



**THE COMPARISON OF METACOGNITIVE
READING STRATEGY USED BY HIGH AND LOW
ACHIEVER STUDENTS IN EFL CONTEXT**

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ABSTRACT

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As one of the receptive skills, reading is an important ability for students to master when learning English. It is important because reading skill is required for students to understand not only meaning but also the ideas from the written materials. Meanwhile to have good reading comprehension, students need to have good strategy. Strategy such metacognitive strategy is proved to have significant impact to students' reading comprehension. This research aims to compare the use of metacognitive reading strategy between low and high achiever EFL students in University of Islam Malang. Moreover, this research also investigates which types of metacognitive reading strategy are the most frequently used by high and low achiever students.

This research applied a quantitative approach in the form of a comparative research design. Overall populations were 102 students of Reading IV Course. The researcher proposed purposive sampling technique with 41 students were identified as high achiever students and 10 students were identified as low achiever students. The Reading IV final test scores data were obtained from the lecturers and data about the metacognitive reading strategy were obtained from MARSI questionnaire.

The research finding indicated that there was no significant difference in the use of metacognitive reading strategy by high and low achiever students. Moreover the research found out that Problem-Solving Strategies were used the most by high achiever students and Global Strategies proposed the most by low achiever students. In conclusion, though the finding did not indicate the differences of the use of metacognitive reading strategy between high and low achiever students, the researcher suggests this strategy as one of the variations of strategy that can be used during reading so that it can help students comprehend the reading materials better. The researcher also suggests future researchers to investigate another factor that maybe affecting the use of metacognitive reading strategy such as gender and prior knowledge of the students. Lastly, future researchers are recommended to add more subject and use fair number of participants between high achiever and low achiever students because this research samples are more likely to be biased because the difference are high.

CHAPTER I

INTRODUCTION

This chapter explains about topics related to the introduction of the study which including background of the study, research problems, objective of the study, significances of the study, scope and limitation of the study, also the definition of key terms used in this study.

1.1 Background of the Study

Reading comprehension is defined as the ability to use context and knowledge to derive meaning from the text being read, for instance, a grammatical competence, a knowledge of morphology, syntax, gaining meaning of context, using schemata and metacognitive knowledge, recognizing text structure, and predicting what will be discussed in the text (Hudson, 2007 as cited in Abdelaal & Sase, 2014). This skill is required for them in order to get good comprehension to a written material. But sometimes students are facing some problems when trying to comprehend the written materials. This is because when students are reading, they are not only demanded to understand the explicit meaning of the text but also to recognize the implicit meaning of the text. Having good strategy to have good reading comprehension is crucial for students to facing reading problems.

There are numbers of strategies that students can use to overcome their reading problems. One of the most recommended strategies for reading comprehension is metacognitive strategy that is actually impacting but not many

students realize is metacognitive strategy. Metacognitive is defined as knowledge of someone own thinking (Cambridge Dictionary, 2022). The theory about metacognition is introduced by John H. Flavell (1976), an American psychologist as a process of thinking what owns thinking that consisted both monitoring and regulation aspects.

Metacognitive strategy is considered important for students since this strategy has advantage in helping students. Students can enhance their reading comprehension by using metacognitive strategy. They will have better comprehension when using metacognitive strategy. This statement is supported by Ahmadi et al (2013) that stated students who utilize this strategy are having better reading comprehension than students that are not. Readers who use metacognitive reading strategy in their reading comprehension are more successful than other readers who do not utilize this reading strategy in comprehension process.

Many research proved that metacognitive strategy can enhance students' reading comprehension. A study conducted by Sutiyatno & Sukarno (2019) pointed out that if the students want to comprehend English books better, they should increase the understanding of metacognitive extensively. Some studies say that there are different uses of these metacognitive strategies in reading that used by low and high achiever students.

Previous study by Mokhtari & Reichard (2002) predicted that good readers are using use Global and ProblemSolving Strategies than unskilled reader. Skilled readers approach the reading assignment with a few common tendencies that are formed into specific responded based on the reading objectives and the type of text

being read (Pressley & Afflerbach, 1995 as cited in Mokhtari & Reichard, 2002). Because of that, the researcher intends to compare how the low and high achiever EFL used this metacognitive reading strategy to enhance their reading comprehension and to overcome their problems.

1.2 Research Problems

Based on the background above, the problems in this study are formulated as follows:

1. Is there any significant difference between high and low achiever students in using metacognitive reading strategy?
2. What is the most frequently used metacognitive reading strategy by high achiever students?
3. What is the most frequently used metacognitive reading strategy by low achiever students?

1.3 Objectives of the Research

This study aims to describe:

1. The significant difference between high and low achiever EFL in using metacognitive reading strategy.
2. The most frequently used metacognitive reading strategy by high achiever students.
3. The most frequently used metacognitive reading strategy by low achiever students.

1.4 Hypothesis

The researcher formulates hypotheses in this study as follows:

1. Alternative Hypothesis (H_a)

- a. There is significant difference in using metacognitive reading strategy between high and low achiever students.
- b. The most frequently used metacognitive reading strategy by high achiever students is Problem-Solving Strategy.
- c. The most frequently used metacognitive reading strategy by low achiever students is Global Strategy.

2. Null Hypothesis (H_0)

There is no significant difference in using metacognitive reading strategy types between high achiever and low achiever students.

1.5 Assumption

The researcher assumes that between high and low achievers students have the different frequency of the use of metacognitive strategy for reading comprehension. The high achiever students are assumed to use metacognitive reading strategy more frequently than low achievers students.

1.6 Significance of the Research

1.6.1 Theoretically

For researcher who also conducted research with same topic, this study can add more literature about the use of metacognitive strategy and how this strategy underlying students' achievement.

