METACOGNITIVE READING STRATEGIES
OF FIRST YEAR STUDENTS

THESIS
Submitted in Partial Fulfillment
of the Requirements for the Degree of
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INTRODUCTION

Reading is a process where readers need to produce meaning out from a text. It cannot be denied that reading plays a role as one of the most important skills in improving students' language learning. The skill in getting the information on the text is the key success for the reader who has a good ability in reading comprehension. In ensuring the comprehension, a good reader should be able to relate the text with his/her own life, summarize the information, make a conclusion, and able to ask questions related to the text efficiently (Keer & Verhaeghe, 2005). Karbalei (2010) points out that in comprehending a reading text, readers should have an ability to connect their background knowledge with their linguistic knowledge.

Readers need to develop their reading strategies in order to achieve their reading comprehension. According to Chamot & O’Malley (1990), reading strategy is a term that concerns with activities, method, and process for developing the students’ reading comprehension. Harvey and Goudvis (2000) also stated that to improve the students’ reading comprehension, they expect to know what kind of strategies should be used, when and how to use them. Actually, there are many kinds of strategies in reading. One of them is Metacognitive reading strategy. According to Hudson (2007), this strategy is considered as higher-order executive skills which consist of planning, monitoring, and evaluating a reading process. This strategy can help the readers in organizing their learning process and achieve successes in their language learning.
However, while reading a text students tend to be confronted with reading problems of reading comprehension which becomes the major obstacles to students in L2/EFL context. As stated by Chen (2017), students’ problem with reading is usually about their inability in getting the main idea, have limited vocabulary yet read quickly, and produce incorrect summaries. It can be assumed that those students are not strategic readers. They may not know how to develop their reading strategy.

This study addressed the following research question; “what kind of metacognitive reading strategies are used by first year students of English Language Education Program of Faculty of Language and Arts in Satya Wacana Christian University?” The first year students of this program are expected to read efficiently since they need to read a large number of English academic texts. Their reading skills are considered essential for their future. As they move from high school to university environment, first year students face many challenges (Francis & Simpson, 2009). It can be stated that university level in reading is very different from high school reading. However, in order to be a good reader, they should struggle to adjust to the university levels in reading by using metacognitive reading strategies. Sheoray & Mokhtari (2001) stated that readers need to increase their metacognitive reading strategies to make them become active, creative and responsive readers. Thus, this study aimed to investigate what kind of metacognitive reading strategies were applied by first-year students.
This study might lead the students and the teachers to be aware of metacognitive reading strategy. The awareness of this strategy is useful for the students in reading comprehension. Teachers can also teach and motivate the students to use this strategy.

LITERATURE REVIEW
Reading Comprehension

Comprehension is the main purpose of reading. There are three important aspects in reading comprehension such as the reader, the reading text, and the reading context (Zeynali, Zeynali, and Mothlagh, 2015). According to Duke (2003) as cited in Gilakjani (2016), comprehension is an action to produce meaning from reading passage using the combination of obtainable information, readers’ previous knowledge and experience, and their opinion. Ahmadi (2016) and Fox (2008) points out that readers’ background knowledge is activated to get the comprehension. Reading comprehension means the level of understanding in getting the message from reading texts.

Reading comprehension skills are needed in order to read, to conceptualize it and allow us to learn efficiently. Basically, these skills are based on the reading developments which consist of spoken reading and its reading fluency. Based on Grabe (1997) as cited from Feng & Chen (2016), reading comprehension is seen as a process of reconstructing the message from reading passage into understandable spoken form. This skill is very valuable for most language learners, surely for EFL learners.
However, in reading comprehension, learners tend to find problem about understanding the reading context. They read the text with limited language abilities, besides, the reading text has complicated language. According to Perfetti, Marroni, & Foltz (1996), there are some factors of readers’ difficulties in reading comprehension, such as limited vocabulary, the lack of adequate prior knowledge and syntactic knowledge, the lack of reading interest, unsuccessful in remembering, short attention span, low in semantic knowledge and language competence and the last one is non-strategic reader. Thus, without developing this reading skill, students must focus on decoding reading passages continuously; instead of acquiring the reading’s understanding.

