THE USE OF METACOGNITIVE STRATEGY FOR HIGH SCHOOL STUDENTS IN READING COMPREHENSION

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Submitted in Partial Fulfilment
of the Requirements for the Degree of
Sarjana Pendidikan

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ABSTRACT

Metacognitive strategy is one of the strategies that used by the students. This strategy is important to the students in reading comprehension. This study have aimed to know what metacognitive reading strategies do the students employ most commonly? The participants of this study were fifty seven students from two classes in SMK N 1 Salatiga. This study used Metacognitive Strategy Questionnaire from Zhang and Seepo (2013) to gather the data. The result of this study, the students could use the reading strategy, but some students also rarely used the reading strategy in reading comprehension. This study hopefully can help the teachers in determining the students strength and weaknesses in terms of strategies use and the teachers can improve the students reading strategy, also teach the students to apply the reading strategy.

Keywords: Reading, Reading Strategy, Reading Comprehension, Metacognitive Reading Strategy

INTRODUCTION

Within the context of language study and teaching, reading is fundamentally important for language learning. It is because when the students read, they are contextualizing all the vocabulary and grammar that they have already learn. Also it can help the students to communicate and record information. Grabe (1991) as cited in Gilakjani (2016) defined reading as an
interactive process between readers and texts that result in reading fluency. Readers interact with texts as they try to extract meaning and there are different types of knowledge: linguistic or systemic knowledge (bottom-up processing) and schematic knowledge (top-down processing). Gilakjani and Ahmadi (2011) as cited in Gilakjani (2016) stated that the main goal of reading is to gain the correct message from a text that the writer intended for the reader to receive.

In reading, the students have to know some strategies that can help them in understanding the materials. The researcher believes that the teachers need to tell the students about reading strategy in reading comprehension. This is because it can help the students to get information from the material easily. Using reading strategies suggests how readers conceive of a reading task, what to do to make meaning from texts and what to do when comprehension breaks down (Block, 1986; Macaro & Erler, 2008 as cited in Akkakoson 2004). Metacognitive Strategy is the one of reading strategy that the researcher wants to investigate. In Metacognitive Strategy the students can plan before they read, monitoring and regulate knowledge, also summarize the material that can make the students easy to remember the important in that material. Alexander (2008) as cited in Hong-Nam, Leavell, and Maher (2014) stated that “Metacognitive learners are able to monitor their progress during learning, recognize when they are not learning effectively, and decide which strategy from a repertoire of learning strategies they must employ to improve their learning processes and outcomes.”

Reading the material in the school needs to be practiced and understood it carefully. Regarding high school students, some of the students become difficult
when they read all the material because in high school there are many books that the students should read and understand. In addition, and perhaps more notably, adolescent readers are expected to comprehend many texts, each complex in discipline-specific ways (Byers, Jones, & Kervin, 2012) as cited in Hong-Nam, Leavell, and Maher (2014). The National Assessment of Educational Progress (2005, 2007, & 2009) has consistently revealed that more than 70% of adolescent learners in grade 8 and 65% in grade 12 do not read at grade level, struggling significantly with complex literacy tasks in both narrative and expository text.

This study addressed the following research question: “What metacognitive reading strategies do the students employ most commonly?” and “Is there any differences between the strategy used by students in X AP1 and students in X PM1?” The researcher wants to investigate them because she know if the students used Metacognitive Strategy in the school and how the students apply it in reading the material. It can help the students become successful readers by utilizing strategies that have proven to increase reading achievement. Thus, this study aimed to investigate to know metacognitive reading strategies do the students employ most commonly. After we know our aim, we hope that this strategy can make the teachers feel so well when they teaching reading, can help students build fluency, build and activate prior knowledge, teach vocabulary, and also motivate the students by providing them with interesting texts.

LITERATURE REVIEW

This section describes several theories to the study. In order to present theories to the study, the researcher presented: definition of reading, definition of
reading strategies, definition of metacognitive strategy, definition of reading comprehension, benefit of use metacognitive strategy, and classification of metacognitive reading strategy.

