

**A SURVEY OF EFL UNIVERSITY STUDENTS' METACOGNITIVE READING  
STRATEGIES**

**A Thesis**

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



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A Survey of EFL University Students' Metacognitive Reading Strategies

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## STATEMENT OF WORK'S ORIGINALITY

I affirm that the content offered in this study is entirely my own original work, except where properly cited within quotations and noted in the bibliography following academic guidelines.

Yogyakarta, March 19, 2024

The researcher,



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**MOTTO**

*“Strive for your goals with tenacity.”*

## **DEDICATION**

I dedicate this thesis to myself, as a reminder of the dedication, perseverance, and passion that have fueled my academic journey. It stands as evidence to the journey of self-discovery, growth, and learning that has brought me to this point. Furthermore, I dedicate this work to my people, embodying the collective aspirations, struggles, and triumphs of all those who have paved the way before me and those who will continue to strive for knowledge and progress. May this thesis serve as an inspiration and source of empowerment for our community, encouraging future generations to pursue their dreams and contribute to the advancement of knowledge and society.

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# **A Survey of EFL University Students' Metacognitive Reading Strategies**

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## **ABSTRACT**

This study aims to map the metacognitive awareness of reading strategies used by tertiary-level students. A survey study was employed, utilizing a questionnaire of Metacognitive Awareness of Reading Strategy Inventory-Revised (MARSIR) developed by Mokhtari et al. (2018), with Likert scale items to assess the metacognitive awareness of reading strategies among Indonesian university students. The survey instrument included three aspects: Global Reading Strategies (GRS), Problem-Solving Strategies (PSS), and Support Reading Strategies (SRS). The analysis revealed that two aspects, Global Reading Strategies (GRS) and Problem-Solving Strategies (PSS), demonstrated high levels of awareness among the participants. However, Support Reading Strategies (SRS) exhibited a mid-level of awareness. The findings underscore the importance of enhancing awareness among Indonesian university students, thereby offering valuable insights for educators and policymakers to tailor interventions aimed at reinforcing students' reading proficiency and overall academic performance.

**Keywords:** Metacognitive awareness, Reading Strategies, University students.

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

Metacognitive reading strategies refer to any choice, behavior, thought, suggestion, and techniques used by readers to help their learning process (Cook, 2001). This method enables readers to assess their comprehension and change their reading habits as needed, resulting in a more prosperous and efficient reading experience (Annury et al., 2019; Muhid et al., 2020; Khelab et al., 2022). Readers' utilization of strategies, as per Zhang (2018), relies on their metacognitive knowledge, which is crucial for deploying metacognitive strategies; thereby, enhancing reading comprehension effectively. Moreover, according to Ahmadi et al. (2013), Awareness of metacognitive reading strategies is essential for reading comprehension and the educational process.

Understanding the significance of metacognitive reading strategies in enhancing comprehension lays a foundation for exploring their effectiveness in diverse educational contexts, as evidenced by Amini, Anhari, and Ghasemzadeh (2020), who explored the relationship between metacognitive strategies, namely problem-solving, support strategies, and reading competency of undergraduate students in Iran were investigated. The research utilized three assessment tools, the so-called Metacognitive Awareness of Reading Strategies Questionnaire, the Self-Regulation Questionnaire, and the reading proficiency examination. The assessment covered global strategies, problem-solving approaches, and support strategies through a questionnaire, while self-regulated

learning mechanisms, motivational orientation, and beliefs were evaluated using another questionnaire. Results unveiled a noteworthy correlation between all three metacognitive strategies and self-regulation, yet a direct relationship was not found. Furthermore, the study proposed that the influence of metacognitive strategic knowledge on reading achievements might depend on the self-regulatory skills of second language learners. These outcomes imply that mastering these tactics could enhance reading abilities and overall reading abilities.

Furthermore, a study pertaining to the metacognitive reading approach was undertaken by Mohseni, Seifoori, and Ahangari (2020), aimed to investigate how critical thinking skills and employing three specific metacognitive reading approaches: global, problem-solving, and support, affect the reading comprehension abilities of EFL learners in Iran. The dataset was collected from a sample of 54 male Iranian EFL students at an intermediate level, who were enrolled in three classes at an English Language Institute located in Qazvin, Iran. The individuals involved in the study were Persian speakers who were acquiring English as a second language. Three groups, each including 18 individuals, were assigned randomly to one of two experimental groups. These groups were provided with metacognitive learning and CT-raising awareness. This study included three tools to assess students' reading comprehension proficiency to get the data. The initial tool employed in this research is a preliminary English test (PET), which serves to evaluate the coherence of the participants' reading comprehension abilities. The second methodology employed in this research is utilizing a reading comprehension exam to evaluate the participants' ability to comprehend general, cause-and-effect, and argumentative content. The MARSIS serves as the third methodology employed in this research. The metacognitive training program was built using the foundational framework developed by Mokhtari and Reichard (2002), known as MARSIS. In addition, the study's findings first demonstrated these EFL

students' inadequate metacognitive strategy knowledge and use in academic reading, independent of their academic level. A mismatch was discovered between reported high strategy use and good reading skills on the one hand and a relatively low level of metacognitive strategy awareness on the other.

