

**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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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 Surabaya.

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 kemudian menghasilkan 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 penjabaran 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 (MARS) oleh Mokhtari & Reichard (2002) yang dirancang khusus untuk menilai pembaca dewasa dalam membaca teks akademik atau yang berhubungan dengan bacaan diperkuliahan. Kesadaran membaca secara metakognitif, strategi pemecahan masalah (problem solving strategy) diketahui dan dilaporkan sebagai strategi yang paling sering digunakan daripada strategi-strategi metakognitif yang lain dengan rata-rata 3.5, yang dalam MARS 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). Sedangkan, strategi membaca metakognitif secara keseluruhan adalah (rata-rata =3.4) yang berarti tingkat penggunaan strategi metakognitif yang berjumlah 30 substrategi oleh mahasiswa masih terbilang “sedang”. Dengan kata lain, hasil penelitian ini menunjukkan bahwa tingkatan strategi membaca secara metakognitif yang digunakan oleh mahasiswa dengan frekuensi sedang.

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.

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

¹⁸Hoover, 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 University Press.

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

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

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.

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

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.

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

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, C³⁵.

- 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

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

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.⁴⁹ 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

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

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

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

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

“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

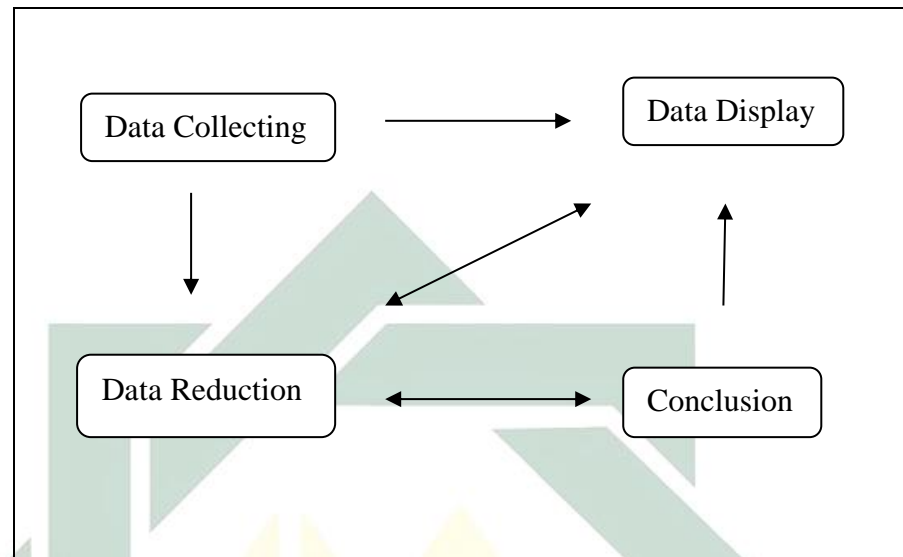
used by the students. Then, the researcher presented the data in the form of mean and described the data descriptively.

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 interpret 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:

⁵⁸*ibid*.....64.

(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 questionnaire were turned into digital format and analyzed based 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.

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

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

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 related 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 comprehending 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.

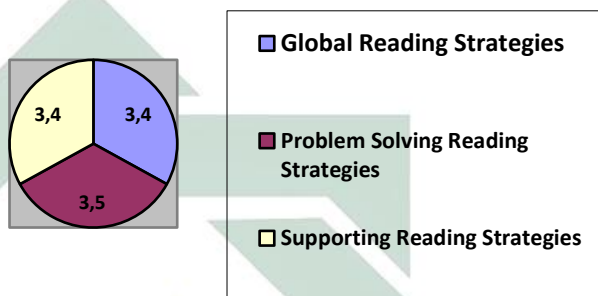
The moderate mean score is rated from 2.5 to 3.4. The table above shows five out of nine subcategories used by the students in comprehending the text in moderate level of metacognitive reading strategies. At the mean of 3.3 the students discuss the text with others. Meanwhile, there are 3 subcategories 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

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

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 italics 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

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

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

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