

A STUDY OF SUCCESSFUL STUDENTS ON THE USE OF METACOGNITIVE READING STRATEGIES IN UNIVERSITY OF ISLAM MALANG

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Abstract: The present study was conducted to investigate deeply the use of metacognitive reading strategies in academic reading by successful students in University of Islam Malang through qualitative approach. Ten invited participants to the interview section are eighth semester students of English Language Education Department, class of 2018, who have high scores on Reading I, II, III, IV courses consistently. The instrument is interview questions adapted from Survey of Reading Strategies (SORS). The results showed that ten successful students utilize various metacognitive strategies in academic reading. In general, support strategies are mostly used by the participants. Further, it is found that there is interconnection among types of metacognitive reading strategies.

Key Words: Metacognitive reading strategies, successful students

INTRODUCTION

Nowadays, the interest of metacognitive study in EFL learning grows rapidly. Previous scholars shed light metacognition which was linked to four essential skills in EFL field. As reading is essential skill to enhance English proficiency for EFL learners (Muhid et al., 2020), numerous researches (Arabmofrad et al., 2021; Dardjito, 2019; Gavora et al., 2020; Hamiddin & Saukah, 2020; Maasum & Maarof, 2012; Muhid et al., 2020; Odilinye & Popowich, 2020; Rastegar et al., 2017; Senad Bećirović & Jasmina Sinanović, 2017; Shih & Huang, 2018; M. F. Teng, 2021;) further provided the contribution of metacognition to empowering EFL readers' achievement.

Some early studies which links metacognition on reading process were established with a variety of context. In lower educational level, Muhid et al., (2020) found that metacognitive reading strategies positively enhance students' reading performance. Then, Arabmofrad et al., (2021) got results that most students in general implement strategies problem-solving. A keen interest of researchers took more focus on metacognitive effect on students' college as well.

In Indonesia (Dardjito, 2019) after assessing 272 EFL students, the researcher discovered that it does not significantly correlate between MRAI participants' score and English reading achievement in academical texts. He indicated that it might because the participants already knew the strategies, yet they did not how to use. In the next year, Hamiddin & Saukah (2020) employed a qualitative approach and found that in term of having

metacognitive knowledge, students with high proficiency in reading outperformed less successful students. High proficient readers employed various metacognitive strategies to meet the goal of reading whereas it did not happen in underachieving readers.

From earlier researches above, it is known that metacognition attracts scholars to examine its effect and implementation in educational process with various specification. Further, a number of quantitative approaches employed by researches above (Arabmofrad et al., 2021; Dardjito, 2019; Muhid et al., 2020; Zhussupova & Kazbekova, 2016) implied that earlier mentioned studies focus on verification how good and effective the metacognitive strategies are, and learners in diverse levels can benefit from applied metacognitive strategies. However, those studies above still lack of description and deep analysis in the context of personal information regarding to the metacognitive strategies used by the learners. As a result, the present study invited successful students in order to analyze their personal use of metacognitive strategies.

With those considerable insight, the present study uses a qualitative approach to fill the gap of the previous studies by providing personal information of metacognitive strategies used by the successful university students. The researcher invited the successful students, for successful students experienced to set plans before learning and bridge them with clear goals (Zhang, 2020); and employ various strategies, particularly metacognitive strategies intensively (Hamiddin & Saukah, 2020). Regarding to mentioned aspects above, therefore, the present research is carried out under the title “A Study of Successful Students on the Use of Metacognitive Reading Strategies in University of Islam Malang”.

METHOD

The present study employs a qualitative approach: narrative inquiry, since to provide personal experience of each participant in implementing metacognitive strategies in academic reading. The approach is employed to gain detail account of participants' life histories or experiences (Yin, 2011). Hence, the present research is conducted through a semi-structured interview.

Ten successful participants invited to the interview section are the eighth semester students of English Education Department, class of 2018, at University of Islam Malang. They are selected through convenience sampling. They meet the category as having high score on Reading I, Reading II, Reading III, and Reading IV consistently courses.

The semi-structured interview was carried out by referring to interview questions which are adapted from Survey of Reading Strategy (SORS) demonstrated by Mokhtari & Reichard

(2002). The researcher chooses SORS to be adapted, for it conveys clearly various activities of metacognitive reading strategies.

