GENDER VARIATIONS IN EFL SECONDARY SCHOOL STUDENT'S METACOGNITIVE ONLINE READING STRATEGIES, SELF-REPORTED READING CAPABILITY AND ENGLISH READING PROFICIENCY

THESIS

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THESIS
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ABSTRAK

Susanti , Lina . 2023 . Jenis kelamin Variasi Strategi Membaca Online Metakognitif Siswa Sekolah Menengah EFL , Kemampuan Membaca yang Dilaporkan Sendiri, dan Kemahiran Membaca Bahasa Inggris . Tesis, Program Studi Pendidikan Bahasa Inggris, Program Pascasarjana Universitas Islam Malang. Pembimbing: (Saya) Dr. Dra. Mutmainnah Mustofa, M.Pd. , (II) Dr. Imam Wahyudi Karimullah, SS, MA

Kata kunci : *jenis kelamin , Siswa EFL , strategi metakognitif , kemampuan membaca, kemampuan membaca yang dilaporkan sendiri, dan kemahiran bahasa Inggris.*

Penerapan strategi metakognitif oleh siswa ESL dalam situasi membaca offline telah menjadi subjek penelitian ekstensif sebelumnya. Namun, relatif sedikit penelitian yang mengaitkan strategi ini dengan konteks gender, khususnya di kalangan siswa EFL saat membaca teks bahasa Inggris online. Oleh karena itu, penelitian ini bertujuan untuk menyelidiki perbedaan gender dalam penggunaan strategi metakognitif di kalangan siswa sekolah menengah di Indonesia yang mempelajari bahasa Inggris sebagai bahasa asing sehubungan dengan kemampuan mereka membaca online dan tingkat kemahiran bahasa Inggris mereka.

Penelitian ini menggunakan metode kuantitatif dalam penelitian ini khususnya desain komparatif. Responden berjumlah 100 orang, terdiri dari lima puluh siswa perempuan dan lima puluh siswa laki-laki dari salah satu sekolah menengah di Malang. Penelitian ini mengadopsi kuesioner OSORS (Online Survey of Reading Strategies) yang dikembangkan oleh Mokhtari dan Sheorey (2002). Tujuan dari kuesioner ini adalah untuk mengukur strategi membaca yang digunakan oleh siswa bahasa kedua atau bahasa asing; kuesioner OSORS berisi 34 item yang dibagi menjadi tiga kategori: Strategi Membaca Global, Strategi Pemecahan Masalah, dan Strategi Dukungan. Pertanyaan kemampuan membaca online yang dievaluasi sendiri dan tes bahasa Inggris yang berfokus pada membaca digunakan untuk mengumpulkan data. Ada 50 item dalam tes membaca bahasa Inggris. Data diperiksa dengan uji Independent Sample T-test, korelasi Pearson, dan regresi linier sederhana dan berganda.

Penelitian ini menunjukkan tidak ada perbedaan yang signifikan antara siswa laki-laki dan perempuan yang menggunakan strategi metakognitif, kemampuan membaca laporan mandiri online, dan kemahiran membaca bahasa Inggris. Strategi membaca global memiliki hubungan yang signifikan dengan kemahiran membaca

bahasa Inggris online. Siswa perempuan lebih sering menggunakan strategi metakognitif secara keseluruhan dan berdasarkan kategori tertentu. Mereka juga lebih baik dalam kemampuan membaca online, sedangkan siswa laki-laki memiliki keunggulan dalam kemampuan membaca bahasa Inggris secara umum. Temuan penelitian ini memiliki implikasi pedagogis terhadap pengajaran dan pembelajaran bahasa.

ABSTRACT

The employment of metacognitive strategies by ESL students in offline reading situations has been the subject of extensive earlier research. However, relatively few of these studies have tied these strategies to the context of gender, particularly among EFL students while reading English texts online. Therefore, this study aimed to investigate gender differences in the use of metacognitive strategies among Indonesian secondary school students of English as a foreign language concerning their capability to read online and their level of English proficiency.

This research used quantitative methods in this study, especially comparative design. The total respondents were 100, consisting of fifty female and fifty male students from one of Malang's secondary schools. This research adopted the questionnaire OSORS (Online Survey of Reading Strategies) developed by Mokhtari and Sheorey (2002). The purpose of the questionnaire is to measure the reading strategies used by second or foreign-language students; the OSORS questionnaire contained 34 items divided into three categories: Global Reading Strategies, Problem-Solving Strategies, and Support Strategies. A self-evaluated online reading ability question and a reading-focused English language test were used to collect the data. There are 50 items in the English reading test. The data were examined with an independent sample t-test, Pearson correlations, and simple and multiple linear regressions.

This study showed no significant difference between male and female students using metacognitive strategies, online self-reported reading capability, and English reading proficiency. Global reading strategies have a significant relationship with online English reading proficiency. Female students use metacognitive strategies more frequently overall and by specific categories. They are also better at online reading capability, while male students have an advantage in general English reading proficiency. The findings of the study hold pedagogic implications for language teaching and learning.

CHAPTER I

INTRODUCTION

This chapter presents a discussion of some aspects underlining the research topics. It covers the background of the study, the research problem, the study's objective, the study's
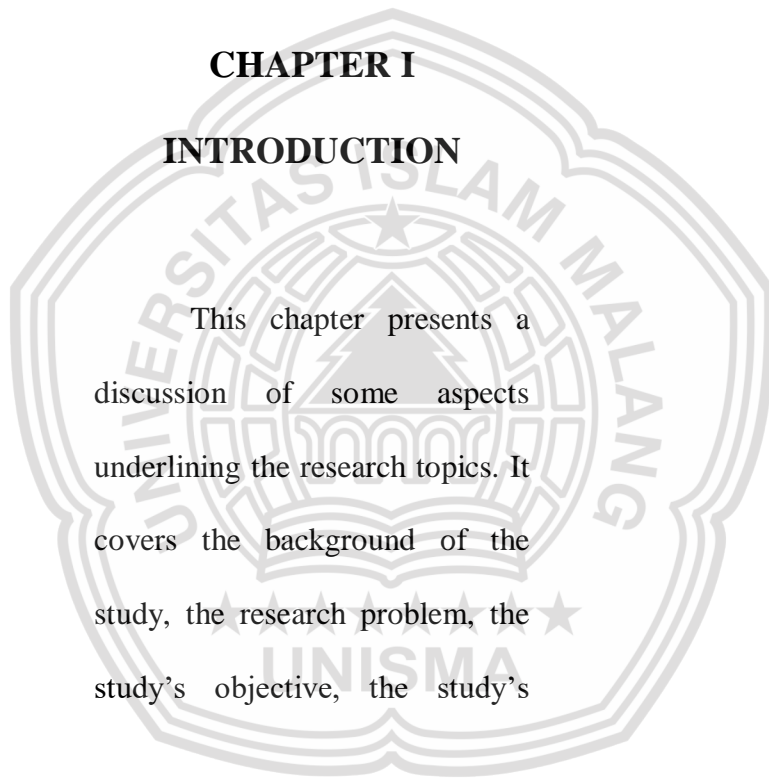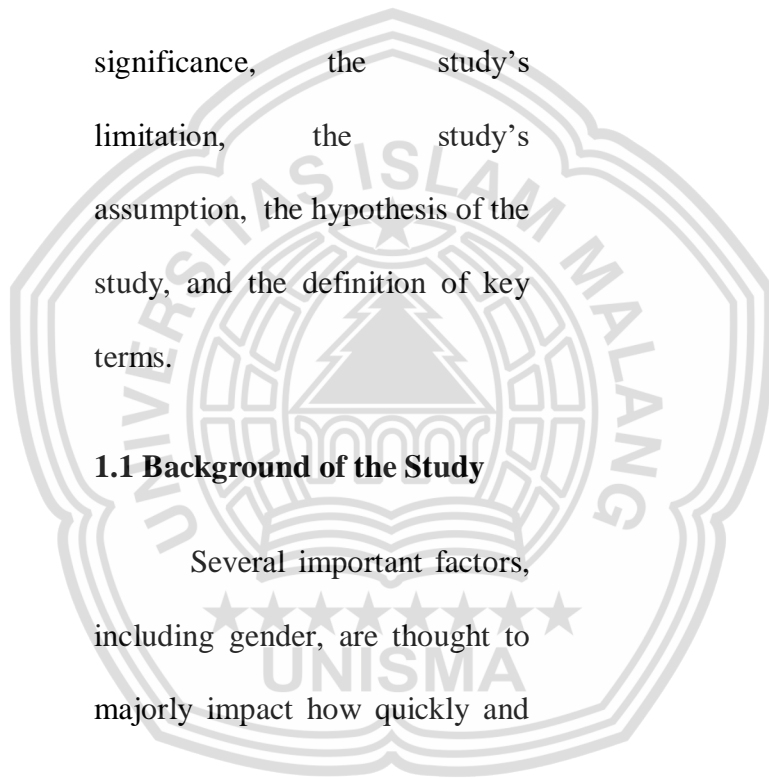
significance, the study's limitation, the study's assumption, the hypothesis of the study, and the definition of key terms.

