated from each other. (2) Vocabularies and sound system is important to learn a second language. Pronouncing a new word in a target a language is such a difficult effort to do since different intonation and words has different meaning. Meanwhile, Thomas Barrett in Ekwall says that the cognitive dimension for comprehension categories might be classified as "(a) literal meaning, (b) inference, (c) evaluating, and (d) appreciation²⁵.

However, those are mentioned previously could not be neglected for the students who want to master English. In other words, the students must be familiar

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²⁵ Eldon Ekwall. And James L. Shanker. 1988. Diagnosis and remediation of the disable reader. Boston: Allyn and Bacon. P:77

with all the things mentioned previously by making habit of reading. The students must get used to read the text to make it become habitual action.

B. Strategies for developing reading comprehension

Reading comprehension skills are essential for meaningful and effective reading. That is why the students need strategy to comprehend the text. There are many strategies provided from variety of literatures to develop reading comprehension. The followings strategies might help the students to achieve reading goal²⁶.

a. Previewing

It is done before reading the text. The reader reviews the title, section headings and photo captions to get a sense of the structure and content of a reading selection.

b. Predicting

Knowledge of the subjects matter is used by the reader to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make prediction about discourse structure; using knowledge about the author to make prediction about writing style, vocabulary and content.

c. Skimming and scanning

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²⁶ Otong Djuahairie Setiawan, extensive Reading Top-Down Reading, (Bandung: Yrama Widya, 2008 P.46

It is using a quick survey of the text to get the main ideas, identify text structure, confirm or question prediction.

There are some ways to skim and scan the texts:

- 1) Believe what the information will be looked for. Give question to the readers themselves.
- 2) Moving eyes line by line or sentences to sentences
- 3) Stop when the reader finds what they look for.
- 4) Read slower to the key answer that gives the information.
- 5) Back to the question
 - 6) Can the information answer the question of the reader?
 - 7) Note the answer of the question.

In addition, here are the ways to do scanning:

- 1) Decide the detail information that we want to find such as it is about the numbers, years, date
- 2) Then, decide in what part of the text we can find the information.
- 3) Read carefully sentence by sentence.
- 4) Stop reading when finding the information we need.
- d. Guessing from context

This strategy is used when the readers do not understand the vocabularies. It is using the prior knowledge of the subject and the ideas in the text as clues to guess the meaning of unknown words instead of stopping to look them up.

e. Paraphrasing

It is stopping at the end of reading process to check the understanding of the reader by restating the information the ideas in the text.

By modeling the strategies and implementing five strategies above, the readers can be easier to comprehend the text, and they can gain confidence in their ability to read the text. Douglas suggests ten strategies to comprehend the reading text. Those are²⁷:

- 1) Identify the purpose of reading
- 2) Use grapheme rules and patterns to aid the bottom up decoding
- 3) Use efficient silent reading techniques for relatively rapid comprehension
- 4) Skim the text for main idea
- 5) Scan the test for specific information
- 6) Use semantic mapping or clustering
- 7) Guess when you are certain
- 8) Analyze the vocabularies

²⁷ Brown, H. Douglas. 2000. Teaching by Principles an Interactive Approach to Language Pedagogy. San Fransisco: San Fransisco State University

- 9) Distinguish between literal and implied meaning
- 10) Capitalize on discourse markers to process relationship

C. Process of reading comprehension

Weinstein states a strategy is an individual's comprehension approach to a task. It includes how a person thinks and acts when planning and evaluating his or her study behavior. In effect, successful people are good strategy users; they know how to use a variety of goal-specific tactics, execute a planned sequence, and monitor their use²⁸. There are many reading strategies employed by successful language learners such as being able to organize information, use linguistic knowledge of their first language when they are learning their second language, use contextual cues, and learn how to chunk language to name a few.

There are three main "models" being proposed to explain the nature of foreign learning to read: (1) bottom-up processing model, which is so called because it focuses on developing the basic skill of matching sounds with letters, syllables, and words written on a page; (2) top-down processing model, which focuses on the background knowledge that a reader uses to comprehend a text; and (3) the third model called "interactive" model which incorporates both top-down and bottom-up processing models and regards text processing as a non-linear, constantly developing phenomenon where both the former explanations constantly

²⁸Weinstein, C. E., & Underwood, V. (1985). Learning strategies. In J. Segal & S. Chipman (Eds.), Thinking and learning skills (pp. 241-258). London: Lawrence Erlbaum Associates

react and influence one another Suharmanto suggests some model of reading process. The model made to explain how reading process occurs. Some of them are bottom-up mode, top-down model, and interactive model. The followings are the brief description of each of the models.

a. Bottom – up model

It is a process of decoding meaning from the printed age. The process of this model is recognizing a multiplicity of linguistics signals (such as letters, morphemes, syllabus, words, process, grammatical cues, and discourse markers) and uses their linguistic data processing mechanism to impose somemore of order on these signals.

b. Top – down model

It is a process that brains whole host background information into the arena of making decisions what something "means". As the consequence, the top down model is also called strategy based and bottom up is called "skills based".

As language learners especially for second language learners, we usually use top down or strategy based. The reason is because we read the text for understanding the essence of the text not to understand each words of the text. Furthermore, for the beginner it will be very difficult to understand a single word of the text due to the limitation of words. In this case, the reading strategy should be implemented to solve this problem. The strategy will help the

students to catch the idea of the text although they do not understand complete words of the text.

2. Metacognition

Flavell originally coined the term metacognition in the late 1970s to mean "cognition about cognitive phenomena," or more simply "thinking about thinking" Flavell discusses cognitive monitoring in the context of "cognitive experiences," which are insights or perceptions that one experiences during cognition, such as, "I do not understand this." Flavell notes that these experiences serve as "quality control" checks that help learners revise their goals. Others contend that metacognition refers to the knowledge and control that we have over our cognitive processes.

As far as it is concerned with reading, it is common to talk about metacognitive awareness (what we know) and metacognitive regulation or control (knowing when, where, and how to use strategies, that is, what we can do). As a whole, metacognitive involves awareness and control of planning, monitoring, repairing, revising, summarizing, and evaluating. Essentially, we learn strategies that support our comprehension (our awareness of strategies) and we learn how to carry out these strategies effectively (our control of strategies)³⁰. According to this

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²⁹Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry. American Psychologist, 34(10), 906-911.

³⁰Baker, L. (2002). Metacognition in comprehension instruction. In C. Block & M. Pressley (Eds.), Comprehension instruction: Research-based best practices (pp.77-95). New York: Guilford Press..

framework, awareness entails recognition of explicit and implicit information and responsiveness to text dissonance or inaccuracies. Monitoring involves goal setting, self-questioning, paraphrasing, activating relevant background knowledge, making connections between new and previously learned content, and summarizing to enhance comprehension during reading. Finally, regulating refers to "compensatory strategies to redirect and bolster faltering comprehension".

Metacognitive thought is an essential skill for learning. It ensures that the learner will be able to construct meaning from information. To accomplish this, the learner must be able to think about their own thought process, identify the learning strategies that work best for them and consciously manage how they learn. Among the learning strategies cited in the literature, the metacognitive and cognitive strategies are most relevant to reading. Metacognition is concerned with monitoring, or watching, and evaluating the success of the learning process. Cognitive strategies, on the other hand, relate to the specific contexts and learning tasks.

3. Metacognitive Reading Strategies

The followings are the brief description of Metacognitive Strategies Stages which can be implemented by the reader. **Metacognition** is "thinking about thinking". **Metacognitive** awareness is key in reading proficiency.

Duffy points out, "In reading instruction, metacognition is associated with reading strategies³¹.

Mokhtari and Reichard referred to metacognition as awareness and monitoring processes described as "the knowledge of readers' cognition about reading and selfcontrol mechanism³².