**Definition of Reading & Reading Comprehension**

Anderson et al. (1985) as cited in Gilakjani (2016) state that “Reading as the process of making meaning from written texts.” Then reading is also a very essential skill for native speakers (Razi, 2007 as cited in Kasimi (2012). In order for readers to achieve their purposes in reading the text, they need to follow reading strategies during the process. Reading to learn is essential not only to language learning but also to academic learning in all subject areas and to lifelong learning (Dreyer & Nel, 2003; Pritchard, Romeo & Muller, 1999 as cited in Yang (2012). In here, Kintsch (1998) and van Dijk and Kintsch (1983) as cited in Gilakjani (2016) article defined reading comprehension as the process of creating meaning from text. Reading comprehension is generally defined as achieving meaning (Huey, 1968 as cited in Kasimi (2012). Therefore, it is beyond decoding words alone without attaching meaning to them. Also reading comprehension is specifically the basic goal for ESL/EFL students to gain an understanding of the world and of themselves, enabling them to think about and react to what they read (Tierney, 2005 as cited Saricoban and Behjoo (2017).

**Definition of Reading Strategies**

Reading strategies can be explained as “Goal–directed actions which are undertaken by readers for planning and monitoring their efforts in order to decode text, understand words and construct meaning of texts.” (Alexander & Judy, 1988;

**Definition of Metacognitive Strategies**

Scholars in the world such as Alexander, (2008) as cited in Hong-Nam, Leavell, and Maher (2014) said that “Metacognitive learners are able to monitor their progress during learning, recognize when they are not learning effectively, and decide which strategy from a repertoire of learning strategies they must employ to improve their learning processes and outcomes”. Also Pressley and Woloshyn (1995) as cited in Kasumi (2012) “metacognitive information is so valuable by assuming it is one of the mostly known the charateristics of strategy instructional models and leaners need to be instructed how to monitor their perfromance by instructors.” As individual engage in any mental activity, in any knowledge domain, metacognition is a tool of wide application for solving many sorts of problems (Flavell, Miller, & Miller, (2002) as cited in McTavish (2008). Its central role in problem solving and learning has important applications in the field of education, with some of the richest applications in the area of reading. So, metacognition is key to reading comprehension since it is found essential in the development of some linguistic, cognitive, and social skills (Iwai (2011) as cited in Meniado (2016).
Benefits of using Metacognitive Strategies

Metacognitive practices make a unique contribution to learning over and above the influence of intellectual ability. Then Metacognitive practices have been shown to improve academic achievement across a range of ages, cognitive abilities, and learning domains. This includes reading and text comprehension, writing, mathematics, reasoning and problem solving, and memory (Dignath & Büttner, 2008; Dignath, Buettner, & Langfeldt, 2008) as cited in Somorville (2017). Also Accordingly, Flavell (1976) as cited in Ahmadi, Ismail, & Abdullah (2013) stated that the theoretical framework that is metacognitive reading strategy awareness theory, that self-monitoring and regulation is the main important factor in reading comprehension. Baker & Brown, 1984; Singhal (2001) as cited in Ahmadi, Ismail & Abdullah (2013) said that Metacognitive reading strategy awareness in reading comprehension processes relates to the knowledge that we recognize ourselves as readers, the reading assignment that we encounter, and the reading strategies that we utilize so as to solve the tasks.

Classification of Metacognitive Reading Strategy

Strategies specific to reading can be classified in the following three clusters of metacognition: planning, monitoring, and evaluating strategies (Israel, 2007; Pressley & Afflerbach, 1995 as cited Iwai (2011).

Planning strategies are used before reading; activating learners’ background knowledge to get prepared for reading is an example of planning strategies (Almasi, 2003; Israel, 2007) as cited Iwai (2011). Also, previewing a title, picture, illustration, heading, or subheading can help readers grasp the
overview of the text. Readers may also preview the general information in the text and its structure (Almasi, 2003; Paris, Wasik, & Turner, 1991) as cited Iwai (2011). Learners may check whether their reading material has a certain text structure, such as cause and effect, question and answer, and compare and contrast. Further, setting the purpose for reading can also be categorized as a planning strategy (Paris et al., 1991; Pressley, 2002) as cited Iwai (2011).