The present researcher changed the statements of questionnaire to the interview questions by adapting the objectives of each statements. Thus, after analyzing the statements in the questionnaire, the present researcher found 18 objectives. There are totally 18 questions; three questions in pre-reading, thirteen questions in whilst -reading, and the last two questions in post-reading stage (see Appendix 1).

Referring to prepared questions, the semi-structured interview was conducted online via zoom meeting and used Indonesian. Due to limited access to the participants, the interview was done once. The participants were asked about their experiences in English academic reading. To analyze the data, the researcher familiarized the data recording and transcribed into written form. Then, the researcher reduced similar and unrelated conversation. Next, the data was translated dan coded. The participants' activities were classified based on metacognitive reading strategies taxonomy demonstrated by Mokhtari & Reichard (2002). At last, the data was reconstructed.

FINDING AND DISCUSSION

Pre-Reading Stage

At pre-reading stage, all participants apply global strategies in the form of having purposes, choosing the text, and matching the text chosen with their purposes of reading (See Appendix 2). It is depicted from the following statements:

Student 1:

"I read an academic text, because I have assignments ^(GLOB) and I prepare myself to join next meeting ^(GLOB) by reading topic will be discussed. I match the text with my purpose ^(GLOB). I search references related to it ^(GLOB). To ensure that the text fits my reading need, I read the title ^(GLOB) and read the abstract and sub topics (article research) ^(GLOB)".

Student 2:

"I read academic texts because I have assignments ^(GLOB). It's like I am doing my thesis ^(GLOB), so I read texts related to my topic thesis. I preview the text through the title and read the introduction at glance ^(GLOB). If it relates to what I need, I read it. Especially for research journals, I read the title, abstract, and sometimes its citations ^(GLOB)".

Student 3:

"I read academic books to do my tasks, enhance my reading skill, and gain new information ^(GLOB). If I do academic reading, I look for the most related one ^(GLOB) to the topic I need. I look at the title whether it's match or not with my reading goal ^(GLOB). For research articles, I read also the abstract key words ^(GLOB). For the book, I read the book summary on the back cover ^(GLOB)".

Student 4:

"I read academic texts just because I have assignments ^(GLOB). I read certain topics to complete those assignments ^(GLOB). I read according to the topic I needed for the assignment ^(GLOB). To select books, I read the synopsis ^(GLOB). For research articles, I read carefully on the title and abstract; and preview the subtitles too ^(GLOB)."

Student 5:

"I read academic books or articles because I have certain purposes. It's like doing my assignments, preparing for English essay competitions, preparing myself before joining classes, and carrying out my lecture's orders ^(GLOB). My lecturers often ask their students to read topics related to the course. So I choose the reading text based on the topic I need ^(GLOB). I know if the book is what I need, of course from the chapters in the table of contents ^(GLOB). If it's a research article, I'll definitely look at the abstract, research methodology and the findings at glance ^(GLOB)."

Student 6:

"Definitely, I have a goal why I must read academic texts ^(GLOB). For instance, I need certain theories for my thesis ^(GLOB). I set my purpose at first, then I read an academic articles or textbooks. I usually search for reading material on google. I type the key words ^(GLOB). I just select based on the most credible web ^(GLOB). Then, I select the texts by reading the title, key words, and abstract ^(GLOB). Sometimes to ensure that the text fits my purpose, I read chapter 1 or the first sub-chapter at glance ^(GLOB)."

Student 7:

"I read academic texts because I want to do my assignments ^(GLOB). I choose the texts based on the course or topics I look for ^(GLOB). If it is an online book, I choose it by looking at the title and table of contents ^(GLOB). If it is an article journal, I pay attention to the title and its abstract ^(GLOB)"

Student 8:

"I read academic texts just because I have assignments to do ^(GLOB). It is like writing essay and etc. My lecturer rates words used within the essay I make. So I do academic reading. I read texts which fits with what I need ^(GLOB). Those I filter from the main topic and sub-topic discussed ^(GLOB). I also read the title and an abstract (fro research article) ^(GLOB)."

Student 9:

"I'm not the type of person who likes to read academic texts, so I do it when I want to take exams and do my assignments ^(GLOB). I will adjust the reading materials firstly ^(GLOB). If there is a handbook from my lecturer, I will immediately read it. I know that the text is exactly what I need from the title, abstract, and research method (if it's a journal) ^(GLOB)."