**Reading Strategies**

To enhancing comprehension, readers need to develop their reading strategies. According to Park (2010), reading strategies is defined as proficiency, activity, and process that readers need to improve their comprehension through reading passage. Garner (1987) defines reading strategy as a careful process attempt by active reader, useful to correct cognitive errors and help reading comprehension. Reading strategies has an important function in text comprehension. Students who are prepared with effective reading strategies are able to comprehend the text correctly and appropriately. Therefore, a good reader is defined as a strategic reader. They must know how to approach the text. Reading strategies encompass the reader’s perception toward the reading task he has read, how he understands the reading text and what to do when found a difficulty in reading the text. It can be predicted that most readers will face many problems if they ignore the using of
strategies in reading, since strategy use can help them to improve reading comprehension. Therefore, it is important to introduce the benefit of reading strategies in reading lesson. Chamot and O’Malley (1990) categorized reading strategies as metacognitive, cognitive, and social/affective.

1. **Metacognitive reading strategies**

Metacognitive strategies are defined as executive skills to receive the success of reading task which implicates planning, monitoring or evaluating. The classification are applicable to almost every type of learning tasks, such as, planning, arranging, evaluating, organizing, managing, setting goals and target, and regulating or self-directing. These strategies facilitate a learner to arrange his own language learning successfully. Metacognitive strategies are directed attention, self-evaluation, self-management and self-monitoring.

2. **Cognitive reading strategies**

Cognitive strategies concern with the process used in learning which needs direct analysis, modification, or synthesis of learning materials. These strategies help a student to interpret and create the new language by repeating, summarizing, predicting, analyzing, note taking, reasoning deductively, using context clues, and practicing with unknown vocabulary and sentence structure of the target language. However, this strategy is different from metacognitive strategies which applicable to all types of learning task. They only connected to specific learning task.
3. **Social/affective strategies**

Social/affective strategies are related to social activity such as interaction with other people. Asking for clarification and cooperation are the principal of these strategies. They can be applied to broad range of task.

**Classification of Metacognitive Reading Strategy**

Metacognitive strategies in reading refer to strategies designed to improve readers’ reading comprehension, enhance their understanding of awareness and control, and also to evaluate their comprehension achievement (Zhang & Sheepho, 2013). Many studies (Nash-Ditzel 2010; Nejad & Shahrebabaki 2015; Huang & Newbern 2012) have revealed the positive effects of metacognitive reading strategies to the readers’ comprehension in reading. According to Wen (2003) as cited from Zhang & Sheepho (2013) students in reading tend to use some metacognitive strategies when they faced reading difficulties in reading comprehension. Moreover, the use of metacognitive strategies is really important to develop students reading comprehension.

Chamot and O’Malley (1990) have classified the metacognitive strategy in the following clusters of metacognition:

1. **Planning strategies**

Planning strategies is employed before reading. It will activate the readers’ background knowledge, thus they can get prepared for reading (Israel, 2007). The readers may also grasp the overview of the text by previewing a title, illustrations, pictures, heading or sub heading and the text structure (Almasi,
2003). Furthermore, planning is the thinking process to achieve the desired goal in organized way. There are four categories of these strategies which are Advance Organizer, Organizational Planning, Selective Attention and Self-Management.

2. Monitoring strategies

Monitoring strategies is applied during reading. These strategies include self questioning, looking for the key information, summarizing, vocabulary knowledge, checking understanding and find out the important parts of the text (Israel, 2007; Pressley, 2002). Thus, monitoring means the individual awareness of the text performance and their comprehension in reading. Monitoring strategies consists of two classifications, which are Comprehension Monitoring, and Production Monitoring.

3. Evaluating strategies

Evaluating strategies occurs after reading a text. These strategies reflect the conclusion of the individual’s reading. Reflecting on what readers have just read is one of the examples of evaluating strategies (Israel, 2007). There are three categories in evaluating strategies, which are Self-assessment, Self-evaluation, and Self-reflection.