Monitoring strategies occur during reading. Some examples of monitoring strategies are comprehension of vocabulary, self-questioning (reflecting on whether they understood what they have read so far), summarizing, and inferring the main idea of each paragraph (Israel, 2007; Pressley, 2002) as cited Iwai (2011). Readers may also identify and focus on key information or key words, including but, however, on the other hand, in addition, also, and in conclusion. Determining which part of the passage can be emphasized or ignored based on the purpose of the task is another monitoring strategy (Hudson, 2007) as cited Iwai (2011).

Evaluating strategies are employed after reading. For example, after reading a text, learners may think about how to apply what they have read to other situations. They may identify with the author, a narrative, or main character, and may have a better perspective of the situation in the book than they did at first.

In summary, metacognitive reading strategies are classified into three groups of planning (pre-reading), monitoring (during reading), and evaluating (post-
reading) strategies, and each group has a variety of strategies that require readers’ metacognitive processing.

THE STUDY

This section describes the context of the study, the participants, the instrument, the procedures for gathering data, and the procedures for analysing data.

Context of the Study

The study was conducted at SMK N 1 Salatiga. This context was chosen because this school had several departments. There were six majors, such as Accounting, Office Administration, Fashion, Cooking, Beauty, and Marketing. This would be easy for the researcher to collect the data. The researcher chose this school because in this school, especially the office administration and marketing major the students should read some materials about management in the office. The researcher chose the office administration and marketing major, because she graduated from this school, especially she was from the office administration major. As the researcher know before, in the office administration and marketing major the teacher asked the students to read some material about office space and make a list of the importants in the books, and also make summaries from the books. This was make the students easy to understand the material. In this school, the teachers asked the students came to the library, this strategy should done for the students to search for the books that the students need to identity according to the materials and also must be read it first.
**Participants**

The office administration department had 9 classes. It consisted of 3 classes of grade 1, 3 classes of grade 2, 3 classes of grade 3. The marketing major had 6 classes. It consisted of 2 classes of grade 1, 2 classes of grade 2, 2 classes of grade 3. The participants of the study were the students from one particular grade level. There are class X AP 1 (27 students) and X PM 1 (30 students). Then, all of the students that the researcher took are 57 students.

<table>
<thead>
<tr>
<th></th>
<th>X AP1</th>
<th>X PM1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Female</td>
<td>26</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>30</td>
</tr>
</tbody>
</table>

**Instrument**

To gather the data, this study used Questionnaire. This questionnaire is adapted from Zhang & Seepho (2013). The researcher took all the questions from this article, because the researcher choose questions with metacognitive strategy materials such as planning, monitoring, and evaluating. The researcher translated the questions to Bahasa Indonesia, in order to ease the participants considering that English is only a subject in this schools. Each participant responded to the questionnaire by selecting “Always”, “Often”, “Rarely”, and “Never”. The first part of the questionnaire elicited the aim of the study and demographic information of the participants, including gender, and they class. Then, questionnaire and the end with Consent Form.

**Procedures for Gathering Data**
The piloting aims to check questionnaire, whether it can be understood by the students or not. The piloting was conducted into 27 students or in one class. After the piloting, the researcher distributed the questionnaire to the real participants in that schools to get the data information from the students. From those piloting, the researcher got some data and the students understood the researcher’s questionnaire, so the students could answer the questionnaire well.

**Procedures for Analyzing Data**

The researcher collected the data that the researcher got from the school. The researchers counted the frequency of the participants responses, then the researchers summarized the findings in a table. After that, the researcher analyzed & interpreted the data.

**FINDINGS AND DISCUSSION**

The discussion will be divided into three sections, which are planning, monitoring, and evaluating. The findings were based on the questionnaire data from the students of SMK N 1 Salatiga. The classification of metacognitive reading strategies from Zhang and Seepo (2013) will be used to analyze the findings.

**Planning (Pre-reading strategies)**

There are 12 items in the questionnaire to explore the pre-reading strategies used by the students. Zhang and Seepo (2013) divided the category into 4 categories: Advance Organizer, Organizational Planning, Selective Attention, and Self-Management.
Regarding the first category, Advance Organizer, there are 4 items. Table 1 shows the percentage of the participants who use this strategy.