1.1 Background of the Study

Several important factors, including gender, are thought to majorly impact how quickly and

easily a person may pick up a new language. Another factor that may impact language proficiency is gender. Gender has always played a role in how people learn languages worldwide. It's commonly believed that women pick up languages more quickly than males. According to conventional
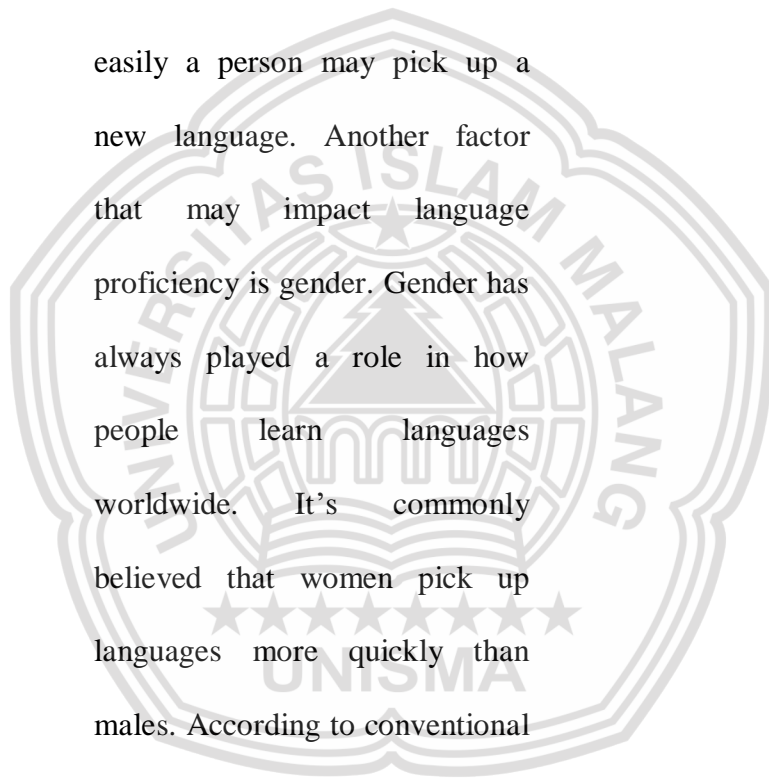
wisdom and actual data, women
are more linguistically adept than
men (Wightman, 2020).

