



**EFL STUDENTS' METACOGNITIVE STRATEGIES IN
READING ONLINE ACADEMIC TEXT**

SKRIPSI

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ABSTRAK

Dalam pembelajaran bahasa Inggris, membaca teks akademik memiliki peran penting dalam menguasai bahasa ini. Siswa khususnya siswa EFL harus memiliki strategi yang dapat membantu mereka memahami teks akademik terutama saat online yang banyak digunakan saat ini. Penelitian ini dilakukan untuk mendeskripsikan strategi metakognitif dalam membaca teks akademik online untuk siswa EFL. Peneliti memiliki dua pertanyaan penelitian. (1) Bagaimana strategi metakognitif yang digunakan oleh siswa EFL dalam membaca teks akademik online? (2) Bagaimana siswa menerapkan strategi metakognitif dalam membaca teks akademik online?. Studi metode campuran ini melibatkan tujuh puluh tujuh mahasiswa semester tujuh jurusan Pendidikan Bahasa Inggris sebuah universitas swasta di Malang. Siswa-siswa ini dipilih karena mereka adalah pembelajar EFL yang sering membaca teks akademik online, sejak mereka menyelesaikan tesis mereka. Pengumpulan data dilakukan melalui Online Survey of Reading Strategies (OSORS) dan wawancara sebagai instrumen penelitian. Data angket dianalisis dengan menggunakan Microsoft Excel, sedangkan data wawancara dianalisis dengan analisis isi.

Hasil penelitian ini menunjukkan bahwa strategi pemecahan masalah adalah strategi yang paling banyak digunakan untuk siswa EFL selama membaca teks akademik online. Selain itu, berdasarkan wawancara dengan ketiga siswa tersebut, setiap siswa menggunakan strategi metakognitif dengan cara yang berbeda-beda. Misalnya, salah satu siswa yang mendapat skor tertinggi pada penggunaan strategi global dan yang diwawancarai menyatakan bahwa dia membaca teks akademik online langsung ke gagasan utama yang dia inginkan. Kemudian, salah satu siswa lain yang mendapat nilai tinggi dalam menerapkan strategi pemecahan masalah mengungkapkan bahwa dia mondar-mandir dan mengulang bacaan. Dan siswa terakhir yang ditemukan menggunakan strategi dukungan dan yang diwawancarai mengaku cenderung menggunakan alat seperti kamus online. Strategi-strategi ini bermanfaat untuk pemahaman membaca teks akademik online siswa EFL dan strategi yang tepat untuk sistem pembelajaran online. Temuan ini juga memberikan bukti bahwa strategi membaca teks akademik secara online itu penting. Investigasi tentang masalah ini yang melibatkan peserta yang lebih luas dan lintas tingkat kemahiran diharapkan untuk penelitian di masa mendatang.

Kata Kunci : Murid EFL, strategi metakognitif, teks akademik online, membaca online

ABSTRACT

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In learning English, reading academic text has an important role to play in mastering this language. Students specifically EFL students must have strategies that can help them understand the academic text especially while online which is mostly used nowadays. This research conducted to describe metacognitive strategies in reading online academic text for EFL students. The researcher have two research questions. (1) How is metacognitive strategies used by EFL students in reading online academic text? (2) How do students implement the metacognitive strategies in reading online academic text?. This mixed methods study involved seventy-seven in seventh-semester students majoring in English Education Department of a private university in Malang. These students were selected because they are EFL learners who read online academic text frequently, since they were completing their thesis. The data were gathered through Online Survey of Reading Strategies (OSORS) and interview as the instruments of the research. The data of questionnaire was analyzed using Microsoft Excel, while the interview data were analyzed using content analysis.

The results of this study showed that problem-solving strategies are the most employed strategies for EFL students during reading academic text online. Moreover, based on the interviews of the three students, every students employs metacognitive strategies in a distinct way. For instance, one of the students who received the highest score on the use of global strategies and who interviewed stated that she reads academic text online directly to the main ideas she wanted. Then, one of the other student who scored high in applying the problem-solving strategies revealed that she paced and repeated readings. And the last student who was found to use support strategies and who interviewed claimed she tended to use tools such as online dictionaries. These strategies are beneficial for EFL students' online academic text reading comprehension and appropriate strategy for online learning systems. The findings also provide evidence that strategies for reading academic text online are important. An investigation on this issue involving a wider range of participants and across proficiency levels is expected for future research.

