

The analysis of Metacognitive Reading Strategies Employed by Third Semester Students in University of Islam Malang

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Abstract: The purpose of the study is to reveal types of metacognitive reading strategies and explain the frequency students in reading comprehension of third semester student in University of Islam Malang. 50 respondents filled out the questionnaire and 6 students were interviewed. Based on the result of this research, When reading text in English, some participants had difficulty reading. About how they overcome reading difficulties. They will look at previous words or vocabulary to make the task easier and understand the text they read. Some of them said that to get ideas, she looked up certain information while reading so that she could understand the text more easily. According to study findings (SUPP), students use three different reading strategies: the global reading strategy (GLOB), the problem solving strategy (PROB), and the supporting reading strategies. The usage of all three reading techniques (GLOB, PROB, and SUPP) is significant since the overall average of each approach is 3.5 or above. Additionally, the SUPP is 3.55, the PROB is 3.65, and the GLOB means is 3.88. Consequently, it can be claimed that reading strategies are crucial for the reading task in the actual world.

Keyword : Metacognitive, Reading Strategies.

INTRODUCTION

Reading is regarded as one of a learner's talents since it is a crucial entryway to acquiring and learning additional information. Reading is an interaction between four factors, including the reader, the text, and fluent reading, according to Anderson. It's interesting to consider reading techniques because they reveal how readers engage with written material, but they're also interesting because they show how good comprehension is tied to the application of methods (Yukselir, 2014). Reading involves understanding. In understanding the process, students do not have to read material for a long time to get a thorough understanding. Consequently, reading in such manner may not bring about a full understanding of what the reader is reading, it is a waste of time. Therefore, students must increase their reading speed and skim in all reading subjects. Using reading strategies is just as important as improving reading comprehension, just as recognizing the shape of reading strategies is just as important for reading

comprehension techniques to help learners who want to solve problems. Their interpretation of the text. According to Mokhtari and Reichard (2002), reading strategies are classified into three primary categories: global read strategy (GLOB), problem solving strategy (PROB), and support strategy (SUP). These three categories serve as the foundation for the theory underlying the MARS questionnaire.

There are many reading strategies in reading, one of which is MARS (metacognitive reading strategy) developed (Mokhtari & Reichard, 2002). The term metacognition comes from the word metacognition. Metacognition, according to Anderson, may be defined as "thinking about thought: the ability to think about what is known, what happened, and the emotions associated with it." In addition, he discusses learners' access to knowledge and their rights to cognitive resources, as well as actions like anticipating, asking questions of oneself, paraphrasing, summarizing, revisiting passages to comprehend their meaning, and recounting stories (Pammu et al., 2014). According to Brown (1981), metacognitive information may be divided into two categories: static knowledge and strategic knowledge.

Metacognition has two things be the focus of the discussion. First, students are in the learning process must understand what capabilities, strategies, and resources are needed to study assignment (Baker & Brown, 2016). For example, in learning English, students learn understand a text. He is required to discover the most thoughtful of what he teaches and train yourself to find out all the information you get from reading the text. Then he is able to associate about the text what it describes. Techniques used by students can remember techniques, organize, critical reading and others. Second, Bakers and Brown (1984) state that every learner must know when and how he should use those strategies and abilities to do their job properly. This activity can be done with analyze the extent to which understanding has been possessed. Learners can predict what the learning outcomes will be like. Students can evaluate the learning activities carried out from beginning to end. Then after he can predict, students plan the next activity in order improve the results obtained. Starting from how to manage time, revise mistakes, to arrange a schedule of activities to overcome difficulties that arise faced before. Metacognitive is derived from the word metacognition. Metacognition, according to Anderson, may be defined as "thinking about thought: the ability to think about what is known, what happened, and the emotions associated with it." He also discusses the information that students are given and their rights to cognitive resources, including actions like anticipating, asking questions of oneself, paraphrasing, summarizing, revisiting passages to comprehend their meaning, and recounting. Learners may track their development when they pick up new abilities and learn something by using metacognitive skills.