Reading a foreign
language is complicated,
involving reading strategies and
reader differences. Reading
comprehension is not a passive
process in which one passively
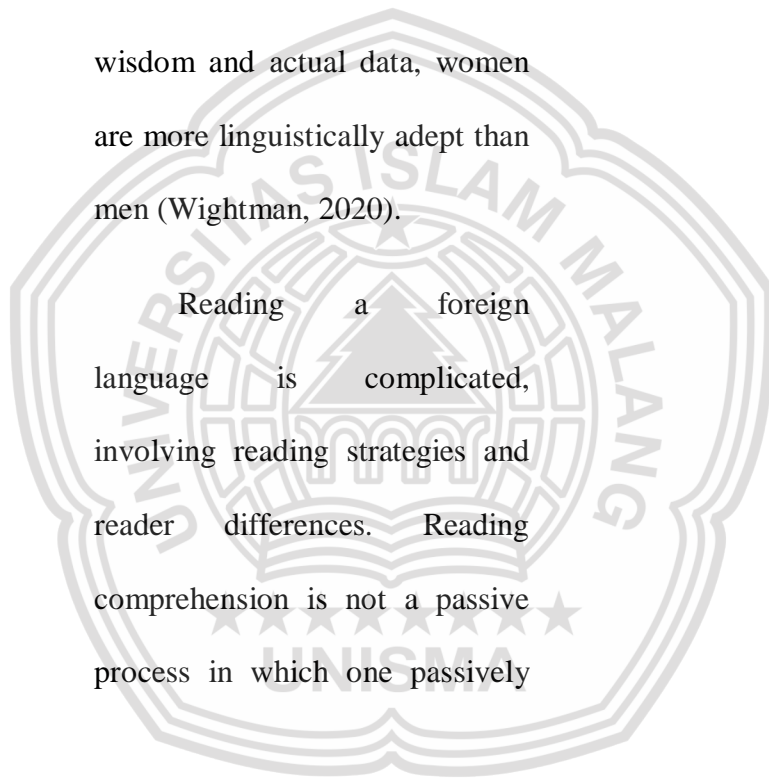
absorbs the meaning of the material being read. Reading involves a wide range of cognitive and metacognitive behaviours, and readers should take active and dynamic control of their comprehension. These efforts extend beyond the processes of decoding, which are the foundation of reading. Some
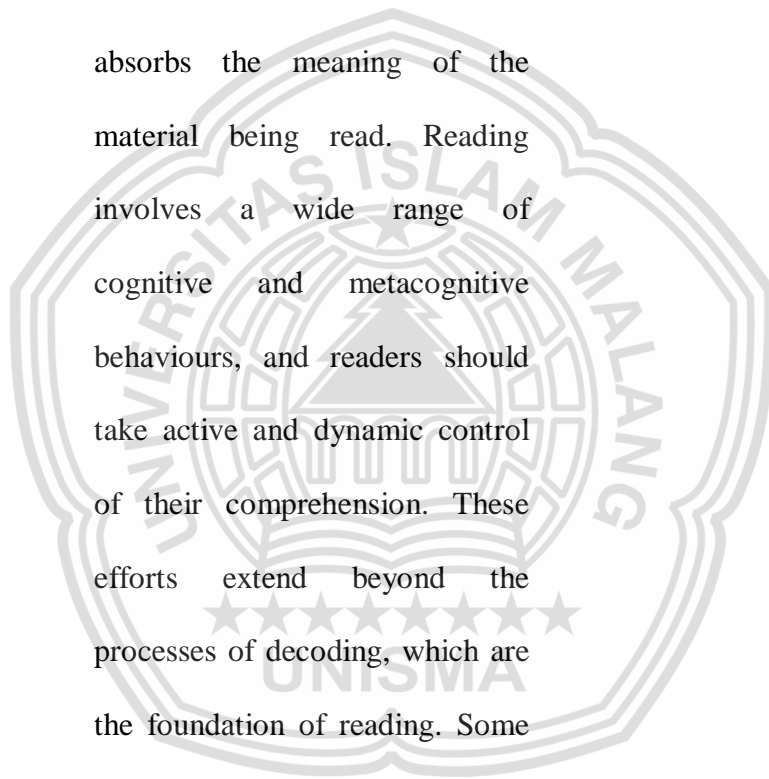
studies show that reading a foreign language depends on the reader's reading strategy and processing coordination. Reading methods should be taught to EFL students in self-regulated reading, as (Souvignier & Moklesgerami, 2006) suggested. "Metacognition" refers to knowing what you know and how
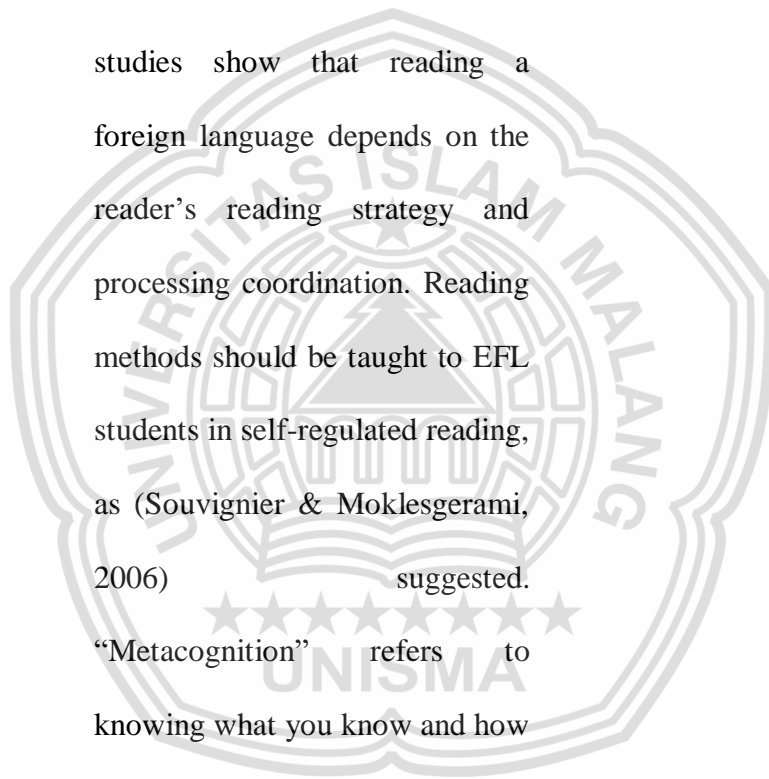
you know it. Second language acquisition researchers became interested in metacognition soon after it was introduced to education. The importance of learners' proficiency in metacognitive reading strategies has been acknowledged to improve their reading capabilities (Grabe, 2010; Oxford, 2011). On
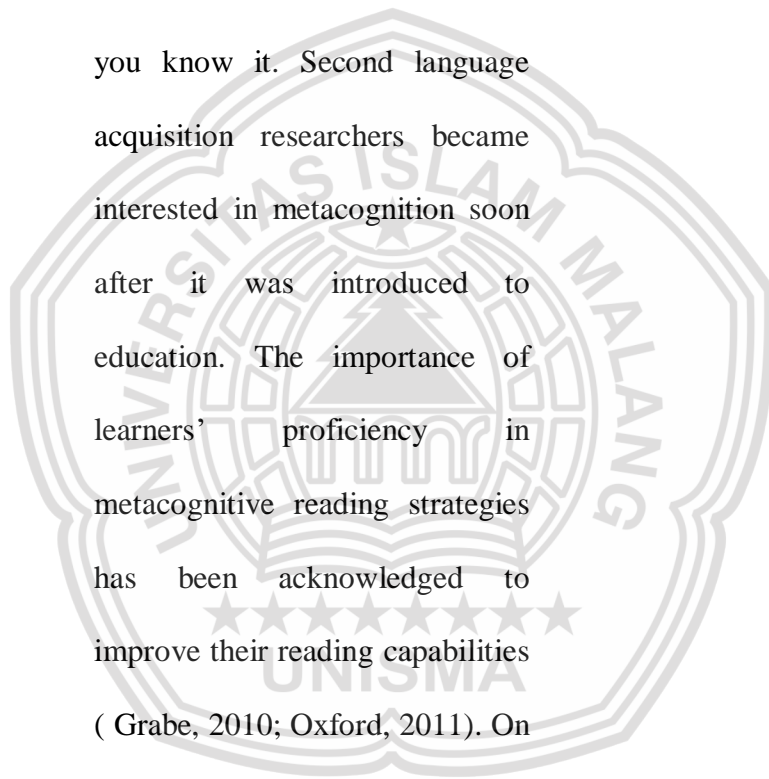
top of that, (Peart, 2017) argues that the adoption of reading strategies and the ability to read a foreign language are influenced by gender and language proficiency, with more proficient readers employing a greater variety of tactics than those with reading issues.
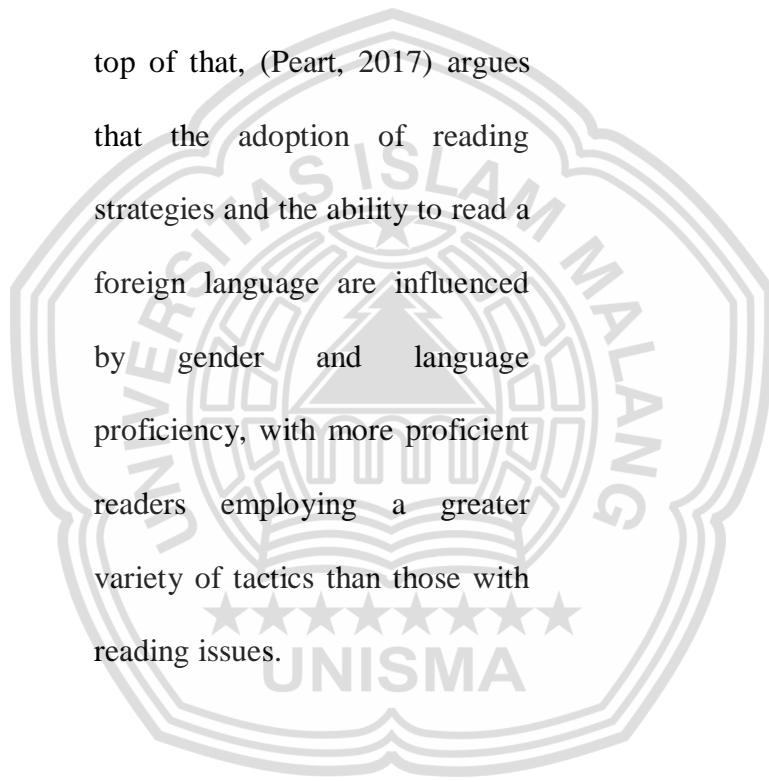
(Abanomey, 2013) explained that online reading can assist students in enhancing their reading skills and understanding the substance of the online material. Online reading is more successful than traditional reading strategies in improving pupils' reading comprehension. It demonstrates that reading
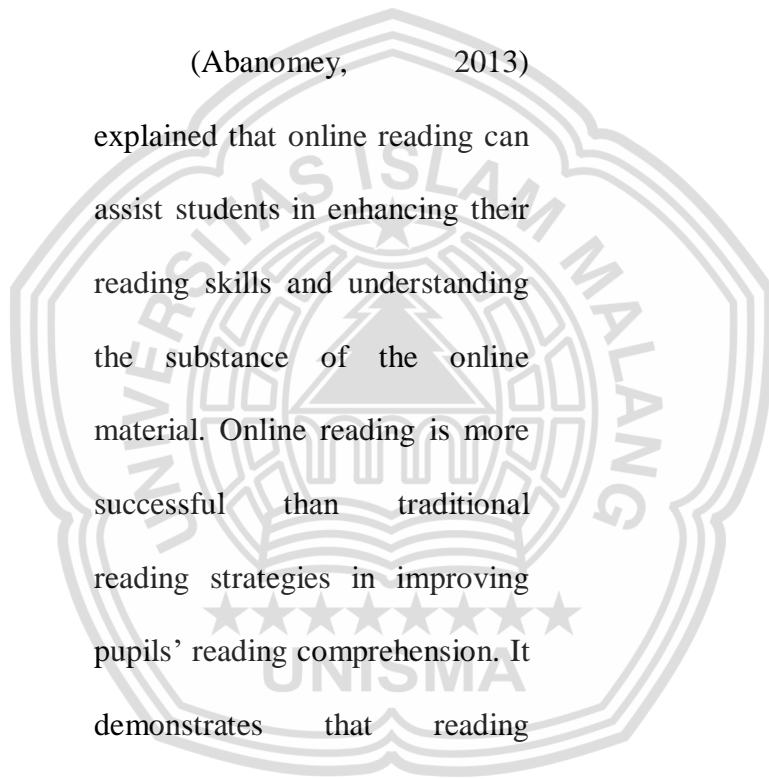
practice with online texts can improve students' reading proficiency.