Moreover, Dammak and Maaoui (2022) undertook a study exploring the awareness level and utilization of metacognitive reading strategies by L2 learners, majoring in English at a university in Tunisia. To achieve this objective, a group of 113 Tunisian university students willingly participated in an online survey that was designed based on a revised edition of the MARSII inventory (Mokhtari et al., 2018). In addition, a total of four students were interviewed to gain further insight into their knowledge and utilization of metacognitive methods while reading academic materials, specifically in the fields of linguistics, culture studies, and literature. The revised MARSII version evaluates three distinct categories of strategies: (1) Global Reading Strategies, (2) Problem-Solving Strategies, and (3) Support Reading Strategies. The quantitative data analysis encompassed the utilization of descriptive statistics and the examination of correlations among three parameters using SPSS 23. The results indicated significant associations ranging from moderate to high between (1) overall reading ability and problem-solving techniques, (2) overall reading ability and supplementary reading strategies, and (3) problem-solving techniques and supplementary reading strategies. Furthermore, the investigation revealed a discrepancy between the learners' self-reported utilization of strategies and their actual reading proficiency, as well as a generally limited level of awareness of metacognitive strategies.

Furthermore, Dardjito (2020) carried out the research within the Indonesian setting. This study investigated the relationship between metacognitive reading awareness and comprehension of teaching English texts among first-year university students in Indonesia. The event occurred at a regional educational institution in Yogyakarta, Indonesia, where participants from various regions of the country were engaged in the study and acceptance of English as a subject of study. The study questions were addressed to 373 student respondents across five humanities departments using a combined qualitative and quantitative explanatory methodology. The researchers employed a rephrasing recall approach to offer academic English reading assessments while also conducting a metacognitive awareness survey. There was no statistically significant link observed between the level of reading awareness among the students and their proficiency in academic English reading comprehension. In addition, this study collected reading comprehension scores and scores from Miholic's Metacognitive Reading Awareness Inventory and conducted focus group interviews with students to acquire information on reading techniques. The study employed Spearman's correlation to evaluate the association between academic English reading comprehension and metacognitive reading awareness.

Additionally, individual studies conducted by Vianty (2007) and Deliany and Cahyono (2020) in Indonesia centered on exploring the utilization of metacognitive reading strategies among EFL learners. Vianty conducted a study with 101 students majoring in English at the Faculty of Teacher Training and Education in Palembang, South Sumatra, Sriwijaya University. The research aimed to investigate the utilization of metacognitive reading methods by learners while encountering texts in both English and Bahasa Indonesia. The study investigated the students' methods by using the Metacognitive Reading Strategies Questionnaire (MRSQ) and

completing reading evaluation exams in both languages. The findings revealed that when reading Bahasa Indonesia texts, participants predominantly used analytic reading methods, while during English reading sessions, they primarily employed pragmatic strategies. In contrast, Deliany and Cahyono's study focused on EFL learners, specifically including 53 undergraduate participants. The study investigated students' knowledge and implementation of metacognitive reading strategies using the Metacognitive Awareness of Reading Strategy Inventory (MARSIR inventory). The research utilized a quantitative methodology, employing a rating scale and statistical analysis. It discovered that all students, regardless of gender, demonstrated a widespread awareness and extensive use of metacognitive reading strategies. This indicates a strong incorporation of these strategies into their reading habits.

Despite significant research on metacognitive reading awareness, there has been a lack of recent studies focusing on the EFL tertiary level (e.g., Deliany & Cahyono, 2020; Dardjito, 2020), specifically those who had taken 2 reading courses (intensive & extensive reading). The majority of studies have concentrated on postgraduate students, with minimal attention provided to how metacognitive reading strategies might be effectively incorporated and integrated into tertiary-level EFL instruction. As a result, more research into the impact of metacognitive reading methods in improving reading comprehension is required. This study intends to fill that gap by investigating the effects of metacognitive reading strategy training on EFL learners' reading comprehension in a tertiary context.