Student 10:

"When it comes to academic reading, it's usually because I have an assignment ^(GLOB). So, there's a purpose. I usually read texts that have the same keywords as I need ^(GLOB). For example, to write my thesis, I search articles about teaching vocabulary. I read the title and abstract ^(GLOB). If it fits what I'm looking for, then I'll continue reading."

After analyzing the story of participants, at pre-reading stage, the participants set clearly purpose of doing academic reading such as to complete assignments, write an essay and look for certain theories. Further, the participants have already known what they are look for within the text. Hence, they ensure that the text they choose match with their purposes.

Whilst-reading stage

At whilst-reading stage, 10 participants employ all types of metacognitive strategies; global, support, and problem-solving with different portion (see Appendix 3). There are six activities representing each problem-solving and global strategies. Whilst support strategies are

depicted by 13 actions. In general, support strategies are mostly used compared to global and support strategies. Those are shown through the following statements:

Student 1

"Whilst reading the scientific texts, I face unknown words. To solve it, I immediately translate through e-dictionary^(SUP). I also guess the meaning by reading one sentence fully^(PROB). The more difficult the text, the longer time I need to completely read it^(GLOB). After reading one sentence fully, I stop for a while and think^(SUP) 'what does it mean'. It makes me slower reader, because I have to understand what the author written^(SUP). I come back to read the part of text^(PROB) in which I have lost focus. I do so to reconnect previous idea within sentences^(PROB). I also search on Google, for instance when I don't know the differences between term EFL and ESL^(SUP). I like reading loudly especially when I am in my home^(PROB). It keeps me staying focus on the track. To check whether I understand the text.

I am used to verbalizing with my own words^(SUP) what I get from the text loudly^(SUP). Sometimes I think about the information using Indonesian and English^(SUP). I take note something new I find within the text^(SUP). I always read paragraphs within the text in sequence. I will read the next paragraph if I have already understood the previous one. Because the foregoing paragraph helps me understood the next one^(PROB). That's why I need a lot of time to read^(GLOB) the whole text. While reading, I think. If I don't understand one paragraph, I re-read it again and again^(PROB).

When I read descriptive paragraph, I imagine what the author tells^(SUP). I am easier if I read and imagine simultaneously^(SUP). If I only read without make imagination, I will forget rapidly. For me, data shown through table or diagram is easier to understand^(SUP). I always take a look on both^(SUP). I also can make sum up which one is the lowest and the highest."

Student 2

"I usually add sticky note on each page^(SUP). When I find unfamiliar word or phrases, firstly I underline^(SUP), translate^(SUP), and write the translation of it on sticky note^(SUP). I cannot read quickly, because I repeat and repeat again and again^(PROB). So, the more difficult it is to understand, the slower my reading speed will be^(GLOB).

I prefer to read in quite place, because I can keep reading with a long time. But, if I lose focus because of noisy room, I turn back reading the previous sentence^(PROB). I also browse on Google^(SUP) when the topic of text is difficult to understand. If I cannot understand yet, I read another reference^(SUP) and discuss with my friend. My friend usually explains using Javanese, as my first language. I stick sticky note on each page of printed books or articles I read. Then I take note important information I get on it^(SUP). If I read e-books or articles, I use feature 'add dictionary' and type it^(SUP).

When I read the text, I try to think, understand, and translate in Indonesian or Javanese^(SUP). In fact, understanding the information using Javanese do ease me grasp the points. Something new within the text makes me curious. It drives me visualizing the new information^(SUP). Then I connect what is new with what is around me^(PROB). As I read, I automatically picture the information^(SUP). Imaginating helps me understood the text. It is easier for me to understand the content through table, picture or mindmap^(SUP). Those are simpler and shorter."

Student 3

"Immediately, I translate unfamiliar words or phrases I find^(PROB). Sometimes I guess the meaning after I fully read one sentence^(PROB). If it's difficult, I reduce the speed in reading^(GLOB). the harder it is, the slower it is. because I have to translate first using my first language. Because I also need to think while reading^(SUP) to understand the text. I take a rest for a while and re-read the path where I only look at the sentences without trying to understand^(PROB). If I read a new topic, as like Phonology, I search on google 'Phonology is' using Indonesian^(SUP). I usually take note and sometimes highlight key information I get within the text^(SUP). Specifically to somprehend one paragraph, I read slowly^(GLOB) and re-read again^(PROB) to make sure I do really understand and get the point.