Table 1. Advance Organizer

<table>
<thead>
<tr>
<th>items</th>
<th>content</th>
<th>X API</th>
<th></th>
<th></th>
<th>X PM1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>usually</td>
<td>often</td>
<td>sometimes</td>
<td>never</td>
<td>usually</td>
<td>often</td>
</tr>
<tr>
<td>1.</td>
<td>I considered the previous success with the similar tasks and identify the purpose of the assigned tasks.</td>
<td>4%</td>
<td>37%</td>
<td>56%</td>
<td>4%</td>
<td>13%</td>
<td>53%</td>
</tr>
<tr>
<td>2.</td>
<td>I activated the background knowledge to get a general idea.</td>
<td>4%</td>
<td>56%</td>
<td>37%</td>
<td>4%</td>
<td>13%</td>
<td>27%</td>
</tr>
<tr>
<td>3.</td>
<td>I previewed the questions or the instructions, so I could understand what to do.</td>
<td>41%</td>
<td>48%</td>
<td>11%</td>
<td>0%</td>
<td>50%</td>
<td>43%</td>
</tr>
<tr>
<td>4.</td>
<td>I tried to predict the contents of the text from the title.</td>
<td>11%</td>
<td>41%</td>
<td>48%</td>
<td>0%</td>
<td>20%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Table 1 shows that two strategies were often used by the students in X AP1 and X PM1. They are previewing the question or instructions and trying to predict the content of the text. In regard to previewing the questions or instruction, 89% of X AP1 students and 93% of X PM1 often and usually used the strategy. Second, for trying to predict the content of the text, 52% of X AP1 students and 60% of X PM1 students often and usually used the strategy.

Table 1 also shows that item number 1 “I considered the previous success with the similar tasks and identify the purpose of the assigned tasks.” was used by X PM1 students (66%) more often and usually than X AP1 students (41%). Then
item number 2 “I activated the background knowledge to get a general idea.” was used more often by X AP1 students (60%), than by X PM1 students (40%).

This finding was different to the study conducted by Zhang and Seepo (2013). While the students in Zhang and Seepo (2013) tend to avoid Advance Organizer, the students in this context tend to used Advance Organizer.

Regarding the second category, Organizational Planning, there are 4 items. Table 2 shows the percentage of the participants who use this strategy.

<table>
<thead>
<tr>
<th>Item</th>
<th>Content</th>
<th>X AP1</th>
<th></th>
<th>X PM1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>I could come up with a list of reading strategies I would probably use.</td>
<td>7%</td>
<td>33%</td>
<td>59%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17%</td>
<td>40%</td>
<td>37%</td>
<td>7%</td>
</tr>
<tr>
<td>6.</td>
<td>I scanned the text first and concentrated on what I will read.</td>
<td>7%</td>
<td>44%</td>
<td>37%</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13%</td>
<td>30%</td>
<td>57%</td>
<td>0%</td>
</tr>
<tr>
<td>7.</td>
<td>I read the task before reading the text.</td>
<td>19%</td>
<td>41%</td>
<td>41%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>43%</td>
<td>37%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>8.</td>
<td>I read the text before I read the task.</td>
<td>19%</td>
<td>26%</td>
<td>56%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30%</td>
<td>17%</td>
<td>50%</td>
<td>3%</td>
</tr>
</tbody>
</table>

Table 2 above that there is one similar strategy often and usually used by the students in X AP1 and X PM1. This strategy is reading the task before reading the text. In regard to reading the task before reading the text, 60% of X AP1 students and 80% of X PM1 often and usually used the strategy.

From table 2, it was also found that item number 5 “I could come up with a list of reading strategies I would probably use.” was used more often by X PM1 students (57%), than X AP1 students only (40%). Then item number 6 “I scanned
the text first and concentrated on what I will read.” was used more often by X AP1 students (51%), than by X PM1 students only (43%).

In Zhang and Seepo (2013), the data from the students in China showed that they were not familiar with the organizational planning since they rarely used them before reading.

The third category of planning strategy is Selective Attention, there are 2 items. Table 3 shows the percentage of the participants who use this strategy.