Keywords: EFL students, metacognitive strategies, academic text online, online reading

CHAPTER I INTRODUCTION

The background study in this chapter covers the research questions, research purpose, and significance of the study which might help to clarify the advantages of this study. This research also includes the study's scope and delimitations, as well as the definitions of key terms.

1.1 Background of the Study

Reading, which is one of the four language skills, is an access to absorb existing every information. This ability, therefore, takes an essential function in learning English, particularly for EFL students. Furthermore, reading entails deriving meaning from written text, which prompts for a complicated coordination of a variety of connected sources of information (Anderson et al., 1985). Hence, students must be able to understand the messages and grasp the texts' ideas. In other words, reading is a crucial part for students, as well as reading academic text.

According to Singh (2014), different from reading ordinary text, academic reading requires abilities to understand it because it includes philosophy and advanced vocabulary. Readers must be critical, understand what the author wants to convey, and be able to sort out the feasibility of reading in the academic text (Nhapulo et al., 2017; Sohail, 2016). Moreover, Mohamed (2016) said that it may be simple for someone to read academic text in their mother tongue, but for someone who speaks English as a foreign language, there may be a number of issues that make it difficult for them to comprehend the text.

In higher education, reading for academic purposes is frequently used. Students in higher education will be required to read latest research and to complete academic assignments including academic reading and writing. Especially for university students whose primary language of study is English, students ought to read more to advance in their studies by learning new techniques and approaches for analyzing and responding ingeniously to a variety of academic reading text (Fairbairn & Fairbairn, 2001). Thus, in academic reading, complex abilities are needed to be able to conclude the content presented by the author (Diasti & Mbato, 2020).

Meanwhile, some studies have highlighted students' problems in reading academic text. The need for teacher aid with challenging vocabulary and terminology was stated by students who had trouble grasping the vocabulary (Shen, 2013). Additionally, the same issue with understanding vocabulary was expressed by the students. When students must read long academic texts, another challenge arises (Sultana, 2016). Phakiti & Li (2011) revealed that their postgraduate respondents had trouble identifying and learning academic vocabulary for use, as well as obtaining and synthesizing material from a variety of sources. Besides that, according to (Riani, 2013) for students in Indonesia, where English as a foreign language (EFL), problems such as low motivation, limited vocabulary, and less fluency in reading are often found. In line with the finding from the research conducted by Sarwo et al. (2013) which shows that majority of Indonesian students still struggle with reading comprehension. The

students had difficulties with orientation, complication, resolution, reorientation, and vocabulary.

Hence, to avert those complications, the students entail strategies for their reading skills in academic text. The learning strategy is a learning process that is suitable for students who are chosen by themselves in order to make them understand and master the learning which naturally makes the learning process more effective and easier (Sari et al., 2019). In reading, to assist students comprehend the text's substance and to make the reading time more effective, various strategies are employed (Shehata, 2019). Effective strategies have been proven to improve readers' understanding of reading (Huang et al., 2009). With the use of the right strategy, students can learn the language effectively and efficiently (Ramli et al., 2011). There are many varieties of strategies that be able to use for students' reading process (Afflerbach et al., 2008). But, the choice of reading strategy depends on the readers' knowledge, the level of proficiency of the readers, and the level of familiarity with the reading topic (Song et al., 2020). There are six categories of strategies identified by Oxford (1990) consist of memory, affective, compensation, social, cognitive, and metacognitive strategies. However, this study focuses on metacognitive strategies which connotate the readers to monitor their reading so that they can absorb the purpose of the reading. Metacognitive strategies include considering the learning process, making preparations for learning, keeping an eye on the learning task, and assessing how well one has learnt (Mistar & Zuhairi, 2022).

Other than that, in modern times like now with the emergence of various kinds of technology and the internet, language learning using an online system is easy to find (Ramli et al., 2011). Study from Kurata et al. (2017) revealed that there has been a huge increasing level in reading from electronic resources during the previous ten years. Studies on the use of electronic reading materials have revealed that students frequently incorporate them into their reading and favor them over printed alternatives. Additionally, it was discovered that different academic areas employ electronic paper differently (Forbes et al., 2016; Liu, 2006; Lopatovska et al., 2014). Since technology has penetrated into our lives, the idea of reading text has altered. Nowadays, reading encompasses more than just reading printed materials like books, magazines, newspaper, and articles journals. But reading also performed through online publications and e-books that can be downloaded. Thus, it is necessary to understand and use technology to read the text in order to adapt to developments (Kellner, 2001).