I use Indonesian or English while understanding the text. If the text mostly use difficult scientific words, I absorb the information using Indonesian^(SUP). Whilst I mostly understand the words used, I just think about the information in simpler English^(SUP). I know that I am understood the text if I can picture or visualize what the text means^(SUP). Mostly, I read and depict the knowledge I get^(SUP) at the same time. I scroll up and down to relate ideas^(GLOB) among paragraphs by connecting each main point.

If I find very new information within the text, I read more detailed in another references^(SUP). However, If the new information is understandable, I do not need to read additional references. I really make sure that I am understood the text^(SUP). I connect an idea from prior and next paragraph^(PROB), because between one paragraph

and another are interconnected. I read the paragraph right below the table while looking at the table^(SUP). This activity raises my understanding."

Student 4

"Definitely, I translate through google^(SUP) the meaning of unfamiliar words or phrases I find. But sometimes I keep reading and guess the meaning^(PROB). I catch the meaning based on the context within the sentence. I'm read academic texts slowly^(GLOB) because I have to read it over and over again until I understand^(PROB). So, the process of understanding the content takes a long time^(SUP), and I prefer reading in a quiet place.

Sometimes whilst reading, I can stop reading for a while when I have lost focus. I refresh my mind, and continue back to re-read the text^(PROB). Further, if I read very new topic, firstly, I search on Google the general and simple definition^(SUP). It helps me having background knowledge on the topic^(SUP). Once I face reading difficulty because of structure when I read articles from Taylor Francis and Science Direct. To gain main point, I just pay attention to theories I need^(GLOB). articles, I re-read again and again^(PROB) carefully^(GLOB). I try to connect information within the text using English in simpler and sometimes in Indonesian if the most words used is familiar^(SUP). I don't know how could I do that. Maybe it's because I am used to reading English academic text. I immediately understand through English."

Especially to read good books or article, I sometimes need twice or three times reading them^(PROB). If they really relate what I need and I am curious, I read further about them (something new)^(SUP). When I read descriptive explanation, automatically I imagine its content^(SUP). Even when I hear a table, I at the same time depict it on my mind.

The main point on the first paragraph determines my understanding of the second one. Thus I relate main points of each paragraph^(GLOB). For me, a diagram or table is the simplest way to demonstrate data. So I must pay attention to both^(SUP). I do highlighting key words or sentences I find to aid me remember^(SUP)."

Student 5

"I prefer read printed texts. So, when I find unknown words on printed texts, I highlight it using stabilo^(SUP). Meanwhile I read e-book, I mark it using highlight feature on pdf^(SUP). I look up the meaning of unknown words^(SUP) on google translate. If I need more explanation about the use of words, I check it on Merriam Webster Dictionary^(SUP). If the text is difficult for me to understand, I read it slowly^(GLOB). Even I know the text translation in Indonesian^(SUP), I still have to think about for a while 'what this text rightly tells about'^(SUP).

I re-read again when I have just lost concentration^(PROB). I cannot quickly understand academic texts. Even after having read one sentence myself ask "What does it mean?", I re-read it again^(PROB). I ask myself what the point is after I read one paragraph^(SUP). I stop for a while and ask myself^(SUP) 'What is the main point'. I also have to take notes while reading^(SUP). If I do not do so, I'll be able to forget the important points I got from the text. I think about information gained from the text in English^(SUP), but if the text uses difficult words, I understand the information through Indonesian^(SUP).

Taking note helps me understand the text^(SUP). If I come across new information, I am used to highlighting it^(SUP). Particularly for research articles, I make table of summary^(SUP) to note title, background of study, previous study, methodology, subject, setting, data collection and findings shortly. This summary helps me remember the content of each articles^(SUP). I also highlight important information of each paragraph^(SUP). Next, I go front and back, and take focus of highlighted information and link them among paragraphs^(GLOB).

I take more focus on a table or diagram, because the table must represent the content of the text^(SUP). For instance, the table shows the percentage of data. By having looked on the table, I can determine the biggest and the smallest percentage. If the text I read is quite difficult to get understood, I am slow at reading^(GLOB) and need a lot time to finish it^(SUP). Even after I have translated it. I must think and connect what I know with what the author tells^(SUP). I read again and try to grasp the point^(SUP) when coming across new information.