Table 3. Selective Attention

<table>
<thead>
<tr>
<th>items</th>
<th>content</th>
<th>X API</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>X PM1</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>usually</td>
<td>often</td>
<td>sometimes</td>
<td>never</td>
<td>usually</td>
<td>often</td>
<td>sometimes</td>
<td>never</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>I determined the major points I would pay attention to, such as the headings and sub-headings, the topic sentence, and the text structure.</td>
<td>22%</td>
<td>41%</td>
<td>26%</td>
<td>11%</td>
<td>20%</td>
<td>50%</td>
<td>27%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>I recalled my weak points in reading comprehension and tried to comprehend when reading began.</td>
<td>11%</td>
<td>52%</td>
<td>33%</td>
<td>4%</td>
<td>17%</td>
<td>43%</td>
<td>30%</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

It can be viewed that X AP1 students and X PM1 students used both strategy that often and usually used the strategy in reading text. There are two list of the strategy that often and usually used by the students, first determining the major point and recalling the weak point in reading comprehension. In regard to determining the major point, 63% of X AP1 students and 70% of X PM1 students often and usually used the strategy. Second, for recalling the weak point in reading comprehension, 63% of X AP1 students and 60% of X PM1 students often and usually used the strategy in reading the text.
This finding was similar to what Zhang and Seepo (2013) found. The students in China also used Selective Attention. The possible explanation for the high use of the selective attention was to do with the nature of the metacognitive strategy. The students often encounter unfamiliar language and culture references, so they consciously pay attention to the visual features of the text such as typographical features and notes to help them enhance the comprehension of the text.”

The fourth category of planning strategy is Self-Management, there are 2 items. Table 4 shows the percentage of the participants who use this strategy.

<table>
<thead>
<tr>
<th>Table 4, Self-Management</th>
<th>X AP1</th>
<th>X PM1</th>
</tr>
</thead>
<tbody>
<tr>
<td>items</td>
<td>usually</td>
<td>often</td>
</tr>
<tr>
<td>11. I located the task questions in the specific paragraph of the text because I thought it was easier.</td>
<td>4%</td>
<td>22%</td>
</tr>
<tr>
<td>12. I planned before I read because I think it was helpful.</td>
<td>15%</td>
<td>22%</td>
</tr>
</tbody>
</table>

Table 4 showed that the Self-Management strategies are sometimes and never used by the students in X AP1 and X PM1. Item number 11 “I located the task questions in the specific paragraph of the text because I thought it was easier.” Was sometimes used by X AP1 students (74%), and by X PM1 students (66%). Item number 12 “I planned before I read because I think it was helpful.” was sometimes and never used by X AP1 (63%) and by X PM1 (68%).

**Monitoring (Whilst-reading strategy)**
There 18 items in the questionnaire to explore the whilst-reading used by the students. Zhang and Seepo (2013) divided the category into 2 categories: Comprehension Monitoring and Production Monitoring.

Regarding the first category is Comprehension Monitoring, there are 12 items. Table 5 shows the percentage of the participants who use this strategy.

**Table 5. Comprehension Monitoring**

<table>
<thead>
<tr>
<th>items</th>
<th>content</th>
<th>X API</th>
<th>X PMI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>usually</td>
<td>often</td>
</tr>
<tr>
<td>13.</td>
<td>I first read for the general ideas of the text.</td>
<td>19%</td>
<td>41%</td>
</tr>
<tr>
<td>14.</td>
<td>I paid selective attention to the information predicted and required in the task.</td>
<td>7%</td>
<td>41%</td>
</tr>
<tr>
<td>15.</td>
<td>I verified my inference of the previous paragraph and predicted what would come in the next paragraph.</td>
<td>4%</td>
<td>52%</td>
</tr>
<tr>
<td>16.</td>
<td>I could find ways to overcome the problems when I got stuck with difficult vocabulary.</td>
<td>7%</td>
<td>41%</td>
</tr>
<tr>
<td>17.</td>
<td>I could find ways to concentrate on my reading even when there were many distractions around me.</td>
<td>4%</td>
<td>52%</td>
</tr>
<tr>
<td>18.</td>
<td>I could refocus my concentration on reading though the text and task I'm reading and doing are difficult.</td>
<td>11%</td>
<td>15%</td>
</tr>
<tr>
<td>19.</td>
<td>I underlined the difficult sentences and words and tried to understand them.</td>
<td>26%</td>
<td>26%</td>
</tr>
<tr>
<td>20.</td>
<td>I skipped words or sentences I did not understand.</td>
<td>22%</td>
<td>26%</td>
</tr>
<tr>
<td>21.</td>
<td>I translated sentence by</td>
<td>7%</td>
<td>30%</td>
</tr>
</tbody>
</table>
sentence while reading.