While Paris described metacognitive knowledge in terms of declarative, procedural, and conditional knowledge, because self-appraisal answers questions about what you know, how you think, and when and why to apply knowledge or strategies³³. Strategies specific to read can be classified in the following three components of metacognition: planning, monitoring, and evaluating strategies. Metacognitive strategies bring reading process in order. The students do some activity before, while, after reading such as; (See on table I)

a) Planning strategies are used before reading. Students exploited their background knowledge. From this activity, the students can preview the text through skimming; teacher can ask probing questions, the students can

³¹William and Atkins. 2009. The Role of Metacognition in Teaching Reading Comprehension to Primary Students. In Hacker. D.J, Dunlosky. J and Graesser. A. C. (Eds.), Handbook of Metacognition in Education. New

York. Taylor & Francis.

³² Mokhtari and Reichard. 2002. Assessing Students' Metacognitive Awareness of Reading Strategies. Journal of Educational Psychology. Vol. 94, No. 2,

³³ Paris, S.G. and Winograd, P. 1990. Promoting Metacognition and Motivation of Exceptional Children. Rase, Special Issue Article. Vol 11. P. 7-15.

anticipate the text. Activating learners' background knowledge to get prepared for reading is an example of planning strategies. Also, previewing a title, picture, illustration, heading, or subheading can help readers grasp the overview of the text. Readers may also preview the general information in the text and its structure. Learners may check whether their reading material has a certain text structure, such as cause and effect, question and answer, and compare and contrast. Further, setting the purpose for reading can also be categorized as a planning strategy.

- b) Monitoring strategies occur during reading. While reading activity Students self-check their comprehension and monitor the text by asking questions, the students can have group discussion while teacher can ask them to write moral of the story. Therefore, through this strategy students can get deeper understanding about the text. Some examples of monitoring strategies are comprehension of vocabulary, self- questioning (reflecting on whether they understood what they have read so far), summarizing, and inferring the main idea of each paragraph. Readers may also identify and focus on key information or key words, including but, however, on the other hand, in addition, also, and in conclusion. Determining which part of the passage can be emphasized or ignored based on the purpose of the task is another monitoring strategy.
- c) Evaluating strategies are employed after reading. For example, after reading a text, learners may think about how to apply what they have read to other

situations. They may identify with the author, a narrative, or main character, and may have a better perspective of the situation in the book than they did at first.³⁴ Students come to know how well they have understood. The students can do the reading activity by using story frames which are sequences of blanks linked by transition words that reflect a line of thought.

Those strategies are suggested to be widely used by first and second language readers to comprehend the text. It is useful for the students since the successful reader does not occur automatically. Rather, the successful reading comprehension depends on directed cognitive effort, referred to metacognitive processing which consist of knowledge about and regulating process during the reading process. Through metacognitive strategies the readers can control their reading activity by planning, monitoring and evaluating it.

³⁴Almasi, J.F and Fullerton, S.K. 2012. Teaching Strategic Processes in Reading Second Edition. New York. The Guilford Press.

Table I. Description of metacognitive strategies process in reading comprehension

Metacognitive process & its sub- categories	Metacognitive strategies process in the academic reading comprehension		
Planning	Advance Organizer Determine the nature of the reading task Set one's reading goals Plan the objectives of reading sub-tasks		
(Pre-reading)	Organizational Planning Plan the content of each task, the parts of specific reading tasks Plan the strategies for completing the tasks Elaborate the prior knowledge connected with the reading asks Selective Attention Focus on aspecific task by sequencing the strategies to complete the tasks Select the appropriate reading strategies for the specific tasks Self-Management		
	Apply on armored specific reading strategies relevant to the specific task adjust reading strategies for achieving goals. Comprehension Monitoring		
Monitoring	Comprehension Monitoring Check one's understanding ,accuracy and appropriateness of the overall reading task/process Checks one own abilities and difficulties in reading task		
(when reading)	Production Monitoring Check whether the reading strategies learned from class can solve the comprehension problems. Trace the selected reading strategies and adopt alternatives when it is not working		
Evaluating	Self-Assessment Make an assessment of whether one succeeds in the reading goal		
(Post-reading)	Self – evaluation Evaluate how well one learned to read Evaluate the reading strategy use Self-Reflection Reflect one's own problems whether he/she needs to go back through the reading process for a better understanding.		

There are three types of metacognitive reading strategies that can be implemented by the students in comprehending the text (MARSI) provided by Mokhtari. K and Reichard, C^{35} .

a) Global Reading Strategies (GLOB) category deals with preparation for reading, including pre-reading, skimming, applying reading to previous knowledge, decisions on the importance of parts of text and the use of clues, non-textual elements and typography to aid comprehension. The following is the list of global reading strategies.

Table. 2 The List of Global Reading Strategies

No	Global Reading Strategies	
1	Using prior knowledge	
2	Previewing text before reading	
3	Checking how text content fits purpose	
4	Skimming to note text characteristics	
5	Determining what to read	
6	Using text features (e.g. tables, charts)	
7	Using context clues	
8	Using typographical aids (e.g. italics)	

³⁵Mokhtari, K., & Reichard, C. (2002). Assessing students' metacognitive awareness of reading strategies. Journal of Educational Psychology, 94(2), 249–259.

9	Critically evaluating what is read
10	Resolving conflicting information
11	Predicting or guessing text meaning
12	Confirming predictions
13	Setting purpose for reading

b) Problem Solving Strategies (PROB) category contains eight questions that concern the behavior of the reader when encountering specific problems during reading such as increased difficulty in the text or losing concentration, or strategies designed to prevent problems such as adjustments to reading speed or pausing occasionally. Here are the lists of problem reading strategies.

Table. 3 The List of Problem Reading Strategies

No	Problem Reading Strategies
1	Reading slowly and carefully
2	Trying to stay focused on reading
3	Adjusting reading rate
4	Paying close attention to reading
5	Pausing and thinking about reading
7	Visualizing information read

8	Re-reading for better understanding
9	Guessing meaning of unknown words

c) Support Reading Strategies (SUPP) category contains nine questions that are not as intrinsically related with just reading as the questions in the other categories, for example additional physical activities such as reading aloud, underlining and taking notes, the use of tools such dictionaries, and also post-reading activities such as going back and forth in the text for connections or discussing it with others. The following table shows the list of support reading strategies.

Table. 4 The List of Support Reading Strategies

No	Support Reading Strategies	
1	Taking notes while reading	
2	Reading aloud when text becomes hard	
3	Summarizing text information	
4	Discussing reading with others	
5	Underlining information in text	
6	Using reference materials	
7	Paraphrasing for better understanding	
8	Going back and forth in text	

9	Asking oneself questions

The list of metacognitive strategies above is designed for educational purpose that becomes the materials to assess the most or the least strategies used by the students in comprehending the academic text.

4. Previous Studies

Before going further to this study, the researcher found some previous studies related to this research. The following researchers investigated many reading strategies used by the students both EFL learners (English as foreign language) and ESL learners (English as second language). The first is *Metacognitive Awareness of Reading Strategies and Multiple Intelligences in Prediction of English Reading Comprehension with Medical Junior College Students by Shu-Zen Junior College of Medicine and Management, Taiwan.* In this study, Shu-Zen students revealed a medium use of metacognitive awareness of strategies on reading. She is found that students have better intelligences on musical and Visual-Spatial intelligence and differences students have more intelligence in metacognitive reading strategies.

The second study was written by Molly K. Ness entitled Reading

Comprehension Strategies in Secondary Content Area Classrooms: Teacher Use of

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³⁶**Hou Yen-ju, " (**2013). Metacognitive Awareness of Reading Strategies and Multiple Intelligences in Prediction of English Reading Comprehension with Medical Junior College Students",International Journal of Arts & Sciences,by UniversityPublications.net

and Attitudes towards Reading Comprehension Instruction³⁷. Teachers in this study did not provide comprehension instruction because they viewed it as a time consuming burden. Multiple teachers pointed to the lack of instructional time as an obstacle to reading comprehension. The minimal inclusion of reading comprehension strategies would appear to have implications for teaching preparation and on-going professional development. Firstly, it may be prudent to make significant improvements in how we train secondary teachers as they enter the field. Middle and secondary teachers are equally unlikely to utilize their instructional time to explain, model, and coach students through reading strategies and differences teachers are giving instructional for students' before beginning in the classroom of reading class. Such us, what time do reading task, monitoring students' how to do reading task, and evaluating of reading task.