## **1.2 Identification of the Problem**

Reading comprehension is essential for English as a foreign language (EFL) students because it allows them to acquire and comprehend a wide range of English texts required for academic, professional, and personal objectives. However, many EFL learners struggle with reading comprehension, significantly hindering their language learning progress. EFL learners may struggle to comprehend English texts due to various problems, including insufficient English competence, unfamiliarity with cultural contexts, a lack of passion, and inappropriate reading skills. As a result, addressing the issue of EFL learners' reading comprehension has emerged as a critical topic of research and practice in the field of English language instruction.

### **1.3 Formulation of the Problem**

This research makes attempts to answer the following question:

- What are metacognitive awareness of reading strategies used by tertiary-level English department students?

### **1.4 Objectives of The Study**

The primary purpose of this research is to examine the metacognitive awareness of reading strategies used by tertiary-level students. This study specifically aims to: Identify the types of reading strategies used by tertiary-level EFL learners to comprehend English texts.

### **1.5 Significance of the Study**

The findings of this research on metacognitive reading methods have several other important consequences. First and foremost, the study can provide evidence to teach students metacognitive strategies, which can help educators design and implement effective reading instruction programs. Besides, the study can assist in identifying specific metacognitive strategies

that are most effective for tertiary students who have completed extensive and intensive reading coursework, leading to individualized education that is more likely to achieve positive results.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Reading Comprehension in EFL Contexts

Understanding the intricacies of reading as a cognitive process is essential for appreciating its multifaceted nature. As highlighted by Pressley & Afflerbach (1995), reading is a multifaceted cognitive activity encompassing the active interpretation and comprehension of written or printed texts. This process enables individuals to find meaning, gain information, and participate in critical thinking. Moreover, Dole et al. (1991) assert that reading constitutes a dynamic activity, wherein the reader's prior knowledge, reading strategies, and textual elements of a written work interact to create meaning and foster the development of higher-order cognitive abilities. Reading is the primary focus of standard foreign language teaching and learning, and it remains the primary focus of English as a foreign language (EFL) education in many countries today (Susser & Robb, 1990). Referring to Safdarian et al. (2014), reading is the most crucial skill for students to learn. While it is true that reading is essential in foreign language teaching and learning, particularly in EFL education, it is crucial to consider Alderson's assertion. According to Alderson (1983), reading ability is frequently all that English as a foreign language (EFL) learners require. He argued that language education mainly concentrates on providing students with the essential reading abilities to comprehend and navigate a text. Moreover, Chastain (1988) stated that reading ability would increase communicative effectiveness in all other language skills.

Reading comprehension is the ability of readers to understand a text's surface and deep meanings by employing metacognitive reading procedures (Al-Alwan, 2012). As stated by Sweet and Snow (2002), reading comprehension aims to gain meaning from situations. Reading comprehension has become a complex process that involves both the text and the readers. According to Ahmadi, Hairul, & Pourhossein (2012), there are three primary categories of reading, namely accuracy, fluency, and comprehension. Accuracy encompasses the processes of phonological and orthographic processing, while fluency incorporates the element of time. Lastly, comprehension refers to the understanding and interpretation of the text. Furthermore, the cognitive ability of reading comprehension is a complex process that entails the integration of textual content with the reader's pre-existing knowledge in order to construct a mental image (Meneghetti et al., 2006). Moreover, the process of reading comprehension involves an interaction dynamic between pupils and their surrounding settings, as stated by Rumelhart (1994). During this interaction, students use various experiences and knowledge, including language abilities, cognitive knowledge, and global perspective.

Reading comprehension issues have long been a contention in the EFL teaching-learning situation. Numerous investigations have indicated that most EFL students have difficulty reading English texts. According to Chen & Chen (2015), around 52% of persons with L2 reading comprehension impairments have difficulty acquiring a second language. According to Paris et al. (1991), it has been found that readers are required to utilize many techniques when engaging with a text, specifically in the context of reading comprehension. Referring to Johnston (1983), the process of reading comprehension requires the utilization of both conscious and unconscious methods by readers in order to effectively resolve difficulties and derive meaning from written

messages. A conscious, unconscious, or automated metacognitive reading method can help the reading process. As defined by Afflerbach, Pearson, and Paris (2008), metacognitive reading strategies can be described as purposeful cognitive processes or behaviors that are directed toward specific goals and are employed by readers to regulate and adjust their efforts in comprehending texts.