Student 6

"I cannot guess the meaning of unfamiliar word, for academic texts use scientific language. So, I look up on e-dictionary^(SUP) to ease me in understanding the texts. I read more slowly when it comes to research articles or academic books^(GLOB). It is because I am try to understand the meaning of the text I read^(SUP).

I can easily lose focus when reading in noisy place. Whilst in a quiet place, I can keep reading for a long time. But I can't focus, I just stop reading for a moment. I take a rest, and I re-read again the path where I have just lost concentration^(PROB). However, If I force to continue reading when I feel overwhelmed, I can't get the point.

I am slow at reading academic texts. While I read, I do thinking so^(SUP). Sometimes if the handbook from the lecturer doesn't make me understand, I decide to search on google^(SUP). I ultimately read another reference

that is more understandable^(SUP). I try to understand the text in English. If the text use unfamiliar scientific words, then I try to understand it in Indonesian^(SUP).

I always ensure myself to understand well what I read^(SUP) particularly for academic reading. That is done by re-telling myself what I get from the text^(SUP). I know the texts fit with what I need^(GLOB) after I read the conclusion. If not, I just stop reading the text and start to read another references.

When I find new information or theories, firstly I highlight it^(SUP). Then I try to link with what I have known^(PROB). My prior knowledge. I connect the new information with my experiences^(PROB). I realize that academic books or articles contains of a number of paragraphs. To connect the ideas of each paragraphs, I scroll back and forth^(GLOB). So, It is important for me reading sequentially.

I visualize especially while reading a long paragraph^(SUP). By depicting the information I gain, it helps me stay focus and remember the main points. A table or mind-map helps me understanding the text^(SUP). I even still remember table of structure I looked at when I was highschool student. That's why I am always interested when there is table or diagram. I highlight key information both in printed and e-book to help me remember^(SUP). "

Student 7

"I usually search the meaning on google translate^(SUP) if I face one sentence consist of more than three unknown words. But, if it is only one-three unknown words, I prefer to guess the meaning^(PROB). Usually if it's hard to understand, I am slow down in reading it^(GLOB). Then as much as possible, I read the sentences very slowly. And sometimes I write what it means of each sentence^(SUP). So, I also write down the meaning so that I could understand better.

If I lose my concentration, I re-read again the previous sentence more carefully^(PROB). Usually in academic articles or texts there are certain terms I don't understand. I search on google firstly^(SUP). Then I write the explanation of each term^(SUP). After that I read again from the beginning of texts^(GLOB). I know reading requires more effort. I must ensure myself if understanding the text^(SUP). If I read without comprehending the text, 'what for I do it?'. I do googling If I find new information^(SUP) which I cannot make sense. If after googling I still cannot understand yet, then I ask my friends.

If the articles or books are really difficult for me, I decide to print them^(SUP). I translate each unfamiliar word on the whole^(SUP), and I re-read again^(PROB) slowly and carefully^(GLOB). I automatically imagine while I read^(SUP). It is similar as I listen to someones' story. I pay attention to table or diagram displayed within the text especially^(SUP) when discussing about number data.

I underline or highlight important sentences within the text to help me remember them^(SUP). If I read e-book, I use feature 'highlight' to mark them^(SUP). Further, sub-topics typed bold and bigger ease me to get the point^(SUP). "

Student 8

"I look up through e-dictionary the meaning of unfamiliar words^(SUP) I face. I also pay attention the way how using the words. If the text becomes difficult, I directly read the conclusion or abstract^(GLOB). From those, I can depict the whole content and help me understood. I am slow at academic reading^(GLOB), for I need to translate difficult sentence then try to understand it one by one^(GLOB). Hence, the process of understanding sentences takes a lot time. I can lose focus if the text become difficult moreover, if I read e-book or e-article on my laptop. I come back to the path where I have just lost focus^(PROB). I need to re-read to connect ideas among paragraphs^(GLOB) and raise my understanding^(PROB).

I make table of summary^(SUP) to aid me remember important information. When I find table within the text, I usually read and try to understand it^(SUP). Because data shown in table represent the content of texts and it guides me understand the text. I visualize as well as connecting one information^(SUP) to another in my mind using Indonesian^(SUP). Background knowledge I have does helps me to comprehend texts^(PROB). I know that I am understood if I can recall the information, I get from the text using my own words^(SUP). "

Student 9

"If I discover unfamiliar word, I try to not look up on dictionary at first. So I guess the meaning from words before and after^(PROB). But, if I really don't know the meaning, I finally open the dictionary^(SUP). I even often search more detail on how the unknown word is used^(SUP). My speed slowed down^(GLOB) because I have to re-examine what the text meant^(SUP). If I can, I try hardly understanding every line^(PROB).