The Third, Assessing Students' Metacognitive Awareness of Reading Strategies by Kouider Mokhtari and Carla A. Reichard³⁸. They conclude classroom teachers and researchers will find the MARSI to be a useful tool for assessing and promoting learner awareness of the underlying processes involved in reading However, they should keep in mind some cautions when using it for making decisions about students' overall ability to read and to monitor their under- standing while reading academic materials.

³⁷Molly K. Ness, 2009. Reading Comprehension Strategies in Secondary Content Area Classrooms: Teacher Use of and Attitudes towards Reading Comprehension Instruction, Fordham University, mness@fordham.edu

³⁸Mokhtari Kouider, College of Education, Oklahoma State University, 245 Willard, Stillwater, Oklahoma 74078

First, like other measures of reading, it should be used to supplement rather than to supplant existing assessment measures of students' reading comprehension. Teachers should consider it as only one source of information about students' reading abilities that must be analyzed in conjunction with other measures of reading ability and differences teachers' can managed time faster, students' also enjoy do reading task comprehension.

The Forth study was written by Barbara Cahoon, M.Ed. entitled *Teachers Teaching Teachers about Content Area Reading Strategies and their Perceptions of the Effectiveness of these Strategies*³⁹. He found the teachers established that having the actual content area reading strategies modeled for them step-by step, working through the strategies themselves, and seeing how they would be able to teach these strategies to their students to be extremely beneficial aspects of the training. An additional element could be added to the study that examines the reading comprehension of the students both before and after the implementation of the content area reading strategies. Finally, an extended study might help determine how much time is sufficient for strategy instruction in the classroom and differences students' have role to do reading task in metacognitive reading strategies.

³⁹Barbara Cahoon, M.Ed. ,Teachers about Content Area Reading Strategies and their Perceptions of the Effectiveness of these Strategies, University of Manitoba, May 2008

The fifth Assessment of Middle School Students' Support Reading Strategies⁴⁰ by Mary Keller Boudreaux, EdD. She told by having students respond to the questionnaire, teachers get an idea of the types of support reading strategies that students say they employ when comprehending academic texts. The results support Kibby's (n.d.)⁴¹assertion that the purpose of reading comprehension instruction is to not simply state the right information, but to describe the thinking that resulted from the reading having students respond to the questionnaire, teachers get an idea of the types of support reading strategies that students say they employ when comprehending academic texts and differences metacognitive reading strategies have great role for to do reading task well in reading comprehension, so students' also can made them thinking by themselves.

The Sixth study was written by Arthur K. Ellis, David W. Denton, John B. Bond entitled an *analysis of research on metacognitive teaching strategies*⁴². According to the researchers analyzed in this review, metacognitive strategies are applicable across different disciplines and grade levels and they are effective for teaching both content knowledge and academic skills. Instructional practices most frequently used included teacher modeling with Think Aloud, diagramming, practice, answer checking, checklists, and goal attainment. Five environmental features were identified that

⁴⁰Mary Keller Boudreaux, EdD. , Assessment of Middle School Students' Support Reading Strategies,3798 Walker Avenue, Ball Hall 421 D Memphis TN, 38152

⁴¹Kibby, M. W. (n.d.).Thinking aloud and reading comprehension.Retrieved from http://www.readingcenter.buffalo.edu/center/research/think.html

⁴²Arthur K. Ellis *, David W. Denton, John B. Bond., Seattle Pacific University, 3307 Third Avenue West, Suite 202, Seattle, WA, 98119-1950, USA

enhance the effectiveness of metacognitive strategies. While these do not describe specific practices, they do suggest necessary conditions for effective metacognitive training and differences teachers' use metacognitive reading strategies in reading task e.g.: planning, monitoring and evaluating, its' also can help students' easier do reading task and control themselves to do that.

The Seventh written by Alireza Karbalaei entitled *A Comparison of the Metacognitive Reading Strategies Used by EFL and ESL Readers*⁴³. This study aimed to explore whether there were any significant differences in the metacognitive awareness and perceived use of reading strategies between EFL and ESL college students while reading academic materials. To this end, both groups completed a 30 item scale of the MARSI Questionnaire.

The Eighth is *Metacognitive Reading Strategy Training for High School Students at SMAN 1 Metro* written by Emisari⁴⁴. This study attempted to find out whether the metacognitive reading strategy training give effects to the students' reading strategy, students' reading motivation, students' reading comprehension and whether there is correlation between the increase of reading motivation and the increase of reading comprehension of Senior high school students in SMAN 1 Metro differences metacognitive reading strategies have a great power to improve multiple intelligence of students.

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⁴³Karbalaei, Alireza., (2010). A Comparison of the Metacognitive Reading Strategies Used by EFL and ESL Readers. Mysore

⁴⁴Emisari, 2016. Metacognitive reading strategy training for high school students at SMAN 1 Metro, bandarlampung

And the last written by Dangin entitled *metacognitive reading strategies* awareness and reading comprehension: a correlational study. ⁴⁵ This study sought to investigate the level of students' metacognitive awareness of reading strategies and its relationship with reading comprehension performance. The study found that there was positive relationship between both side students' metacognitive awareness of reading strategies and reading comprehension differences teachers' also have a good idea for teaching reading comprehension in class by used metacognitive reading strategies.

The results of the study showed that both groups exhibited almost similar patterns of strategy awareness and reported usage when reading college-level materials in English, although both of them were studying English in quite different sociocultural environments (EFL vs. ESL) and differences teachers' perceptions of metacognitive reading strategies made students' control and thinking by themselves in reading task of reading comprehension. Teachers' also can teach in the classroom by using the role of metacognitive reading strategies easier.

The preceding review of literatures shows variety of researches conducted by some researchers. It can be known that the result of research indicates the demand to develop the readers' knowledge on how to implement metacognitive strategy in their reading process. Then, the purpose of the implementation of that strategy is to excel the students in reading comprehension especially to be an active, constructively responsive readers and critical thinking readers. Thus, the existing previous studies

⁴⁵Dangin, 2016. metacognitive reading strategies awareness and reading comprehension: a correlational study, yogyakarta

motivate the researcher to examine meta-cognitive reading strategies do students of English education and teacher training department use most or least in their reading processes of academic texts. Hopefully, the result of the present research can increase the students' awareness and perceived their reading strategy to develop the mastering of reading academic text.

CHAPTER III

RESEARCH METHOD

This chapter provides the discussion of research method to organize the study. They are research design, setting of the study, research instrument, data collection technique, data and source of data, research procedure and data analysis technique. Those things are very important for the researcher in conducting the research and obtaining the empirical data as the process of the research.

A. Research Design

In a book of Research Methodology, Kothari states that qualitative research is concerned with qualitative phenomenon which is related to human behavior⁴⁶. Then, according to Maxwell that the strength as qualitative research derives primarily from its inductive approach, its focus on specific situation or people, and its emphasis on words rather the numbers⁴⁷. On the other words, qualitative research is a study of human behavior or social reality. Qualitative research aims to discover the underlying motives of human behaviour. Using qualitative research, the researcher can analyse the various factors which motivate people to behave in a particular manner or which make people like or dislike a particular thing⁴⁸. The design of this study is descriptive-qualitative since the purpose of this study is to

⁴⁶ C.R. Kothari., Research Methodology Methods and Techniques Second Revised Edition, (India:University of Rajasthan Jaipur, 2004) p.3

⁴⁷Maxwell, Joseph Alex. Qualitative Research Design, (London: SAGE Publication, 1996), p. 17.