All in all, there are three classifications of metacognitive reading strategies consist of planning, monitoring, and evaluating strategies. Each of the strategies also has variety of sub categories.
**Previous Studies**

There have been some relevant studies about metacognitive reading strategies. The study from Nash-Ditzel (2010) revealed that through metacognitive reading strategies students increased their reading comprehension. They conducted a developmental reading class for 10 weeks. The participants of this study were taught a variety of metacognitive reading strategies. In the end, the participants were examined through observation; pre and post think-aloud protocols, interviewed and also analyzed the documents. They found the students improved their reading comprehension after joining the class. Nejad & Shahrebabaki (2015) also found a significant positive relationship between the students’ metacognitive reading strategy and their performance in reading comprehension. The students received instruction of metacognitive strategies in five sessions and the result of the tests show that metacognitive reading strategies improved the students’ reading comprehension. Another finding is from Huang and Newbern (2012) who found the metacognitive reading strategy can improve the students reading comprehension. They conducted an experimental group which received explicit metacognitive reading instruction for four months. The participants of this experimental group learned metacognitive reading strategies such as how to determine the key information, use background knowledge, preview the text, etc.

At the end of the study, they compared the experimental group with the control group which did not get metacognitive reading strategies instruction. Through pre and post test, they found that the experimental group had a better result in reading compared to the control group.
THE STUDY
Method of the study
This is a descriptive study aimed to investigate what kind of metacognitive reading strategies were applied by first year students. This study examined the research question, “What kind of metacognitive reading strategies are used by first year students of English Language Education Program of FLA UKSW?”

Context of the study
This study took place in English Language Education (ELE) Program of Faculty of Language and Arts (FLA) of Satya Wacana Christian University (SWCU). The location was in Salatiga, Central Java, Indonesia. Students from ELE Program were required to take Extensive Reading, Critical Reading, Argumentative Writing, Academic Writing and other courses that required students to read reading texts. Students were expected to read various kinds of reading text such as course materials, stories, novels, newspapers, journal articles etc. Moreover, through the reading activities, the students are expected to be able to understand texts.

Participants
The participants of this study were fifty students of ELE Program. They were the first year students (batch 2017). The number of these participants was considered enough to represent the total students from batch 2017 in order to get enough data. This study used random sampling technique as the way to choose the participants. Every first year student of ELE Program had an equal chance of being selected. Table 1 below shows the demographic information of the participants:
Table 1. Demographic information of the participants

<table>
<thead>
<tr>
<th>Gender</th>
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<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
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<tr>
<td>Male</td>
<td></td>
<td>0</td>
<td>5</td>
<td>3</td>
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</tr>
</tbody>
</table>

As we can see in Table 1, the participants of this study were 9 male and 41 female students with different age groups. Besides that, the demographic information also shows that 4 participants have learned English since pre-school and 27 participants have learned English since kindergarten. There were also 17 participants who started learning English since Elementary and only 2 participants learned English when entered Junior High school.

Data Collection Instruments

This study used one instrument to gather the data: a Metacognitive Strategy Questionnaire (MSQ). The MSQ was adapted from Zhang and Seepho (2013) which interpreted Chamot and O’Malleys’ classification of metacognitive strategy in a systematic way. The MSQ measured three main categories of metacognitive strategies which are planning, monitoring and evaluating followed by nine sub-categories that the students employed in reading tasks. From 40 items, I took only 25 items that the participants probably apply in their reading process. Each participant responded to questionnaire by selecting ‘never’, ‘rarely’, ‘frequently’, or ‘always’ options. The first part of the questionnaire elicited the aim of the study and demographic information of the participants, including gender, age, student number, and when they started to learn English.
Data Collection Procedures
Fifty first-year students of ELE Program were selected as the participants. The MSQ was distributed and the participants were asked to complete this study by filling out the questionnaire. Next, the data of MSQ was analyzed to find out the metacognitive reading strategies of the participants.

Data Analysis Procedures
The result from MSQ was read carefully and was copied into Microsoft Excel. Then, the data was divided based on Chamot and O’Malley’s (1990) classifications to find out what kind of metacognitive reading strategies were used by first year students. After that, the data was classified to similar themes. Finally, the data was interpreted according to Chamot and O’Malley’s (1990) classifications to obtain more in-depth analysis about the metacognitive reading strategy used of first year students.

FINDINGS AND DISCUSSION
The display of findings and discussion was inspired by Ratri (2016) which demonstrated Chamot and O’Malleys’ classification of metacognitive strategy in the Investigation of Metacognitive Reading Strategy in Academic Writing Class.