I often experience lost concentration. When I realize, I usually take a rest for 5 minutes. Then I re-read again the path where I just saw not read^(PROB). If the topic is unfamiliar, I certainly read it over and over again^(PROB). I take a note like the point of the article. I have to search on google^(SUP) if I completely cannot guess unknown phrases or words. I use Indonesian while thinking what I read^(SUP).

I can easily comprehend the text if I have prior knowledge which relates to the topic^(PROB). Background knowledge. If I know new information, I keep it on my note^(SUP). If it relates to my assignment or skripsi, I read

forward to understand well^(SUP). When I read descriptive paragraph, My brain is active imagining the information^(SUP). If I only focus on looking at the text, without visualizing it, I wouldn't understand anything.

I am happier when there is a table or diagram. Both do really help me understanding the explanation^(SUP). Moreover the sub-chapter discuss data. I take note on microsoft word by paraphrasing what I comprehend and highlight important information to assist me remember^(SUP). ”

Student 10

“I highlight^(SUP) and look up on dictionary the meaning of unknown words^(SUP) I find. If the text is getting harder, I will read it slower^(GLOB). Because I re-read sentence again^(PROB) If I don't understand. "What does this mean?" Because if I read it quickly, I don't know what it means. If the text become difficult, after one sentence read, I stop and think trying to gasp the main point^(SUP).

If I suddenly realize 'how come I don't focus', I will re-read back to the track^(PROB). If the article is difficult to be understood, I can look for another references (such as introduction to the topic)^(SUP), so that I can understand the text. I think the information within the text using Indonesian^(SUP). To ensure that I have understood what I read, I can verbalize or talk to myself what the text tells about^(SUP).

I sometimes feel that what I read does not fit what I need^(GLOB) even I have filtered the text. However the text does not fill my expectation. If I find literally new information, I search deeply to understand it through google and read another references^(SUP). So that I can connect^(PROB) what the author means. When coming across new information within the text, I read and look for another related references talking about it^(SUP).

The way I know the relationship among paragraph from the conclusion. I pay attention closer to the clonclusion to assist me understand^(GLOB). Each paragraph must have common thread one another. I imagine what the author means through the text I read^(SUP) when I read descriptive explanation. By doing so, I can grasp the idea. I am used to marking (e-book) and underlining (printed book) key words within the text to aid me remember^(SUP). ”

At whilst-reading step, it is shown that there are different frequency and portion of participants in applying global, problem-solving, and support strategies. They fit the applied strategies with reading barriers they find whilst reading. In general, support strategies are mostly employed compared to other strategies.

Post-reading stage

At the last stage of reading, all students carry out a few strategies; global, problem-solving, and support strategies (See Appendix 4). The diverse use of types of metacognitive reading strategies happens, for each student has different needs after completely reading the text.

Student 1

“Writing skripsi needs a lot of related references. Although I have filtered and chosen the articles or books based on title and key words before reading, after fully reading them, those texts I read seldom don't match what I need^(GLOB). ”

Student 2

“I skim the text from the first until the end of paragraph to check my understanding^(SUP). If I can gasp main point of each paragraph^(SUP), it means I successfully make comprehension through the text. I do paraphrasing in my mind as well as I understand the text^(SUP). ”

Student 3

“I am sure after reading the text, I understand it. I know it if I can connect what the text tells about with my background knowledge^(SUP). If I don't understand what the author wrote, I cannot connect or link it with my prior knowledge^(SUP). After reading, I sometimes feel that the text I read is not what I need^(GLOB). That's because

the text don't match with my expectation^(GLOB). If it happen, I just **take focus of what a little bit relates what I look for^(GLOB)**.”

Student 4

“I know I am not quite sure understanding the text if at the end of paragraph, I **still cannot get the point^(SUP)**. So, after reading the text, I **always evaluate myself^(SUP)**. I **try to retell what I have gained from the text^(SUP)**.”

Student 5

“After reading fully the text, I **ask myself ‘what I get from the text’, ‘What factors enhance students’ competency^(SUP)**. If can answer those questions, I am sure that I am understood’. I check my answer through my note. I know that the text really fits my reading goals, if I **can complete my assignments and gain information I need^(SUP)**.”

