

THE COMPARISON OF METACOGNITIVE READING STRATEGY USED BY HIGH AND LOW ACHIEVER STUDENTS IN EFL CONTEXT

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Abstract: This study aims to compare the use of metacognitive reading strategy between low and high achiever EFL students in University of Islam Malang. Moreover, this research also investigates which types of metacognitive reading strategy are the most frequently used by high and low achiever students. This research applied a quantitative approach in the form of a comparative research design. The researcher proposed purposive sampling technique with 41 students of Reading IV Course were identified as high achiever students and 10 students of Reading IV Course were identified as low achiever students. The Reading IV final test scores and MARSII questionnaire were used as the instruments in this research. The research finding indicated that there was no significant difference in the use of metacognitive reading strategy by high and low achiever students with significant value 0.069 (>0.05). Moreover the research found out that Problem-Solving Strategies were used the most by high achiever students and Global Strategies proposed the most by low achiever students.

Key words: reading, metacognitive reading strategy, high achiever, low achiever

INTRODUCTION

Reading comprehension is defined as the ability to use context and knowledge to derive meaning from the text being read, for instance, a grammatical competence, a knowledge of morphology, syntax, gaining meaning of context, using schemata and metacognitive knowledge, recognizing text structure, and predicting what will be discussed in the text (Hudson, 2007 as cited in Abdelaal & Sase, 2014). This skill is required for them in order to get good comprehension to a written material. But sometimes students are facing some problems when trying to comprehend the written materials. This is because when students are reading, they are not only demanded to understand the explicit meaning of the text but also to recognize the implicit meaning of the text. Having good strategy to have good reading comprehension is crucial for students to facing reading problems.

There are numbers of strategies that students can use to overcome their reading problems. One of the most recommended strategies for reading comprehension is metacognitive strategy that is actually impacting but not many students realize is metacognitive strategy. Metacognitive is defined as knowledge of someone own thinking (Cambridge Dictionary, 2022). The theory about metacognition is introduced by John H. Flavell (1976), an American psychologist as a process of thinking what owns thinking that consisted both monitoring and regulation aspects.

Metacognitive strategy is considered important for students since this strategy has advantage in helping students. Students can enhance their reading comprehension by using metacognitive strategy. They will have better comprehension when using metacognitive strategy. This statement is supported by Ahmadi et al (2013) that stated students who utilize this strategy are having better reading comprehension than students that are not. Readers who use metacognitive reading strategy in their reading comprehension are more successful than other readers who do not utilize this reading strategy in comprehension process.

Many researches proved that metacognitive strategy can enhance students' reading comprehension. A study conducted by Sutiyo & Sukarno (2019) pointed out that if the students want to comprehend English books better, they should increase the understanding of metacognitive extensively. Some studies say that there are different uses of these metacognitive strategies in reading that used by low and high achiever students.

Previous study by Mokhtari & Reichard (2002) predicted that good readers are using use Global and Problem-Solving Strategies than unskilled reader. Skilled readers approach the reading assignment with a few common tendencies that are formed into specific responses based on the reading objectives and the type of text being read (Pressley & Afflerbach, 1995 as cited in Mokhtari & Reichard, 2002).

Because of background of the study above, the researcher attempted to find whether there was any significant difference of metacognitive reading strategy used by high achievers and low achievers. The researcher also intend compare how the low and high achiever EFL used this metacognitive reading strategy to help their reading comprehension and to overcome their problems. Hence, the research seeks to address the following questions: (1) Is there any significant difference between high and low achiever students in using metacognitive reading strategy? (2) What is the most frequently used metacognitive reading strategy by high achiever students? (3) What is the most frequently used metacognitive reading strategy by low achiever students? The researcher formulated two hypothesis. The alternative hypothesis was "There is significant difference in the use of metacognitive reading strategy between high and low achiever students.". The null hypothesis was "There is no significant difference in the use of metacognitive reading strategy between high and low achiever students.".