## **2.2 Metacognitive Reading Strategy**

The notion of metacognition has been characterized as the acquisition of knowledge pertaining to knowledge itself (Flavell, 1976, p. 232) or the cognitive mechanisms engaged in the practice of thinking about thinking (Anderson, 2002, p. 23). The idea incorporates acquiring knowledge or awareness, as well as managing and administering mental operations such as tracking, organizing, assessing, correcting, altering, and summarizing (Flavell, 1976). According to Flavell (1979), metacognition consists of four essential elements: knowledge, experience, goals or tasks, and strategies or actions. The concept of metacognitive knowledge pertains to an individual's understanding or beliefs of factors associated with oneself, a particular activity, or a specific technique. In addition, metacognitive experiences usually occur in situations that demand a significant degree of concentrated and intentionally directed cognitive processing. Metacognitive knowledge can be enhanced, dismissed, or modified by participating in metacognitive events. Goals or tasks are the objectives of a cognitive endeavor. Furthermore, Mokhtari and Sheorey (2002) classified metacognitive reading ways into three main categories: global, problem-solving, and support reading strategies (p. 436). Metacognitive strategies, as conceptualized by Mahdavi (2014), encompass a collection of techniques that can be utilized to proficiently attain one's goals.

Additionally, metacognition is an individual psychological capacity for regulating the thought process to attain the purpose of the thinking process. It is the ability to form a mode of thought or cognition (Asy'ari & Ikhsan, 2019). Furthermore, metacognition is a psychological process that monitors cognition and relates to activating reading techniques in the case of literacy (Braga & Busnardo, 2017). On the other hand, metacognitive reading awareness is an individual reader's awareness of employing their thought process to attain reading comprehension. This awareness influences a reader's cognitive or thinking process, leading to their reading techniques (Ahmadi et al., 2013). Metacognitive reading awareness refers to an individual's recognition and utilization of their cognitive processes in order to enhance their reading proficiency (Girli & Oztürk, 2017).

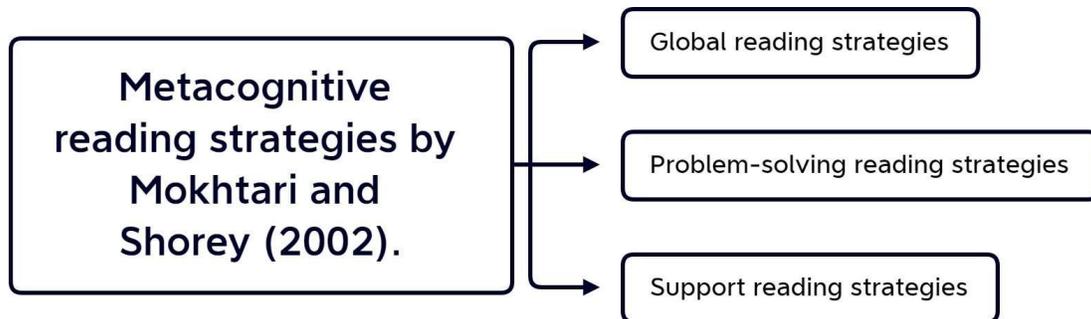
Building upon the understanding of metacognition and its role in reading comprehension as discussed earlier, it is essential to consider tools designed to assess and measure these metacognitive processes. One such instrument is the Metacognitive Awareness of Reading Strategies Inventory (MARSİ), developed by Mokhtari, et al. (2018), which has undergone revisions to refine its effectiveness and utility in evaluating readers' metacognitive awareness. Referring to Mokhtari et al. (2018), changes from the original MARSİ instrument to the revised MARSİ include several things, such as reducing the number of strategy statements from 30 to 15. This result occurs because several strategy statements appear to utilize similar reading strategy constructions. This reduction in the number of strategy statements was implemented to streamline the instrument and enhance its clarity and efficiency. In addition, the revised MARSİ aims to provide a more concise and comprehensive assessment tool for measuring metacognitive awareness of reading strategies.

## **2.3 Theoretical Framework**

Mohktari and Shorey (2002) categorize metacognitive reading techniques into three distinct types: global strategies, problem-solving strategies, and support strategies. Metacognitive reading methods encompass cognitive processes that entail the act of contemplating and managing one's reading comprehension. These strategies are crucial for compelling reading and can be categorized into three types: global strategies, problem-solving strategies, and support strategies.

1. **Global Reading Strategies:** Global reading methods entail developing a mental framework for interpreting the text and defining the overarching objective. These tactics assist readers in approaching the material from a broad standpoint and gaining a basic knowledge of its content.
2. **Problem-Solving Reading strategies:** When readers struggle to understand the content, problem-solving methods are used. To overcome comprehension barriers, these tactics entail active thinking and problem-solving.
3. **Reading Support Strategies:** Reading support methods entail using external resources or tools to improve reading comprehension. These tactics give readers additional support and scaffolding to help them understand and make sense of the material.

