

**METACOGNITIVE AWARENESS OF READING STRATEGIES IN
CRITICAL READING AND LITERACY COURSE USED
BY INDONESIAN EFL UNIVERSITY STUDENTS: A SURVEY STUDY**

A Thesis

**Presented to the Department of English Language Education as Partial
Fulfillment of the Requirements to Obtain the Degree of *Sarjana Pendidikan* in
English Language Education**



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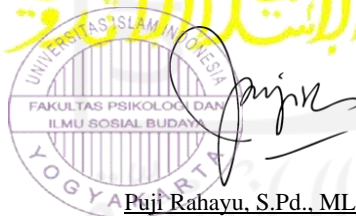
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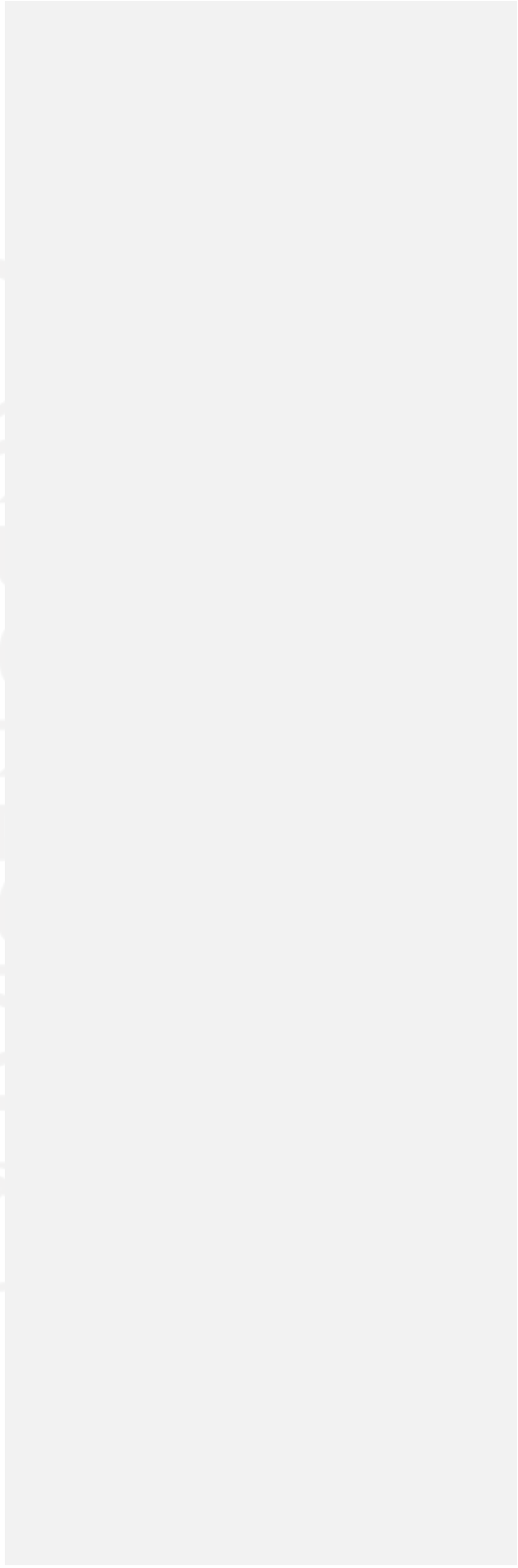
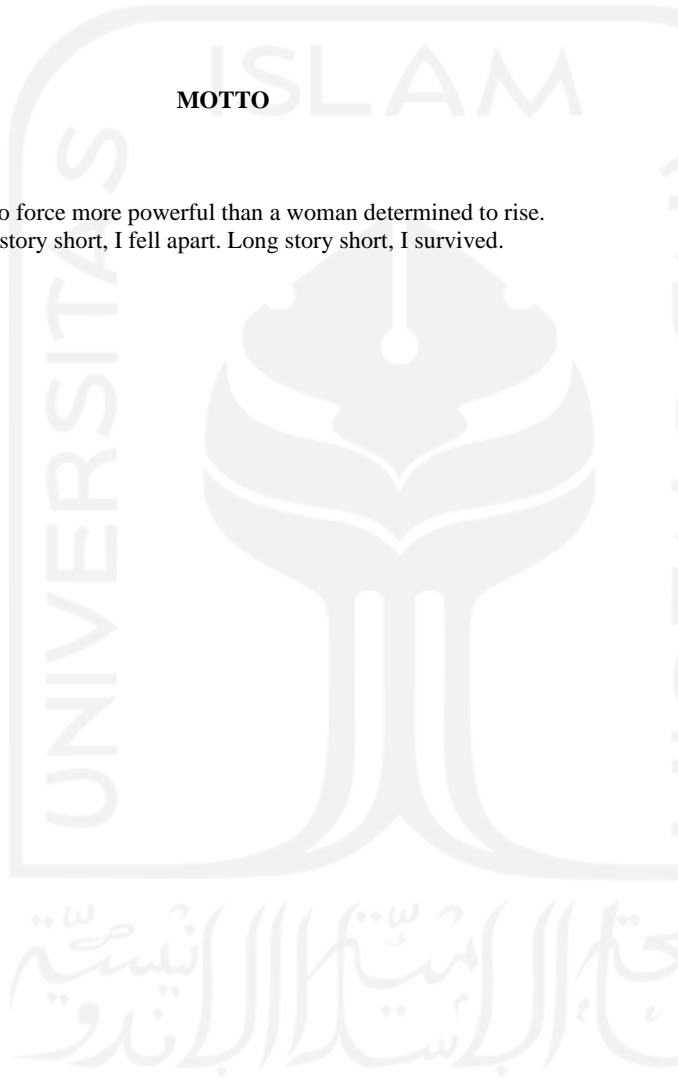
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MOTTO

There is no force more powerful than a woman determined to rise.
Long story short, I fell apart. Long story short, I survived.



DEDICATION

I dedicate this thesis to my beloved *Mamah* and *Ayah*, Ratih Nugraheni and Abu Hanifah, who I love dearly, are the recipients of this work's dedication. For everything, I'm grateful. It's difficult for me to express how grateful and thankful I am to you. My inspiration, support, and direction have all come from you. You taught me to be distinct and resolute, to have confidence in myself, and to never give up. Being your child makes me sincerely grateful and honored. I appreciate your unwavering love and support throughout my journey. I will always and forever love you both.

Last but not least, I dedicate this thesis to myself. In all honesty, you have cause for pride. When you reflect on your life, you will see that it may have been challenging at times and that you overcame obstacles you never imagined you would, but you did and you survived.