Planning (Pre-reading strategies)
In metacognitive strategy, planning refers to strategy applied before the main reading. This strategy is divided into four categories strategies which are Advance Organizer, Organizational Planning, Selective Attention and Self Management.

First, Advance Organizer is a strategy used to arrange the nature of the reading task and determine the reading goals (Chamot & O’Malley 1990). Figure 1
demonstrates participants’ responses to two statements regarded as Advance Organizer strategies (statement 1 and statement 2).

Figure 1. Advance Organizer

As shown in figure 1, 88% of the participants had a positive response by choosing frequently and always option to the first statement “I use my background knowledge to get general idea”. As readers, activating background knowledge is usually done naturally because readers always relate what they are reading with something they know (Alfaki & Siddiek, 2013). McNeil (2010) also stated that background knowledge has many benefits in reading comprehension. Background knowledge helps the readers get ready to read and be open to new information. Thus, background knowledge is really helpful for the readers to comprehend and to get the general idea of the text.

Figure 1 also reveals that 80% participants responded positively toward statement 2 which stated “I tried to predict the content of the text from title”.

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Prediction strategy is usually applied by effective readers. It involves readers’ thinking about what will happen next in the text.

The second category of Planning Strategy is Organizational Planning. In this category, the participants are considered able to plan the strategy for helping them in completing the reading tasks (Zhang & Shepho, 2013). Figure 2 shows the participants’ responses toward the strategy by responding the two statements (statement 3 and statement 4).

Figure 2. Organizational Planning

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<table>
<thead>
<tr>
<th>Statement</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>I could come up with list of reading strategies I would probably use</td>
<td>48%</td>
</tr>
<tr>
<td>I read the text quickly first and focus on what I will read</td>
<td>48%</td>
</tr>
<tr>
<td></td>
<td>48%</td>
</tr>
<tr>
<td></td>
<td>48%</td>
</tr>
<tr>
<td></td>
<td>48%</td>
</tr>
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More than a half of the participants, 66% responded positively toward the statement “I could come up with list of reading strategies I would probably use”. Besides that, the 4th statement “I read the text quickly first and focus on what I will read” got 76% of positive responses. According to the result of the category, the participants were aware of Organizational Planning strategy.

The third category of Planning Strategy is Selective Attention. This category focuses on a specific task by sequencing the reading strategies to complete the task
(Chamot & O’Malley’s, 1990). Figure 3 demonstrates participants’ responses on Selective Attention strategy by selecting the answers for statements number 5 and 6.

Figure 3. Selective Attention

The majority of the participants 84% chose “frequently” and “always” for statement number 5 “I determined the major points I would pay attention to”. Unlike the result of statement 5, as much as 50% of the participants responded “rarely” to statement “I recalled my weak points in reading comprehension and tried to comprehend when reading began”, there were also 4% of the participants never use selective attention strategy.

The last category of Planning Strategy is Self Management. According to Chamot & O’Malley (1990), Self Management is a strategy used by applying and adjusting reading strategies which is appropriate and relevant to the specific task for achieving goals. The finding of the Self Management strategy can be seen in figure 4.
The result shows that there were 48% participants who rarely used the strategy conveyed in statement 7 “I planned before I read because I think it was helpful”. The result also showed that 8% participants never used this strategy. Planning before reading allows readers to imagine the information in reading text before approaching the text. However, the participants in this study rarely used this strategy. It seemed that they did not think if this strategy as being significant to their reading.

**Monitoring (Whilst-reading strategy)**

Monitoring is a strategy used in the process of reading activity. The strategies included in this classification are Comprehension Monitoring and Production Monitoring. According to Chamot & O’Malley (1990), Comprehension Monitoring is used by the participants to check and try to understand the content of the task during reading activity. Figure 5 shows the participants’ responses about the Comprehension Monitoring strategies they used based on the 8 statements items (statement 8 – statement 15).
Most of the statements in figure 5 had positive responses. Out of the 8 statements, there are 3 strategies which the participants frequently and always used. Those are statement 8 “I first read the general ideas of the text,” statement 9 “I paid selective attention to the information predicted and required in the task,” and statement 11 “I could find ways to overcome the problems when I got stuck with difficult vocabulary”. According to McShane (2005), as stated in Laraba (2012), readers learn how to identify specific problems and solve the comprehension
problems through comprehension monitoring strategy. The participants in this study were required to be at least aware of their level of understanding.

