

THE METACOGNITIVE AWARENESS OF READING STRATEGY USED BY COLLEGE LEARNERS

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Abstract

This research investigated the overall tendency of metacognitive awareness of reading strategies used by college learners in reading academic texts in English. The samples of this research were 25 third semester students of English Study Program at IAIN Bengkulu 2020. Metacognitive Awareness of Reading Strategy Inventory (MARSI) was used to assess adult ESL students' metacognitive awareness of reading strategy in increasing their reading comprehension. The results showed that the students in this survey are high strategy users in reading. The overall tendency of metacognitive awareness of reading strategies used by college learners in reading academic texts in English was problem-solving strategy (PROB) followed by global reading strategies (GLOB) and the least was support reading strategies (SUP). In the context of EFL students, it showed that problem-solving strategy was the most frequently used strategy. It is proposed to understudies and other readers that they ought to adjust those methodologies in applying them in perusing and be relatively guided by teachers or instructors in utilizing different perusing procedures.

Keywords: Metacognitive awareness, reading strategies, college learners, English academic texts

INTRODUCTION

Reading is the key to get and increase information. By reading, meaning can be required in arrange to extricate data and to develop unused understanding from a composed content (Furqon, 2013). Reading can be characterized as the capacity to understand texts. It plays an critical part in acing other language skills particularly in language learning (Fitriana, Nurkamto, and Pudjobroto, 2011). It is added by Klingner, Vaughn and Boardman (2007) who state that the method of building meaning accomplished through energetic instruction is considered as reading. It is based on a few perspectives. They are the reader's earlier information, the data recommended by the content and the setting of the reading circumstance.

In order to succeed in reading, students need to know and have the techniques or the ways how they read successfully. It is closely related to reading strategy. Reading strategy is the choice of analyzing strategies to recognize the text. Reading strategies are a planned movement that readers take voluntarily to expand an know-how of what they study which incorporates analyzing speed adjustment, skimming, previewing the title and photos, and predicting, amongst others (Grabe, Shoerey & Mokhtari in Shikano 2012).

Based at the history of the studies, this studies problem was formulated as the following: “What was the general tendency of metacognitive recognition of reading strategies utilized by university learners in reading educational texts in English?” The goal of this studies was to discover the general tendency of metacognitive recognition of reading strategies utilized by university learners in reading educational texts in English.

Literature Review

Metacognitive Awareness of Reading Strategy

Cardenas in Carrell (1998) state that Metacognition includes the operation of capabilities which come from excessive thinking which include planning, monitoring, self-questioning and self-directing. The characteristic is to control the sort of additives which might be needed for thinking and remembering. Metacognition is the know-how over the cognitive processes. It essentially makes a speciality of reading, metacognitive recognition or what humans recognize and metacognitive law or what we are able to do with the aid of using understanding when, where, and the way to use strategies (Karbalaie, 2010). Based on O'Malley, et al, as cited in Carrell (1998), metacognitive knowledge consists of three types. They are declarative information, procedural information, and conditional information. According to Iwai (2011) declarative information indicates a student's know-how approximately what reading techniques are. Procedural information may be recognized as the way to use the specific reading techniques. Conditional information consists of when, where, and why college students use specific techniques and exams in their effectiveness, whereas, law of cognition in reading consists of planning, monitoring, testing, revising, and comparing techniques (Baker & Brown mentioned in Carrell, 1998).

Metacognitive reading strategy awareness can be defined a way to monitoring cognitive strategies in order to help the students. According to Oxford in Karbalaie (2010), metacognitive strategies offer the way learners direct their own learning process. Metacognitive strategies exist so as for them to reveal cognitive development, to control thinking activities, and to determine whether or not or now no longer their cognitive goals are met (Iwai, 2011). Metacognitive strategies consist of Directed interest and self-assessment,

organization, putting desires and objectives, and in search of possibilities for practice (Vianty, 2007). It is introduced with the aid of using Schmitt (1997) who states that scholars use metacognitive strategies to be able to control and examine their personal studying with the aid of using having a top level view of the studying technique in general. Metacognitive strategies engage utilizing prior knowledge and conscious awareness of a reader. It is his or her own cognitive processes in order to monitor, regulate, and direct learning toward the comprehension of reading material (Guzzetti, in Easton 2011).

According to Seifoori and Youssefi (2014) metacognitive strategies can be defined as thoughts or behaviors which the students consciously employ To consider the studying tasks, plan for the tasks, monitor the tasks, and compare how nicely they've finished the tasks. Metacognitive reading strategies are categorised into 3 groups. They are making plans or pre-reading, monitoring that is accomplished in the course of studying, and evaluating that is post-reading. Each organization has diverse techniques that require readers' metacognitive processing (Iwai, 2011). O'Malley, et al, as stated in Carrell (1998), metacognitive strategies contain considering the studying process, making plans for studying, tracking of comprehension or manufacturing whilst it is taking place, and self-assessment of studying after the language interest is finished.