⁴⁸ C.R. Kothari., Research Methodology Methods and Techniques Second Revised Edition, (India:University of Rajasthan Jaipur, 2004) p.3

understand and describe the phenomenon that happens to the subject being observed in natural contexts.

This study described metacognitive reading strategies used by the students of English teacher education department in comprehending the text. Improving English students ability in comprehending the text is not that easy. The students should have a proper strategy to master it through guidance from the instructor in reading class. This research reports what has happened or what is happening during the students read the text. The purposes of descriptive research is used to describe the incidents exist at present. In short, descriptive research used to explain something that occurs to be analyzed. Therefore, the purpose of this research is to describe the students' behavior of reading text through gathered data from participants' explanation related to their opinion and experiences. This research was conducted by using descriptive qualitative design since it focused on obtaining information and description concerning with the students' strategy in reading text.

B. Subject and Setting of the Study

This research was conducted in English teacher education department in UINSA Surabaya. The number of the students who involved as the subjects of this

⁴⁹C.R. Kothari., Research Methodology Methods and Techniques Second Revised Edition, (India:University of Rajasthan Jaipur, 2004) p.2

study was 90 students from the fifth semester of English teacher department students. They were classified into three classes and be involved in the process of obtaining information since they have got enrolled in reading class from the previous semester. The researcher analyzed their experiences in reading the text. Furthermore, what metacognitive strategies used by them in comprehending the text was the main focus of this research.

C. Research Instrument

According to Arikunto, research instrument is tool or facility that is used by the researcher in order to collect data. By using this tool, it can ease the duty of researcher to collect data completely and systematically⁵⁰. The researcher used some instruments to obtain the data, there are:

1. Questionnaire

Questionnaire consists a number of questions printed or typed in a definite order on a form or set of forms⁵¹. There were three main instruments used in the study, but a Metacognitive Strategy Questionnaire (MSQ) was composed of three main sections asking about the metacognitive strategies that the students actually used to plan, monitor, and evaluate their reading processes. The categories with detailed description were adapted from Chamot and O'Malley's classification which is widely accepted that it is

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⁵⁰ Suharsimi Arikunto, Prosedur Penelitian suatu pendekatan Praktek, (Jakarta: Reineka Cipta,2006),149

⁵¹Stuart MacDonald. Nicola Headlam. Research Method Handbook Introductory guide to research methods for social research (CLES: The Centre for Local Economic Strategies, 1986) p. 35

comprehensive, detailed, and systematic in linking individual strategies as well as strategy groups with each of the four language skills (listening, reading, speaking, and writing). ⁵² Questionnaire based method of research could produce both qualitative and quantitative information depending on how they are structured and analyzed.

The respondents had to answer the given questions based on their own experiences in reading the text. In this study, the questionnaire was used to gather the data to answer the research question about the most and the least metacognitive strategies used by the students. This study used Metacognitive Awareness of Reading Strategies Inventory (MARSI) by Mokhtari & Reichard, 53 which was designed to assess adult readers' metacognitive awareness and perceived use of reading strategies while reading academic or school related materials. The MARSI instrument measures three broad categories of strategies: Global Reading Strategies (GLOB), Problem Solving Strategies (PROB) and Support Reading Strategies (SUPP). The questionnaire has 30 items, consisted of 13 items of GLOB which form, 8 items of PROB and 9 items of SUPP. The participants were required to answer the questionnaire by rating the frequency that they thought and employed the

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⁵²Chamot, A. U. & O'Malley, J. M. (1990). Learning strategies in second language acquisition. Oxford: Ox- ford University Press.

⁵³ Mokhtari and Reichard, 2002. Assessing Students' Metacognitive Awareness of Reading Strategies. Journal of Educational Psychology.

strategy while reading the text on a 5-point Likert type scale from never to always. (See appendix A)

E. Data Collection Technique

There are several techniques to collect the data from the participants such as interview, group work, observation, audio, video and document⁵⁴. However, in this study the researcher collected the data through distributing questionnaire. The questionnaire mainly focused on metacognitive reading strategies used by the students of English teacher education department in comprehending the text then interview questions as a supporting data were given to the students to know the reading learning process. The detail processes of collecting data are as follow:

1. Questionare

Questionnaire was used to collect data on the most common strategies used by the students in reading text. It was the main instrument including the process of reading such as before reading, while reading, and after reading to know the students' behavior in reading the texts. The statements of the three strategies in the questionnaire (global reading strategies, problem solving strategies, and support reading strategies) were arranged randomly. The overall questionnaires content 30 items that

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⁵⁴Stuart MacDonald. Nicola Headlam. Research Method Handbook Introductory guide to research methods for social research (CLES: The Centre for Local Economic Strategies, 1986) p. 37

must be completed by the participants. The participants need to give checklist in Likert scale 1 up to five (never (1), rarely (2), sometimes (3), often (4), always (5) in questionnaire based on the participants strategies in comprehending text.

F. Data and Source of Data

1. Types of Data

For answering research questions, the researcher used the type of primary data from the questionnaire. The primary data was used to examine metacognitive reading strategies features and the dominantly features appeared for reading the text. The questionnaire from Metacognitive Awareness of Reading Strategies Inventory (MARSI) by Mokhtari&Reichardwas designed to assess adult readers' meta-cognitive awareness and perceived the use of reading strategies while reading academic or school-related materials. In addition, open ended interview and observation are additional data to know the students' behavior and background about students in the learning of reading skill.

2. Source of Data

The source of primary data were obtained from the students of English education department. The data of this research were obtained through interview and questionnaire given to students and lecturer of the fifth semester of English Teacher Education Department as subjects. The interview section was conducted to the five students while the questionnaire was given to all

students who are fifth semester. Indeed, the source of data is from the whole students who are in the fifth semester in English Teacher Education Departmentacademic year 2017-2018. The result of interview, and questionnaire were overall data of the research. Finally, the result of the interview was in the transcript form while the result of the questionnaire is in the form of mean score.

G. Research Procedure

To answer the research question about the students' mostly used strategy based on students' assumption, the researcher used questionnaire with the following descriptions:

The researcher distributed questionnaires which had been modified by some advisors after the regular class period. Then, the researcher asked permission to the lecturer before distributing the questionnaire. The researcher gave an overview of the purpose of the study, and a description of the instrument with an explanation of the steps involved in completing it. The researcher gave questions based on the topic which had been prepared containing a number of statements about the students' most and the least metacognitive reading strategies used in reading activity. The students were instructed to read each of the 30 statements in the MARSI Questionnaire and circle the number which best indicated their perceived use of the strategies described in the statement using a Likert scale ranging from 1 "never" or

"almost never" use this strategy to 5 "always or almost always" use this strategy. In addition, the students were informed to work at their own pace. Then, they were told that there were no rights or wrong responses to the statements and that they could take as much time as they needed to complete the inventory.

Lastly, it was concluding the data, in this step, the researcher reflected all the information that had been got concerning with the theory used, and the opinion was on the theory related to the study. Then, the researcher discussed all information concerning the study to get the research findings, and finally the researcher concluded the research findings to answer the research questions.

H. Data Analysis Technique

Data analysis is the process of systematically searching and arranging the result of data collection. It was done to make it easier for the researcher to understand and interpret the data. Data analysis in qualitative research is an ongoing activity that occurs throughout the investigative process rather than after process.

The researcher gained the data through interview and questionnaire, and then the researcher analyzed the gathered data in some ways. The data from the result of questionnaire were presented in the form of mean score while the data from the interview was presented descriptively. The researcher described the information concerning the most and the least metacognitive reading strategies

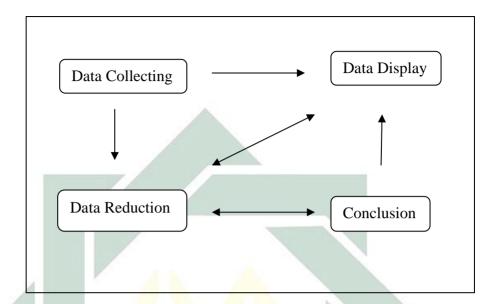
used by the students. Then, the researcher presented the data in the form of mean and described the data descriptively.