22. 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.

<table>
<thead>
<tr>
<th></th>
<th>11%</th>
<th>19%</th>
<th>67%</th>
<th>4%</th>
<th>7%</th>
<th>23%</th>
<th>63%</th>
<th>7%</th>
</tr>
</thead>
</table>

23. I kept reading even I had difficulty and constantly checked my understanding of the text.

<table>
<thead>
<tr>
<th></th>
<th>0%</th>
<th>44%</th>
<th>48%</th>
<th>7%</th>
<th>33%</th>
<th>57%</th>
<th>10%</th>
<th>0%</th>
</tr>
</thead>
</table>

24. I regulated my reading speed according to the given time and length of the text.

<table>
<thead>
<tr>
<th></th>
<th>11%</th>
<th>44%</th>
<th>37%</th>
<th>7%</th>
<th>10%</th>
<th>47%</th>
<th>43%</th>
<th>0%</th>
</tr>
</thead>
</table>

Table 5 shows that there are 7 strategies often and used by the students X AP1 and X PM1. It was also found from those 7 strategies there are 3 same strategies often and usually used by the students. There are reading for general ideas of the text, underlining the difficult sentences and word, regulating reading speed according to the giving time and length of the text. In regard to reading for general ideas of the text, 60% of X AP1 students and 90% of X PM1 students often and usually used the strategy. Second, for underlining the difficult sentences and word, 52% of X AP1 and 77% of X PM1 students often and usually used the strategy. Third, for regulating reading speed according to the giving time and length of the text, 55% of X AP1 and 57% of X PM1 students often and usually used the strategy.

Table 5 also shows that item number 14 “I paid selective attention to the information predicted and required in the task.” was used more often and usually by X PM1 students (57%), than X AP1 students (48%). Item number 15 “I
verified my inference of the previous paragraph and predicted what would come in the next paragraph.” was used more often and usually by X AP1 students (56%), than X PM1 students (43%). Item number 17 “I could find ways to concentrate on my reading even when there were many distractions around me.” was used more often and usually by X AP1 students (56%), than X PM1 students (50%). Item number 23 “I kept reading even I had difficulty and constantly checked my understanding of the text.” was used more often and usually by X PM1 students (90%), than X AP1 students only (44%).

Regarding the second category, Production Monitoring, there are 6 items. Table 6 shows the percentage of the participants who use this strategy.

Table 6. Production Monitoring

<table>
<thead>
<tr>
<th>Items</th>
<th>Content</th>
<th>X AP1</th>
<th></th>
<th>X PM1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>usually</td>
<td>Often</td>
<td>sometimes</td>
<td>never</td>
<td>usually</td>
</tr>
<tr>
<td>25.</td>
<td>I could use reading strategies to help me comprehend the text better.</td>
<td>4%</td>
<td>63%</td>
<td>33%</td>
<td>0%</td>
</tr>
<tr>
<td>26.</td>
<td>I searched for the answers for the task questions.</td>
<td>33%</td>
<td>52%</td>
<td>15%</td>
<td>0%</td>
</tr>
<tr>
<td>27.</td>
<td>I could think of ways to solve my reading problems even they are very difficult.</td>
<td>0%</td>
<td>30%</td>
<td>67%</td>
<td>4%</td>
</tr>
<tr>
<td>28.</td>
<td>I considered whether I understood the beginning and the ending of the text correctly.</td>
<td>7%</td>
<td>44%</td>
<td>44%</td>
<td>4%</td>
</tr>
<tr>
<td>29.</td>
<td>I could choose appropriate reading strategies to solve my immediate reading problems.</td>
<td>11%</td>
<td>26%</td>
<td>63%</td>
<td>0%</td>
</tr>
<tr>
<td>30.</td>
<td>I changed the strategies if they could not help me in accomplishing the reading comprehension task.</td>
<td>15%</td>
<td>26%</td>
<td>48%</td>
<td>11%</td>
</tr>
</tbody>
</table>
Table 6 shows that there are 4 strategies often and usually used by the students X AP1 and X PM1. They are using reading strategies to help them comprehend the text better, searching for the answers for the task question, considering whether they understand the beginning and the ending of the text correctly, choosing appropriate reading strategies to solve their immediate reading problems. In regard to using reading strategies to help them comprehend the text better, 67% students of X AP1 often and usually used the strategy, than 43% students of X PM1. Second, for searching for the answers for the task question, 85% students of X AP1 often and usually used the strategy, than 37% students of X PM1. Third, for considering whether they understand the beginning and the ending of the text correctly, 51% students of X AP1 often and usually used the strategy, than 40% students of X PM1. Fourth, for choosing appropriate reading strategies to solve their immediate reading problems, 37% students of X AP1 rarely used the strategy, than 77% students of X PM1 often and usually used the strategy.