Mokhtari and Sheorey as cited in Vaiciuniene and Užpaliene (2013) say that Metacognitive strategies are prominent into global reading strategy (GLOB), problem solving strategy (PROB) and support reading strategy (SUP). In GLOB, the readers cautiously plan their studying via way of means of the use of techniques, including having cause in thoughts and previewing textual content. In PROB, the readers work at once with textual content to resolve issues at the same time as they're reading, including adjusting pace of reading, guessing that means of unknown words, and rereading textual content. In SUP, the readers use simple assist mechanisms to useful resource reading, including the use of dictionaries, highlighting and taking notes. Based on Karbalaee (2010), GLOB purpose at placing the degree for the studying act. As examples, placing a cause for reading, previewing textual content content, predicting what the textual content is about, and others. Problem-Solving Strategies are used whilst issues increase in know-how textual information. As examples, checking one's know-how upon encountering conflicting information, re-reading for higher know-how, and others. Support Reading Strategies that contain the use of the assist mechanisms or equipment purpose at retaining responsiveness to reading. The instance is by means of the use of reference substances like dictionaries and different assist systems.

METHOD

The researchers applied a survey method in identifying the students' metacognitive awareness of reading strategy adopted in their reading comprehension. Awareness of Reading Strategies Inventory (MARSİ) Version 1.0 by Mokhtari & Reichard (2002) was used. The MARSİ is a 3-subscale, 30-items inventory that measures comprehension processes and actions of the readers Shikano (2012). Mokhtari, Sheorey, & Reichard in Shikano (2012) state MARSİ is used to measure students' metacognitive awareness of the reading strategies they use when they read in the academic contexts. The MARSİ consisted of 30 items and three strategy categories. They were Global Reading Strategy (GLOB) that consists of 13 strategies, Problem-Solving Strategy (PROB) consisting of 8 strategies, and Support Reading Strategy (SUP) consisting of 9 strategies. Global reading techniques have been extra centered in the direction of reading a textual content holistically. Problem-solving techniques have been orientated toward locating answers to information a textual content whilst it turns into difficult. Support techniques have been primarily based totally on the usage of outside reference fabric together with note-taking (Mokhtari & Reichard, 2002). The scales which have been used to signify the frequency of the utilization have been in no way or nearly in no way, simplest sometimes or seldom, sometimes, usually, and continually or nearly continually.

For the participants, the samples in this research consisted of 25 third semester students of English Study Program at IAIN Bengkulu 2019/2020 academic year. For information analysis, information have been analyzed the usage of descriptive analysis. Scoring device changed into primarily based totally on Oxford's (2001) and used to locate excessive, medium, and occasional method users. It confirmed that rating 2.4 or lower changed into the low method use, 2.5-3.4 turned into the medium method use, and 3.5 or better turned into the excessive method use.

FINDINGS AND DISCUSSION

In order give some answer the studies problem and to finish the maximum common techniques utilized by the university students, this following table indicates the suggest rating and rank of the general approach used. It may be visible truely withinside the following table.

Table 1. The Subscale Means of Three Strategy Types

Subscale	Item Means	Rank
Global Reading Strategy	3.58	2
Problem-Solving Strategy	3.88	1
Support Reading Strategy	3.47	3
Overall	3.64	-

In table 1, it shows the students' preferences of each subscale. The main preference refers to problem-solving strategy followed by global reading strategy and support reading strategy. It means that the overall tendency of metacognitive awareness of reading strategies used by college learners in reading academic texts in English is problem-solving strategy. It is seen from the mean of PROB which is 3.88, while GLOB is 3.58 and SUP is 3.44.

Table 2. The Most Used Strategy Items

TYPE	Strategy	M	SD
UP	I underline or circle data within the content to assist me keep in mind it.	4.44	0.7
PROB	When content gets to be troublesome, I re-read to extend my understanding.	4.28	0.8
PROB	I examined gradually but carefully to be beyond any doubt I get it what I'm reading.	4.24	0.7
PROB	When content gets to be troublesome, I pay closer consideration to what I'm reading.	4.24	0.6
PROB	I attempt to induce back on track when I lose concentration.	4.16	0.6
GLOB	I have a reason in mind when I read	4.04	1.0
PROB	I alter my reading speed agreeing to what I'm reading	4.04	0.9
GLOB	I attempt to figure what the material is almost when I read	3.96	0.7
PROB	I attempt to figure the meaning of obscure words or phrases	3.84	0.7
GLOB	I think around what I know to assist me get it what I read	3.8	0.7

In the table 2, it presents the most used strategies. From the results, it also shows the six of the top 10 strategies which are problem-solving strategies (PROB). It means that from the total of 13 problem-solving strategies in MARSI, 46% problem-solving strategies are the most frequently used.