METHOD

This research used a quantitative approach in the form of a comparative research design. According to Arikunto (2006), quantitative research is an approach that is required to use numbers from data collection, data interpretation, and interpretation of the data, as well as the results. Sugiyono (2014) stated that comparative research is a study that compares one or more variables in two or more different samples or at two different times, in this research context was comparing metacognitive reading strategy of high achiever and low achiever students.

The total populations of Reading IV Course are 102 students. 51 students who completed the questionnaire are the overall sample of this research. The researcher used a purposive sampling technique since the subjects used in this research were only high achievers and low achievers. This purposive sampling technique used due to the research objective, which compare the metacognitive reading strategy between high achievers and low achievers students. To determine which students were categorized as high achievers and low achievers, the researcher used the grade level determination by Sulisty (2011). The students

with Reading IV final test scores above 79 are categorized as high achievers, and those below 65 are categorized as low achievers.

To measure students' reading skill, the researcher used the Reading 4 course final test score obtained from course lecturers in order to determine the grades of the sample. The scores were graded into 3 grades which are high, medium and low score based on the hypothetical grade by Sulisty (2011). The researcher then used the scores to categorize students as high and low achiever as the sample of this research.

To collect data about which metacognitive strategy types were used by the sample of the research The metacognitive Awareness of Reading Strategies Inventory (MARSI) test developed by Mokhtari & Richard (2002) was adapted. This test consist of 30 Likert-type questions. The scale details are 1 ("I never use this strategy"), 2 ("I do this only occasionally"), 3 ("I sometimes do this"), 4 ("I usually do this") and 5 ("I always use this strategy") and three category of metacognitive reading strategies such as global strategies, support strategies, and problem-solving strategies.

The researcher used MARSI questionnaire to get data about the students' metacognitive reading strategy. The researcher converted the questionnaire into an online form via Google Form. After that, the online form link is shared to the WhatsApp group so students can access the form. The researcher used an independent sample t-test to analyze the significant difference of metacognitive reading strategy used by high achievers and low achievers by using IBM SPSS.

Independent sample T-Test was used to compare the difference of the metacognitive strategy used by each group of students and to answer about the significant different of the metacognitive strategy used by each group of the sample. The researcher used IBM SPSS to analyze the data in this research. The hypothesis is accepted if the significant value is less than .05. Fisher (1973) suggested the .05 value as a standard significant value. Significant value is the error of probability.

Descriptive analysis is used to show the distribution of the frequency of the data to make a summary for categorical data. While for numerical data, descriptive analysis is used to display the central values, including the mean and the standard deviations from the metacognitive reading strategy in the questionnaire. Creswell (2009) emphasized that means, standard deviations, and ranges of scores of the variables are shown from this analysis. The researcher used IBM SPSS v. 20 to calculate the descriptive statistic.

FINDINGS AND DISCUSSION

Students' final test scores of Reading IV Course in this research were used to determine students' grade. 69 students from Class A, B and C of Reading IV Course of English Education Department academic year 2021/2022 were participating in this research. The researcher used grade level determination by Sulisty (2011).

Table 1. Students' Grades

Score	Grade
85-100	A
80-84	A-
75-79	B+
70-74	B
65-69	B-
60-64	C+
55-59	C
40-45	D
0-39	E

Students who scored below 65 categorized as low achiever and students scored above 79 categorized as high achiever. This resulted in 41 students categorized as high achiever, 10 students as low achiever and the rest is medium achiever. Meanwhile the MARSI questionnaire's results were used to determine the metacognitive reading strategy used by the students. The researcher presents the answers of the problem statements formulated below.

In order to answer the first problem about difference in the use of metacognitive reading strategy between high and low achiever students, the researcher applied an Independent Sample T-Test analysis of the means from all category of metacognitive reading strategies. The result of the statistic can be seen in the table below.