This finding was similar to the study conducted by Zhang and Seepo (2013). The students in Zhang and Seepo (2013) showed that the high proficiency students use more monitoring strategies.

**Evaluating (Post-Reading)**

There are 10 items in the questionnaire to explore the post-reading strategies used by the students. Zhang and Seepo (2013) divided the category into 3 categories: Self-Assessment, Self-Evaluation, Self-Reflection.
Regarding the first category, Self-Assessment, there are 4 items. Table 7 shows the percentage of the participants who use this strategy.

Table 7. Self-Assessment

<table>
<thead>
<tr>
<th>items</th>
<th>content</th>
<th>X API</th>
<th></th>
<th></th>
<th>X PM1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>usually</td>
<td>Often</td>
<td>sometimes</td>
<td>never</td>
<td>usually</td>
<td>often</td>
</tr>
<tr>
<td>31.</td>
<td>I realized that my major concern is coming with the better understanding by accomplishing the task.</td>
<td>26%</td>
<td>37%</td>
<td>37%</td>
<td>0%</td>
<td>30%</td>
<td>50%</td>
</tr>
<tr>
<td>32.</td>
<td>I checked to see if my reading strategies were helpful for the text comprehension.</td>
<td>26%</td>
<td>41%</td>
<td>26%</td>
<td>7%</td>
<td>30%</td>
<td>43%</td>
</tr>
<tr>
<td>33.</td>
<td>I enjoyed discussing with my class-mates for the difficult points and exchanging the reading experience to get a more effective reading method to achieve my goal.</td>
<td>30%</td>
<td>44%</td>
<td>26%</td>
<td>0%</td>
<td>37%</td>
<td>40%</td>
</tr>
<tr>
<td>34.</td>
<td>I used my own reading plan for judging how well I read.</td>
<td>11%</td>
<td>26%</td>
<td>63%</td>
<td>0%</td>
<td>13%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Table 7 shows that there are 3 strategies used by the students in X AP1 and X PM1. They are realizing that their major concern is coming with the better understanding by accomplishing the task, checking to see reading strategy were helpful for the text comprehension, enjoying discussing with class-mate for the difficult point and exchanging the reading experience to get a more effective reading method to achieve the goal. In regard to realizing that their major concern is coming with the better understanding by accomplishing the task, 63% of X AP1 and 80% of X PM1 often and usually used the strategy. Second, for checking to see reading strategy were helpful for the text comprehension, 68% of X AP1 and 73% of X PM1 often and usually used the strategy. Third, for enjoying
discussing with class-mate for the difficult point and exchanging the reading experience to get a more effective reading method to achieve the goal, 74% of X AP1 and 77% of X PM1 often and usually used the strategy.

Regarding the second category, Self-Evaluation, there are 3 items. Table 8 shows the percentage of the participants who use this strategy.

<table>
<thead>
<tr>
<th>items</th>
<th>content</th>
<th>X AP1</th>
<th>X PM1</th>
</tr>
</thead>
<tbody>
<tr>
<td>35.</td>
<td>I referred to the reading goal to evaluate if I achieve it.</td>
<td>usually</td>
<td>often</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>36.</td>
<td>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.</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>37.</td>
<td>I could be able to use the characteristics of a good reader as criteria to evaluate my own reading.</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

Table 8 shows that item 35 “I referred to the reading goal to evaluate if I achieve it.” was used often and usually by X AP1 students (44%), and by X PM1 students (60%). Then item 36 “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.” was used more often and usually by X AP1 students (51%), than by X PM1 students (46%).