Yet, reading through technology and reading directly on the paper are certainly different. Reading with technology has its advantage such as reading based on technology and the internet is giving delight or pleasure to the readers, and it has disadvantages such as readers require to adapt (Park & Kim, 2011). This actively demonstrates that language learning is widely studied online, especially in reading. Therefore, determining the appropriate strategy for reading academic text online is important for students now. Afterwards, Mokhtary & Sheorey (2004) divides metacognitive strategies for online learning into three

categories that are global reading strategies, problem-solving reading strategies, and support reading strategies.

To sum up everything that has been stated so far, students should consider exploring more deeply the idea of reading academic text online because libraries have evolved into sources for online articles, e-books, and e-textbooks. It is important for students to be aware about reading online, since doing so will enable them to choose the best strategies for different situations and create meaning from the reading academic text.

The investigations of online reading strategies have encompassed various kinds of foci. The first study, investigating on the application of metacognitive strategies to online reading for English student teachers was carried out by Öztürk (2018) from Ghazi University in Turkey. His study looked into how readers use online reading strategies. He conducted study to determine the types of metacognitive online reading strategies utilized by student teachers, as well as which ones they use most frequently and least frequently. The second previous research was conducted by Tarrayo & De Leon (2014) to learn more about the precise online reading strategies utilized by students in the Philippine State High School. Other research explored online reading strategies employed by senior student teachers and first-year EFL students in Omani universities (Amer et al., 2010).

In short, there have been abundant studies trying to examine online reading strategies. The distinction, however, this research examines online reading strategies in the field of academic text. In addition, there are still a few research

subject toward college student especially EFL students. As a result, the researcher is motivated to carry out this study.

1.2 Research Questions

Based on the background of the research above, the research questions in this study are as follow:

1. How is metacognitive strategies used by EFL students in reading online academic text?
2. How do students implement the metacognitive strategies in reading online academic text?

1.3 Objective of Research

This research has two objective of the study which are outlined below:

1. To find out the metacognitive strategies used by EFL students in reading online academic text.
2. To explain the implementation of students' metacognitive strategies in reading online academic text more specifically.

1.4 Significance of The Research

It is anticipated that this study will give precise information about EFL students' strategies used in reading online academic text. Besides that, it can support earlier theories concerning reading academic text by providing new insights which is from online reading. The results of this study may also present useful information for students and other researchers.

1. Students

Through this research, the other students will obtain valuable information and provide positive guidance towards using appropriate strategies in reading online academic texts.

2. Other researchers

For other researchers, hopefully, the findings of this study will be beneficial for future research as a reference or source and be able to contribute to the development of English learning.

1.5 Scope and Limitation of the Research

Based on the research background, the researcher only focused on metacognitive strategies in reading online academic text for EFL students. The students are 7th semester students at a private university in Malang. Besides, the phenomenon of online reading is very urgent to be investigated. From the reading strategy used by a reader, it can be observed how the reader's comprehension works, especially in academic text.

In this study, the researcher only measured the use of metacognitive strategies in reading online academic text for each category. The researcher did not go into greater detail regarding how each item in each category was used.

1.6 Definition of Key Terms

To prevent disorientation, the researcher would want to define the following crucial terms:

a. EFL

According to Wright (2015), English as a Foreign Language, also known as EFL, is a learning and using English as an additional language in a nation that does not speak it natively. This study, afterwards, focuses on EFL students in an Indonesian context.

b. Metacognitive Strategies

Oxford & Ehrman (1995) states that learning strategies are described as the precise activities or methods that students utilize, typically on purpose, to enhance in the acquisition of second language (L2) skills. Thus, a strategy is a process utilized to learn, think, or do something in order to accomplish a goal. In this study, the strategies that will examine is metacognitive strategies in reading; which is techniques that students use to monitor, arrange, hypothesis, and assess their performance on learning tasks include planning before writing (Oxford, 1990). In other words, the researcher will discover a certain activity or approach that students use when reading academic text online.