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Wassalamu'alaikum Warohmatullohi Wabarokatuh

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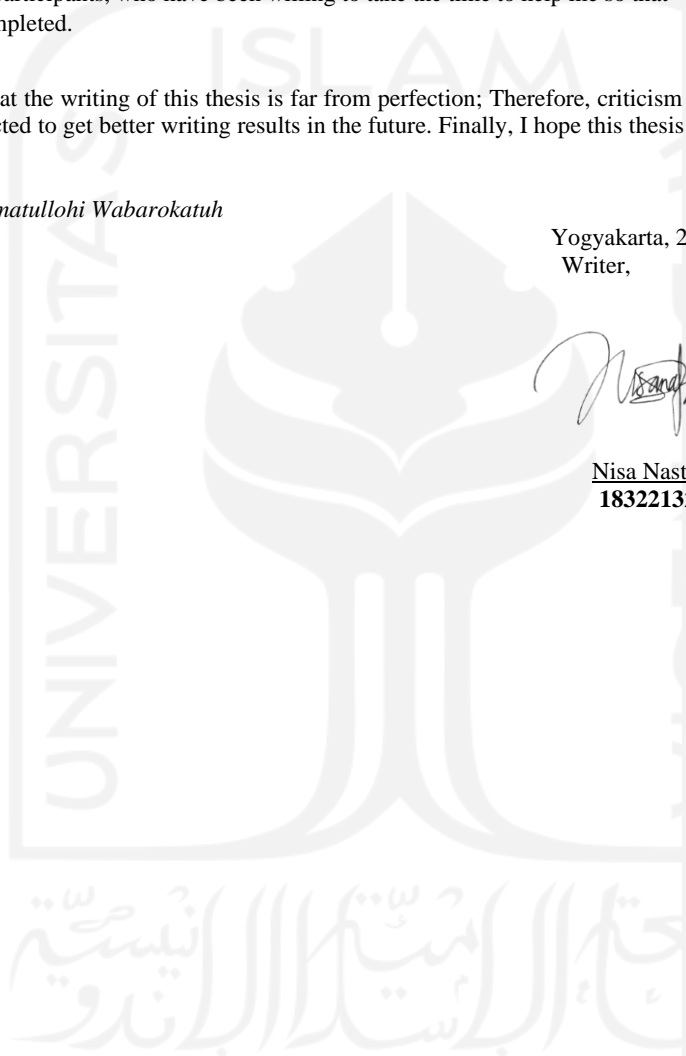
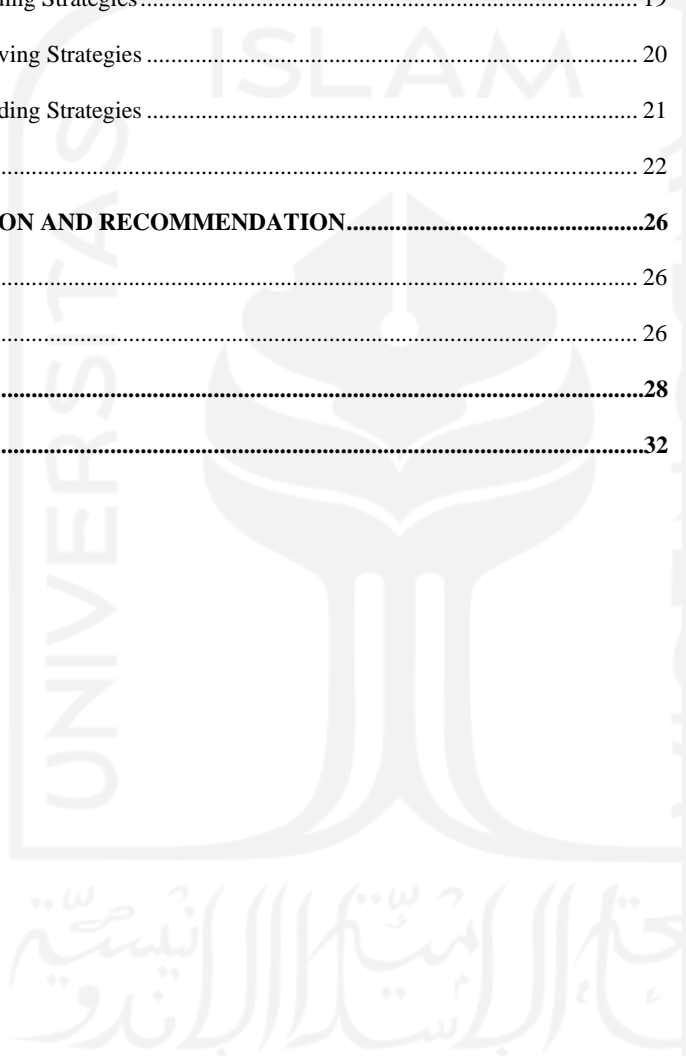


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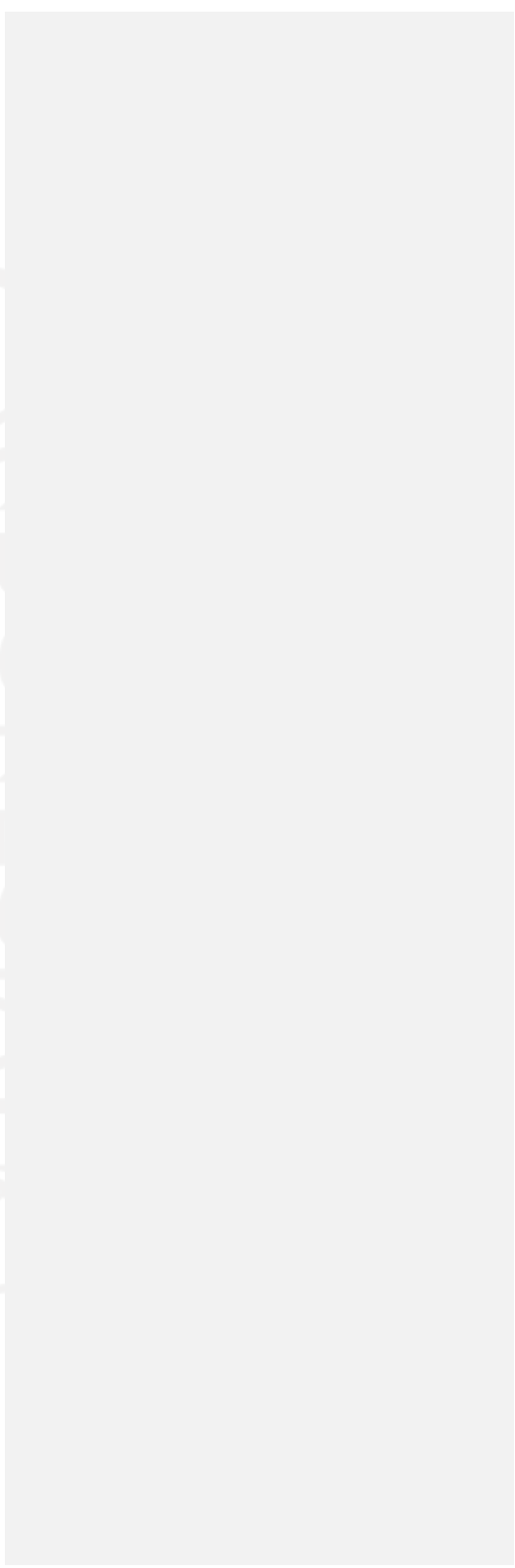


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ABSTRACT

Metacognitive awareness of reading strategy is important for students to apply. Beside that, it is the fact that reading is an important skills that influences success in learning a foreign language. There have been many studies on metacognitive awareness in reading strategy but each study is rarely specific to its readers, it means that readers who are categorized belong to the intermediate level, in this study the researcher took samples from critical reading and literacy courses. The researcher specifies this research to the readers who are also at the university level. However, there hasn't been much research in Indonesia on how reading methods are used in relation to students' metacognitive awareness. The purpose of this study was to identify metacognitive awareness of reading strategies that are frequently used by EFL students at a private university in Yogyakarta, during online learning due to the COVID-19 pandemic. The population in this study were students majoring in English Education at a private university in Yogyakarta. The number of samples in this study were 114 respondents. This survey study adopted a survey of the questionnaire of Metacognitive Awareness of Reading Strategy Inventory (MARSIR inventory) developed by Mokhtari et al. (2018). The results of this study indicated that students majoring in English Education at a private University in Yogyakarta used three reading strategies, namely global reading strategies (GLOB), problem-solving strategies (PROB), and support strategies (SUP), with the PROB who got the highest score and the support reading strategies (SUP) got the lowest score of the strategies used by the students. The results of this study will have an impact on the reading skills of students who use the reading strategy, the PROB strategy is the highest result of the other three strategies, almost all students admit that they underline or circle information in the text to help them remember it. Thus, it can be concluded that reading strategies are essential in practical reading activities.