Table 2. Analysis of Students MARSI Test

		Independent Samples Test							
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
									Lower Upper
MS	Equal variances assumed	.049	.826	1.863	49	.069	.2496	.1340	-.0197 .5189
	Equal variances not assumed			1.775	13.027	.099	.2496	.1406	-.0540 .5532

It can be seen from the table above, Sig. 2-tailed of metacognitive reading strategy between high achiever and low achiever students are 0.069. The significant value is more than 0.05 proved that there were no significant differences in the use of metacognitive reading strategy between high and low achiever students.

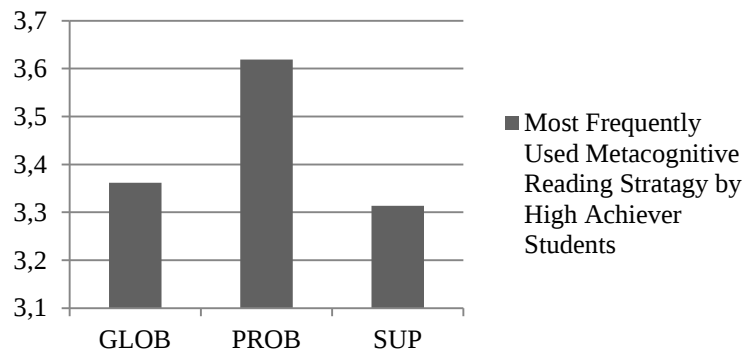
Hence, according to the result above the null hypothesis (There is no significant difference in the use of metacognitive reading strategy types between high achiever and low achiever students) was accepted and the alternative hypothesis (There is significant difference in the use of metacognitive reading strategy between high and low achiever students) was rejected.

A descriptive analysis was run in order to see which metacognitive reading strategy used the most by high achiever students. The table below is the results of the analysis.

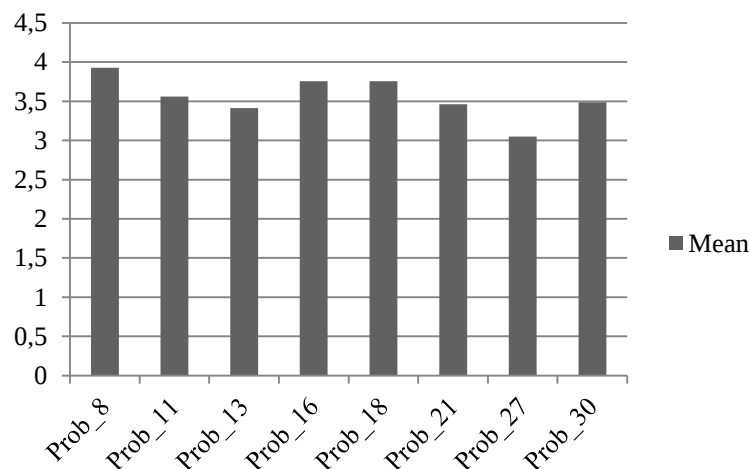
Table 3. Descriptive Statistics of High Achiever Metacognitive Reading Strategy

		LOB	PROB	SUP
N	Valid	41	41	41
	Missing	0	0	0
Mean		3.362	3.619	3.314
Std. Deviation		.3866	.4463	.4975

The descriptive analysis results showed the mean from each category strategy GLOB (Global Strategies), PROB (Problem-Solving Strategies) and SUP (Support Strategies). The mean score from each category of the metacognitive reading strategy indicates how often the strategy used can be seen in the chart below.

**Figure 1. The Most Frequently Used Metacognitive Reading Strategy by High Achiever Students**

From high achiever students, the highest mean of the most frequently used strategy is from Problem-Solving Strategy (3.619) followed by Global Strategy (3.362) and Support Strategy (3.314). High achiever students seem using Problem-Solving Strategy more frequently. This is a strategy that appears when students found that reading is getting more difficult. More detailed Problem-Solving Strategies that used the most by high achiever students can be seen in the figure below.