Student 6

“I understand information within the text if I **can connect with what I have done or I do^(SUP)**. So, I know how to apply these theories. I **mutter on my own and a little bit humm^(SUP)**. But my brain is just like full of noise. Then I feel satisfied.”

Student 7

“I know that I am understood **by asking myself ‘what the text tells about’, ‘what method used’, ‘what factors influence’, etc^(SUP)**. If I can answer those questions, I am sure I successfully comprehend the text. However, If I cannot do so, I **re-read again^(PROB)**.”

Student 8

“I do self-evaluation whether I have comprehended-the text or not. If I cannot **connect anything with my own experience and prior knowledge^(SUP)**, I will **re-read again to gain the points^(PROB)**.”

Student 9

“Mostly I always understand the text I have read. I **do self-reflection. ‘Do I understand this text? What does it mean^(SUP)**. If I can asnwer questions I ask, it means I have understood it.

Student 10

“Mostly I always understand the text I have read. I **do self-reflection. ‘Do I understand this text? What does it mean^(SUP)**. If I can asnwer questions I ask, it means I have understood it.

Lastly, at post-reading stage, each participant only implements a few strategies; global, support, and problem-solving. Some students only employ problem-solving and support strategies. Whereas others deploy support and global strategy.

This finding supports Hamiddin & Saukah (2020); Lin (2019); Manh & Phan (2021) who stated that successful readers have more knowledge of metacognition and utilize various metacognitive strategies. However, the present study is in contrary with Manh Do & Le Thu Phan, (2021) who found that problem-solving is the most frequently used compared to global and support strategies. These stories from successful students are in line with the previous finding (Zhussupova & Kazbekova 2016) which is revealed that actively applied of metacognitive strategies will boost students own thinking process to control, manage their learning process, and ease students to be independent in comprehending texts (Zhussupova & Kazbekova, 2016).

Students are aware what strategies which can solve their reading problems (Muhid et al., 2020). At last, the present study found that each type of metacognitive reading strategies cannot stand as independent strategies. They can be optional or alternative if one strategy employed by the participants cannot solve the barriers yet. Thus, there is interconnection among types of metacognitive reading strategies (Hidayah, 2016). Finally, ten stories from successful students above might guide other students, particularly less successful students about how to implement metacognitive reading strategies.

CONCLUSION

The growth of metacognitive strategies researches has reached rapidly. After reviewing Dardjito (2019); Flavell (1979); Hamiddin & Saukah (2020); Lin (2019); Manh Do & Le Thu Phan (2021); and Shang (2018), it is known that the contribution of metacognition in reading process cannot be ignored. Hence, in this research the researcher tries to demonstrate another part of applied metacognitive strategies in deeper.

Qualitative approach, particularly narrative inquiry is used to describe successful students experiences of English Language Department in University of Islam Malang. As having good scores on Reading I, II, III, and IV courses, ten students are invited to the semi-structured interview section online. After the interview recordings are transcribed, then the researcher organized the data, reduced unrelated conversations, translated, and coded the data based on types of metacognitive strategies employed.

After the data analyzed, it is found that all participants undertake global strategies at pre-reading stage to fit their reading purposes and the matched text. In whilst step, global, problem-solving, and support strategies most are used by all participants with different portion. Surprisingly, the mostly used is support strategies. Lastly, at post-reading strategies, the participants only apply a few strategies global, problem-solving, and support strategies.

From ten stories gained, it is found as well that there is interconnection among types of metacognitive reading strategies. Each type of metacognitive reading strategies cannot stand as independent strategy. If one strategy does not yet break the difficulty of the participants, then they try to utilize the alternative ones to solve it.

