EXPLORING EFL STUDENT'S METACOGNITIVE STRATEGIES IN ENGLISH READING COMPREHENSION

THESIS

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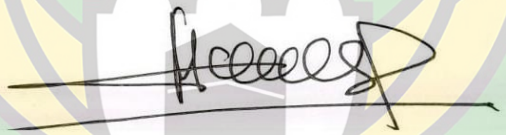

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SURAT PERNYATAAN KEASLIAN

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Exploring EFL Student's Metacognitive Strategies in English Reading Comprehension

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 18 Maret 2025

Saya yang membuat surat pernyataan

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ABSTRACT

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Reading comprehension is a fundamental skill for English as a Foreign Language (EFL) students, yet many students face challenges in fully understanding texts due to the lack of effective strategies. This study aims to explore the use of metacognitive strategies in reading comprehension among EFL students at UIN Ar-Raniry. Using a quantitative research method, data were collected through the Metacognitive Awareness of Reading Strategies Inventory (MARSI) questionnaire. The findings indicate that students frequently use metacognitive strategies such as planning, monitoring, and evaluating during the reading process. However, the level of strategy usage varies among individuals, influencing their reading comprehension outcomes. This study concludes that metacognitive strategies play a crucial role in enhancing reading comprehension and recommends that educators provide explicit training on these strategies to optimize students' learning outcomes. Future research could focus on expanding the sample size or exploring the impact of metacognitive strategies on other language skills.

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CHAPTER I

INTRODUCTION

A. Background of Study

During the reading process, many students struggle to absorb and comprehend the content. Reading comprehension is a complex process, and students are frequently unable to generate meaning from written material. It happens because during the reading process, students must recognize the material or information that the author has carefully communicated. For instance, when reading comprehension, students must not only understand the meaning of each word in the text, but also construct it into meaningful material. When students are unable to generate meaning and comprehend the material, it may be argued that their reading attempt is meaningless. Reading comprehension is defined as the ability to derive meaning from thetext being read, which includes grammatical competence, knowledge of morphology and syntax, gaining context meaning, using schemata and metacognitive knowledge, recognizing text structure, and predicting what will be discussed in the text (Sase, 2014). It is essential to learn and understand what is read to achieve success in academics.

Furthermore, reading comprehension is an interactive activity between readers and contexts (Rumelhart, 1981). During this interaction between students and contexts, students use different experiences and knowledge that include language skills, cognitive information, and world knowledge.

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In reading comprehension process, readers should utilize several of conscious and unconscious strategies to solve their problem in order to construct meaning from written messages (Ahmadi et al., 2012). According to Grabe and Stoller (2002), the strategic reader is aware of the effectiveness of his or her comprehension with regard to reading goals and applying sets of appropriate strategies to enhance comprehension of difficult texts.

To cope with their reading difficulties, students have to use specific strategies. There are numerous reading strategies; among these strategies, metacognitive strategies are regarded as the most important in the development of learners' skills. Abdullah (2010) emphasized that learners who do not use metacognitive approaches lack direction or the ability to monitor their progress, accomplishments, and future learning paths. Experiences and knowledge that include language abilities, cognitive information, and world understanding.

The use of metacognitive strategies in the reading process has been generally supported as a valuable aid for its cognitive, social and linguistic benefits. Many studies have addressed the positive effects of utilizing metacognitive strategies in the reading process comprehension (Alshammari, 2015). They illustrate the positive relationship between the metacognitive strategies and reading. Research on metacognition and reading has shown that when the learners faced difficulties in reading comprehension, they tended to use some metacognitive strategies to cope with these difficulties (Zhang & Seepho, 2013).

Othman et al. (2014) state that metacognitive strategy is applied and taughtto students to enhance the understanding of a text. The application of the metacognitive strategy during reading and comprehension lessons is also believed to help students to think methodically in all three levels of reading processes, namely before reading, during reading and after reading (Yuko, 2011). According to El-Koumy (2013), the metacognitive strategy gets attention of language teachers and researchers through out the world due to three things, namely (i) metacognitive knowledge can help the students to be a good thinker; (ii) by integrating metacognitive knowledge in language learning, it will be able to increase students' skills in controlling their own learning, and (iii) metacognitive awareness is a significant basis for a more effective language learning. Therefore, the application of the metacognitive strategy should be given necessary consideration.