From the earlier studies, the researcher is interested in this case. This study's significance lies in providing additional empirical evidence of gender inequalities in EFL learning,
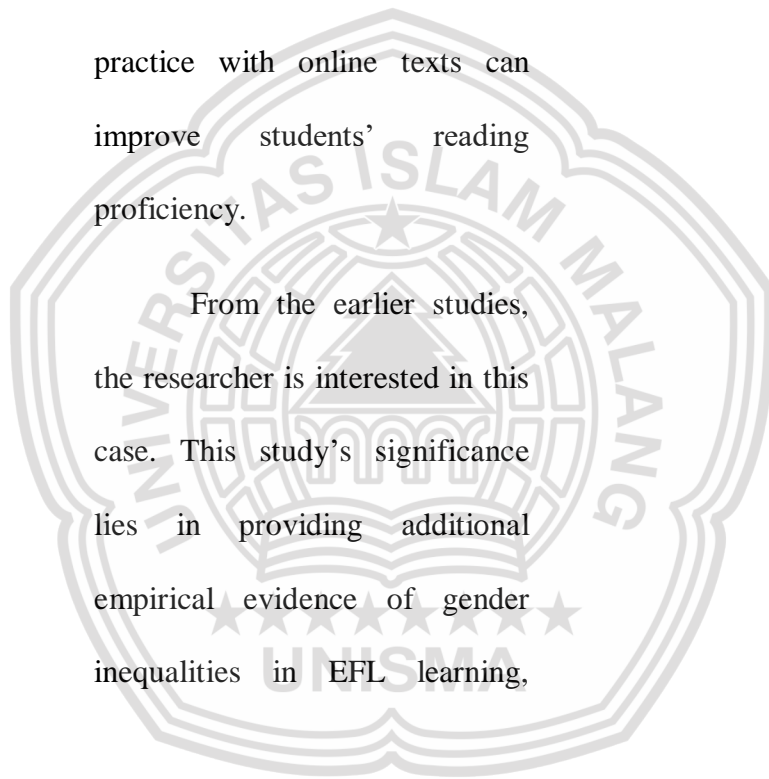
particularly in the context of

secondary school.

This study analyzes

gender disparities in

metacognitive strategies for

online reading and English

reading proficiency among

Indonesian secondary school

students learning EFL. According
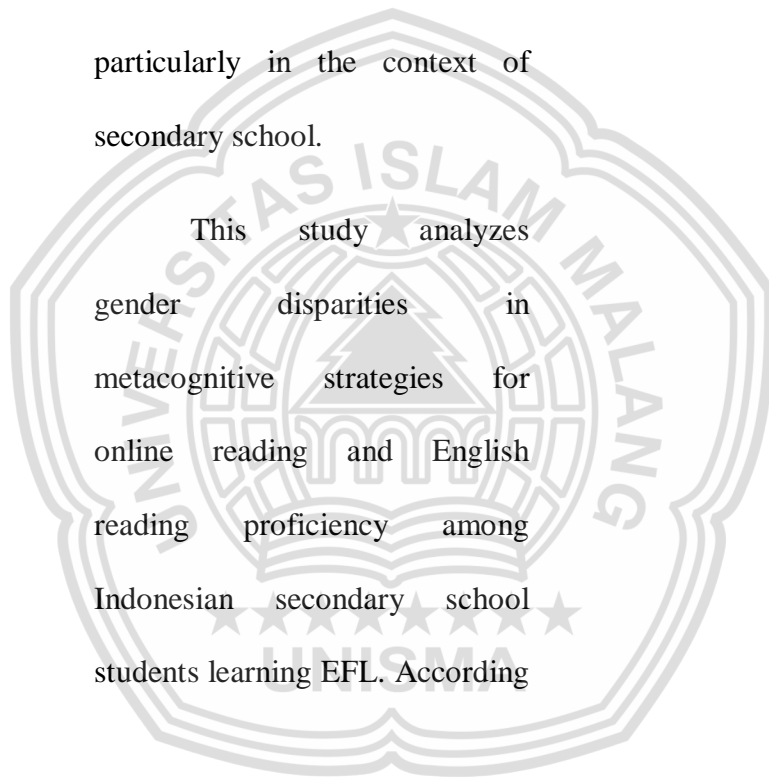
to previous research, the current study was different as it includes a balance of participants and focuses on secondary high school students, which researchers have not done before. For this reason, this research gives different results or findings and new empirical evidence. There seems to be a gap in the literature.
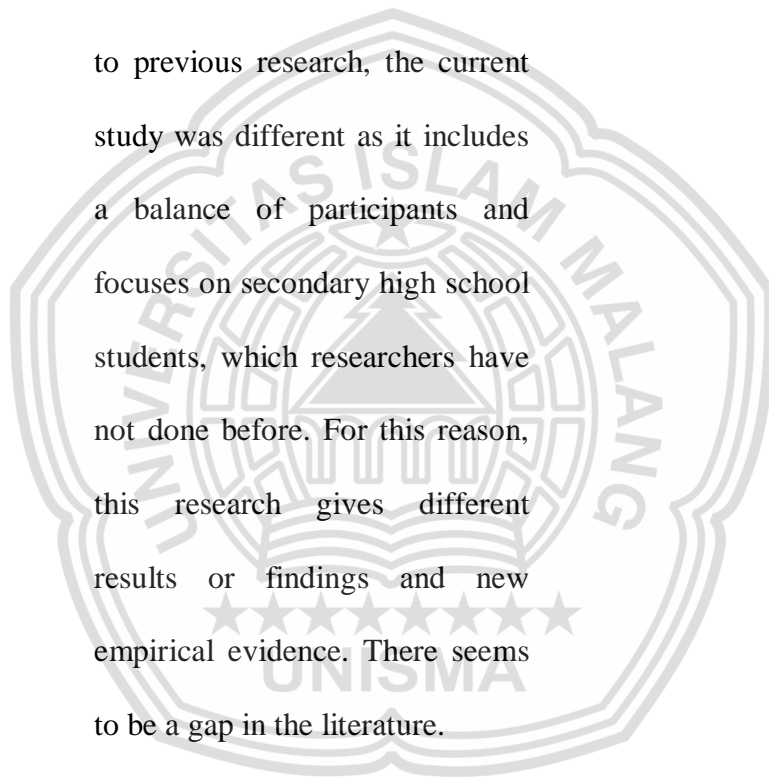
1.2 Problem of the Study

Based on the preceding explanation of the study's background, the survey asks the following questions.

1. Is there a difference between male and female EFL Secondary High
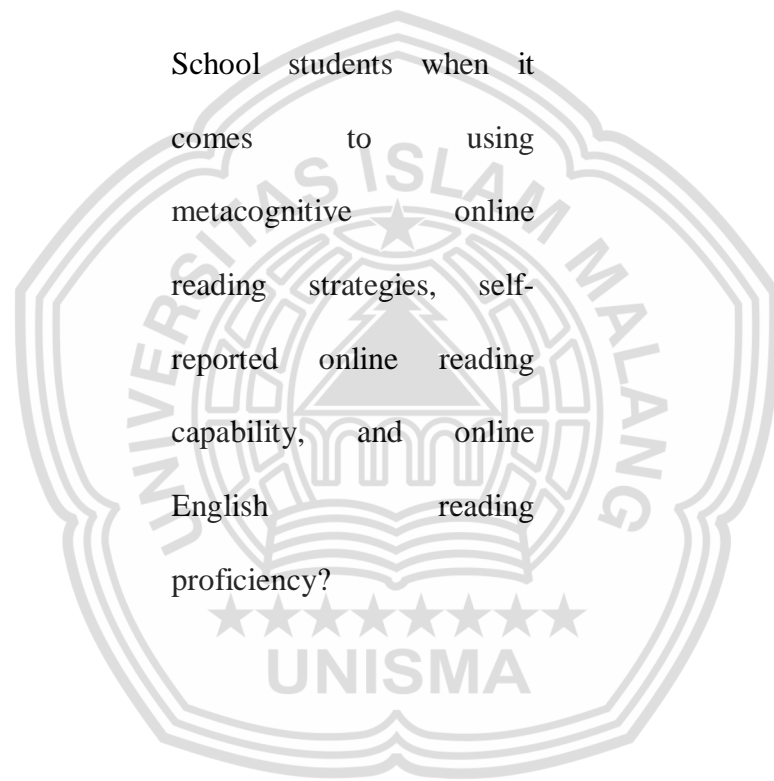
School students when it comes to using metacognitive online reading strategies, self-reported online reading capability, and online English reading proficiency?