However, there was one statement that got least positive responses “I translated sentence by sentence while reading”. 58% participants reported rarely and 10% participants never translated sentence by sentence while reading. This finding has different result compared to Xianming (2007) research which found that participants of her research frequently used translation from English into their L1 while reading in order to understand the text. According to Liao (2006), most proficient readers used less translation because it may disturb their English comprehension. It seemed that the participants of this study rarely applied translation because it could take a lot of time. Although the participants use translation strategy differently as their proficiency, the use of translation or L1 would be helpful in developing participants’ reading efficiency.

The second category of monitoring is Production Monitoring. This strategy focuses on checking readers’ reading strategies whether it can solve their comprehension problem or not and adopting alternatives when their strategy is not working. Below is the figure showing the responses of Production Monitoring strategy used (statement 16 and statement 17).
The 16th statement “I considered whether I understood the beginning and the ending of the text correctly” had 80% positive responses. This indicates that while reading the participants always checked their understanding of the reading text. Figure 6 also shows that 78% of the participants reported using this strategy “I could choose appropriate reading strategies to solve my immediate reading problems”.

Evaluating (Post-reading strategy)

Evaluating strategies reflects the conclusion of reading activity. There are three categories in evaluating strategies. The first category is Self-assessment that focuses on making assessment of individual’s success in reading goal. Figure 6 below demonstrates the responses of Self-assessment strategy (statement 18, 19 and statement 20).
The 18th statement, “I checked to see if my reading strategies were helpful for the text comprehension” had 70% positive responses. Similar with the previous statement, statement 19, “I enjoyed discussing with my classmates for the difficult points and exchanging the reading experience” had 76% positive responses from the participants. It indicates that the participants preferred to have a discussion with their friends than checked the difficult points by themselves. However, the result of statement 20 was not satisfying. 62% of the participants rarely even never used their own reading plan to judge how well they read. Many of the participants did not seem to be aware of this strategy.

The second category of Evaluating Strategy is Self Evaluation. The target of this strategy is to evaluate the readers’ reading performance and their reading strategy. The figure 7 presents the result of Self Evaluation strategy through statements 21 and 22.
Statement number 20, “I referred to the reading goal to evaluate if I achieve it” had positive result. 52% of the participants frequently used and 16% always used this strategy. Similarly, 70% of the participants also gave positive responses toward this statement, “I set higher reading goal such as comprehension level for next time based on what worked best this time and what I think I should keep or change”. According to Nejad and Sharebabaki (2015) the main goal of self evaluation was to provide readers with opportunities to evaluate their own success using the strategies. The participants of this study had implemented the usefulness of Self Evaluation strategies.

The last category of Evaluation strategy is Self Reflection. In this strategy, the participants reflect their problem through the reading process for a better understanding. Figure 9 below demonstrates the result of the Self Reflection use through statement 23, 24, and 25.
As shown in figure 9, 78% of the participants give positive responses to statement 23, “I spent time to motivate myself to improve the reading even I found that I do a poor job.” The data indicates that most of the participants perceived themselves as motivated readers. It indicates that the participants had some desire to try reading even though they found it difficult. The majority of the participants, (72%) also gave positive responses to the next statement “I spent time reflecting on my reading performance.” It shows that the participants always reflecting their reading performance after reading. The last statement in figure 9, “I recalled and summarized the reading strategies to see what might I keep or change to make an improvement on my reading next time.” also had positive responses; 70% of the participants frequently and always using self reflection strategy after their reading. All in all, Self Reflection strategy is used after reading to help students think about their learning, experience, and skills and areas that need improvement.
CONCLUSION

The objective of this study was to answer the research question: “What kind of metacognitive reading strategies are used by first year students of English Language Education Program of FLA UKSW?” The findings of this study show that the participants were already aware and they used planning, monitoring and evaluating of metacognitive reading strategies in their reading task.

