

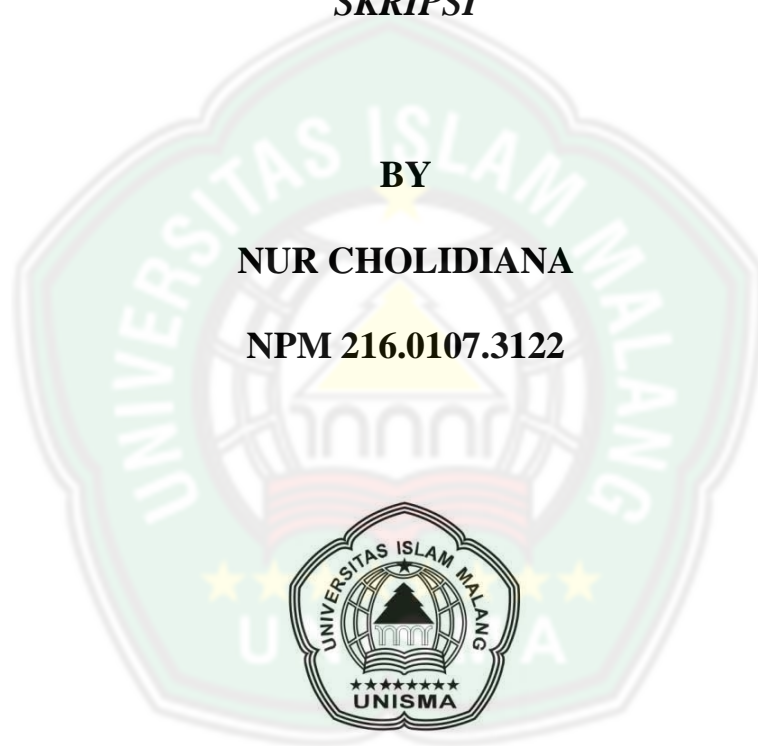
**THE DIFFERENCE OF METACOGNITIVE AWARENESS OF
READING STRATEGIES BETWEEN MALE AND FEMALE IN
EFL STUDENTS**

SKRIPSI

BY

NUR CHOLIDIANA

NPM 216.0107.3122



UNIVERSITY OF ISLAM MALANG

FACULTY OF TEACHER TRAINING AND EDUCATION

ENGLISH EDUCATION DEPARTMENT

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ABSTRACT

Cholidiana, Nur 2020. *The Difference of Metacognitive Awareness of Reading Strategies between Male and Female in EFL Students, Skripsi.* English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Prof. Drs. H. Junaidi Mistar, M.Pd., Ph.D. Advisor II: Febti Ismiatun, S.Pd., M.Pd.

The aim of this study is to determine the difference between male and female of 2nd grade students in MA AN NUR Bululawang language major of their reading strategies. The variable of this study consist of 2 variables the independent variable (x variable) is reading strategies and the dependent variable (y variable) is gender (male and female). 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. Gender is the difference sexuality consists of male and female with different characteristics in the form of habitual, femininity, and other social interaction.

The population in this research was 2nd grade students in MA AN NUR Bululawang language major. Sample in this study applied a random sampling technique and got 35 students consisted of 19 females and 16 males in 2 classes. The instrument used to collect the data in this research was a MARSII questionnaire. Reading strategies questionnaire consisted of 35 questions that cover 3 categories those were 13 global reading strategies, 9 support reading strategies, and 8 problem-solving reading strategies.

This research was analyzed quantitatively approach and ex-post facto as the research design and it was conducted by using an independent sample t-test. The result of this study showed that male and female in the use of global reading strategies was a medium level of strategy use, but it was a high level of support and problem-solving reading strategy. 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.

Key Words: *reading strategies, MARSII questionnaire, gender.*

CHAPTER 1

INTRODUCTION

This chapter the researcher presents six categories are: (1) background of the study (2) problems of the study (3) objectives of the study (4) hypothesis of the study (5) significance of the study (6) scope and limitation of the study.

1.1 Background of the Study

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 message 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.

Anderson (as cited in Anderson, 2004:13) defines that:

Reading as a process where the readers combine information from a text and knowledge of their own context to build meaning. He emphasizes that reading is a fluent process and that comprehension is the aim. Strategic reading is described as the reader's ability to utilize a broad range of reading strategies to achieve a reading goal.

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 statement demonstrate 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 Küçüköglü said that the researcher believes that students will struggle during their entire academic and adult life without a solid foundation of reading strategies (2013:711). 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.

1.2 Problems of the Study

1. Is there any significant difference in the use of metacognitive awareness reading strategies between male and female readers?

1.3 Objectives of the Study

Based on the problem above, the aim of this study is:

1. To find out whether there is significant difference in the use of metacognitive awareness reading strategies between male and female readers

1.4 Hypothesis of the Study

The hypotheses of the study are formulated as follow:

The alternative hypothesis : Student with different gender will have significantly difference in the use of reading strategies.

The null hypothesis : Student with difference and gender will not have significantly different in the use of reading strategies.

1.5 Significance of the Study

The result of this study gives the advantages for the learner to improve their ability become a good reader which can 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.

1.6 Scope and Limitation of the Study

To achieve the objective of this research and to classify the quality of this research there scope and limitation are:

1. Locative scope: The students are located at MA AN NUR Bululawang Malang.
2. Human scope: The subjects of the study are the student 2nd grade of language major at MA AN NUR Bululawang Malang.
3. Limitation of the study: The researcher takes the questionnaire score since pandemic era and the researcher has limit of the time, so that's why the researcher cannot meet with student directly and finally conducted by online questionnaire made by Google form.

1.7 Definition of Key Terms

1. **Reading** is a mean of language used for communication and sharing information to improve science and knowledge.
2. **Strategy** is a specific or general plan than can use for readers to understand the meaning or passage easily and improve readers' knowledge with save time.
3. **Gender is** the difference sexuality consists of male and female with different characteristic in the form of habitual, femininity, and other social interaction. In this study use 2nd grade language major student of MA AN NUR

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter the researcher provides the conclusions and suggestions. In conclusion the researcher gives a brief conclusion related to findings and discussion from the previous chapter. Further, the researcher gives shortest suggestions related to this study for future researcher.

1.1 Conclusion

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, based on the findings of this research showed that female is better use of reading strategies than male especially support reading strategies with the participants of 35 students which divided to 2 groups are 19 females and 16 males and also answered the research

problem in this study that H_1 is accepted and H_0 is rejected it means that the differences between male and female in the use of those 3 strategies are significantly different, since female is higher than male. It means that H_1 is accepted and H_0 is rejected.

1.2 Suggestion

There are 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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