Keywords: English, metacognitive, metacognitive awareness, reading strategies, university students.

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English as a Foreign Language (EFL) learners in mastering English knowledge and skills, cannot be separated from many requirements, one of which is related to reading problems, especially for university students who must be able to get used to reading a lot of academic texts, journals, and other readings in foreign languages or a second language. EFL learners who study English as a foreign language, when reading they are required to have high knowledge and have cognitive awareness. Thus, it means that the higher students' metacognitive awareness will have a good impact on reading. Through this study each student can become aware of their metacognitive that affects their reading.

Furthermore, Purnamawati (2013) assumed that metacognitive awareness can support student's reading success if it is driven by metacognition from within students in overcoming a problem, it can advance and improve the ability to think better by each individual. Therefore, it means that there is a clearly measurable metacognitive measure or scale that is considered very important. Metacognitive awareness in reading still needs to be measured because until now in fact many students are not aware of their own metacognitive.

In reading, students can use several strategies that can be applied, especially reading strategies by utilizing metacognitive awareness. Reading using metacognitive awareness can indirectly provide direction for reasoning and determining the right strategy in reading, by reading through using metacognitive awareness it is more effective for students because they can more easily choose the right reading strategy for them to apply. Auerbach and Paxton (1997) indicated a knowledge that includes strategies for processing a word, text, or reading by observing and reviewing understanding to be able to choose the required reading strategy by utilizing

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metacognitive awareness. In other words, reading in general by using reading strategies on metacognitive awareness has similarities but is not the same, reading by utilizing metacognitive awareness makes it easier for students to reason, realize, and observe about their reading and apply effective strategies to use in the future.

Recent research is crucial for measuring and examining students' metacognitive knowledge of the reading methods they currently need to apply, especially at the university level where they have more expertise. Similarly, several scholars have tried to conduct related and similar research on this issue. Boyraz and Altınsoy (2017) revealed that students in final and preparatory grades had higher metacognitive perceptions than other classes. PROB was the most popular metacognitive reading technique (Problem-Solving Reading Strategy). Additionally, Al-Mekhlafi and Mohammed (2018) discovered that students at diverse levels used the same kinds of reading strategies in a substantial manner. Additionally, Pinnanti (2016) discovered that the outcomes of his study had a sizable impact on the frequency and goals of reading strategies. The link between these data and a measure of students' perceived readability, according to Mokhtari et al. (2018), is the proof supporting the MARSI-R (Metacognitive Awareness of Reading Strategy Inventory) questionnaire's external validity. Ardianingsih and Salim (2019) discovered that academic literature in the Indonesian setting contains information on metacognitive awareness of reading strategies, with PROB being the most frequently employed. Pammu et al (2017) 's research also discovered that while reading with a high level of metacognitive awareness can promote greater awareness, it also motivates readers to pursue particular reading patterns for academic objectives.

Rianto (2021), who claimed that his research on metacognitive awareness only contained an analysis that was not differentiated depending on a number of student characteristics, provided the most current prior research in the Covid-19 pandemic situation as support for this. As a result, Rianto (2021) advised more researchers to

examine the same research issue but concentrate more on the traits of distinct students. These variables could include gender, English proficiency level, academic level, and degree program. This study, which focused on student characteristics in reading classes based on English proficiency level in the midst of the Covid-19 epidemic crisis, covered in this void by performing research on the same subject. It is important for students to further identify how they define strategies, and what reading strategies they need to implement in the EFL classroom. Tarricone (2011) stated that metacognitive awareness is written to find out what methods can be applied to be used after appropriate and what methods are not suitable for the task at hand. In other words, learners with good metacognitive awareness can choose which strategies are effective for them. The results will help students in their learning outcomes, and help language teachers or educators in language teaching, especially in English skills.

1.2 Limitation and Formulation of the Problem

This study highlighted metacognitive awareness of reading methods that students frequently utilize to develop and perfect reading abilities, particularly when reading academic or other materials that are linked in nature or written in English. There is a limitation in this research such as sampling limitation. One reference question used as a guide for the data collection and data analysis process is : What are the metacognitive awareness of reading strategies frequently used by EFL university students in a private university in Yogyakarta?

1.3 Objectives of the Study

Due to the Covid-19 pandemic, the aim of this study was to pinpoint metacognitive awareness of reading strategies widely utilized by EFL students at a Yogyakarta-based private institution.

1.4 Significances of the Study

The findings of this study will give students and teachers a general understanding of language and associated topics in the Indonesian setting. Teachers

can utilize this research to reassess their teaching outcomes in the form of methods that can be imparted to students. Future researchers and EFL or ESL students can both benefit from this study's findings. The current study provided some insight into Indonesian college students' metacognitive knowledge of reading methods, particularly for those who were taking English language classes.

CHAPTER II

LITERATURE REVIEW

2.1 Metacognitive Awareness of Reading Strategies

According to Flavell (1981), metacognitive awareness of reading strategies is a metacognitive implementation of self-awareness and self-evaluation that can help readers become more independent learners who can control the learning process. Teachers have agreed that reading strategies involving metacognitive awareness can be used because they have a positive impact. In other words, metacognitive implementation of self-awareness to determine what and when to utilize appropriate strategies that can influence the learning process is what is meant by metacognitive awareness of reading techniques.

According to Oxford (1994), using metacognitive knowledge of reading methods as a student tool to read anything associated with the field of foreign language studies has proven to be an effective method. In other words, reading practices that make use of metacognitive awareness can help and support students when they read for academic purposes or for other purposes that require related readings in a second or foreign language.

Jaleel and Premachandran (2016) explained that in general, the definition of metacognitive awareness is a process to be aware of how you think. In metacognitive awareness, there is metacognition that contains awareness of one's thinking by including several strategies used. In other words, through metacognitive awareness for students are able to observe and realize what, why and how the things they have learned before can be useful to apply in different conditions. Meanwhile, Anderson (2002) briefly defined that metacognitive awareness is a combination of the awareness possessed by readers, observation and review while reading, as well as several strategies in reading that are applied by readers called metacognitive awareness. Franco and Catillo (2013) concluded that humans have knowledge within themselves that is consciously involved and develops in the form of speculation that is formed in humans as awareness of their cognitive and metacognitive processes. This is what is meant by metacognitive awareness. Furthermore, Schraw and Dennison (1994) reported that they believe if metacognitive awareness has developed from a cognition that can be considered pure and cognitive adjustment including a skill that encourages students to be able to skilfully solve a problem and be able to think critically at a higher level. more proficient too, continued based on the results of the report, it can be interpreted that the importance of having good metacognitive awareness is certainly intended for everyone who is learning, especially in language learning.