In general, metacognitive strategy overrides learners' ability to be mindful and manage their approach (Zarei et al., 2012). It will assist students in knowing and understanding what they can expect during the reading process, as well as howthey should read. Using this method, students will be able to create their knowledge and understand the objective of the text.

Indeed, when students learn English, they learn all four skills; writing, reading, speaking and listening. In case of Department of English LanguageEducation, reading comprehension is stipulated as one of the core subjects that mustbe fulfilled by all of the students. Unfortunately, most students take that course as the compulsory subject only. In other words, they

neglect the strategy that may help them to get better understanding and achievement. That is why they only study about reading to get a good result only, regardless any good strategy they applied.

The ability to read in English is one of the most important skills for studentsmajoring in English, especially at UIN Ar-Raniry in addition to text comprehension, the reading process needs the implementation of metacognitive strategies to assist students in comprehending and evaluating the information presented in the text.

This study focuses on exploring how students in UIN Ar-Raniry's English department use metacognitive strategies in improving their reading comprehension.

B. Research Question

Based on the background above, the writer wants to state the problem: To what extent do EFL students at UIN Ar-Raniry utilize Metacognitive Strategies during Reading Comprehension ?

C. The Aim of Study

The aim of study is:

To examine the use of metacognitive reading strategies of EFL students in UIN Ar – Raniry.

D. Significance of The Study

Theoretically, the results of this study can serve as a resource for English instructors interested in investigating the impact of metacognitive strategies on reading comprehension. This study could also serve as a resource for writers working on a similar topic or theme, there by enriching knowledge in the metacognitive approach literature. Practically, this research can assist teachers have a better understanding of English strategy, particularly in terms boosting students' reading comprehension skills. Furthermore, the results of this study could assist students comprehend the function of metacognitive strategies in the reading comprehension process.

E. Research Terminology

Terminology is an explanation of the keywords of this study and aims to avoid misunderstandings. The following terms will describe as follows:

1. Metacognitive Strategy

Metacognition is the awareness of one's own knowledge, as well as the ability to analyze, control, and alter cognitive processes. In general, metacognitive methods dominate the learner's ability to be cognizant and manage his or her approaches (Zarei et al., 2012). As mentioned in (Zarei et al., 2012), noted that metacognitive methods include: (1) selective or directed attention: focusing on certain components of the learning task and

planning to discover essential words orphrases. (2) Planning: preparing in advance for the structure of written or spoken discourse. (3) Monitoring: evaluating and focusing on a task, comprehending information that should be remembered, or producing while it is happening. (4) Evaluating: testing comprehension after completing a receptive language task, or assessing language production after it has occurred.

In this study, metacognitive strategy refers to the conscious and unconscious reading strategies that students adopt to help them cope with their problems duringthe reading process. For instance, before reading, students will consider their aim, utilize past knowledge to help them understand the material, preview the text, analyze and evaluate the information, and infer the meaning of unknown words or phrases. The writer will assess students' metacognitive strategies using the MARSI (Metacognitive Awareness of Reading Strategies Inventory) questionnaire that was developed by Mokhtari and Reichard (2002).

2. Reading Comprehension

Reading comprehension is a series of processes carried out by readers to find information and understand the information contained in a reading text. Related to the problem, the students of the English education department should have a good ability to comprehend the reading text. It can be achieved by implementing the appropriate strategy.

Reading comprehension is the active activities more than just

understand the text but can identify the word and connecting prior information with new knowledge. A good reader can understand what they are reading its mean they have good comprehension. Reading comprehension is essential for successful functioning in learning. In virtually all instances, the goal of reading is to identify the meaning or message of the text at hand (Kendeou & O'Brien, 2015). There are some indicators in assing reading such as: finding details, finding main idea, drawing conclusion, detecting the purpose of the text, making prediction, and making judgement. Aebersold and Field (1997), explained that becoming better readers, students need to become aware of how they are reading and what they could do to improve comprehension.

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