THE DIFFERENCE OF METACOGNITIVE AWARENESS OF READING STRATEGIES BETWEEN MALE AND FEMALE EFL STUDENTS

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Abstract: The aims of this research is to find out whether there is any significant difference or not in the use of reading strategies between male and female EFL students in MA AN NUR language major because many of the students did not know what kind of the strategies that should be used for reading process. This study applied quantitative approach with ex-post facto method, the instrument was used MARSI questionnaire and analyzed by using independent sample t-test. The result of this study showed that female more use the strategies consisted of global, support, problem solving reading strategies than male students, The results of the independent samples t-test data showed that global reading strategies females and males had t-value -6.911 and significant level of 0.000, support reading strategies females and males had the t-value -7.885 and significant level of 0.000 and problem-solving reading strategies females and males had the t-value -7.769 and significant level of $0.000 < 0.01$. It can be concluded that males and females have significantly difference of metacognitive awareness of reading strategies in EFL students.

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Key Words: *reading strategies, MARSI questionnaire, male and female.*

INTRODUCTION

Reading is one of the important English skills that assist to improve other skills such as listening, speaking, and writing. Understanding about the material is necessary for learners to get meaning and massage from the text, Karbalaei (2010:166) stated that reading is an analysis in which not only understanding the meaning in general but also understanding the meaning of details contained in it. If the readers read an article it is impossible to understand the meaning and the passage with the purpose of reading. Thus, it can be assumed that reading is an important skill which can underlie all the aspect of English such as Vocabulary, Writing, Speaking, and Listening.

However, as student have mastered English, ESL learners are easier to understand English since they have experienced learning English culture on how to use language and understanding the context of the article. ESL and EFL learners are very different because they do not have the background and culture. Reading is a quite hard activity because students do not only read and understand the text but also get the point of the text.

The previous statements demonstrated that reading is one of the complex skills in English, In order to improve English proficiency the students have to use reading strategies while they are learning English in various activities such as reading books, articles, text, or doing the exercises.

Based on Küçükoğlu (2013:711) said that the researcher believes that students will struggle during their entire academic and adult life without a solid foundation of reading strategies. The researcher hopes that all of the students which become the sample in this study can be a good readers and help to improve their reading knowledge if in the previous study the student just read and looking for the difficult words in the dictionary than translate that word by word. After doing this study, the student knew the strategies while reading.

Anderson (as cited in Anastosiou & Griva, 2009:284) stated that not only a matter of understanding what technique to use but the reader must also learn how to use it with effectiveness. This study explained how the way and strategy that match for students use for reading this study. Many students only know about reading strategies and all of the student has knew what kind of reading strategies, but they do not know how to implement these reading strategies to build their knowledge to improve their reading skills. The researcher know how the situation and condition for the subject that not most of the students love reading, even reading materials for their learning process or school, because of their time focus on Islamic boarding school knowledge. So that researcher gives the reading strategies to make the students easier for learning English.

The aim of this study was to investigate whether there is any significant difference or not in the use of metacognitive reading strategies reading strategies between male and female in EFL students and the result of this study gives the advantages for the learner to improve their ability become a good reader that enable them to choose the best way to be their habit when they are learning in their school, even if they want to practice with reading novels or articles that related to the English version. In the other side, the student can improve their knowledge of what

their strategies that can support them to be a good reader and they get more information to improve their reading knowledge. It also provides information regarding to reading strategies and give motivation to the student. According to this research, the researcher gives more information about gender in the use of reading strategies and hopefully the teacher can give suggestions to their student for improving student ability and help the student. This study hopefully can support learning process if the teacher knows about their student knowledge with this trusted data. In addition, the student knew what strategies that match and important to apply and improve their reading skills.

Many students are not aware of what strategies that they use during they are learning but they do those strategies, for example, if the student read some books and sometimes they did not know what does it means of that word, the student directly make an underline in the word, this research supposed that readers know what strategies that they use to support their reading ability and improving the way they learn or have a lot of strategies that they can apply during learning or reading some books, articles, or the task.