2. Can the strategy accurately affect self-reported online reading capability and English reading proficiency based on gender?

3. Are there any significant gender-based relationships between strategy use, self-reported reading capability,

and English reading
proficiency?

1.3 Objectives of the Study

The following are the
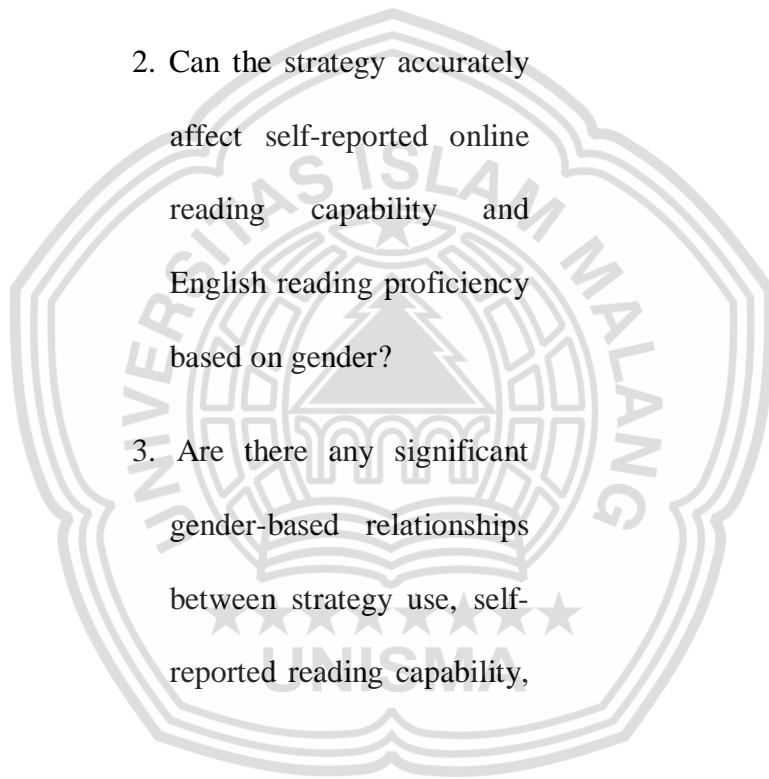study's goals:

1. Determine whether male
and female EFL Secondary
High School students differ
in using metacognitive

online reading strategies, self-reported online reading capability, and online English reading proficiency.

2. To investigate whether this strategy can influence self-reported reading capability and English reading
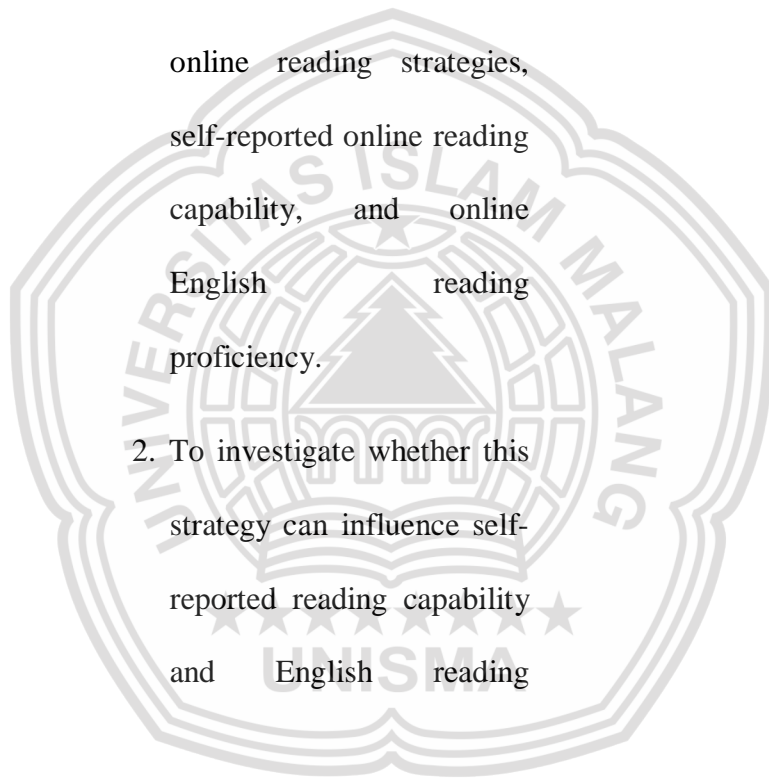
proficiency based on gender.

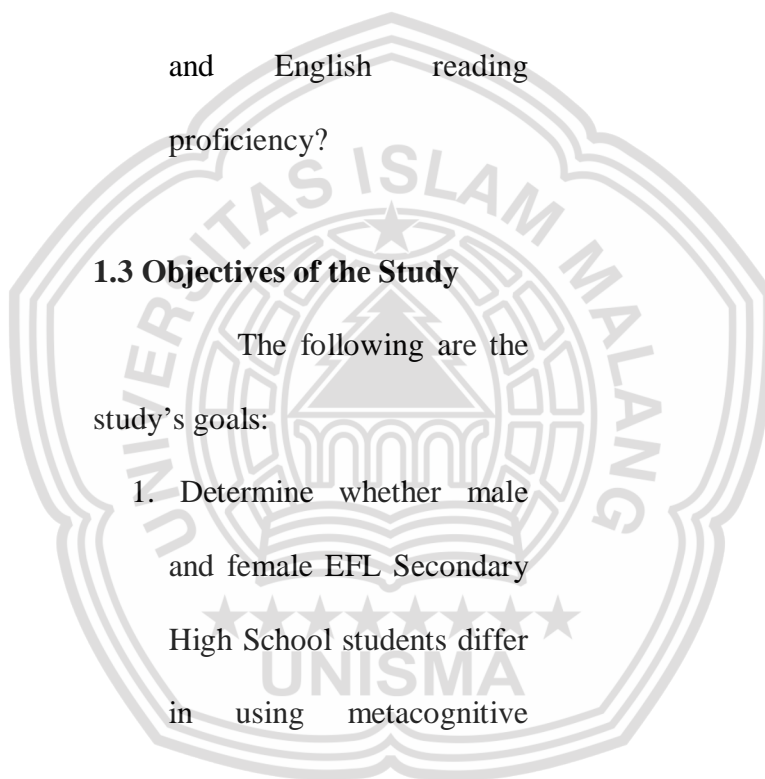3. To identify the significant gender-based relationships between strategy use, self-reported reading capability, and English reading proficiency.