**Figure 2. Problem-Solving Strategies Used by High Achiever Students**

From the figure above Problem-Solving Strategy number 8 (“I read slowly but carefully to be sure I understand what I’m reading”) was used the most. On the other hand, Problem-Solving Strategy number 27 (“When text becomes difficult, I re-read to increase my understanding”) was the rarest used by high achiever Students. Thus, the most frequently used metacognitive reading strategy by High Achiever students is the Problem-Solving Strategy.

Another descriptive analysis was run to answer the last research problem. The results of the analysis can be seen in the table below.

Table 4. Descriptive Statistics of Low Achiever Metacognitive Reading Strategy

		GLOB	PROB	SUP
N	Valid	10	10	10
	Missing	0	0	0
Mean		3.2385	3.1375	3.0889
Std. Deviation		.37588	.58169	.63893

The mean score from each category of the metacognitive reading strategy indicates how often the strategy is used. The detail of the analysis can be seen in the chart below.

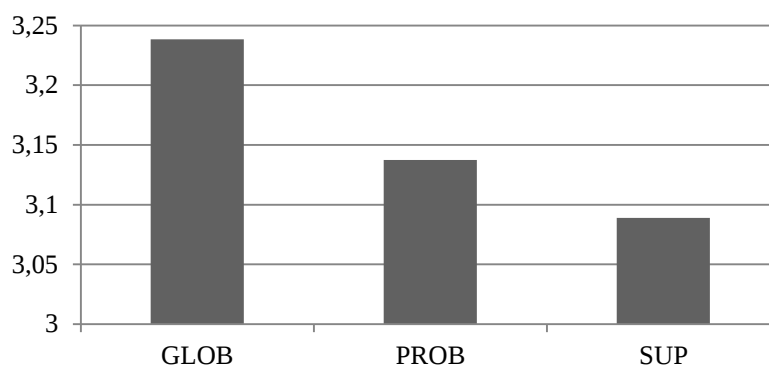


Figure 3. The Most Frequently Used Metacognitive Reading Strategy by low Achiever Students

The highest mean of the most frequently used metacognitive reading strategy used by low achiever students is the Global Strategy (3.2385), followed by Problem-Solving Strategy (3.1375) and Support strategy (3.0889). Moreover, from the chart above it can be seen that the most frequently used metacognitive reading strategy by low achiever students is the Global Strategy. This category related to general strategy for reading preparation such as setting the purpose of reading and making prediction about reading material. More detailed Global Strategies that used the most by Low Achiever students can be seen in the figure below.

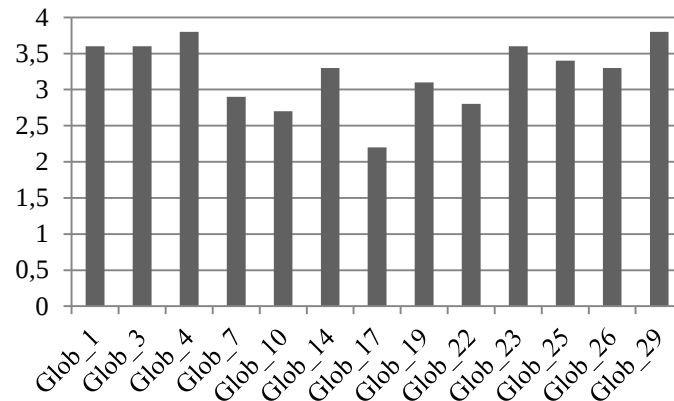


Figure 4. Global Strategies Used by Low Achiever Students

From the figure above Global Strategy number 4 (“I preview the text to see what it’s about before reading it”) and number 29 (“I check to see if my guesses about the text are right or wrong”) are used the most. Besides, Global Strategy number 17 (“I use tables, figures, and pictures in text to increase my understanding”) is the rarest used by Low Achiever Students. Hence, the answer for the last research problem is that Global Strategy is the most frequently used metacognitive reading strategy by low achiever students. The last research problem is also answered.