Metacognition itself refers to an ability to be aware of what someone is thinking about, it allows someone to take charge and control their own cognitive performance. As Karbalaei (2010:166) stated that metacognition is the knowledge and control of our cognitive processes that we have. This talk about metacognitive awareness related to reading strategies. The metacognitive awareness of reading strategies then makes students aware of the right strategy they should use, not only aware of what strategies are appropriate to be used in their reading but also how to pay attention to a text depending on the genres and/or contexts. In this case, the researcher uses MARSI (Metacognitive Awareness Reading Strategies Inventory) to observe the most effective strategies to be a good reader.

The study was conducted in 2005 by Poole, the result of this study stated that female and female were not statistically different in the use of reading strategy. The participants of this study consisted of 248 ESL students 110 females and 138 as males with used SORS design, and the other hand, this study was conducted at university level.

Other study has been conducted by Arrastasia (2016), the researcher did this study at University in Egypt undergraduate students from the first and the fourth year with the participants of this study were 302 college students. The researcher analyzed the data collection by using SPSS and the result showed that males in the sub-sample reported using reading

strategies less than females, overall, and in the case of supplemental strategies by using the same MARSI instruments.

The general view was people think that males used the strategy is less than female, most current literature in this area, however, shows that females tend to be more active strategy users than their male counterparts (Oxford, 1993). Usually, there were a lot of male think that their knowledge was less than female because, when learning process female easy for catching teacher's explanation, while male has to deep process input that knowledge and takes time to enter in their mind. Others reason stated that female better in memorizing strategies than male since male think with logical thinking different from male think with heart feeling that make sense when they are read some books or novels they can realize with their real-life and that's the way can make them easy to catch the passage of the task.

The problem of this study is to examine whether there is any significant difference of metacognitive awareness of reading strategies between male and female in EFL learners.

METHOD

The researchers used ex-post-facto deals with the conduct of social research where the attributes of individual subjects cannot be manipulated or embraced. It is a replacement for true experimental research and can be used to test hypotheses regarding cause-and-effect or association relationships were implementing a truly experimental, or even quasi-experimental, the design is not feasible or ethical (simon&goes, 2013). From the other book written by Latief (2017) stated the definition of ex-post facto research is to measure the relationship between two variables without manipulating the x-variables.

The participants in this study were 2nd grade in MA AN NUR Bululawang language major thirty five students of male and female. The researcher takes the sample with random sampling thirty-five students were sixteen male and the nineteen students were female. The researchers stated that in second grades language major achieve so many English topics from first and second grade, therefore the researchers argues that the student has reading strategies to improve their learning English especially reading comprehension, for example when they are read some books they can summarize it and get the point of the text, predict what happens next related to their knowledge, and they are able to combine their knowledge with their real life.

In this study, the researchers used the MARSI (Metacognitive Awareness of Reading Strategies Inventory) Questionnaire taken from Mokhtari and Reichard (2002). The subjects were investigated using the online questionnaire in which it was used to collect the data about awareness of strategies that students use while reading academic materials. The 30 items questionnaire was also conducted by Mokhtari and Reichard (2002). There are three categories included in MARSI, they are Global Reading Strategies (GLOB) which consisted of 13 individual strategies, Problem Solving-reading Strategies (PROB) which consists of 8 individual strategies, and Support Reading Strategies (SUP) which consists of 9 individual strategies. The internal consistency reliability coefficient for its three above subscales ranged from 0.89 to 0.93 and reliability for the total sample was 0.93, showing a reasonably dependable measure of metacognitive awareness of reading strategies. However, to see whether this question is reliable for the subjects of this study or not, it was given to 20 students of the similar group participating in the study for both contexts. Based on the collected data, the reliability coefficient alpha for this questionnaire was calculated to be 0.70 and 0.65 for Indian and Iranian, respectively, which confirmed the appropriateness of this questionnaire for both contexts.