First, the qualitative data was analyzed using an interactive approach. It was a recursive process in which the data were reviewed to determine the major themes in the written responses. Furthermore, Sugiyono claimed that data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others⁵⁵.

The researcher descriptively placed the explanation focusing on data to be discussed into the finding of the research with constantly relating to the research questions as confirming way whether the questions were answered or not. The data was examined through these following detailed techniques that were adapted from the theory of Miles and Huberman⁵⁶.

⁵⁵Sugiyono, Metode Penelitian Kuantitatif, Kualitatif dan R&D, (Bandung: Alfabeta,2009), p.244

⁵⁶Sugiyono, Metode Penelitian Kuantitatif, Kualitatif dan R&D,p.247



1. Data Collection

Before analyzing the data, the researcher collected the data using research instruments above. The researcher transcribed the result of the interview, categorized the result whether it belongs to the students' experience and experiences in the learning process of reading skill. Then, the researcher synthesized all the data from students, and made the index of the techniques and other related data as supporting data for the research background.

2. The second step, Liker scale (never, rarely, sometimes, always, often), was used to know the most and the least metacognitive reading strategies used by the students in comprehending the text. To analyze the most and the least reading strategies used by the students, the researcher transcribed the result of the questionnaire by knowing the mean score

from the questionnaire. It was used to interprate the average score of each variable as well as the overall means score of items pertaining to the reading strategies used by the students. The highest mean score of each item indicates the most metacognitive reading strategies and the lowest mean score indicates the least metacognitive reading strategies used by the students.

The scoring guidelines provided by Anderson helped to understand the averages of the overall strategies used by the students.⁵⁷ When the mean is 3.5 or higher is the high frequency used by the students, while moderate use if the mean is 2.5 to 3.4 and 2.4 or lower is the indication of low level of metacognitive reading strategies". The interpretation of the range is presented below.

Table 3.1
The Score Description of Strategy

Interval Score	Scale Description
3.5 or higher	High
2.5 – 3.4	Moderate
2.4 or lower	Low

⁵⁷ Anderson, N. J. 2003. Scrolling, Clicking, and Searching English: Online Reading Strategies in a Second/Foreign Language. The Reading Matrix.p.32

The above table shows three scales reflecting to the classification of metacognitive strategies of the students' reading strategy. The most often strategy used by the students can be identified by the High mean score, while the lowest score indicates the strategies that are rarely or even never used by students.

3. Data Reduction

Data reduction was applied to select the primary data required by the researcher. Data reduction is to select and to concentrate on the main topic of the research. In the terms of reducing the data, the researcher coded the interview guideline (See Appendix B). Then, finding the dominantly metacognitive reading strategies features based on questionnaire of metacognitive reading strategies by Mokhtari and Reicard based on framework analysis.

(See appendixA)

4. Data Display

After categorizing the primary data, the researcher decided to display the data. Data display were formed in short essay, table, graphic, matrix, flowchart, etc.⁵⁸ By displaying the data, it would ease the researcher to comprehend the data that had been categorized before. In this study, researcher displayed the data using table and short essay as follows:

⁵⁸Ihid......64.

- a. Firstly, for the result of interview, the researcher described the result of interview which had been transcript.
- b. Secondly, the researcher displayed the table contains the number of students who used metacognitive reading strategies features and its characteristic. Then, the detail features of metacognitive reading strategies were explained in the following of the table.
- c. Thirdly, the researcher tabulated data based on total metacognitive reading strategies features employed in examining the metacognitive reading strategies features that commonly appeared.
- d. Lastly, the researcher showed the result of metacognitive reading strategies using based on the mean of the questionnaire items.

5. Conclusion

The last process of analyzing the data was conclusion. The researcher made a conclusion about the data to answer research question based on data finding.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the research findings and the discussion. The research findings, the discussion and the interpretation of the data answer the research questions which had been formulated. In this chapter, the results of the data analysis are presented. The data were collected and then processed in response to the problems and elaborate the findings with the existing theory.

4.1. Research Findings

The research findings provide the answer for research question which is describing the background and experience of the students, and describing about the most frequently metacognitive reading strategies used by students in comprehending the text.

4.1.1 The Result of Questionnaire

The questionnaire for the students was given on November 16th, 2017. There were 90 students from the fifth semester of English education department who participated in this research. The metacognitive reading strategy instrument measures three broad categories of strategies: Global Reading Strategies (GLOB) consisted of 13 items, Problem Solving Strategies (PROB) 8 items and Support Reading Strategies 9 items (SUPP). The participants were required to answer the questionnaires by rating the frequency that they thought and employed the strategy while reading the text on a 5-point Likert type scale from never to always

(See appendix B). This research not only used five –point likert scale to report the data from the participants but also used the scoring guidelines provided by Anderson the interpretation guidelines helped to understand averages: the mean score 3.5 or higher is the high use of strategy⁵⁹, while the mean 2.5 to 3.4 is moderate use of strategy, and low use if the mean is 2.4 or lower". The result is explained as follows.

1) The Metacognitive Reading Strategies Used by the Students in Comprehending the Text

To analysis the data, the answers of questionnaire were analyzed by categorizing both the most and the least used strategies from the total scores of the three categories and from each of them. The answers were grouped based on the background variables gathered in the questionnaire. In addition, the results of the questionaire were turned into digital format and analyzed besed on the "mean" scores of each group and subgroup. The main purpose is to know the favored strategies used by the students of English education department in comprehending the text. The followings are the description of each group and subgroup categories in the form of tables.

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⁵⁹ Anderson, N. J. 2003. Scrolling, Clicking, and Searching English: Online Reading Strategies in a Second/Foreign Language. The Reading Matrix. 3(3) p.32

A. The Average for Each Subcategory of Metacognitive Reading Strategies Used by the Students

In comprehending the text, students need to implement variety of strategies. The description below explains the metacognitive reading strategies used by students in three steps, namely: planning, monitoring and evaluating. The followings explain the group of high and moderate mean scores from each subcategory of metacognitive reading strategies in random orders.

a) The High Mean Score of Subcategories of Metacognitive Reading Strategies Used by the Students

The table below shows the high mean score from three subcategories of meta-cognitive reading strategies used by students in reading text. The researcher abbreviates the name of each categories to make it simpler such as Global reading strategies is GLOB, while problem solving reading strategies is PROP and supporting reading strategies is SUPP.

Table 4.1

The High Mean Score of Metacognitive Reading Strategy

No	Strategies	Type of Metacognitive Reading Strategy	Mean
1	Underlining information in text	SUP-5	4.1
2	Reading slowly and carefully	PROP-15	3.9
3	Trying to stay focused on reading	PROP-4	3.8
4	Using prior knowledge	GLOB-11	3.8
5	Using reference materials	SUP-6	3.7
6	Visualizing information read	PROP-22	3.7
7	Predicting or guessing text meaning	GLOB-27	3.7
8	Setting purpose for reading	GLOB1	3.7
9	Skimming to note text characteristics	GLOB-17	3.6
10	Critically evaluating what is read	GLOB-24	3.6
11	Going back and forth in text	SUP-25	3.6
12	Resolving conflicting information	GLOB-26	3.6
13	Re-reading for better understanding	PROP-28	3.6
14	Confirming predictions	GLOB-30	3.5
15	Reading aloud when text becomes hard	SUP-13	3.5
16	Previewing text before reading	GLOB-12	3.5
17	Guessing meaning of unknown words	PROP-10	3.5

The table above informs the level of specific strategies favored by the students. It interprets that there are seventeen subcategories of reading strategies used the most by the students in comprehending the text with the mean 3.5 or higher. The analysis from the students' responses from the table above indicates that eight out of the top reading

strategies used by the students are *Global Reading Strategies*, then it is followed by *five Problem reading strategies* and *four Support reading strategies*.