More precisely, Mohktari and Reichard (2002) argued that it is crucial to distinguish between experienced and unskilled readers in order to develop readers' abilities through the use of metacognitive awareness in reading methods. In other words, it is clear that pupils who comprehend a sentence or piece of information quickly are considered skilled readers, whilst those who are not proficient in it are considered unskilled readers. The people who are considered to be exceptional and talented readers, on the other hand, are those who possess a high level of metacognitive awareness and make use of reading methods that they are aware of in order to be able to govern and dominate their reading. The core and main driver in raising reading

interest is metacognitive awareness of reading processes, which also offers pupils additional advantageous outcomes.

2.2. Components of Metacognitive Awareness in Reading Strategies

Reading techniques on metacognitive awareness are an actualization of the incorporation of metacognitive awareness in reading strategies. Metacognitive knowledge, metacognitive experience, objectives, and strategies are the four parts of metacognition (Duman & Semerci, 2019). However, in order to assist the selection of appropriate reading strategies, the usage of reading strategies must be based on awareness of metacognitive information, a requirement in the use of appropriate metacognitive-related strategies. (Zhang, 2018; Soodla et al., 2016). Different components of the metacognitive awareness reading technique have been categorized. According to Mokhtari and Sheorey (2002), there are three reading methods that are part of metacognitive awareness: global reading, problem solving, and supportive reading. A global reading technique can assist readers in understanding the reason behind their reading so they can broaden their vocabulary and comprehend a lot of fresh information from a topic. Problem solving strategy is a strategy which includes how readers can solve the problems they face in reading texts that are quite difficult through adjustments to reading accuracy, reading speed, reading repeated texts, and guessing the meaning or meaning of each newly discovered difficult word. by readers. With the support and through these three aspects of reading by utilizing metacognitive awareness this means helping readers to be able to have good reading techniques in reading.

According to a pioneering study by Mokhtari and Reichard (2002), they are the creators of the Strategic Reading Metacognition Inventory (MARSII), a tool that is used to gauge a reader's level of metacognitive awareness and can be used to evaluate the use of strategies as students read. In other words, the tool is a useful way to gauge how well students can recognize their level of consciousness and comprehend a text. A Global Reading Strategy (GLOB), a Problem-Solving Strategy (PROB), and a Support Reading Strategy make up the first three categories or subcategories of MARSII. Regarding the first in particular, a Global Reading Strategy (GLOB) is a method that

enables mastery of a text's overall analysis through the use of a number of different focused reading strategies. reading. In contrast, a problem-solving strategy is a strategy that is part of the strategy for resolving a problem that arises as the reading activity gets underway. However, the Reading Support Technique, which is more specifically the last method, is a multipurpose strategy that aids readers in supporting reading comprehension pupils during the reading process. In other words, students will be able to develop clever application of their techniques and know what kind of audience they may target using this MARSII from some of the earlier reasons provided above.

Based on a number of clarifications of the previous definition, it has been determined that metacognitive awareness of reading strategies is any action, idea, decision, method, or suggestion that a reader makes in order to keep track of and manage their learning process. By doing this, students are helped to be able to read anything related to the study of a foreign language or a second language more effectively. The researcher thus concurs totally that metacognitive awareness of reading strategies is a behavior to realize, absorb, and manage the cognitive processes that exist in each individual with the goal of achieving superior learning results. Because each person can monitor their awareness that is getting in the way of choosing and adjusting efficient strategies that can be used in matters of reading academic readings and other related materials in a foreign language or second language, particularly in the context of English, through metacognitive awareness related to reading strategies (EFL).

2.3. Metacognitive Awareness of Reading Strategies in EFL context

Serkan Boyraz and Ertan Altınsoy (2017) examined how students used reading methods and displayed metacognitive awareness in a classroom setting. The information gathered through the application of the Mokhtari and Reichard's Metacognitive Awareness of Reading Strategies Inventory (MARSII) (2002). According to the findings of his study, students at the senior level who scored highly had higher levels of metacognitive awareness than students at lower levels, but the difference was not statistically significant, and all students utilized the most popular reading approach. The Problem-Solving Technique is applicable to both sexes (PROB).

Therefore, if students want to have metacognitive awareness with a good scale or size, they must be more mature and superiorly prepared. Unfortunately, many students lack even minimally preparedness. They are therefore unable to achieve their full potential in terms of academic performance, which can only be assessed if they are counted among students who employ PROB in the implications of reading techniques through metacognitive awareness.

Another study by Saricoban & Mohammadi (2017) looked into how metacognitive awareness affected EFL students' reading methods. According to his research, there is a general strong correlation between MARS and students' reading abilities, demonstrating that successful and exceptional students prefer to apply problem-solving techniques. The findings, however, indicate that male students scored less well than female students. It means that even though their levels are different, this demonstrates that women have higher scores than men do. However, better students tend to favor problem-solving techniques, which, as is well known, do not necessarily indicate that gender issues are the primary causes of these differences.

The findings of a different study presented by Al-Mekhlafi and Mohammed (2018) EFL students were the subject of this investigation. According to his research, there was no discernible difference between pupils of different levels in the usage of different reading strategies. In this instance, it indicates that despite coming from students at various levels or levels from one another, students are known to utilize the three main types of techniques extensively, and there is little to no difference in their usage of reading methods.

While this is going on, a study by Ardianingsih, Rose Mini, and Salim (2019) that looked at metacognitive awareness in reading techniques can be interpreted as providing insight into reading process strategies when viewed from an Indonesian perspective. It has been discovered that overall, female students are more likely than male students to apply and apply metacognitive awareness. In the meantime, reading support strategies are a kind of approach that each student uses the most frequently.

Reading support strategies are the most frequently used by these students because they are thought to be the simplest strategies to implement. In terms of gender differences, it appears that female students are more likely to use their metacognitive awareness in various academic matters. This means that the study's findings have not attained statistically significant results.

While Zhenita and Cahyono (2020) explored the knowledge and application of reading methods connected to EFL students' metacognition, this study focused on the Indonesian context. According to the study's findings, pupils that have a greater level of metacognitive awareness are those who have metacognitive awareness that is superior in terms of realizing. There were insignificant differences in all subscales of the use of reading strategies among the EFL students, which means that when taken as a whole, all male and female students have different metacognitive awareness differences. Students who have higher awareness are students with a high level of metacognitive awareness.

Agus R. (2021) did a descriptive study that focused on the usage of reading methods when learning online, and the results of that study are available here. It is pertinent to the contemporary learning environment where Indonesia was experiencing the Covid-19 pandemic before and after. The tool that was made available via the Google Forms platform. According to the study's findings, students tended to utilize problem-solving and support strategies throughout the pandemic, and there was no discernible difference in the usage of various techniques for either one. This indirectly demonstrates the need for EFL students to have high metacognitive awareness, particularly for those who will be using these skills in the Covid-19 pandemic situation in online learning, as trends of the current state of the covid-19 pandemic make students less active in the use of strategies.

The Metacognitive Awareness of Reading Strategies Inventory (MARSİ), a measurement tool with three categories of strategy subscales—global reading strategies, problem-solving strategies, and supporting strategies—can be used to

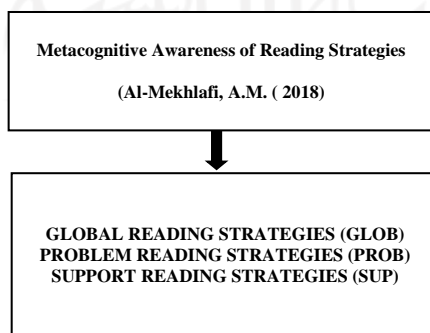
implement and establish a benchmark, according to previous research's findings. The key is choosing the appropriate course of action. However, when compared to a number of findings from earlier studies, there are still no reliable and noteworthy findings. A private institution in Yogyakarta, Indonesia, does not have any studies on metacognitive awareness of reading methods in the setting of EFL students. the Covid-19 pandemic crisis is currently in progress. As of now, the researcher has agreed to offer more reliable research findings on this topic. Due to the present Covid-19 epidemic, students can modify their reading strategies by applying them with this metacognitive knowledge of reading strategies through online learning.