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Appendix 1

Interview Questions

Adapted from Survey of Reading Strategies (Mokhtari & Reichard, 2002)

Pre-Reading

1. Before you read the academic text, what do you prepare? (GLOB)
2. Before you read, how do you select the reading text/book? (GLOB)
3. Before you read, what do you do to make sure that the text fits with your reading purpose? (GLOB)

Whilst-Reading

4. What do you do when you find unfamiliar word, phrase or clause? (PROB)
5. When the text is difficult, what do you do with your reading speed? (PROB)
6. What do you do when you suddenly aware that you lose your concentration/focus? (PROB)
7. What do you do when you feel difficult to understand because of unfamiliar topic? (PROB)
8. What do you do when you feel difficult to understand because of language structure? (PROB)
9. When you found one difficult sentence while reading, what do you do to understand the idea within the sentence? (PROB)
10. How do you remember key information/subtopics? (SUP)
11. How do you remember ideas of what you have read? Since academic articles/text book contains of a lot of paragraph. (SUP)
12. How do you raise your understanding through picture, chart, or diagram within the text? (SUP)
13. How do you understand a descriptive explanation? (SUP)
14. How do you connect or organize the idea from one paragraph to another? (SUP)
15. How do you understand new information you found within the text? (SUP)
16. While you are reading, how do you ensure your personal understanding? (GLOB)

Post-Reading

17. How do you ensure yourself that you have already understood the text? (GLOB)

18. How do you ensure yourself that what you have read fits with your reading purpose? (SUP)

Appendix 2

Metacognitive Reading Strategies at Pre-Reading Stage

Metacognitive Reading Strategies		Students									
		1	2	3	4	5	6	7	8	9	10
Global strategies	Setting purpose when I read	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Scanning the text at glance to know what the text tells about before reading it	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Considering whether the text fits with my purposes of reading	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Appendix 3

Metacognitive Reading Strategies at Whilst-Reading Stage

Metacognitive Reading Strategies		Students									
		1	2	3	4	5	6	7	8	9	10
Global Strategies	Regulating my reading speed	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Connecting ideas to find relationship by going back and forth	✓	✓	✓	✓	✓	✓	✓	✓		
	Choosing what to read closely and what to ignore	✓	✓	✓	✓				✓		✓
	Paying closer attention to text when it gets difficult	✓	✓	✓	✓				✓		
	Considering whether the text fits with my purposes of reading	✓	✓	✓	✓		✓				✓
	Reading carefully and slowly to ensure I understand the text I read	✓	✓	✓	✓	✓	✓	✓	✓		
Problem-Solving Strategies	Reading loudly to aid me understand the text	✓									
	Re-reading to enhance my understanding	✓	✓	✓	✓	✓		✓	✓	✓	✓
	Thinking my prior knowledge to help me understand	✓	✓	✓		✓	✓		✓	✓	✓
	Paying closer attention to the text when it gets difficult	✓	✓	✓		✓	✓			✓	✓

	Getting back on track when I do not focus	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Guessing the meanings of unfamiliar words and phrases	✓		✓	✓			✓		✓	
Support Strategies	Underlining, circling, or marking information in the text to aid me remember the information		✓	✓	✓	✓	✓	✓		✓	✓
	Stopping time to time and thinking about the content of the text	✓	✓	✓	✓	✓			✓		✓
	Restating or paraphrasing ideas using my own words to get better understanding	✓			✓	✓	✓			✓	
	Noticing a table and diagram in the text to raise my understanding	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Taking notes while reading to assist me understand the text	✓	✓	✓		✓		✓	✓	✓	
	Thinking the content of the text in both English and Indonesian	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Translating from English into my native language when the text becomes difficult	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Having additional references such as a dictionary or article to support me understand the text	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Visualizing the information to support me remember and understand it	✓	✓	✓	✓		✓	✓	✓	✓	✓
	Critically evaluating and analyzing my understanding through the text	✓	✓	✓		✓	✓	✓		✓	✓
	Checking my understanding when come across new information	✓	✓	✓	✓	✓	✓	✓		✓	✓
	Verbalizing what I gain from text to ensure my understanding	✓	✓	✓	✓	✓	✓	✓		✓	✓
	Questioning myself to ensure whether I have understood the text				✓	✓					

Appendix 4

Metacognitive Reading Strategies Applied at Post-Reading Stage

Metacognitive Reading Strategies		Students									
		1	2	3	4	5	6	7	8	9	10
Global strategies	Considering whether the text fits with my purposes of reading	✓		✓							
Problem-solving strategies	Re-reading to enhance my understanding							✓	✓		
Support strategies	Critically evaluating and analyzing my understanding through the text		✓	✓	✓	✓	✓		✓		✓
	Verbalizing what I gain from text to ensure my understanding				✓		✓				✓
	Questioning myself to ensure whether I have understood the text					✓		✓		✓	
	Restating or paraphrasing ideas using my own words to get better understanding		✓								