The diagram below depicts how the theoretical framework of the study is organized:



**Figure 2.3** *Theoretical Framework*

## **CHAPTER 3**

### **RESEARCH DESIGN**

#### **3.1 Research Design**

According to Creswell (2018), quantitative research assessed practical ideas by investigating variables' relationships. These variables can then be measured using tools, and the resulting numbered data can be examined statistically. Furthermore, this study intends to identify the sorts of reading methods that tertiary-level EFL learners utilize to grasp English texts. The researcher decided on a survey-based approach in this project, as the primary means of data collection from participants was through the use of a questionnaire.

#### **3.2 Population and Sample**

The total population of this study was ninety students (N=90). However, the sample was determined using a sample size calculator, resulting in a sample recommendation of 74 students. Despite this recommendation, 3 additional students were included in the sample to enhance the statistical power, accuracy, and representativeness of the study's findings. The participants consisted of 77 students, 23 males and 54 females from the English language education department from the class of 2020, specifically those who had taken two reading courses (intensive and extensive reading). They were chosen due to their exposure to structured reading instruction within the academic context, which provides a unique insight into the usage of metacognitive reading strategies. This targeted sample, therefore, offers a solid foundation for investigating the nuanced application of metacognitive reading strategies among EFL university students.

## Sample Size Calculator

### Find Out The Sample Size

This calculator computes the minimum number of necessary samples to meet the desired statistical constraints.

#### Result

Sample size: **74**

This means 74 or more measurements/surveys are needed to have a confidence level of 95% that the real value is within  $\pm 5\%$  of the measured/surveyed value.

Confidence Level:	<input type="text" value="95%"/>	
Margin of Error:	<input type="text" value="5"/>	%
Population Proportion:	<input type="text" value="50"/>	% Use 50% if not sure
Population Size:	<input type="text" value="90"/>	Leave blank if unlimited population size.
<input type="button" value="Calculate"/> <input type="button" value="Clear"/>		

**Figure 3.2** *Calculation of Sample*

### 3.3 Research instrument

The present study used a questionnaire known as the Metacognitive Awareness of Reading Strategies Inventory-Revised (MARSIR), consisting of 15 items. This questionnaire is adapted from the work of Mokhtari et al. (2018) and is designed to assess students' metacognitive awareness and utilization of reading strategies, specifically in the context of academic reading materials. In addition, the MARSIR assesses three overarching kinds of strategies, namely global reading strategies (GRS), problem-solving strategies (PSS), and support reading strategies (SRS), comprising 5 items in each aspect. The General Reading Strategies (GRS) framework establishes the foundation for effective reading comprehension, encompassing a broad range of skills and techniques. In contrast, the Problem-Solving Strategies (PSS) approach is more specific and targeted, primarily concerned with resolving challenges encountered throughout the process of comprehending textual information. The SRS framework offers several support mechanisms, including dictionaries and other supplementary systems, to facilitate the maintenance of

responsiveness to reading. These tactics facilitate individuals in enhancing their reading skills and comprehending textual information more effectively.

### **3.4 Data Collection Technique**

This study uses a digital questionnaire (Google form). The questionnaires were distributed via a share link, email, and WhatsApp to make it easier for participants to access them. During the initial phase, the researcher will provide a concise overview of the objective of the data. The researcher instructed how to complete the questionnaire using a 5-point Likert scale. After filling out the respondent's biodata, students must adequately read and answer each question. According to the researchers, respondents should expect to spend between 10 and 15 minutes completing the questionnaire. The researcher does not set a time limit for the respondent to open the page. Respondent's personal information will be kept strictly secret. Before collecting data, the researcher obtained all respondents' permission to participate in a survey or questionnaire. Following the collection of data, the researchers proceeded to analyze and subsequently reevaluate the validity and trustworthiness of the obtained information.

### **3.5 Validity and Reliability**

The MARSI has undergone various adjustments in recent years, focusing on improving the readability and comprehension of strategy statements. An expert jury reviewed the validity of the Metacognitive Awareness Reading Strategies (MARSI) utilizing a comparative examination of reading competency levels from student evaluations. Consequently, it leads to the MARSI-R, which successfully confirms sufficient validity within the inventory. Moreover, some scholars have utilized the same survey instrument and established its validity in assessing the utilization of

reading strategies throughout different educational levels, including elementary, secondary, and tertiary (Mortazavizadeh et al., 2022; Deliany and Cahyono, 2020; Hanen & Asma, 2022)

Dependability holds equal weight to validity. According to Heale and Twycross (2015), reliability is a measure that is distinguished by a consistent and appropriate level of consistency. The MARSIR, developed by Mokhtari, exhibits a notable degree of reliability in evaluating individuals' metacognitive knowledge of reading approaches. In the recent study, the 15-item MARSIR scale's internal consistency reliability was assessed using Cronbach's alpha coefficient, yielding a value of 0.860. The subscales were used to measure the alpha values for global, problem-solving, and support reading strategies, which were found to be .700, .735, and .743, respectively. One possible explanation for the comparatively lower estimations of internal consistency reliability observed in the three subscales is the reduced number of items within each subscale, which consists of five items per subscale.