1.4 Significance of the Study

This study focuses on gender differences in online reading processes, which is necessary to overcome the challenges encountered in today's learning situation, particularly in the educational environments of secondary high schools. It is also crucial to explore gender inequalities
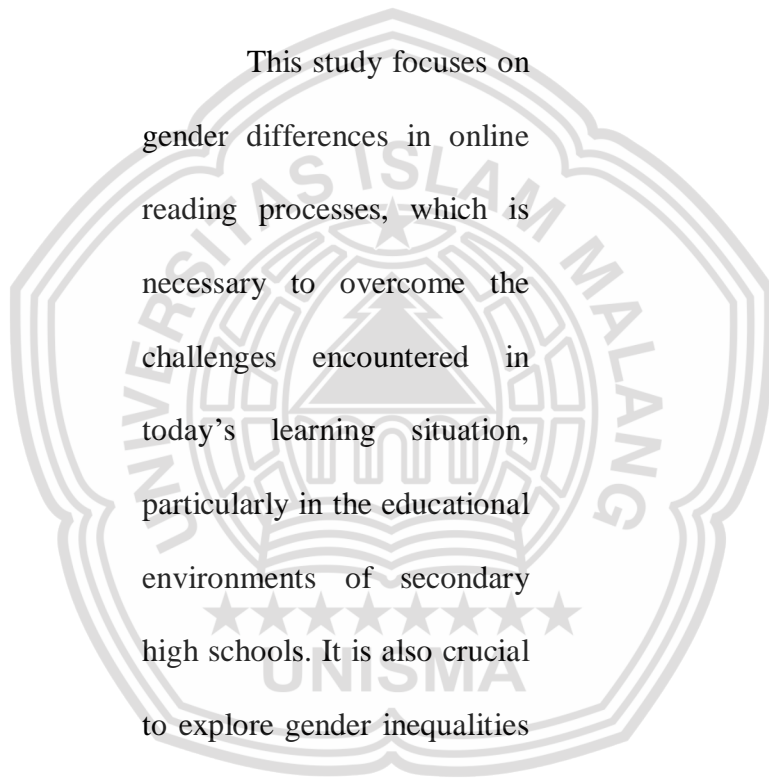
regarding one's reading capacity and English proficiency while reading online. Investigating the gendered relationship between the usage of strategies, self-reported reading capability, and English reading proficiency is also essential. The findings of
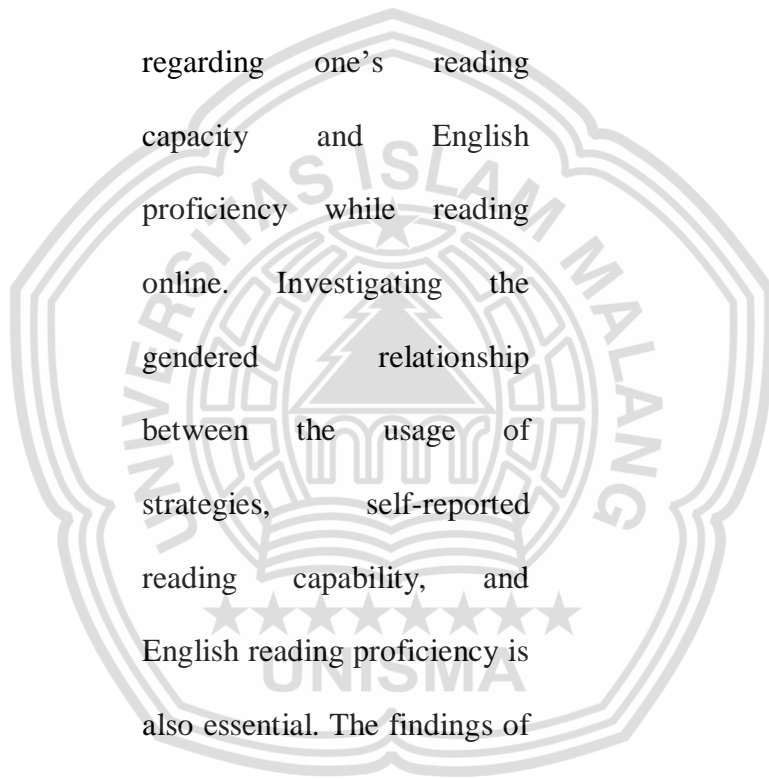
this study in this field are beneficial for students and teachers, who may use them to determine whether they are meeting their pupils' literacy expectations appropriately and directly addressing any potential gender prejudice.

1.5 Limitations of the Study

The limitation of
the study is that it only
examines how metacognitive
EFL Secondary High School
students utilize online
reading strategies in terms of
reading capability and
English reading proficiency
concerning gender
disparities. Students in the
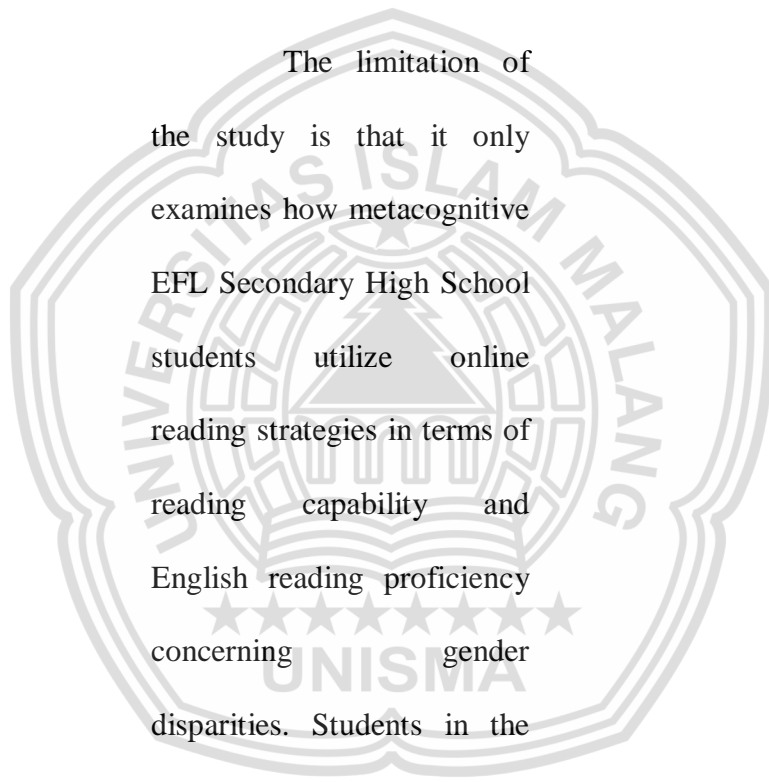
eleventh grade at one of Malang's secondary high schools participated in this study, conducted through online meetings.

1.6 Assumption of the Study

The researcher assumes a difference in the

usage of metacognitive online reading strategies, self-reported online reading capability, and online English reading proficiency between male and female EFL Secondary High School students.

1.7 Hypothesis of the Study

Based on the research problem, the hypothesis of this study is below :

1. Both females and males used the strategies often. The findings show that females and males had comparable impressions of using metacognitive
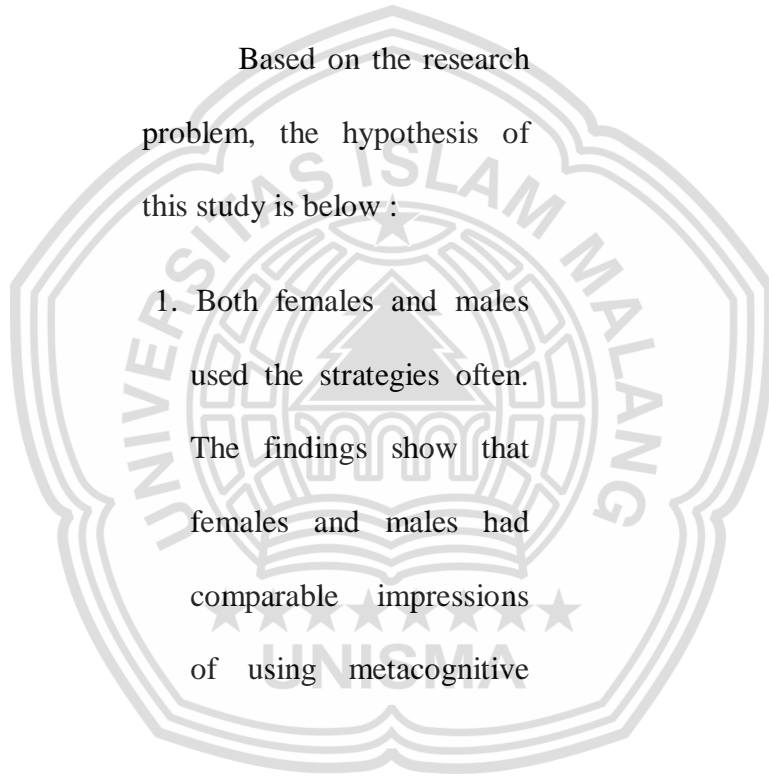
strategies, with drawback approaches being the most successful in their classroom instruction.