The Global Reading Strategies (GLOB) mostly discusses how the readers prepare their reading or, in general, the steps the readers take to read the reading materials. It involves how the readers are trying to understand what the text is about, deciding what to read or what to ignore, and having a decided purpose before reading, and so on. The second is Problem Solving-reading Strategies (PROB), this strategy includes the individual strategies about what students tend to do when the text they read become difficult. The third is Support Reading Strategies (SUP) which is basically about what tools or support mechanisms the readers used to comprehend the text.

The MARSI questionnaire administered at 2nd grade student of MA AN NUR Bululawang around July 2020. The participant has informed first that personal information reveal would be strictly for the research purpose not for other purposes. The researcher also gave more information that the online questionnaire is not related to their educational scores or adds personal score. In addition, the participants have to full fill the questionnaire based on their habit not their friend's habit or others.

As the data gathered, the researchers conducted the independent sample t-test to examine whether there are any significant differences in the use of reading in each strategy are global reading strategies, support reading strategies and problem-solving reading strategies.

The researchers attempt to investigate the differences between two variables consist of reading strategies and gender that explain the independent variable is reading strategies and the dependent variable is gender.

FINDINGS AND DISCUSSION

The findings provide the data which has been collected by conducting online-based research, such as: ask the subject to fulfill the online questionnaire made by Google form and distribute by WhatsApp. Below the researcher provides the table of reading strategies differences of males and females.

Descriptive Statistics

Reading Strategies	Gender	N	Mean	Std. deviation	Converted Mean	Level of Strategy use
Global Reading Strategies	Female	19	43.38	7.924	3.333	Medium
	Male	16	40.21	5.432	3.093	Medium
Support Reading Strategies	Female	19	32.63	5.909	4.078	High
	Male	16	31.05	6.142	3.881	High
Problem Solving-reading Strategies	Female	19	34.00	33.53	3.777	High
	Male	16	33.53	4.457	3.725	High

The mean value of female was 43.38 from 19 subjects and the mean value of male was 40.21 from 16 subjects. This value can be interpreted the mean of global reading strategies in gender of female was 43.38 and the mean value global reading strategies in gender of male is 40.21 and the Std. deviation 5.432. When these two means were converted to a scale of 1-5, the mean scores of 3.333 and 3.881 showed that the use of global reading strategies by female and male was in the high category.

The mean value of female was 32.63 from 19 subjects and the mean value of male is 31.05 from 16 subjects. This value can be interpreted the mean value support reading strategies in gender of male was 31.05 and the mean value support reading strategies in gender of female was 32.63 and the Std. deviation 6.142. When these two means were converted to a scale of 1-5,

the mean scores of 4.078 and 3,093 showed that the use of global reading strategies by female and male was in the high category.

The mean value of female was 34.00 from 19 subjects and the mean value of male was 33.53 from 16 subjects. This value can be interpreted the average problem solving-reading strategies in gender of female was 34.00 and the mean value problem-solving-reading strategies in the gender of male was 33 and the Std. deviation 4.457. Where the Std. deviation was smaller than mean it means that the data spread evenly. When these two means were converted to a scale of 1-5, the mean scores of 3.777 and 3.725 showed that the use of global reading strategies by females and males were in the high category.

Independent Samples Test

Reading Strategies	Levene's Test for Equality of Variances		T	Df	Sig. (2-tailed)
	F	Sig			
Global Reading Strategies	0.537	0.469	-6.911	33	.000
Support Reading Strategies	1.255	0.271	-7.885	33	.000
Problem Solving-reading Strategies	0.758	0.390	-7.769	33	.000

Global reading strategies has the F value for the assumption of variance is 0.537 with significant probability of 0.469 > 0.05, so it can be concluded that the variance of gender on global reading strategies is the same or not significantly different. For the T-value of the results of gender of second grade student at MA AN NUR BULULAWANG language major on global reading strategies at an equal variance assumed at -6.911 and significant level of 0.000 the result indicate that < 0.01 means that there are difference in the global reading strategies.