### **3.6 Data Analysis Technique**

The acquisition of descriptive statistics data resulted from analyzing questionnaire responses, facilitated by utilizing the Statistical Package for Social Sciences (SPSS) and Microsoft Excel. The researcher methodically applied descriptive statistics to scrutinize the mean and standard deviation. Moreover, According to Mokhtari et al (2018), mid-level of awareness can be categorized with a score of 2.5-3.5. and the high level of awareness can be categorized with a score of 3.5 or higher.

## **CHAPTER 4**

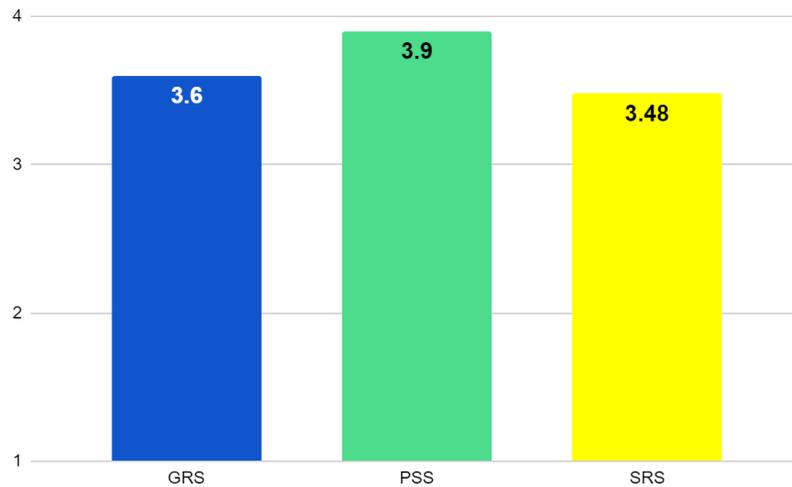
### **RESEARCH FINDINGS & DISCUSSION**

#### **4.1 Research Finding**

This chapter presents the findings and analysis of the data collection conducted at a private university using the revised version of the Metacognitive Awareness of Reading Strategy Inventory questionnaire. The Mokhtari et al. (2018) Metacognitive Awareness Orientation Scale-Global Reading Strategy, Problem Solving Strategies, and Supporting Strategies (MARSI-R) was therefore administered to 77 students (23 male & 54 female), and the findings were statistically assessed. The way to find the overall average of all the items in the questionnaire.

##### **4.1.1 Overall result**

The analysis reveals that among the three types of reading strategies assessed, Problem-Solving Strategies (PSS) exhibit the highest mean score of 3.90, indicating a prevalent use of problem-solving techniques in reading tasks. Global Reading Strategies (GRS) follow closely behind with a mean score of 3.60, suggesting a substantial but slightly less frequent utilization compared to problem-solving approaches. Support Reading Strategies (SRS) have a mean score of 3.48, indicating a somewhat lower implementation frequency than both problem-solving and global reading strategies. These findings collectively suggest that individuals employ various strategies, with a notable emphasis on problem-solving techniques, to comprehend and engage with written material effectively.



**Figure 4.1.1 Overall Result**

#### 4.1.1 Global Reading Strategies

The table below displays the average global reading strategies (GRS) based on the questionnaire findings.

**Table 4.1.1 Global Reading Strategies**

No	Items	N	Mean	SD
5	Checking to see if the content of the text fits my purpose for reading.	77	3.81	.904
1	Having a purpose in mind when I read.	77	3.74	.894
3	Previewing the text to see what it is about before reading it.	77	3.70	1.001
13	Critically analyzing and evaluating the information	77	3.52	.954
12	Using typographical aids like boldface and italics to pick out key information.	77	3.23	1.213

As demonstrated in the table above, students' utilization of global reading strategies is categorized as high, with an average scoring of (M= 3.60, SD=.323). Furthermore, in the global reading strategies, there are 5 items used (3, 5, 7, 12, 13). Each item had 77 respondents. Apart from that, based on table 4.1.1., item number 5 “Checking to see if the content of the text fits my purpose for reading.” scored the greatest average of (M=3.8, SD=.904). Conversely, item number 12 “Using typographical aids like boldface and italics to pick out key information.” has the lowest average score of (M=3.23, SD=1.213).