The first finding shows that most of the planning strategies were applied by the participants. There were two strategies which were rarely used: recalling their weak point in reading comprehension and planning before reading a text. The second finding reveals that the monitoring strategies were applied by most of the participants. However, there was one strategy that was less used which is translating sentence by sentence while reading. The third finding also shows that most of the participants applied evaluating strategies. Only one strategy which was rarely used by the participants, they rarely used their own reading plan for judging their reading performance.

This study has provided evidence that most of the participants had awareness of using variety of metacognitive reading strategies to facilitate planning, monitoring, and evaluating in reading task. Moreover, there are some strategies that were not applied by the participants. The results of the study hopefully can help lecturers in determining the students’ strength and weaknesses in terms of strategies use, thus the lecturer might give the students instruction to employ new strategies directly or explicitly.
There are some limitations of this study. First, the questionnaire may not provide a rich picture of the strategies involved. It would be helpful if interviews were also used in this study to get more insights about individual students. Second, the results from this study were based on a sample population of first year students. Thus, the generalization may be limited for these findings. For further research, it suggested using more participants and for the data instrument may use semi-structured interview to support the data.
REFERENCES


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Appendix: Metacognitive Strategy Questionnaire (MSQ).

Dear participants,
My name is Dwi Esthi Paramita Sari. Now, I am conducting a research for my thesis about metacognitive reading strategies used by first year students. I would be very grateful if you would kindly answer this questionnaire honestly. This will not affect your grade and there is no right or wrong answer. Thank you for your cooperation.

Demographic Information
Gender: Male / Female (please circle one)
Age: .......................................................
Time started learning English: .........................................................
Student number: .......................................................
GPA (IPK): .......................................................

The statements below describe what you do before, while and after reading a reading text. Please indicate whether you ‘never’, ‘rarely’, ‘frequently’ or ‘always’ toward the statement by putting a check mark (√) in the box. Please read each statement carefully, give your first reaction to each statement, and mark (√) an answer for every statement!

Before I started reading an English text, …

<table>
<thead>
<tr>
<th>Items</th>
<th>Content</th>
<th>Never</th>
<th>rarely</th>
<th>frequently</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I used my background knowledge to get general idea</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I tried to predict the content of the text from title</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I could come up with list of reading strategies I would probably use (skimming: look up important information in a text; scanning: read the text quickly)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I read the text quickly first and focus on what I will read</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I determined the major points I would pay attention to, such as the headings and sub-headings, the topic sentence, and text structure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I recalled my weak points in reading comprehension and tried to comprehend when reading began.

I planned before I read because I think it was helpful.

While reading an English text,…

<table>
<thead>
<tr>
<th>Items</th>
<th>Content</th>
<th>Never</th>
<th>Rarely</th>
<th>Frequently</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>I first read the general ideas of the text</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I paid selective attention to the information predicted and required in the task</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I verified my interference of the previous paragraph and predicted what would come in the next paragraph</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I could find ways to overcome the problems when I got stuck with difficult vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I could find ways to concentrate on my reading even when there were many distractions around me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I kept reading even I had difficulty and constantly checked my understanding of the text.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I translated sentence by sentence while reading.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>I focused on one specific goal at a time. For example, first I concerned with the general ideas of the text. Next, I read for the key words or implied meaning of the sentences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>I considered whether I understood the beginning and the ending of the text correctly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>I could choose appropriate reading strategies to solve my immediate reading problems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After reading an English text, …

<table>
<thead>
<tr>
<th>Items</th>
<th>Content</th>
<th>Never</th>
<th>Rarely</th>
<th>Frequently</th>
<th>Always</th>
</tr>
</thead>
</table>

I checked to see if my reading strategies were helpful for the text comprehension.

I enjoyed discussing with my classmates for the difficult points and exchanging the reading experience to get a more effective reading method to achieve my goal.

I used my own reading plan for judging how well I read.

I referred to the reading goal to evaluate if I achieve it.

I set a higher reading goal such as comprehension level for next time based on what worked best this time and what I think I should keep or change.

I spent time to motivate myself to improve the reading even I found that I do a poor job.

I spent time reflecting on my reading performance.

I recalled and summarized the reading strategies to see what might I keep or change to make an improvement on my reading next time.

Consent form
If I need more information on your questionnaire, can I contact you for an interview?
Yes / No (please circle one) ☺
If you say yes, please complete this following information:
Name : 
Phone number : 
Email : 

Thank you ☺