2. Male students' overall approach can affect their online self-reported reading capability.
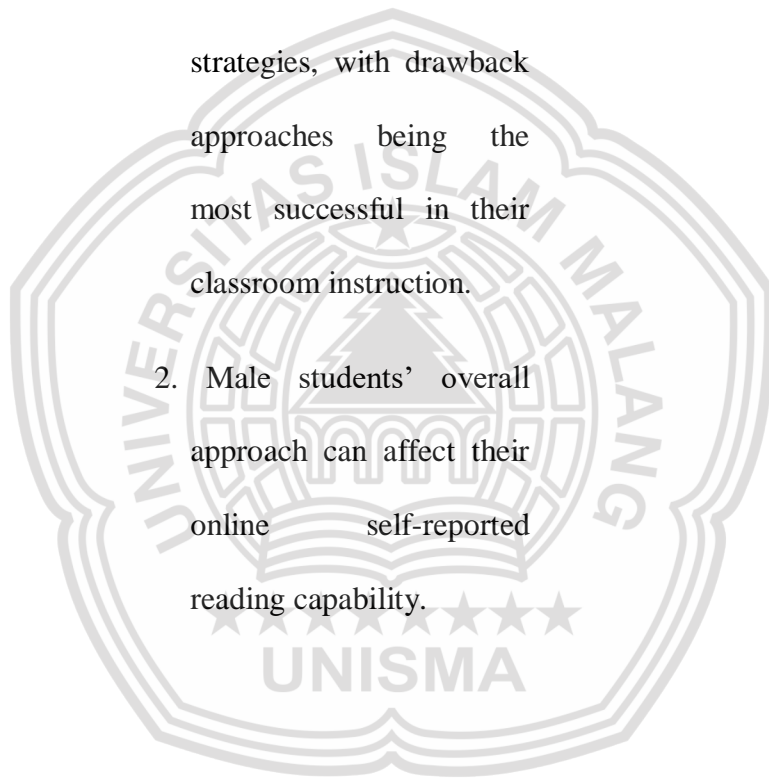
3. Female respondents used more strategies than male respondents, substantially related to their self-reported reading capability and English reading proficiency. In addition, a correlation existed between female students' usage of overall
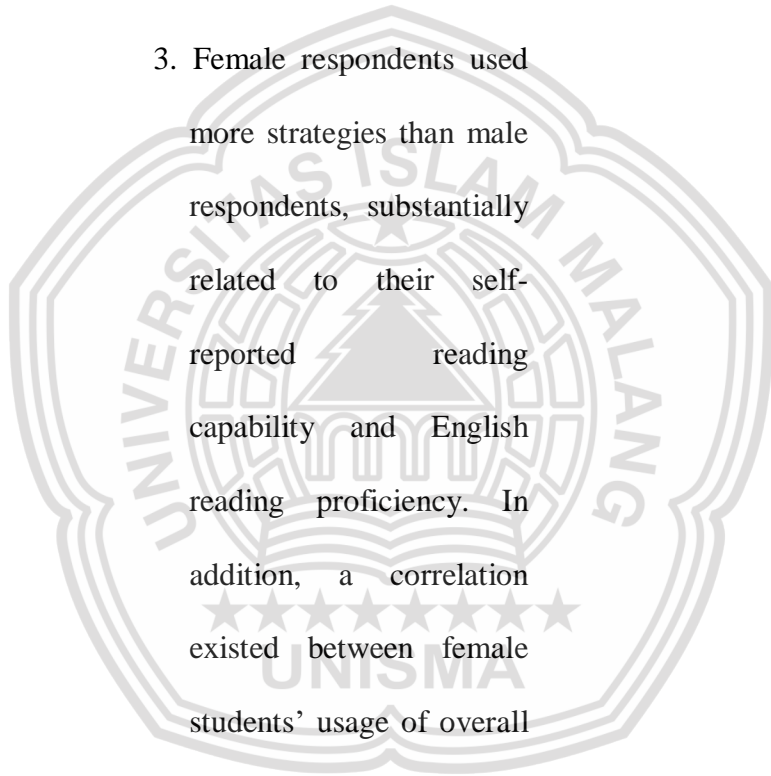
strategies, their online
self-reported reading
capabilities, and English
reading proficiency.

1.8 Definition of Key Terms
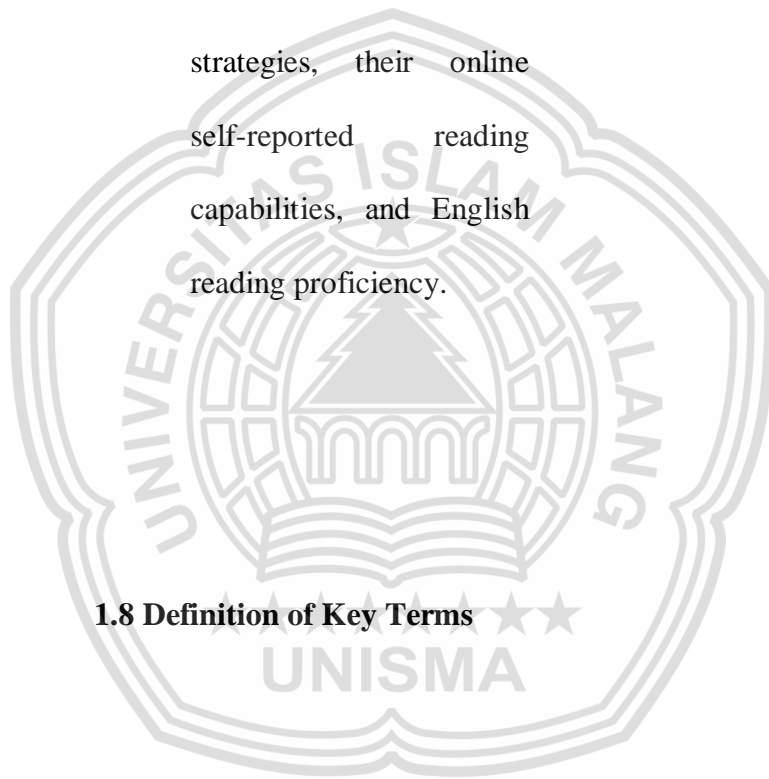
In defining key terms, the words include *gender, EFL students, metacognitive strategies, reading capability, self-reported reading capability, and English proficiency.*

1. Gender refers to the socially constructed roles, behaviors, expressions,

and identities of girls, women, boys, men, and gender-diverse people.

2. EFL students predominantly learn English as a foreign language within their own native country (or a country that is not a
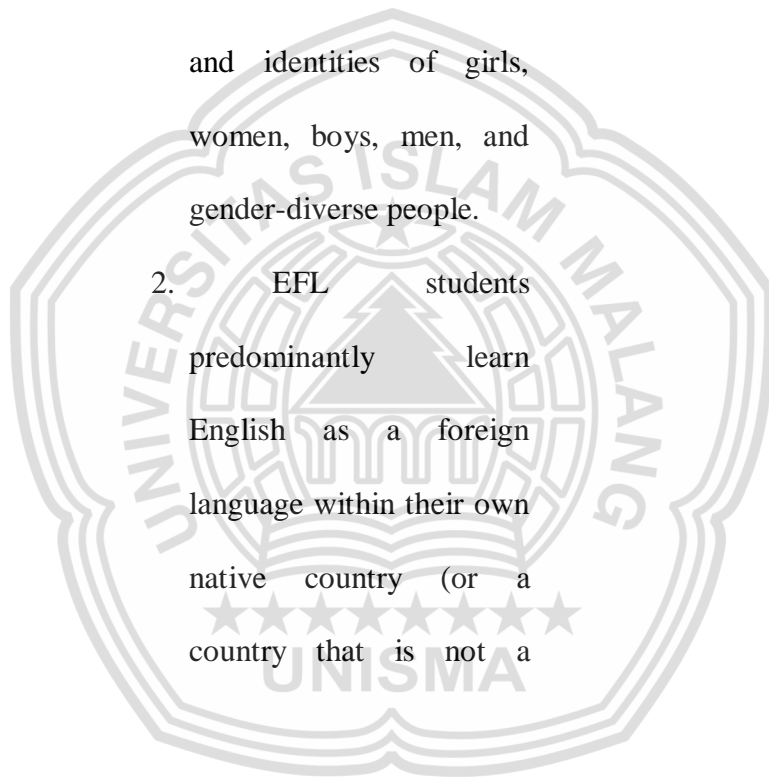
typical English-speaking country).