2.4. Theoretical Framework

This study aims to pinpoint metacognitive awareness of the reading methods that EFL students typically utilize when learning English in the English Education Department. The theory from Salataki and Akyel (2002) and Phakiti (2003) as well as ideas from Al-Mekhlafi and Abdo Mohammed are applied in the current work (2018). The Metacognitive Awareness of Reading Strategies Inventory (MARSII) Version 1.0 was used by the researcher. It was developed by Carla Reichard and Kouider Mokhtari in 2002. as a tool to assess how well students in the English Education Department employ reading skills when interacting with academic literature. Additionally, this tool is made to support students in developing their metacognitive awareness so they can read more strategically.

The graphic below shows how the study's theoretical framework is organized:

Metacognitive Awareness of Reading Strategies





METACOGNITIVE AWARENESS OF READING STRATEGIES IN CRITICAL READING AND LITERACY COURSE USED BY INDONESIAN EFL UNIVERSITY STUDENTS: A SURVEY STUDY

Figure 2.1 *Theoretical Framework*

CHAPTER III

RESEARCH DESIGN

Described in this chapter is the research approach. It is broken down into five sections: (1) study design; (2) population and sample; (3) research instrument; (4) data collection procedures; and (5) data analysis techniques.

3.1 Research Design

Through the application of quantitative techniques, this study is a survey. This study aims to analyze the reading techniques that EFL students in an EFL classroom at one of the private colleges in Yogyakarta, Indonesia, regularly utilized during the pandemic crisis. The reason the researcher selected a survey study for this project is that a questionnaire served as the primary instrument for gathering data from respondents. As stated by Sukamolson (2007) that survey research is a study that uses objective sampling with a questionnaire design, while in terms of its purpose is to be able to measure, analyze and estimate the need for strategies on each individuality or characteristic of a population by involving accuracy as well as the precision of statistics, the results of the data obtained provide estimates or descriptions of the sample that relate to the entire population at a certain level of certainty.

3.2 Population and Sample

3.2.1 Population

A population is the total group that is targeted in order to gather information or make judgments. An English language education department at a private university in Yogyakarta, Indonesia, conducted this study. The population consists of the three classes (Critical Reading and Literacy A, Critical Reading and Literacy B, and Critical Reading and Literacy C), with total 125 students. The researcher chose the students in the Critical Reading and Literacy class because there are various characteristics of readers with different levels of English proficiency and reading skills. The reading

skills are required to critical reading and literacy coursework are extensive reading and intensive reading.

3.2.2 Sample

The sample is a certain group whose data is collected to obtain information in the form of data. In essence, the sample size is not the same as the size of the total population. If the population is usually larger, then sample sizes will be found in smaller sizes, it use the sample size calculator through the Calculator.net website. Based on the total population of 125 students, according to the sample size calculator, it is recommended that the sample size was around 95 students. Here, in this study, the researcher collected 117 responses from the students.

3.3 Research Instrument

The equipment used to gather data for this investigation is described in this section. The study employed the 30-statement Metacognitive Awareness of Reading Strategies Inventory (MARSI) questionnaire, which was created by Mokhtari and Reichard in 2002. To make it simpler for the respondents to complete the questionnaire, the researcher has currently translated the original English version into Bahasa Indonesia. As a result, this study's findings were offered by the answers. The researcher anticipates that each student will read all 30 items on the MARSI, which are broken up into three categories: global reading strategies (GLOB), which have 13 things, problem-reading strategies (PROB), which have 8 items, and support reading strategies (SUP), which have 9 items. The responses given by the pupils are then modified using a 5-point Likert scale. The first response on the five-point scale means, "I never or almost never do this" 2 denotes, "I occasionally do this." 3. "I occasionally do this," The final number, 5, signifies "I always or almost always do this." The first number, 4, means "I usually do this." According to the respondents' scale, the higher the number, the more frequently a particular strategy is used. There are a total of 30 questions across 3 categories of reading strategies.

Tabel 3.1 *Blueprint of Metacognitive Awareness of Reading Strategies Inventory (MARS) Version 1.0*

Domain	Items Number	Numbers of Item
Global Reading Strategies (GLOB)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	13
Problem Solving Strategies (PROB)	14, 15, 16, 17, 18, 19, 20, 21	8
Support Reading Strategies (SUP)	22, 23, 24, 25, 26, 27, 28, 29, 30	9

3.4 Data Collection Technique

Because the current environment is still uncertain as a result of the pandemic, the researcher employed an internet questionnaire (google form) in this study on metacognitive awareness of reading methods. The questionnaire was made available via the Google Form link so that students would have easier access to it and may complete it using their mobile devices or other devices. The link was circulated by the researcher with help from two or three volunteers. The researcher will first briefly describe the aim of the data in the introductory phase. With the use of a 5-point Likert scale, the researcher described how to complete the questionnaire. Following the completion of the respondents' biodata, students are required to read each question and respond to it completely. The questionnaire's completion duration is expected to take the responder between 10 and 15 minutes, according to the researcher. The amount of time a respondent can open a page is not restricted by the researcher, though. All information submitted by the respondent is kept completely private. The researcher solicited all respondents' consent for their willingness to participate in the survey or questionnaire before beginning to gather data. The researcher examined and retested the validity and reliability after gathering all the data. The distributed surveys were also reviewed.

3.5 Validity and Reliability of the Data

3.5.1 Validity

According to Heale and Twycross (2015), the concept of validity calls for accuracy to be measured in a quantitative investigation. In other words, validity means how high the accuracy and validity of a research instrument can obtain consistent results and remain the same as long as it continues to be used in the same research with the same situation or even repeatedly. The validity of MARSII has been determined by an expert jury by comparing it with the reading ability that has been known through student report cards. Therefore, the inventory of adequate validity has been validated by MARSII Inventory (Sheorey & Mokhtari 2001). Based on the Metacognitive Awareness of Reading Strategies Inventory (MARSII) questionnaire designed by Mokhtari & Reichard (2002) in their research, they used a large and validated population of native speakers. In addition, many other researchers have used the same questionnaire and have obtained validity to measure the use of reading strategies at school, college and university levels (Fitrisia, Tan & Yousuf, 2015, Veloo, Rani & Hashim, 2015; Wu, Vackle & Van Keer, 2012). Thus, the MARSII questionnaire has been widely used and validated by many researchers.

3.5.2 Reliability

Reliability has a role that is no less important than validity. Heale and Twycross (2015) defined reliability as a form of measure that has a useful and reliable level of consistency. In other words, reliability is a measure that has high consistency and is the same or does not change in a research instrument. According to Mokhtari and Reichard's (2002) Metacognitive Awareness of Reading Strategies (MARSII) questionnaire, Cronbach's alpha is used to calculate the reliability coefficient on MARSII for each of the three categories. Global Reading Strategies ($\alpha=.92$), Problem Solving Strategies ($\alpha=.79$) and Support Reading Strategies ($\alpha=.87$). Then it is known that the reliability results for the three subscale categories were found ($\alpha=.93$). Thus, it means, this questionnaire is also reliable to be used for this study.