From the research that has been done, the researcher found out that there is no significant difference in the use of metacognitive reading strategy. High and low achiever students proposed same frequency of the use of the metacognitive reading strategy. A research by Shikano (2013) indicates a similar finding with this research. The research found out that there is no significant different of the use of metacognitive reading strategy between high achiever and low achiever students.

Furthermore, the researcher found out that high achiever students used Problem-Solving strategy more frequent. This finding is similar with the finding from Shikano (2013) that found out that Problem-Solving Strategy and Support Strategy are used more frequently than Global Strategy. Similarly, a previous study by Reffyal et al (2018) indicated that successful learner proposed Problem-Solving Strategy the most. High Achiever students seem to have more awareness about the difficulty of the reading material so that they can adjust their reading strategy. Strategies like adjusting the reading speed, paying closer attention when the text becomes difficult, trying to focus when losing concentration, stop to think what is being read, visualizing the information, re-reading and guessing the meaning of a new word are used by high achiever students.

Moreover, the use of Problem-Solving strategy can be seen as the predictor of high achiever reading habit. Mokhtari & Reichard believed that high use of problem-solving strategies by high achiever also indicated that they have adequate control of their comprehension processes (2002). In addition, Sariçoban & Behjoo (2018) pointed out the use of Problem-Solving strategy by successful readers indicate that they tends to approaching the difficulty rather than to avoid it. Using problem-solving strategies make students to have more control and flexibility of strategy use when the reading materials are getting difficult. Mokhtari & Reichard (2002) considered that action plans that allow them to navigate through text skillfully are provided in these strategies.

On the other hand, Global Strategy was used by low achiever student the most. Similarly, Sariçoban & Behjoo (2018) found out that Global Strategy used by unsuccessful reader more frequently than other strategies. Low achiever students tend to focus on the big picture of the reading material. They exhibited strategy like previewing the text to see what it's about before reading it, checking to see if the guesses about the text are right or wrong, guessing text meaning, using features, and other Global strategies. Global strategies help students grasp the general information of the reading materials. Global strategy helps students to set and create reading purpose their mind (Sariçoban & Behjoo, 2018).

In brief, the use of Problem-Solving strategy may indicates that high achiever students are aware on the problems and difficulties when they are doing reading activity. They also have more control and abiliti to be flexyble ing using the strategy that can help them comprehending the text. However with the use of Global Strategy by low achiever student may indicate that they are focusing to get the overall idea on what they read. Despite the different in the use of the strategy, this cannot measure that one strategy are more apropriate than other strategies. This is because each strategy are related and affecting other strategy. In the other words all strategies are important for helping reading activity.

CONCLUSIONS AND SUGGESTIONS

Based on the results of the research about the use of metacognitive reading strategy by high achiever and low achiever students, the researcher concludes that high achiever and low achiever students have no difference in the use of metacognitive reading strategy. It means both group of students used same strategy in reading. Moreover, based on the means of MARSİ both high achiever and low achiever students use the metacognitive reading strategy in medium-high frequency. Then another finding indicates that high achiever students tend to use Problem-Solving Strategy the most while low achiever students use Global Strategy. It can be concluded that metacognitive reading strategy did not underlay students' achievement. Other internal and external factors can be the reason that influencing students' reading achievement. Although metacognitive reading strategy did not play significant role in students' achievement, this strategy can be used to help students to have better reading comprehension since some previous studies indicate contrary.

There are some recommendations for future researcher based on the findings in this research. Firstly, due to the limitation of this research, future researcher can consider to collect data directly so that researcher can assist the participants when they are completing the questionnaire which may affect the results of the research. Second, since this research only focusing on the high and low achiever students, hopefully future researcher can investigate another aspect such as prior knowledge of the students and gender that may affecting the use of metacognitive reading strategy. Lastly, future researchers are recomended to add more subject and use fair number between high achiever and low achieaver because this research samples are more likely to be biased beacuse the difference are high.

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