3. Metacognitive strategies are ways in which to teach people how to think about their thinking, which can be empowering and lead to problem-solving mindsets.
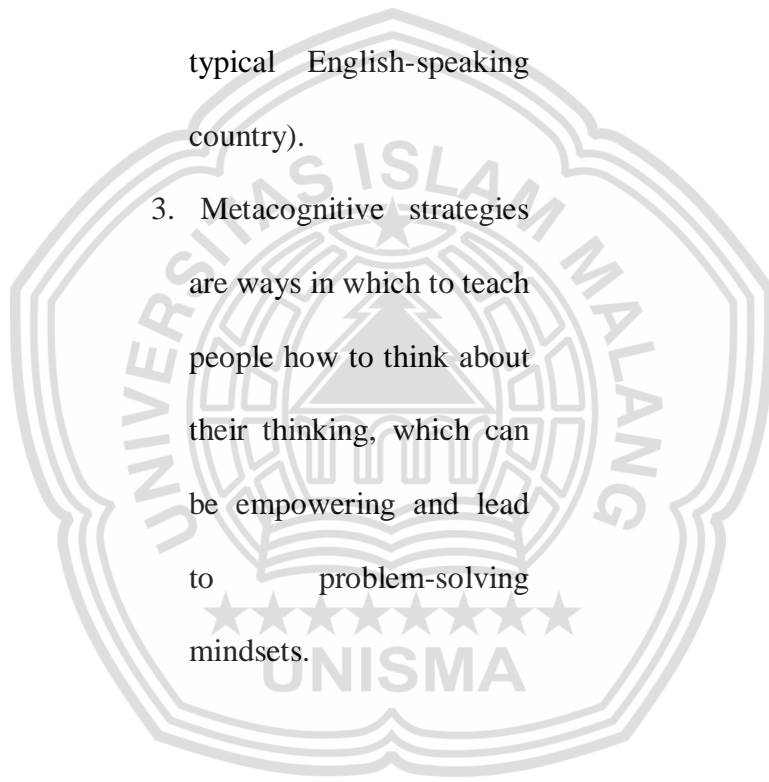
4. Reading capability is the ability to decode meaning from a text. The skills include phonics, word recognition, vocabulary, decoding, and fluency.

5. Self-reported reading capability is a type of questionnaire or poll in which respondents read
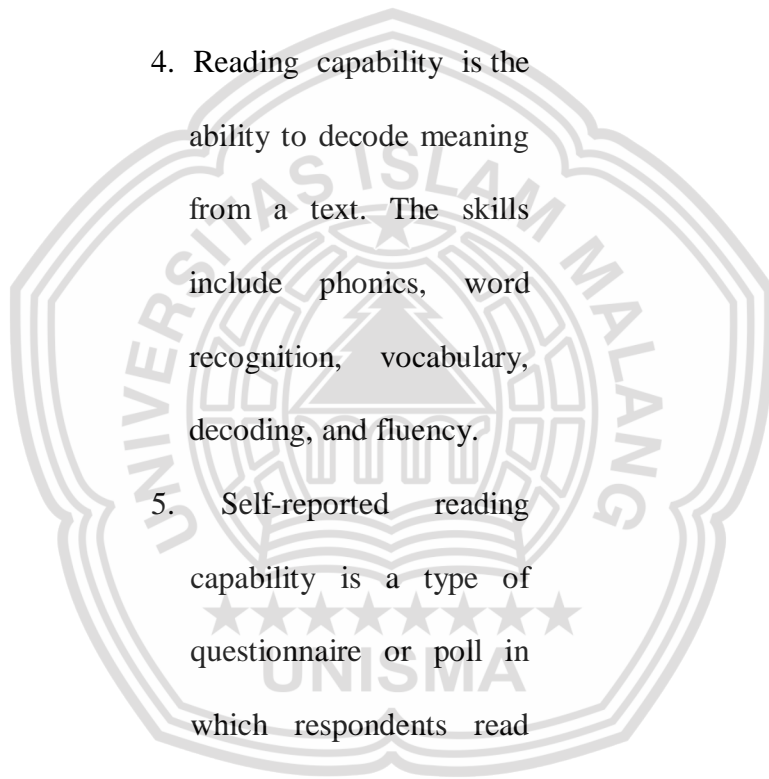
the question and select a response by themselves without any outside interference

6. English proficiency is a person's ability to handle English. They should be able to read, write, understand, and speak fluently.
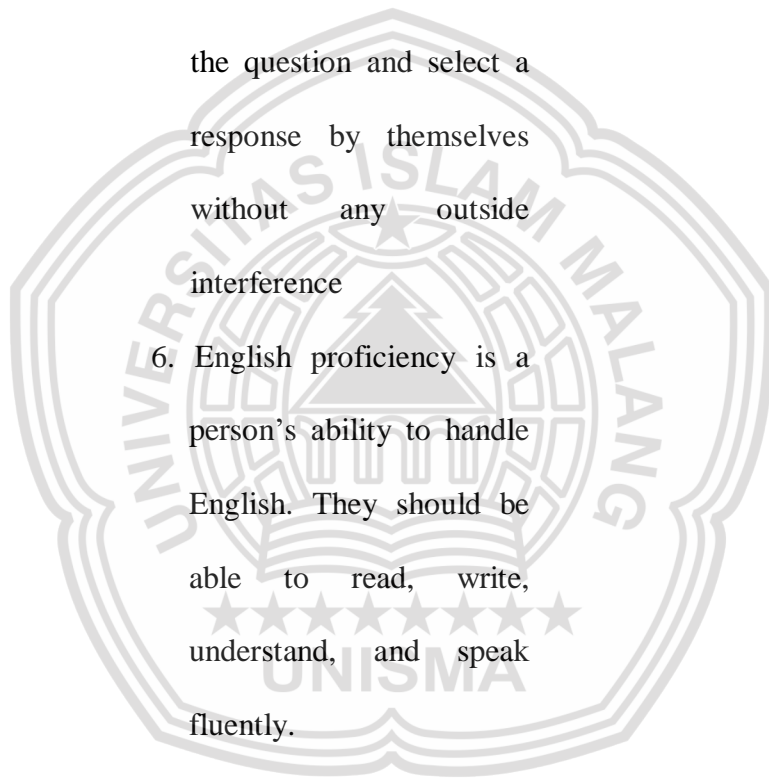
CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter contains the conclusion and suggestions regarding the research results discussed in the previous chapters.

6.1 Conclusion

The study examined whether there were significant differences between male and female Indonesian secondary students in metacognitive strategies, online self-reported reading capability, and English reading proficiency. The study found no significant difference between male and female students in global online reading strategies, problem-solving strategies, overall reading support strategies, or self-reported reading ability. The strategies used by female and male students were relatively similar, and there was no significant difference in English reading proficiency test scores between male and female students. The study also found that using global strategies in online reading significantly impacted online self-reported English reading capability for both male and female students. However, problem-solving and support strategies had no significant impact on self-reported reading capability for either male or female students. The study showed differences in the relationship between gender and online self-reported reading capability using various reading strategies. Overall strategy use among females affected online reading capability and English proficiency, while males only predicted online reading capability.

The finding contrasts with the study (Ahmad, 2015), which confirmed a significant difference between males and females in which females used more strategies and scored higher than males in all categories of reading strategies. Similarly, (Chen, 2015) also found that female students consistently outperformed male students in reading strategy awareness, which implied that female students might have a better capability in reading than male students.

6.2 Suggestion

6.2.1 Pedagogical Implications

Several pedagogical implications can be obtained.

6.2.1.1 For Teacher

1. Teachers or instructors must consider global reading strategies in improving online English language capability for both male and female students.

2. Teachers can guide students on how to use these strategies when reading academic materials in English online.

3. Teachers or instructors must create an inclusive and stimulating learning environment because males and females have no superiority in learning English as a Foreign Language (EFL).

4. Teachers should improve students' linguistic factors and internet usage to enhance their online reading capabilities and English proficiency.

6.2.1.2 For Student

1. Students can train themselves by using global strategies such as predicting the content of a passage before reading it or summarizing it after reading it.

2. Students should often practice using the strategies regularly to be effective in improving their English reading capability.

3. Students should set specific learning goals to improve their online English reading capability.

4. Students can actively participate in reading activities in and out of class and join reading groups or book clubs that allow them to discuss and exchange information about English texts.

5. Students can access online learning resources such as educational websites, English learning apps, or e-book platforms.

6.2.2 For the Future Researcher

Future researchers interested in taking topics similar to the current study more seriously find the other factors that affect online tests and take various English proficiency tests that may be introduced at a specific moment. Besides that, the number of participants can also be increased to collect more complex data.

3

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