Support reading strategies has the F value for the assumption of variance was 1.255 with significant probability of 0.217 > 0.05, so it can be concluded that the variance of gender on supports reading strategies is the same or not significantly different. For the T-value of the results of gender of second grade student at MA AN NUR BULULAWANG language major on global reading strategies at an equal variance assumed at -7.885 and significant level of 0.000 the result indicates that < 0.01 means that there are difference in support reading strategies.

Problem solving reading strategies based on the result of the calculation of the independent sample t-test above, it was known that the F value for the assumption of variance was 0.758 with significant probability of 0.390 > 0.05, so it can be concluded that the variance of gender on problem solving-reading strategies was the same or not significantly different. For the T-value of the results of gender of second grade student at MA AN NUR BULULAWANG language major on global reading strategies at an equal variance assumed at -7.769 and significant level of 0.000 the result indicate that < 0.01 means that there are difference in the problem solving-reading strategies.

The study to support the result of this research was from the previous study conducted by Arrastia and Zayed (2016) with the title *"Metacognitive Awareness of Reading Strategies Among English as Foreign Language (EFL) Preservice Teacher: An Exploration of Gender and Development Differences"* in this research the researcher conducted the research with 160 undergraduate students or participant which decide to 73 males and 87 females from the college of education at a University in Egypt, the instrument of the data collection the researcher use MARSI (Metacognitive Awareness of Reading Strategies) questionnaire. The researcher use descriptive statistics to measure the data included frequencies, averages, standard deviations, and ranges for each variable use t-test by SPSS and one-way ANOVA. Overall the result of this study can be known that Arabic speaking females in their study reported using reading strategies more often when reading English as compared to their male partner, because female has the high proficiency score than male.

the previous study that was conducted by Lee (2012) at University of technology with 84 males and 72 females, but different instrument the result showed that the use of reading strategies female are more often than males do which indicated female student were more agile in applying new knowledge to help learning or produce target language and the researcher use Strategy Inventory for EFL Students' Reading questionnaire with change the language to the Chinese version participant's mother tongue. Moreover, the researcher used t-test, ANOVA, and Pearson correlation to analyzed the data with the result of the data shown that both males and females have a significant difference in the use of reading strategies and they have significantly different in the form of individual strategies because female were employed more bottom-up strategies and were better in practicing from top to bottom and from bottom to top in their interaction with the reading passage.

It can be concluded that the result of this study based on the previous study above stated that this study was the same as the result of the previous study which explain about female use the strategy more often than male because of the different habit and motivation to learn. Other than that, female better in memorizing strategies than male since male think with logical thinking different from female think with heart feeling.

CONCLUSION AND SUGGESTION

Reading strategy is crucial for each student even though there is difference between male and female that almost every student should use the reading strategies before, during, or after. We can say that reading strategy is the most important way because reading is not just for reading, but also we have to get the meaning and understand each word in what we read and make the conclusion every single part and get the feel of reading or get what we are looking for read, for example, we read the material and following by question based on the text. We need to think that how we can get the point, find out the point with the easier way or save time, so we have to use the reading strategies.

After doing the process of this research, The results of the independent samples t-test data show that global reading strategies females and males have T value -6.911 and significant level of 0.000, support reading strategies females and males have the T value -7.885 and significant level of 0.000 and problem-solving reading strategies females and males have the T value -7.769 and significant level of 0.000 < 0.01. It can be concluded that males and females have significantly difference of metacognitive awareness of reading strategies in EFL students.

There were several suggestions for the future researcher such as: make sure that the subject ready to fulfill the questionnaire based on their real-life not for formality, in the other case that has to know the number of the subject between male and female to arrange and complete the research. Moreover, the future researcher should focus on what the topic is and read more articles as much as cannot forget to make a conclusion and find out the gap to make the future researchers easy for completing the thesis. The researcher hopes that this research can make the readers get motivation to read based on the findings of this research.

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