Calculation of reliability can also be done using SPSS with the statistical test Cronbach Alpha (α). The results of the reliability test can be seen in Table 4.2.

Tabel 3. 2 *Reliability of all variables*

<i>Cronbach Alpha</i>	<i>Rtable</i>	<i>Conclusion</i>
0.935	0.70	Reliable

From the SPSS results in table 3.2, it can be seen that the Cronbach Alpha value on the variable has a Cronbach Alpha value greater than 0.7. Thus, the questionnaire can be categorized as very reliable and can be processed for research.

To make it simpler for respondents to grasp the statements in the questionnaire, the researcher translated every item from English to Indonesian. As a result, when the questionnaire was issued, respondents could read the statements for each item in Indonesian.

3.6 Data Analysis Technique

Data analysis in research is a method used to illustrate and apply statistical or logical techniques that have been tested for accuracy with the aim of obtaining reasonable data. According to this study, the researcher will follow the same procedures to analyze the data:

1. An instrument that was created using the MARSI questionnaire in English and translated into Indonesian is the MARSI-Inventory Survey Questionnaire on Metacognitive Awareness of Reading Strategies.
2. Make sure the questionnaire is easy for students to understand by checking it. by talking to the speaker and consulting the questions.
3. Due to the pandemic situation, which makes it impossible to distribute the questionnaire in one location, it will be distributed online. This will make it simpler for students to complete and respond to the questions.

4. To 125 students studying in English language education at one of the private universities in Yogyakarta, Indonesia, send the Google form link. Participants in the Critical Reading and Literacy (CRL) program.

5. Record the data collection process.

6. Transfer the respondents' responses from Google forms to Microsoft Excel, and then transferring the data to a data processing software, namely SPSS for further analysis.

Thus, to get the final result in statistical form.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The results and analysis of the data collection based on the Metacognitive Awareness of Reading Strategy Inventory questionnaire at the Islamic University of Indonesia's Department of English Education are presented in this chapter. As a result, 117 students were asked to complete the Mokhtari and Reichard (2002) Metacognitive Awareness Orientation Scale-Global Reading Strategy, Problem Solving Strategy, and Supporting Strategy (MARS), and the results were statistically evaluated. Descriptive to determine the questionnaire's overall average across all items.

4.1 Research Finding

4.1.1 Overall Result

From the overall result, we can see that the strategies used by the EFL university students were GLOB, PROB, and SUP.

The first strategy, i.e. Global Reading Strategies (GLOB) from the results of the previously analyzed data shows an average score of 4.36. which means that it is below the PROB category but still above the SUP category. The second strategy is Problem Solving Strategies (PROB) from the results of the previously analyzed data, the second reading strategy category, namely PROB, shows the highest average score obtained among the other reading strategy categories, namely at 4.3. which means that this figure is the highest average score compared to the GLOB and SUP strategies. The third, Support Reading Strategies (SUP) from the results of the data that has been analyzed previously, the third reading strategy category namely SUP, shows the lowest average score obtained between the other two reading strategy categories, namely at 4.35 which means that this figure is the lowest average score compared to the GLOB and PROB strategies. However, even though the results in this category are the lowest, the difference in numbers referred to is only not too much different.

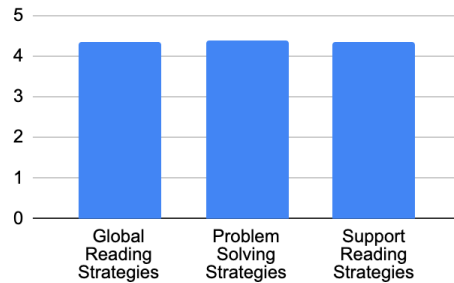


Figure 4.1 Overall Result

4.1.2. Global Reading Strategies

Based on the questionnaire results, the average global reading strategy (GLOB) can be seen in the table below.

Tabel 4.1 Global Reading Strategies

No	Statements	N	Mean	SD
1	I have a goal in my mind when I read.	117	4.33	0.630
2	I preview a text to see its contents before reading it	117	4.35	0.634
3	I think about whether the content of a text used throughout the items is appropriate for my reading purposes	117	4.34	0.721
4	I use tables, numbers, and pictures in the text to improve my understanding	117	4.21	0.915
5	I critically analyze and evaluate the information presented in the text	117	4.34	0.684
6	I read slowly but carefully to make sure I understand what I read	117	4.50	0.638
7	When reading becomes difficult, I pay more attention to what I read	117	4.47	0.651
8	I try to imagine or visualize information to help remember what I read	117	4.32	0.654

9	I take notes while reading to help me understand what I read	117	4.45	0.713
10	When reading becomes difficult, I read aloud to help me understand what I am reading	117	4.19	0.669
11	I discuss what I read with others to check my understanding	117	4.40	0.743
12	I underline or circle information in the text to help me remember it	117	4.52	0.677
13	I go back and forth reading a text to find the connection between the ideas in it	117	4.38	0.679

In Global Reading Strategies there are 13 points used including points 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13. No reading strategy is categorized as low level of use. All strategies are high-category reading. The average of 13 points for this strategy is 4.37, categorized as high. For the preference for each item in the global reading strategy (GLOB), based on Table 4.1, students prefer to use statement 12 namely "I underline or circle information in the text to help me remember it," with an average score of 4.52 followed by statement number 6, 7, 9, 11, 13, 2, 3, 5, 1, 8, 4, 10.

4.1.3 Problem Solving Strategies

Based on the questionnaire results, the average Problem Solving Strategies (PROB) can be seen in the table below.

Tabel 4. 2 Problem Solving Strategies

No	Statements	N	Mean	SD
14	I use hints from context to help me better understand what I am reading	117	4.41	0.67 2
15	I checked my understanding when I found conflicting information	117	4.37	0.56 6
16	I checked whether my guess about the text was right or wrong	117	4.41	0.65 9
17	I adjust my reading speed to what I read	117	4.25	0.64 2

18	I sometimes stop from time to time and think about what I read	117	4.46	0.664
19	I'm trying to guess the meaning of an unknown word or phrase	117	4.40	0.670
20	I use reference materials such as dictionaries to help me understand what I read	117	4.37	0.624
21	I ask myself the question I want to answer in the text	117	4.41	0.604

Table 4.2 demonstrates that, with a score of 4.38, problem-solving techniques are applied at a high level. There are 8 points in Problem Solving Strategies that are employed, including 14, 15, 16, 17, 18, 19, 20, and 21. With 117 responders for each point. The findings demonstrate that students frequently employ the problem-solving approach, particularly for statement 18, "I sometimes stop from time to time and think about what I read" which has an average score of 4.46. Additionally, statements 18, 14, and 16 as well as statements 19, 15, and 20 were the most often used reading strategies. Then statements 8, 13, and 20 come next. Reading and each strategy's usage were both high, in addition to the employment of problem-solving techniques.

4.1.4 Support Reading Strategies

Based on the questionnaire results, the average support reading strategies (SUP) can be seen in the table below.