Among those subcategories of reading strategies, the most widely used among the students is SUPP5 "Underlining information in text" with the highest mean score 4.1, then PROB15 "Reading slowly and carefully" and PROB4 "Trying to stay focused on reading" are the second and the third sub strategies used by the students with the mean 3.9 and 3.8. Therefore, there are 4 subcategories which have the same mean score 3.7, they are SUPP6 "Using reference materials", PROB22 "Visualizing information read", GLOB27 "Predicting or guessing text meaning" and GLOB1 "Setting purpose of reading".

The next part is still the high mean score of sub strategies used by the students in comprehending the text. There are five subcategories which have the same mean score with the mean 3.6 like GLOB17 "Skimming to note text characteristics" and GLOB24 "Critically evaluating what is read" followed by SUPP25 "Going back and forth in text", GLOB26 "Resolving conflicting information" and PROB28 "Re-reading for better understanding". The last is four subcategories with the same mean score 3.5 go to GLOB30 "Confirming predictions", SUPP13 "Reading aloud when text becomes hard", GLOB12

"Previewing text before reading", PROB10 "Guessing meaning of unknown words". Those are all the high mean scores of subcategories reading strategies which are used by the students in comprehending the text.

b) The Moderate Mean Score of Subcategories of Metacognitive Reading Strategies Used by the Students

The following is the table which shows about the moderate mean score of metacognitive reading strategies used by students in comprehending the text. The following statistics were computed for this section.

Table 4.2

The Moderate Mean Score of Metacognitive Reading Strategy

No	Strategies	Type of Metacognitive	Mean
		Reading Strategy	
1	Checking how text content fits purpose	GLOB-14	3.4
2	Using context clues	GLOB-8	3.3
3	Discussing reading with others	SUP-16	3.3
4	Adjusting reading rate	PROB-18	3.3
5	Paying close attention to reading	PROB-20	3.3
6	Using typographical aids (e.g. italics)	GLOB-23	3.3
7	Taking notes while reading	SUPP-2	3.2
8	Paraphrasing for better understanding	SUPP-9	3.2
9	Pausing and thinking about reading	PROB-21	3.2

10	Asking oneself questions	SUPP-29	3.2
11	Summarizing text information	SUPP-3	3.0
12	Using text features (e.g. tables, charts)	GLOB-7	3.0
13	Determining what to read	GLOB-19	2.9

The following is the explanation of the table above which shows the moderate level of subcategories of metacognitive reading strategies used by the students with the mean score 2.5 to 3.4. The mean scores of the table above are between 2.9 to 3.4 which mean a moderate level category. The total of moderate level subcategories of metacognitive reading strategies above is thirteen subcategories. Five categories are for Global reading strategy, followed by five supporting reading strategies and three problem solving reading strategies.

The obtained data from the previous table show that GLOB14 "Checking how text content fits purpose" starting the moderate level of reading strategies used by the students in comprehending the text with the total mean score 3.4. Meanwhile, there are five subcategories which have the same mean score 3.3 they are GLOB8 "Using context clues", SUPP16 "Discussing reading with others", PROB18 "Adjusting reading rate", PROB20 "Paying close attention to reading", GLOB23 "Using typographical aids (e.g. italics)". The following are the sub strategies of metacognitive reading strategies

while reading", SUPP9 "Paraphrasing for better understanding", PROP21 "Pausing and thinking about reading", SUPP29 "Asking oneself questions". The last part of this explanation is the lowest mean score in moderate level of sub strategies used by the students. With the mean score 3.0 is SUPP3 "Summarizing text information", GLOB-7 "Using text features (e.g. tables, charts)", while the last is GLOB-19 "Determining what to read" with the mean 2.9.

B. The Average of Three Metacognitive Reading Strategies Used by Students

The next findings are the calculation of mean scores from three categories. It is done to investigate the frequency of participants' most or least in using different metacognitive reading strategies. It is also followed by the measurement of the participants' overall metacognitive awareness. The calculations of the statistic are presented in the form of following tables 4.3 to 4.5.

a) Global Reading Strategy

Global reading strategy is one of the steps in metacognitive reading strategies. It contains thirteen questions which deal with preparation for reading such as pre-reading, skimming, using background knowledge to comprehend the text. The following is the result of questionnaire in the form of "mean" score which shows the certain strategies used the most by the students.

Table 4.3
Global Reading Strategies

No	Strategies	1	2	3	4	5	Mean
1	Using prior knowledge	-	3	29	41	17	3.8
2	Previewing text before reading	1	10	38	25	16	3.5
3	Checking how text content fits	2	9	40	30	9	3.4
	purpose						
4	Skimming to note text	-	10	35	29	16	3.6
	characteristics						
5	Determining what to read	3	15	38	29	5	2.9
6	Using text features (e.g. tables,	9	22	24	26	9	3.0
	charts)						
7	Using context clues	2	17	36	26	9	3.3
8	Using typographical aids (e.g.	1	11	45	30	3	3.3
	italics)						
9	Critically evaluating what is read	2	6	38	26	18	3.6
10	Resolving conflicting	7/	-/	46	38	6	3.6
	information						
11	Predicting or guessing text	-/	1	37	44	8	3.7
	meaning						
12	Confirming predictions	-	13	34	30	13	3.5
13	Setting purpose for reading	-	2	37	34	17	3.7
	Overall mean score					3.4	

The table above exhibits descriptive statistics for the participants' mean scores in global reading strategies: from the table above, the first interpretation is the category of the highest frequency of global reading strategies used by the students in preparing reading the text. As what previously mentioned, the high use of strategy is the mean 3.5 or higher.

The table above interprets that using the prior knowledge is the most widely used among global strategies during reading activity with the mean 3.8. Additionally, the students also predict and guess the meaning when they are difficulty to catch the meaning with the mean 3.7 while having purpose in reading is the third highest used by the students with the mean 3.7. The students also often skim to note the characteristics like length and organization of the text with the mean 3.6. Some of students also critically analyze and evaluate the information presented in the text with the mean 3.6. The mean 3.6 also is the average of the total students who always check their understanding when they come across conflicting information. The table above also interprets that the students preview the text to see what it is about before reading with the mean 3.5, beside previewing the text, the students check to see if their guesses about the text are right or wrong with the mean score 3.5. The previous description is the high average of metacognitive reading strategy used by the students in global reading strategy.

The following is the moderate mean score from global reading strategy used by the students in comprehending the text. The rate for the moderate score is the mean between 2.5 to 3.4. Here, the first moderate subcategory from global reading strategy is 3.4 that the students think about whether the content of the text fits their purpose of reading or not. There are two strategies that have the same mean score that is using context clues

to help them better understanding what their reading and they also use typological aids such as boldface and italics to identify key information with the mean score 3.3. The students employed tables, figures, and pictures in text to increase their understanding with the mean 3.0 while determining what to read by deciding what to read closely and what to ignore with the lowest mean score 2.9. The overall mean score is 3.4 which mean the level of students used global reading strategies is in a moderate level.

b) Problem Solving Strategies

This strategy is used when the students face problem in comprehending the text. The problem faced by the students such as increased difficulty in the text or losing concentration and strategy to prevent problems such as adjustments to reading speed or pausing occasionally. The following table explains which strategies used the most by students in facing and solving the problem when they read the text.

Table 4.4

Problem Solving Strategies

No	Strategies	1	2	3	4	5	Mean
1	Reading slowly and carefully	-	3	24	45	18	3.9
2	Trying to stay focused on reading	1	6	20	46	17	3.8
3	Adjusting reading rate	3	10	43	24	10	3.3

4	Paying close attention to reading	-	18	36	25	11	3.3
5 Pausing and thinking about reading		1	20	40	21	8	3.2
6	Visualizing information read		2	34	40	14	3.7
7	Re-reading for better understanding	1	-	39	46	4	3.6
8	Guessing meaning of unknown words	1	11	35	30	13	3.5
Overall means score					3.5		

The analysis of students' respond in using problem-solving reading strategy indicates that five out of 8 subcategories are high. The first subcategory which has the highest mean score in problem – solving is reading slowly and carefully with the mean score 3.9. In order to comprehend the text the students try to get back on track when they lose concentration by mean score 3.8. In other strategies, the students also picture and visualize information to help remember what they read with the mean 3.7. Some students, with the mean 3.6, reread the text to increase a better understanding. The last high score of using problem – solving strategy is trying to guess the meaning of unknown words when they do not understand the text with the mean 3.5.