#### 4.1.2 Problem-Solving Strategies

The table below displays the average problem-solving strategies (PSS) based on the questionnaire findings.

**Table 4.1.2** *Problem-Solving Strategies*

No	Items	N	Mean	SD
14	Re-reading to make sure I understand what I'm reading	77	4.13	.937
9	Adjusting my reading pace or speed based on what I'm reading.	77	3.99	.966
15	Guessing the meaning of unknown words or phrases.	77	3.94	.879
7	Getting back on track when getting sidetracked or distracted.	77	3.84	.933
11	Stopping from time to time to think about what I'm reading.	77	3.58	1.043

According to Table 4.1.2, students' utilization of problem-solving strategies is considered high as it is scoring at (M=3.90, SD=.205). The problem-solving strategies utilize 5 specific items: 7, 9, 11, 14, and 15. There were 77 respondents for each item. Item number 14, “Re-reading to

make sure I understand what I'm reading." has the greatest average score ( $M=4.13$   $SD=.937$ ), while item number 11 "Stopping from time to time to think about what I'm reading." has the lowest average score ( $M=3.58$ ,  $SD=1.043$ ).

### 4.1.3 Support Reading Strategies

The table below displays the average support reading strategies (SRS) based on the questionnaire findings.

**Table 4.1.3** *Support Reading Strategies*

No	Items	N	Mean	SD
8	Underlining or circling important information in the text.	77	3.99	1.057
10	Using reference materials such as dictionaries to support my reading.	77	3.65	.997
6	Discussing what I read with others to check my understanding.	77	3.43	1.069
2	Taking notes while reading.	77	3.31	1.161
4	Reading aloud to help me understand what I'm reading.	77	3.05	1.224

According to Table 4.1.3, students demonstrated moderate level of engagement with support reading strategies, as evidenced by an average score of ( $M=3.48$ ,  $SD=.355$ ). The utilization of support reading strategies encompasses items 2, 4, 6, 8, and 10, with 77 respondents for each item. Notably, "Underlining or circling important information in the text" (item number 8) attained the greatest score ( $M=3.99$ ,  $SD=1.057$ ), whereas "Reading aloud to help me understand what I'm reading" (item number 4) garnered the lowest average score ( $M=3.05$ ,  $SD=1.224$ ).

## 4.2 Discussion

The study employed the Metacognitive Awareness of Reading Strategy Inventory-Revised (MARSI-R), a tool utilized for data collection, encompassing assessments of Global Reading Strategies, Problem-Solving Strategies, and Support reading strategies, as outlined by Mokhtari et al. (2018). The researcher offers a more thorough explanation in this section. Based on the research results, one reading strategy (SRS) is classified as mid-level, and two reading strategies (PSS & GRS) are classified as high-level. According to Mokhtari et al (2018), mid-level of awareness can be categorized with a score of 2.5-3.5. and the high level of awareness can be categorized with a score of 3.5 or higher.

The study's results from Table 4.1.1 indicate that item number 5 in the global reading strategies section, "Checking to see if the content of the text fits my purpose for reading," had the highest mean score of 3.8 with a standard deviation of .904. These results indicate that to obtain the desired content information, checking is needed to determine the purpose of reading. Furthermore, a similar conclusion obtained from Deliany & Cahyono (2020) study, the item "Checking to see if the content of the text fits my purpose for reading" received the highest mean score of (M=3.85, SD=1.116). In other words, both findings demonstrate that readers prioritize aligning text content with their reading purpose, highlighting the significance of metacognitive awareness. Evaluating whether a text fulfills reading objectives actively improves understanding and memory. This strategy is highly resilient and effective in various situations and with diverse groups of people, and instructors should prioritize its use to enhance reading comprehension abilities.

Furthermore, the Problem-Solving Strategies section, according to the results of the table finding. Item number 14, "Re-reading to make sure I understand what I'm reading." had the highest

mean score of 4.13 with a standard deviation of .937. These findings showed that when respondents encounter difficulties comprehending a text's substance, they will attempt to reread it to confirm their comprehension. This procedure emphasizes the value of coherence and clarity in communication as well as the mental work people must put into understanding material. It also emphasizes how comprehension techniques like rereading can improve comprehension and clear up ambiguities in textual content. A similar understanding was also found by Deliany and Cahyono (2020). Based on their research results, the item "Re-reading to make sure I understand what I'm reading." had the highest average scoring at (M= 4.04, SD=1.037). In contrast, different conclusions were obtained from Do & Phan (2021), the item "trying to keep focused after distraction" had the greatest average of (M=3.97, SD=1.15). In short, comprehension is vital in reading, and strategies like rereading are commonly employed to explain uncertainties and enhance understanding. Nevertheless, there are variations in individual reading strategies and preferences, with certain individuals placing a higher emphasis on maintaining focus during interruptions while others rely more on revisiting the text. Due to the complex process of reading behavior, it is essential to employ specific instructional approaches that address the specific requirements and preferences of individual readers. These findings can be utilized by educators and academics to develop interventions that enhance readers' metacognitive awareness and facilitate more efficient methods of comprehension.