METHODS

The researcher employed a descriptive qualitative design for this investigation. The goal of descriptive qualitative research is to characterize a phenomena and a characteristic, according to (Gao et al., 2022). Because the goal of the study was to learn about students' reading comprehension skills and examine how students in the third semester dealt with their challenges, the researchers employed descriptive qualitative research to conduct their investigation.

The population of this study was Third Semester students of English Department in University of Islam Malang. For the sample of the study, the researcher took 50 respondents filled out the questionnaire and 6 students were interviewed to collect the data.

To collect the data, the researcher using MARSI questionnaire and interview were used to collect the data. While to collect the data from questionnaire, the researcher give the questionnaire and The interview was held face to face with the participant, and it was focused and figured out in depth what types do students use in metacognitive reading strategies. In analyzing the data, researchers used descriptive analysis. Data collected in relation to implementing metacognitive reading strategies were obtained from interviews, and analyzed to determine students' reading strategies.

FINDING AND DISCUSSION

This part comprises two main point presented. Those two points reveal the research problems proposed in this study: Types of metacognitive reading strategies and frequency with which metacognitive reading strategies are used.

All participants stated that they've thought about reading strategy when reading English text. (Baker & Brown, 2016) It means using strategies can make it easier for them to understand the text. This helps students in reading and improves reading comprehension. The researcher asked again to all participants about what type of strategy to use when reading English text. Based on the question that has been asked by researcher, below is the answer from all participants. In short, all participants have thought about their strategies when reading the English text.

Each participant has difficulties when reading. So, Researchers asked participants how they overcame reading difficulties. According to statement firsts respondent shows that looking at the previous word or vocab can help make it easier and understand the text that is read. And according to second, third and four respondents mostly using vocabulary to understand the text. Meanwhile, a statement from respondent five and six showed that students prefer do re-read to increase understanding and make conclusions from the text.

According to first, second and fourth respondents showed that to get more ideas is to find keywords then read the main point from the text. Third statement shows that to

get an idea she is looking for certain information in the reading that it will be easier for her to understand the text. Meanwhile, according to fifth and sixth respondents statement showed that to get more ideas they often read other books or English texts with different titles.

The researcher asked about what they do after reading the text. Based on the question, that has been asked by researcher. First respondent statement shows that doing a summary and evaluation is quite easy for her when reading. Not only that, the second, fifth and sixth respondents demonstrated the same thing, that evaluating and summarizing can help find the important point from what they read. The third statement indicates that she will analyze the text to find the key points. Besides that, fourth statement shows that he will remember and understand the topic of the text.

CONCLUSION AND SUGGESTION

This study used qualitative methods. The sample for this study was 50 students from third semesters. To collect the data, the researcher gave the questionnaire to the students and interview. Based on the study's results, All participants sated that they've thought reading strategy when reading English text. It means using strategies can make it easier for them to understand the text. This helps students in reading and improves reading comprehension. Some participant had a strategy such as planning, and monitoring to help their understanding in reading text. When reading English text some participants have difficulties when reading. So, about how they overcome difficulties in reading. Two students more prefer do re-read and make conclusions from the text. Besides that, re-reading and making conclusions really helps to understand the contents of the text. And for get more ideas is to find keywords then read the main point from the text. Some of them said that to get an idea she is looking for certain information in the reading that it will be easier for her to understand the text. Some participant's statement showed that to get more ideas they often read other books or English texts with different titles. After reading the students also evaluating and make summary from the text.

. The frequency used by students in reading comprehension The usage of all three reading techniques (GLOB, PROB, and SUPP) is significant since the overall average of each approach is 3.5 or above. Additionally, the SUPP is 3.55, the PROB is 3.65, and the GLOB means is 3.88. used in this study is appropriate for gauging students' understanding of and awareness of strategies. Consequently, it can be claimed that reading strategies are crucial for the reading task in the actual world.

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