Table 4. 3 Support Reading Strategies

No	Statements	N	Mean	SD
22	I think about what I know to help me understand what I read	117	4.38	0.598
23	I read the text first, paying attention to characteristics such as Length	117	4.35	0.758
24	I decide what to read carefully and what to ignore	117	4.42	0.591
25	I use typography aids such as bold and italics to identify important information	117	4.37	0.794
26	I am trying to guess what material I read	117	4.38	0.668

27	I try to refocus when I lose concentration	117	4.30	0.561
28	When reading becomes difficult, I reread it to improve my understanding	117	4.35	0.699
29	I summarize what I read to reflect important information in the text	117	4.16	0.669
30	I paraphrase (restate ideas in my own words) to better understand what I read	117	4.28	0.668

As shown in Table 4.3 above, students' use of support strategies is high because the average overall support strategy is 4.3. In Support Reading Strategies, there are 9 points used, including points 22, 23, 24, 25, 26, 27, 28, 29, 30. Each point has 117 respondents. The support strategy used mainly by students is statement 24, "I decide what needs to be read carefully and what can be ignored," followed by statements 22, 26, 25, 23, 28, 27, 30, 29.

4.2 Discussion

The Global Reading Strategy, Problem Solving Strategy, and Supporting Strategy questionnaires from Mokhtari and Reichard's (2002) Metacognitive Awareness of Reading Strategy Inventory (MARSIR) were used in this study to gather data. Based on the findings, the researcher provides a more detailed explanation in this section. According to the research's findings, three reading strategies fall into a high category.

According to Pearson and Gallagher (1983), readers who are competent readers are those who can effectively summarize and utilize background information. Additionally, they utilize the text's structure, come to a conclusion, are aware of the methods they are employing, and are generally more adept at keeping track of and modifying their usage of tactics. In other words, strategic readers are better than average or poor readers. In contrast, a good reader is one who attempts to remember the meaning of the reading, reads in fragments, disregards words that are not particularly important, attempts to infer the meaning of unfamiliar words using contextual cues, and has a positive self-concept as a reader, according to Hosenfeld (1977). There are three stages in the reading process: the pre-reading, reading stage, and post-reading stage. At each stage of reading, the strategies applied function differently. The pre-reading strategy is used to stimulate the reader to activate his knowledge so that a frame of mind is created to be associated with new

reading, terms, ideas, and so on. This frame of mind begins to be formed even before the reading begins. It is strengthened when readers interact with reading during the reading process and reflect after reading when they incorporate what they have read into their core knowledge.

The effectiveness of the reading strategies used during the reading process affects a person's ability to read. The techniques that can be applied are supporting reading techniques, problem-solving techniques, and global reading techniques (SUP). The researcher discovered the three reading strategies that students most frequently utilized after learning about them. Because the children are aware of how to employ reading strategies, they will develop into successful learners. Successful learners, according to (Adam & Hamm, 1994), are good strategy users who are aware of how to employ particular goal-oriented ways and govern the usage of strategies.

According to the study findings in the table, statement number 12, which is part of the global reading strategy (GLOB) in the questionnaire and has an average score of 4.52, is the reading strategy that students utilize the most frequently. The questionnaire determined that the usage of reading methods is high if the average for each category is 3.5 or higher. The questionnaire's statement number 12 "I underline or circle information in the text to help me remember it," had the highest mean of all the other statements ($M = 4.52$). In other words, when reading difficulties arise, students will underline or circle the reading text as a specific step to help them remember it. This is by the learning approach expressed by (Nasution, 2003) that remembering something can be done by rote or understanding. Remembering and understanding will depend on other activities after the memorization and understanding process.

The next stage is based on problem-solving techniques, metacognitive awareness. The category that is displayed in this strategy comes in second after GLOB. When reading academic readings in English, such as textbooks, class notes, journals, etc., students prefer to use problem-solving strategies (PROB). This is due to the fact that readers employ problem-solving techniques when reading (Mokhtari & Sheorey, 2002). Rereading, paying close attention, maintaining focus, and reading slowly and attentively are some examples. Numerous studies show that children frequently employ problem-solving as a reading approach. Olshansky (1977), cited in Alsheikh (2011), claims that proficient readers frequently employ problem-solving techniques while reading. The same conclusion was reached by Li (2010), who discovered that EFL students in Jiangxi, China, utilized PROB ($M=3.22$) as their primary reading technique. The same outcome

was also reported by another study. According to a research by Dawaideh and Saadi (2013), most English language learners at King Abdulaziz University in Jeddah utilized PROB (M=4.21) as their primary reading technique. Because the items in the problem-solving category assisted the reader in overcoming the challenges presented by complex texts, the students favored the problem-solving technique as a reading method that was also extensively used. Students are also able to focus and properly comprehend the text's meaning.

Then the last is the reading support strategy, and this strategy also has the same high average value as GLOB and PROB. As for the results of the questionnaires that have been distributed, the highest average of the respondents' answers is M = 4.42 at point 24 which contains "I decide what needs to be read carefully and what can be ignored." As for reading carefully, this can also be interpreted as reading intensively. Intensive reading is reading comprehension, aiming to understand the reading with speed and accuracy to get an understanding of a reading text in primary school students. (Pu'at, 2017). Intensive reading is often identified with reading techniques for learning that prioritize reading comprehension (Purnama, Selamat, & Rintayati, 2013). Intensive reading that prioritizes understanding must be with total concentration. As demonstrated by Samino (2018), intensive reading with complete understanding is a reading activity that is carried out very carefully, typically rather slowly, with the intention of understanding the entire contents of the reading deeply so that the message conveyed, both in the form of main thoughts in paragraphs and explanatory thoughts contained in both reading and reading, more deeply penetrates the brain and heart. Moreover, intensive reading is a method for extracting meaning from written ideas through deft linguistic interpretation and engagement. Intensive reading is a complex process that is influenced by different ideas about language proficiency (Harsono, Fuady, & Saddhono, 2012).

It is clear from the three tactics listed above that they influence students' metacognitive awareness and make them simpler to read. Kang (1997), who claimed that students who learned English used various reading abilities involving metacognitive and cognitive techniques when learning English in the classroom, supports the findings of this study. Kang's findings coincide with a study by Pickard (1995), who examined the classroom experience and found that most bright students used multiple reading strategies when learning English. This proves that bright

students mostly use reading proficiency strategies that involve cognitive and metacognitive factors Words and grammar.

Conclusion: Effective readers employ reading strategies to comprehend the material and address certain issues, including not understanding certain words or details when reading. Reading practices also demonstrate how readers comprehend the work, the significance of what they read, and what they do when they are unable to comprehend. Reading methods are crucial in reading activities, according to numerous research. According to Ikeda and Takeuchi (quoted in Chen 2015), effective language learners must use reading methods. It is clear from the foregoing justification that reading techniques are crucial for actual reading activities. Additionally, reading tactics offer high school English learners a solid model for writing, opportunities to introduce new themes, promote conversation, and permit learning of linguistic components like vocabulary, according to Richards and Renandya (2002, as quoted in Chen 2015). Previous research conducted has differences from this study. The difference lies in the instruments, research subjects, and respondents' backgrounds.

CHAPTER V

CONCLUSION AND RECOMMENDATION

Based on the research findings from the preceding chapter, this chapter summarizes the research and makes suggestions for additional study.

5.1 Conclusions

Due to the Critical Reading and Literacy (CRL) course, this study attempts to determine metacognitive awareness of the reading methods frequently utilized by EFL students at a private university in Yogyakarta while online learning. Participating in the questionnaire-filling were 117 pupils. Students utilize three reading methods, global reading strategies (GLOB), problem-solving strategies (PROB), and support reading strategies, according to the study's findings (SUPP). Because the overall mean of each technique was 3.5 or above, there was a strong use of all three reading methods (GLOB, PROB, and SUPP). Additionally, the GLOB average is 4.37, PROB is 4.46, and SUPP is 4.3. The findings of this study are based on research by Mokhtari and Reichard (2002), who asserted that the Metacognitive of Reading Strategies Inventory (MARSII) employed in this study is suitable for gauging students' ability to grasp and assess strategies as well as their level of awareness. Therefore, it may be said that reading techniques are crucial for real-world reading tasks.