The last aspect is the support reading strategies section. According to the findings table, item number 8, "underlining or circling important information in the text." has the greatest average of (M=3.99, SD=1.057). These findings indicate that underlining or circling essential material in the text provides external support that aids respondents' comprehension. This strategy can be especially beneficial for people with difficulties understanding complicated materials due to

cognitive or learning problems. Highlighting crucial information allows readers to focus on the main points and follow the text's flow more readily. This can lead to better comprehension and recall of the subject. However, Deliany and Cahyono (2020) study shows a different conclusion. Based on their findings, the item that received the highest average score was the item "using reference materials such as dictionaries to support my reading." with an average of (M=4.11, SD=1.031). Moreover, different conclusions were obtained from Mekhlafi (2018). The item "I use reference material, such as a dictionary, to help me understand what I read." had the highest average of (M=3.90, SD=1.15). To summarize, the results of several studies have provided insights into different reading strategies. One study demonstrates the efficacy of underlining or circling crucial information, while another emphasizes the need to use reference tools such as dictionaries. The contrasting viewpoints highlight the significance of providing a variety of support systems that respond to readers' different preferences and requirements. Overall, educators can gain advantages by comprehending and integrating these diverse strategies into their instructional methods, allowing readers to choose and utilize procedures that effectively improve their learning.

## CHAPTER 5

### CONCLUSION

#### 5.1. Conclusion

This research investigates the metacognitive awareness of reading methods frequently used by EFL learners attending a private institution in Indonesia. The questionnaire received responses from a total of 77 students. The study's findings indicate that students employ three distinct reading strategies: global reading strategies ( $M= 3.60$ ,  $SD=.232$ ), problem-solving strategies ( $M= 3.89$ ,  $SD=.205$ ), and support reading strategies ( $M= 3.48$ ,  $SD=.355$ ). The results suggest that learners possessed a considerable degree of awareness regarding metacognitive reading strategies, ranging from moderate to high levels.

Furthermore, the study underscores the importance of recognizing students' reading strategies and evaluating their awareness levels in order to enhance their reading proficiency. Examining learners' comprehension of these methods can provide insights into the prevalent reading strategies employed while engaging with English texts. This notion is crucial because there are situations where students may not be aware of metacognitive reading strategies, resulting in their ineffective application. Therefore, teachers can assist students in improving reading comprehension by raising their knowledge of the reading method.

Nevertheless, it is crucial to acknowledge that this study was exclusively carried out at a certain private institution in Indonesia and may not apply to EFL students in different regions or

educational settings. Moreover, the dependence on self-reported questionnaire data may bring response biases and limits in accurately evaluating students' actual reading techniques and metacognitive awareness. In order to improve the strength and applicability of the results, future studies should consider using a variety of research methods and increasing the number of participants in the sample.

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## APPENDIX

### MARSI-R Translated Version

No	Aspect	Items	1	2	3	4	5
1	Global Reading Strategies	Memiliki tujuan didalam pikiran ketika sedang membaca.					
		Mempratinjau teks untuk melihat isinya sebelum membacanya.					
		Memeriksa apakah isi teks sesuai dengan tujuan saya membaca.					
		Menggunakan alat bantu tipografi seperti huruf tebal dan huruf miring untuk memilih informasi penting.					
		Menganalisis dan mengevaluasi informasi yang dibaca secara kritis.					
2	Problem-Solving Strategies	Kembali ke tujuan ketika teralihkan atau terganggu.					
		Menyesuaikan laju atau kecepatan membaca saya berdasarkan apa yang saya baca.					
		Berhenti dari waktu ke waktu untuk memikirkan apa yang saya baca.					
		Membaca ulang untuk memastikan saya memahami apa yang saya baca.					
		Menebak arti kata atau frasa yang tidak diketahui.					

3	Support Reading Strategies	Membuat catatan saat membaca.					
		Membaca dengan suara keras untuk membantu saya memahami apa yang saya baca.					
		Mendiskusikan apa yang saya baca dengan orang lain untuk mengecek pemahaman saya.					
		Menggarisbawahi atau melingkari informasi penting dalam teks.					
		Menggunakan bahan referensi seperti kamus untuk mendukung bacaan saya					