The following analysis is the moderate score of using problem solving reading strategies. The table above shows that 3 out of 8 subcategories have moderate mean score in using the strategies. The mean score 3.3 indicate two strategies which employed by the students in comprehending the text. They adjust their reading speed according to what they are reading, besides, they also pay closer attention to what they are reading. The last strategy used by the students is stopped from time to time and think about what they are reading by mean score 3.2. The overall mean score is 3.5 which mean the level of students used problem solving reading strategies is in a high level.

c) Support Reading Strategies

This category contains nine questions ralated to physical activities such as reading aloud, underline and taking notes, the use of tools such as dictionaries as well as post reading activities like post-reading activities such as going back and forth in the text for discussing with others. The next table shows the most support reading strategies used by students in helping them in compehending the text.

Table 4.5
Support Reading Strategies

No	Strategies	1	2	3	4	5	Mean
1	Taking notes while reading	4	16	38	20	12	3.2
2	Reading aloud when text becomes hard	9	10	20	29	22	3.5
3	Summarizing text information	2	28	32	21	7	3.0
4	Discussing reading with others	1	16	38	29	6	3.3
5	Underlining information in text	2	3	17	29	39	4.1
6	Using reference materials	4	11	17	35	23	3.7
7	Paraphrasing for better understanding	2	18	34	25	11	3.2
8	Going back and forth in text	-	1	42	35	11	3.6
9	Asking oneself questions	2	21	34	26	7	3.2
Overall means score							3.4

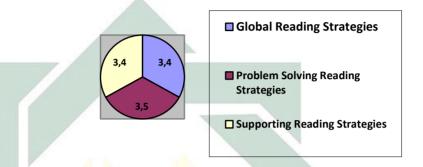
Through the examination of the above table which is about the support reading strategies, it is declared that students mostly underline the information in the text to increase their understanding of the text with the highest mean score 4.1. Dictionary is one of the favorite reference materials to find the difficult words with the mean 3.7. They go back and forth in the text to find relationship among ideas in the text with 3.6 mean score. When reading becomes hard, the students read aloud with the mean 3.5.

The moderate mean score is rated from 2.5 to 3.4. The table above shows five out of nine subcategories used by the students in comprehending the text in moderate level of metacognitive reading strategies. At the mean of 3.3 the students discuss the text with others. Meanwhile, there are 3 subcategories which has the same mean scores 3.2 such as the students take notes during reading, paraphrasing for better understanding and asking oneself question to help them comprehend the text. The last sub strategies used by the students in comprehending text is by summarizing text information with the only mean score 3.0. The last words from the table above, it can be seen that almost a half of the mean score indicates high and moderate of using the support reading strategies. The overall mean score is 3.4 which mean the level of students used supporting reading strategies is in a moderate level.

4.2.1 Comparison of the Three Metacognitive Reading Strategies

The following chart shows comparative mean scores from each metacognitive reading strategies "global reading strategies (planning), problem solving reading strategies (monitoring), and support reading strategies (evaluating) used by the students in comprehending the text.

Chart 4.1
The comparison of metacognitive reading strategies



The given chart above exhibits the illustration of students' metacognitive reading strategies awareness in comprehending the text. The chart shows us that the students' level of problem solving strategies "monitoring" strategies is the highest among all three types with the overall mean score 3.5. Then the other types which are global reading strategies "planning" and support reading strategies "evaluating" have the same mean score 3.4.

4.2. DISCUSSION

The results of the current research add to our understanding of how strategies are used by the students especially the potential strategy-use "the most and the least" in comprehending the text. Besides, this study also aims to inform the level of metacognitive reading strategies used by the students. The

result of questionnaires which have been completed by the students answers the research questions which are explained below.

4.2.1 The Level of Metacognitive Reading Strategies Used by the Students

The scoring guidelines provided by Anderson helped to understand the averages of the overall strategies used by the students.⁶⁰ When the mean is 3.5 or higher is the high frequency used by the students, while moderate use if the mean is 2.5 to 3.4 and 2.4 or lower is the indication of low level of metacognitive reading strategies"⁶¹. The interpretation of the range is presented below.

Table 4.7
The Score Description of Strategy

Interval Score	Scale Description
3.5 or higher	High
2.5 – 3.4	Moderate
2.4 or lower	Low

The above table shows three scales reflecting to the classification of metacognitive strategies of the students' reading strategy. The most often

⁶⁰ Anderson, N. J. 2003. Scrolling, Clicking, and Searching English: Online Reading Strategies in a Second/Foreign Language. The Reading Matrix. 3(3) p.32

⁶¹ Anderson, N. J. 2003. Scrolling, Clicking, and Searching English: Online Reading Strategies in a Second/Foreign Language. The Reading Matrix. 3(3) p.32

strategy used by the students can be identified by the High mean score, while the lowest score indicates the strategies that are rarely or even never used by students. To know the overall mean score from each category, it was classified by obtaining the averages of each strategy subscale (Global, Problem Solving and Support Strategies) in the MARSI. The scores for the respective subscales were added up and divided by the numbers of items in each to get the mean frequency such in the following table.

Table 4.6

Level of Metacognitive Reading Strategies

Types of strategy	Mean	Average used
Global reading strategies	3.4	Moderate
Problem reading strategies	3.5	High
Support reading strategies	3.4	Moderate
Overall reading strategies	3.4	Moderate

The overall mean scores show the frequency of the students using all the 30 metacognitive reading strategies in reading process. In general, the result of the study which has been discussed in the previous part indicated that the average of the items of strategy ranged from 2.9 to 4.1 which categorized as moderate and high level. The table above describes the level of metacognitive reading strategies awareness of learners in the present study. It shows a relatively moderate overall usage (mean =3.4) of metacognitive reading

strategies among students. The study revealed that the strategies were moderately being used by the learners in this study.

4.2.2 The Metacognitive Reading Strategies Used by Students in Comprehending the Text

In addition, the obtained findings resulted in this discussion about what reading strategies, how and when to use them and in this way helped students increase awareness of reading strategies. The discussion results the strategies of students generally used in the context of academic learning. The following is the discussion of the metacognitive reading strategies implemented by the students in comprehending the text.

The research has found the positive awareness about students strartegy in reading English materials. To know the students frequency usage of each strategy, it can be assessed based on the SILL scale value by Oxford⁶² and its interpretation are shown in Table 4.7 below:

⁶² Oxford, R. L. (1990). Language learning strategies: What every teacher should know. Boston: Heinle & Heinle Publishers.

Table 4.7 Frequency scales of strategy use (Oxford, 1990)

Mean score	Frequency	Evaluation
4.5 - 5.0	High	Always or almost always used
3.5 – 4.49		Usually used
2.5 - 3.49	Moderate	Sometimes used
1.5 - 2.49		Generally not used
1.0 – 1.49	Low	Never or almost never used

Metacognitive reading strategy is the strategy that provides some steps in the process of reading from the starting of reading, while reading and after reading. Mokhtari. K and Reichard states that there are three types of metacognitive reading strategies that can be implemented by the students in comprehending the text (MARSI) such as Global reading strategy (planning), problem solving reading strategy (monitoring) and support reading strategies (evaluating).