c. Online reading

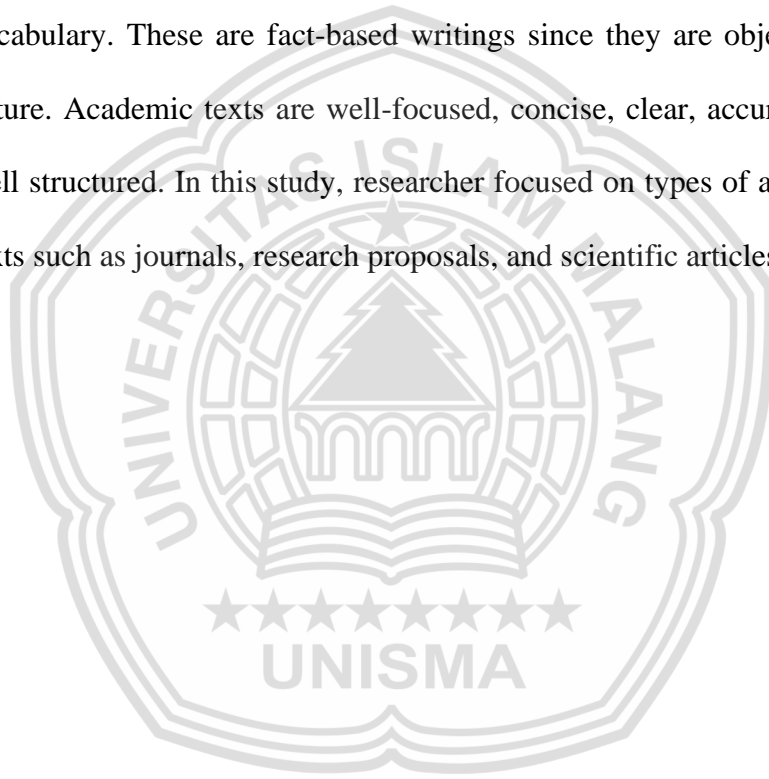
Online reading is the process of comprehending the meaning of a digitally formatted text that can be use from a computer, or a mobile phone, or other devices and fundamentally different from reading print



items. Moreover, online reading is any reading performed while connected to an internet network.

d. Academic texts

Academic texts are specialized, critical, and objective writings produced by professionals or subject-matter specialists in a particular discipline. They are delivered in a formal tone and advance vocabulary. These are fact-based writings since they are objective in nature. Academic texts are well-focused, concise, clear, accurate, and well structured. In this study, researcher focused on types of academic texts such as journals, research proposals, and scientific articles.



CHAPTER V CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions of the research. The conclusion consists of research results and discussion, while suggestions emerge with some ideas addressed to upcoming researchers who are intrigued by the topic of metacognitive strategies used when reading online academic text.

5.1 Conclusion

In conclusion, this study has revealed that EFL students applying high level frequency in using metacognitive strategies to help them succeed in their online academic text reading activities. The results of the OSORS questionnaire which found the mean score of each strategy along with the overall mean score. Where the mean number of global reading strategies is 3.65, problem-solving reading strategies is 3.77, and support reading strategies is 3.72. This provided the overall score is 3.71, demonstrating the frequent usage of all metacognitive strategies when reading academic text online.

However, from the three classifications of the metacognitive strategies, the strategy that is widely used by EFL students is problem-solving strategies. This means that they are more likely to overcome the problems they encounter when reading academic text online. Based on the interviews, every student employs metacognitive strategies in a distinct way. For example, the first student interviewed said she reads academic text online and jumps right to the important ideas she needs. The second student interviewed disclosed that she paces and repeats her readings. And the third student interviewed claimed that she frequently

used services like online dictionaries. Thus, between the result of OSORS questionnaire and interview, it yields similar findings and strengthen each other.

This study has provided empirical evidence on how EFL students' metacognitive strategies for reading online academic text and how the strategies are implemented in reading activities. In an era where technology is used simultaneously, these findings provide insight into our understanding of how EFL students use strategies to achieve comprehension of academic text online.

5.2 Suggestions

Based on the findings that has been stated so far, the researcher would like to give some suggestions. Even though, EFL students frequently used metacognitive reading strategies which is classified into high level, it would be preferable if they increased the amount of their reading in order to develop good reading habits, as employing strategies alone without reading habits can not support their comprehension of materials, especially academic text. Reading habits can influence performance, thus developing good reading habits can assist them in better comprehending.

And for future researchers, it is hoped that this study will encourage them to conduct more in-depth and critical research in order to uncover the use of reading online academic text on each item from each category mentioned. And it is also advisable for next researchers to investigate in various fields of majors so that the participants are more diverse, in order to expand the scope of the research findings. Another suggestion for other researchers is, it would be worthwhile to explore the use of academic text online strategies across English proficiency



levels of students, in order to establish which approach is more successful. And for the last, hopefully, all of the results and suggestions from this study would be a useful contribution for the readers.



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