5.2 Recommendation

This study, therefore, suggests several things to some parties.

1. For EFL undergraduate students who majoring in English need to determine the right strategy in reading to help improve their understanding of English reading texts and help students get the desired and satisfying results.

2. For Lecturer

This research can be used as a reference for lecturers in teaching their students about choosing the right reading strategy for each individual in the EFL class.

3. For Further Research

The findings of this study can be helpful for those who wish to conduct a survey study on student reading strategies. Future researchers can consider broader data to obtain more in-depth analysis by considering other backgrounds such as class, level of English proficiency, age, and others.



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APPENDICES

Appendix 1. Questionnaire

	Original	Translated
Global Reading Strategies (GLOB)	1) I have a purpose in mind when I read. 2) I think about what I know to help me understand what I read. 3) I preview the text to see what It's about before reading it. 4) I think about whether the content of the text fits my Reading purpose. 5) I skim the text first by noting characteristics like length and Organization. 6) I decide what to read closely and what to ignore. 7) I use tables, figures, and Pictures in text to increase my understanding. 8) I use context clues to help me Better understand what I'm reading. 9) I use typographical aids like bold face and italics to identify Key information. 10) I critically analyze and	1) Saya memiliki tujuan dalam pikiran 32ay ab saya membaca. 2) Saya berpikir tentang apa Yang saya ketahui untuk membantu saya memahami apa yang 32ay abaca. 3) Saya mempratinjau teks untuk melihat isinya sebelum membacanya. 4) Saya memikirkan apakah isi teks sesuai dengan tujuan membaca saya. 5) Saya membaca teks terlebih dahulu dengan memperhatikan Karakteristik seperti panjang dan organisasi. 6) Saya memutuskan apa yang Harus dibaca dengan cermat dan apa yang harus diabaikan. 7) Saya menggunakan 32ay a, Gambar, dan gambar dalam teks untuk meningkatkan pemahaman saya. 8) Saya menggunakan petunjuk konteks untuk membantu saya

evaluate the information lebih memahami apa yang saya
Presented in the text. baca.



	<p>11) I check my understanding when I come across conflicting information.</p> <p>12) I try to guess what the Material is about when I read.</p> <p>13) I check to see if my guesses about the text are right or wrong.</p>	<p>9) Saya menggunakan alat bantu tipografi seperti huruf tebal dan miring untuk Mengidentifikasi informasi penting.</p> <p>10) Saya secara kritis menganalisis dan mengevaluasi informasi yang disajikan dalam Teks</p> <p>.</p> <p>11) Saya memeriksa pemahaman saya ketika saya menemukan informasi yang bertentangan.</p> <p>12) Saya mencoba menebak tentang materi apa yang saya baca</p> <p>.</p> <p>13) Saya memeriksa apakah tebakan saya tentang teks itu benar atau salah.</p>
<p>Problem Solving Strategies (PROB)</p>	<p>14) I read slowly but carefully to be sure I understand what I'm reading.</p> <p>15) I try to get back on track when I lose concentration.</p> <p>16) I adjust my reading speed according to what I'm reading.</p> <p>17) When text becomes Difficult, I pay closer attention to what I'm reading.</p> <p>18) I stop from time to time and think about what I'm reading.</p> <p>19) I try to picture or visualize information to help remember what I read.</p>	<p>14) Saya membaca perlahan Tapi hati-hati untuk memastikan saya mengerti apa yang saya Baca</p> <p>.</p> <p>15) Saya mencoba untuk 34ay aba ke jalur ketika saya kehilangan konsentrasi.</p> <p>16) Saya menyesuaikan kecepatan membaca saya sesuai Dengan apa yang 34ay abaca.</p>

	<p>20) When text becomes difficult, I re-read to increase my understanding.</p> <p>21) I try to guess the meaning of unknown words or phrases</p>	<p>Ketika teks menjadi sulit, saya lebih memperhatikan apa yang saya baca.</p> <p>18) Saya berhenti dari waktu ke waktu dan memikirkan apa yang saya baca.</p> <p>19) Saya mencoba membayangkan atau memvisualisasikan informasi untuk membantu mengingat apa yang saya baca.</p> <p>20) Ketika teks menjadi sulit, saya membaca ulang untuk meningkatkan pemahaman saya.</p> <p>21) Saya mencoba menebak arti kata atau frasa yang tidak diketahui</p>
<p>Support Reading Strategies (SUP)</p>	<p>22) I take notes while reading to help me understand what I read.</p> <p>23) When text becomes Difficult, I read aloud to help me understand what I read.</p> <p>24) I summarize what I read to reflect on important Information in the text.</p> <p>25) I discuss what I read with others to check my understanding.</p>	<p>22) Saya membuat catatan saat Membaca untuk membantu saya memahami apa yang saya baca.</p> <p>23) Ketika teks menjadi sulit, Saya membaca dengan keras untuk membantu saya memahami apa yang saya baca.</p> <p>24) Saya merangkum apa yang saya baca untuk merefleksikan Informasi penting dalam teks.</p>

26) I underline or circle information in the text to help me remember it.	25) Saya mendiskusikan apa yang saya baca dengan orang Lain untuk memeriksa pemahaman saya.
27) I use reference materials Such as dictionaries to help me understand what I read.	26) Saya menggarisbawahi atau melingkari informasi dalam teks untuk membantu saya Mengingatnya.
28) I paraphrase (restate ideas in my own words) to better understand what I read.	27) Saya menggunakan bahan referensi seperti kamus untuk Membantu saya memahami apa yang 36ay abaca.
29) I go back and forth in the text to find relationships among ideas in it.	28) Saya memparafrasekan (menyatakan kembali ide dengan kata-kata saya sendiri) untuk lebih memahami apa yang 36ay abaca.
30 I ask myself questions I like To have answered in the text.	29) Saya bolak-balik dalam teks untuk menemukan hubungan antara ide-ide di dalamnya.
	30) Saya bertanya pada diri sendiri pertanyaan yang ingin saya jawab dalam teks.

Appendix 2



FAKULTAS
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Kepada Yth.
Bapak/Ibu Pimpinan
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Jl. Kaliurang No. Km. 14,5, Krawitan, Umbulmartani, Ngemplak, Kabupaten Sleman, Daerah Istimewa
Yogyakarta

Assalamu'alaikum wr. wb

Dalam rangka mengantarkan mahasiswa untuk menjadi sarjana, maka setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut di atas diperlukan data, baik dari Instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon ijin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :

Nama Mahasiswa : NISA NASTASIA
Nomor Induk Mahasiswa : 18322132
Program Studi : Sarjana Pendidikan Bahasa Inggris
Pembimbing Skripsi : Banatul Murtafah, S.Pd., M.Pd.
Judul Skripsi :

"METACOGNITIVE AWARENESS OF READING STRATEGIES USE
AMONG INDONESIAN EFL UNIVERSITY STUDENTS: A SURVEY STUDY"

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

Wassalamu'alaikum wr. wb

Yogyakarta, 9 Rejab 1444 H
31 Januari 2023 M
Dekan,

Dr.Phil. Qurotul Uyun, S.Psi., M.Si.