1.6.2 Practically

This study is expected to give references for English educator in general about the impact of these metacognitive strategies to students' reading comprehension after knowing how each metacognitive strategy used by low and high achiever has different impact. In addition, for English learners, the result of this study can give an insight about the benefit of using metacognitive strategy in reading so that the students can learn reading efficiently.

1.7 Scope and Delimitation of the Research

The research is focused on the comparison between low and high achiever students in fourth semester of English Education Department of UNISMA. The researcher is also only focused on the comparison of the strategy in reading skill of the students.

There is limitation in this study that should be considered. Since the data used in this study were collected online, the researcher cannot assist the participants when they were filling out the questionnaire. This may affect the results of the questionnaire.

1.8 Definition of the Key Terms

Here are the definitions of key terms in this study. The definitions are given to get the same understanding and perception about terms used in this study.

- 1) Metacognitive reading strategy

Metacognitive reading strategy in this study is a strategy about how students thinking consciously about their comprehension when reading. Metacognitive reading strategy activity can include activity like planning before reading, monitoring during reading and evaluating after reading. The strategies used by each student are seen from the result of MARSI questionnaire.

2) High achiever

Students in the fourth semester of English Education Department of UNISMA who achieve score above 79 according to their final reading score, are considered as high achiever in this study.

3) Low achiever

Low achiever in this study refers to students in fourth semester of English Education Department of UNISMA who achieving score below 65 according to their final score of their reading course.

4) Reading Comprehension

In this study, reading comprehension is refers to the capability of students in processing and understanding the reading materials. The reading comprehension of the students is perceived from their score of final test of Reading 4 Course.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter the researcher presents the conclusion and some suggestions for lecturer and future researchers about the use of metacognitive reading strategy between high achiever and low achiever students.

5.1 Conclusions

Based on the results of the research about the use of metacognitive reading strategy by high achiever and low achiever students, the researcher concludes that high achiever and low achiever students have no difference in the use of metacognitive reading strategy. It means both group of students used same strategy in reading. Moreover, based on the means of MARSII both high achiever and low achiever students use the metacognitive reading strategy in medium-high frequency. Then another finding indicates that high achiever students tend to use Problem-Solving Strategy the most while low achiever students use Global Strategy. It can be concluded that metacognitive reading strategy did not underlay students' achievement. Other internal and external factors can be the reason that influencing students' reading achievement. Although metacognitive reading strategy did not play significant role in students' achievement, this strategy can be used to help students to have better reading comprehension since some previous studies indicate contrary.

5.2 Suggestions

1. Educators

Although the result of this study did not indicate a significant different of the use of metacognitive reading strategy between high and low achiever, the researcher suggests the educators to consider this metacognitive reading strategy as a strategy to help students develop better reading comprehension not as a standard to measure students' reading comprehension. Thus, educators can help the students to be aware with their metacognitive reading.

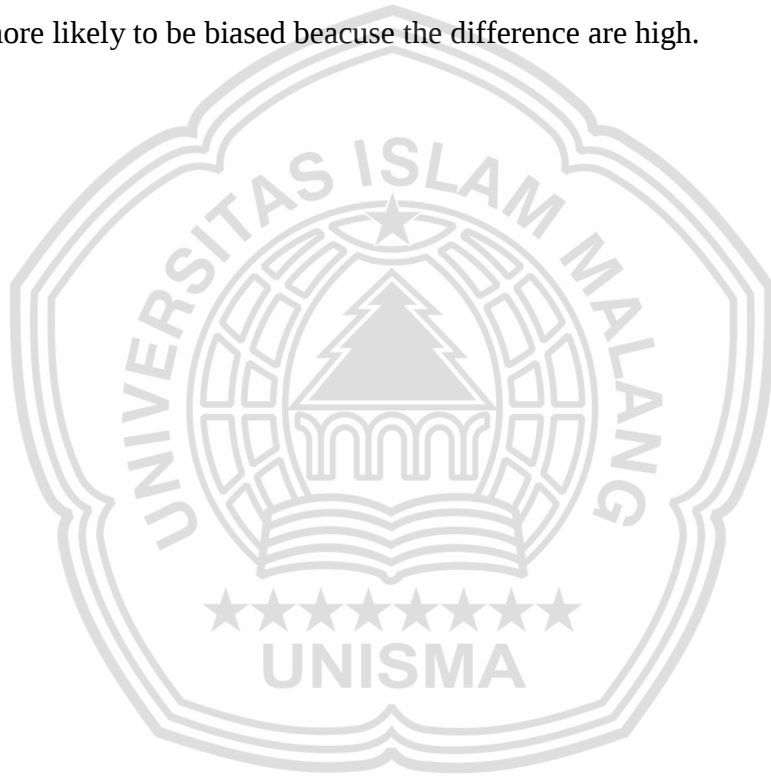
2. Students

Furthermore, though there was a finding that metacognitive reading strategy did not affect reading comprehension, it is better for students to be aware with their metacognitive reading strategy since this can help students to comprehend the reading material better. The researcher recommends students to apply more of this metacognitive reading strategy to help students develop better reading comprehension

3. Future Researchers

There are some recommendations for future researcher based on the findings in this research. Firstly, due to the limitation of this research, future researcher can consider to collect data directly so that researcher can assist the participants when

they are completing the questionnaire which may affect the results of the research. Second, since this research only focusing on the high and low achiever students, hopefully future researcher can investigate another aspect such as prior knowledge of the students and gender that may affecting the use of metacognitive reading strategy. Lastly, future researchers are recommended to add more subject and use fair number between high achiever and low achiever because this research samples are more likely to be biased because the difference are high.



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