The mean score of global reading strategy in the finding section are discussed in this section based on frequency mean score. From the finding exhibits the rate of students' usage of the following strategies ranged from 3.5 to 3.8. The students *usually* use the prior knowledge during reading activity. Additionally, the students *usually* predict and guess the meaning when they are difficulty to catch the meaning, have purpose in reading, skim to note the characteristics like length and organization of the

⁶³ Mokhtari, K., & Reichard, C. (2002). Assessing students' metacognitive awareness of reading strategies. Journal of Educational Psychology, 94(2), 249–259.

text critically analyze and evaluate the information presented in the text. The students also *usually* check their understanding when they come across conflicting information. The students always interpret and preview the text to see what it is about before reading, besides previewing the text, the students *usually* check to see if their guesses about the text are right or wrong. From those explanations, it can be said that the students have a high awareness in implementing the strategy to be able to comprehend the text effectively.

The rate for the following strategies is the mean between 2.5 to 3.4. Here, the students *sometimes* think about whether the content of the text fits their purpose of reading or not. They are also known that they *sometimes* use context clues to help them better understanding what they are reading and they also *sometimes* use typological aids such as boldface and italies to identify key information. The students are indicated *sometimes* employing tables, figures, and pictures in text to increase their understanding. Finally, they *rarely* determine what to read by deciding what to read closely and what to ignore. From the explanation above, it can be concluded that the students use global reading strategies is in a moderate level.

The influence of reading skill or comprehending text does not only depend on the students' characteristics but also depends on the language processes such as mastering vocabularies, the sensitivity of text structure, students' habit in reading and reading skill itself. The readers' characteristic can be seen from the students' prior knowledge and working memory in comprehending the text, while the way of students in comprehending the text can be seen from the effective strategy used by the students. Kintsch said that reading comprehension is a complex process that requires the activation of numerous cognitive skills⁶⁴. Here, the students have been implementing one of strategy "metacognitive reading strategy" that can help them in comprehending the text.

In the process of reading, the students implement some strategies that indicate in high frequency. The students *always* read slowly and carefully in order to comprehend the text. The students exhibit *high frequency* in trying to get back on track when they lose concentration. In other strategy, the students also *always* picture and visualize information to help remember what they read. Some students also always reread the text to increase a better understanding. However, the students *usually* try to guess the meaning of unknown words when they do not understand the text.

The following discussion is the moderate score of using problem solving reading strategies. They *sometimes* adjust their reading speed according to what their reading and pay closer attention to what their reading. They stop from time to time and think about what they are reading. In conclusion, the students use high frequency of strategies while reading the text.

The last discussion is the strategy which is used after reading the text. It can be said that after reading the students should evaluate their understanding of the reading

⁶⁴ Kintsch, W. 1998. Comprehension: A Paradiam for Cognition. New York: Cambridge UniversityPress

material they have read. Through the examination of the finding in the previous part about support reading strategies, it is declared that students usually underline the information in the text to increase their understanding of the text. They usually use favorite reference material such as dictionary to find the difficult words. They usually go back and forth in the text to find relationship among ideas in the text and the last when reading becomes hard; the students usually read aloud the text.

The *sometimes* frequency is rated from 2.5 to 3.4. For the first, the students *sometimes* discuss the text with others. Meanwhile, the students *sometimes* take notes during reading, paraphrasing for better understanding and asking oneself question to help them comprehend the text. Then, the students *sometimes* summarize text information. The last words from the explanation above, it can be seen that almost a half of the mean score indicates high and moderate of using the support reading strategies. The overall level of students used supporting reading strategies is in a moderate level.

From the explanation above, it can be said that the English education department students at Islamic State University of Sunan Ampel Surabaya process a high level of metacognitive reading strategies in one of the metacognitive reading strategy while the two others indicate moderate level of using the strategy. However, for overall using the strategy, it indicates that the students' awareness of using the strategy is in moderate level. The variety of strategies such as planning, monitoring, evaluating is adopted by them frequently in order that they can cope with the process

of reading the text. The discussion shows that the frequency of learners' practice of monitoring strategies for reading comprehension is more than those of planning strategies and evaluation strategies, whereas their concern to use planning and evaluating strategies has the same frequently used among the types.

Finally, Critical reader requires a higher degree of skill development and perception. Critical reading requires reading with an inquiring mind and with active and critical finding the wrong statement. It is including questioning, comparing and evaluating. Finding main ideas or the topic of the reading text is one of the most important aspect should be mastered by readers. Flavell argues that the definition of metacognition should include critical thinking when he argues that "critical appraisal of message source, quality of appeal, and probable consequences needed to cope with these inputs sensibly" can lead to "wise and thoughtful life decisions". However, based on the fact in the table above, individuals may not be really aware of questioning themselves to get the information in the text. The least of the overall metacognitive reading strategies used by the students is stop for time to time and think about what they are reading.

Then, the above explanations show the students' understanding about the use of metacognitive reading strategies. When the students can use variety of metacognitive reading strategies, it can improve the students' ability in reading skill.

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⁶⁵ Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive developmental inquiry. American Psychologist, 34(10), 906-911.

From the categorization of top five metacognitive reading strategies, supporting and problem solving reading strategies are the dominant strategy than global reading strategy. In contrast, supporting and global reading strategies is the dominant in the bottom five of reading strategy than problem reading strategy.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter covers the conclusion and suggestion based on the result of the previous chapter. The conclusion is taken from the data analysis and some suggestions are given to English lecturer, English Education and Teacher Training Department and other researchers who are going to conduct the similar research.

A. CONCLUSION

The conclusion based on findings and discussion in previous chapter provide the important information for researchers and lecturers about the way students could take control of their reading activity within the context of foreign language learning. The following draws the conclusion of the most metacognitive reading strategy.

1) The Most Metacognitive Reading Strategy Used by the Students

In the awareness of metacognitive reading strategies, In particular, Problem-Solving Strategies (PROB) is known and reported to be used by all of the participants. The score for this category is the highest of the three for all the categories, and consistently in the mean 3.5, which is defined in MARSI as the lowest score that indicates high awareness. While the other two are categorized as a moderate use of subscales of reading strategies: the mean for Global Reading strategies (GLOB) is 3.4 and the last is the Support reading strategies (SUPP) which are employed with the mean 3.4.

Concerning on the level of specific strategies favored by the students, the average of all categories was calculated to find the overall mean scores of the metacognitive reading strategy. It shows the frequency of the students using all the 30 metacognitive reading strategies in reading process. In general, the result of the study which has been discussed in the previous part indicated that the average of the strategy items ranged from 2.9 to 4.1 which categorized as moderate and high level. However, the overall mean scores from each categories shows a relatively moderate overall usage (mean =3.4) of metacognitive reading strategies among students. In other words, the study revealed that the level of metacognitive reading strategies is moderately being used by the learners in this study.

B. SUGGESTION

1) For the lecturer

From the result of the research, it can be understood as an indication that English education department method is successful in teaching metacognitive strategies to the students and thus preparing them for tertiary education. However, to develop more the quality of the students in mastering reading skills, the lecturer should promote awareness by simply informing students about effective reading strategies starting from planning, monitoring and

evaluating. The lecturer begins to focus on creating a comprehension instruction such as providing a variety of strategies that can be implemented in the learning process. Finally, language lecturer should also include the training component of metacognitive reading strategies in students' reading tasks. The students also need guidance and a learning atmosphere from the lecturer which could encourage students to make use of metacognitive reading strategies in the context of foreign language learning.

2) For the students

From the result and discussion in the previous chapter, the students are categorized highly aware of metacognitive reading strategy. However, the students should understand more about the purpose of reading *why*, *when*, *and how* to use the strategies. When they read the text, they are supposed to think with a metacognitive way "using all the steps in the process of reading" about the strategies they could use to improve their reading comprehension to become not only better readers, but also autonomous and strategic learners.

3) For the next researcher

The results suggest that reading strategy instruction in English education department should be investigated further to gain a more thorough understanding of the development of reading strategies during the learning process. Such studies could find practical application in the design of reading

strategy instruction and the correlation between the frequency of metacognitive reading strategy usage with the students' ability in comprehending text.



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