Table 3. The Least Used Strategy Items

TYPE	Strategy	M	SD
SUP	I take notes while reading to help me understand what I read.	3.12	1.0
SUP	I paraphrase (restate ideas in my own words) to better understand what I read.	3.12	1.0
GLOB	I critically analyze and evaluate the information presented in the text.	3.12	0.7
SUP	I summarize what I read to reflect on important information in the text.	3.24	1.2
GLOB	I use typographical aids like boldface and italics to identify key	3.24	1.1

	information.		
SUP	I ask myself questions I like to have answered in the text.	3.24	0.9
GLOB	I use tables, figures, and pictures in text to increase my understanding.	3.32	0.9
GLOB	I skim the text first by noting characteristics like length and organization.	3.32	0.9
SUP	When text becomes difficult, I read aloud to help me understand what I read.	3.32	1.1
PROB	I stop from time to time and think about what I'm reading.	3.36	0.8

In the table, it provides the least used techniques. It suggests the 5 of the top 10 techniques which might be support reading techniques (SUP). It approach that from the entire of 9 support techniques in MARSI, 55% support techniques are the least often used. From the consequences received via way of means of the use of the MARSI questionnaire, it presents numerous findings. They are the extent of approach customers, the maximum common approach used, and the least approach utilized by the scholars.

First, it explains the scholars on this survey are excessive approach users in reading. The information display that there may be no person low approach users in reading. It is visible from the proportion that 72% college students are excessive approach users and 28% are medium approach users in reading. Since educational reading encourages them to apply greater techniques, it consequences the general excessive utilization of reading techniques on the scholars

Second, it suggests that the general tendency of metacognitive cognizance of reading techniques utilized by university learners in reading educational texts in English is problem-solving method. It is visible from the imply of problem-solving method which is 3.88 at the same time as global reading method is 3.58 and support reading method is 3.47. The college students opt for problem-solving techniques due to the fact the objects on this class assist them to triumph over their problems that could get up while the textual content they examine is complicated. This end result is constant with the end result of the preceding observe (Karbalaie, 2010) which suggests that each EFL and ESL university college students choose problem-solving techniques because the maximum used techniques together with analyzing slowly and thoroughly or re-reading for higher understanding. It is supported with the aid of using Shikano (2012) who discovered that the general tendency of the Japanese college college students has a tendency to apply problem-solving techniques greater regularly than worldwide and support reading techniques. The different associated observe from Dian (2015) additionally suggests that problem-solving method wherein the imply rating is 3.75 is the maximum regularly used accompanied with the aid of using worldwide analyzing techniques (M=3.45) and help reading techniques (M=3.21). The different truth suggests that

problem-fixing method is the maximum regularly method used withinside the context of EFL college students as visible from the ones numerous results.

Third, the other interesting result enlightens that the students use less of the support reading strategy. Some of the least frequently used support reading strategies are taking notes while reading to help understanding what to read, paraphrasing for better understanding, critically analyzing and evaluating the information presented in the text, summarizing what to read to reflect on important information in the text, and using typographical aids like boldface and italics to identify key information. The reason why the students use those support reading strategies in low frequency is that using such strategies are time consuming for the students. Meanwhile, the students prefer using the strategies that only take relatively little time to carry out. That is why, the most frequent strategies are the strategies that do not need much time to be taken. Thus, this indicates that the students avoid using time consuming in reading.

CONCLUSION

Based on the suggested findings, it could be concluded that the 25 third semester college students of English Study Program at IAIN Bengkulu are the excessive users of metacognitive focus of reading techniques for the duration of reading educational texts in English. The maximum regularly used approach is problem-solving approach accompanied via way of means of global reading techniques and the least is support reading techniques. The different reality suggests that problem-solving approach is the maximum regularly approach used withinside the context of EFL college students as visible from the consequences of this studies and different numerous associated studies. It may be concluded that the general tendency of metacognitive focus of reading techniques utilized by university learners in reading educational texts in English is problem-solving approach. While the support reading approach is taken into consideration because the least used approach. Since the kinds withinside the objects of problem-solving approach assist the scholars to triumph over their problems that could stand up while the textual content they study is complicated, they prefer using the strategy frequently. In contrast, for the students, support reading strategies were considered low frequency because the students thought that using those strategies was time consuming for the students. Despite the fact of result, the strategy is considered time consuming, support reading strategy is very important to help the students to achieve their reading comprehension.

Moreover, it is recommended to the scholars and different readers that they ought to be proportionally guided via way of means of the lecturer or instructors in the use of numerous reading techniques. Since the scholars are taken into consideration excessive users

reading techniques at some stage in reading educational texts academic texts in English, the scholars and different readers ought to stability the ones techniques in making use of them in reading. Even aleven though support reading techniques are taken into consideration because the least common techniques utilized by the scholars, the ones techniques are very critical that allows you to assist the scholars to boom their reading comprehension. Some reasons why this type of strategy is important are because it involves taking notes while reading, discussing with others to test understanding, underlining statistics to enhance memory, the use of reference materials, paraphrasing for higher understanding, going from side to side in textual content and asking myself questions. Therefore, it is far advised to the scholars and different readers to maximally use the aid reading techniques to assist them extend their reading comprehension.

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