Regarding the third category, Self-Reflection, there are 3 items. Table 9 shows the percentage of the participants who use this strategy.
Table 9. Self-Reflection

<table>
<thead>
<tr>
<th>items</th>
<th>content</th>
<th>X AP1</th>
<th>X PM1</th>
</tr>
</thead>
<tbody>
<tr>
<td>38.</td>
<td>I spent time to motivate myself to improve the reading even I found that I do a poor job.</td>
<td>19%</td>
<td>48%</td>
</tr>
<tr>
<td>39.</td>
<td>I spent time reflecting on my reading performance.</td>
<td>11%</td>
<td>26%</td>
</tr>
<tr>
<td>40.</td>
<td>I recalled and summarized the reading strategies to see what might I keep or change to make an improvement on my reading next time.</td>
<td>15%</td>
<td>22%</td>
</tr>
</tbody>
</table>

Table 7 shows that there is one strategy that used by the students in X AP1 and X PM1. For spending time to motivate them self to improve the reading, 67% of X AP1 and 70% of X PM1 often and usually used the strategy. Then there is item number 40 “I recalled and summarized the reading strategies to see what might I keep or change to make an improvement on my reading next time.” was used more often by X PM1 students (63%), than by X AP1 students only (37%).

This finding was different to the study conducted by Zhang and Seepo (2013). Normally students in China just needed to submit their work for teachers’ evaluation and rarely self-evaluated. They got used to the way of teacher’s evaluation for their reading tasks. But in this study, the students can check their understanding about their evaluation.

CONCLUSION

The objective of this study was to answer the research question: “What metacognitive reading strategies do the students employ most commonly?” and
“Is there any differences between the strategy used by students in X AP1 and students X PM1?” The findings of this study shows that the students of X AP1 and X PM1 used the reading strategy as well. The most of the students in X AP1 and X PM1 used planning strategy, but also monitoring and evaluating reading strategy.

To answer the research questions, the strategies that were most commonly used by the students of both classes are the planning strategies, especially the strategy number 3, previewing the questions of the instructions to help them understand what to do.

The next most commonly used strategies are monitoring strategy. Most students of X PM (90%) used Comprehension Monitoring strategies especially number 13 (reading for the general ideas for the text) and 23 (keeping reading despite the difficulty and constantly checking their understanding do the text) more than the others, while most students of X AP1 (85%) used Production Strategies, especially strategy number 26 (searching for the answer to the task questions).

The evaluating strategies were used not so commonly in both classes. However, under Self-Assessment strategies, most students of X AP1 (74%) used strategy number 33 (enjoying discyssion with classmates for difficult points and exchanging the reading experience to get a more effective reading method to achieve their goals), while most students of X PM1 used strategy number 31 (realizing that their major concern is coming with the better understanding by
accomplishing the task). Meanwhile, under the Self-Reflection strategies, students of both classes mostly used strategy number 38 (spending time to motivate themselves to improve the reading although they do a poor job).

The result of this study, hopefully can help the teachers in determining the students strength and weaknesses in terms of strategies use and the teachers can improve the students reading strategy, also teach the students to apply the reading strategy.

The limitation of the study is only showed that how far the students used the metacognitive strategy. The students did not explain more about why the students choose the strategy that can help them understand about the reading comprehension. For the further research to get more information from the students, interviews can be added to get the information on the reasons why students use certain metacognitive strategies.
References


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Finally, I give my thanks to my boyfriend and his mother for always pray and support me to finish my thesis. Also my friends, and 2015ers thankyou for the journey in FLA.
Dear participant,


Informasi Participant:

Jenis Kelamin : Laki-laki/Perempuan (Lingkari Salah Satu)

Kelas : ............................................................


1. Sebelum saya memulai membaca sebuah bacaan,...

<table>
<thead>
<tr>
<th>No</th>
<th>Content</th>
<th>Selalu</th>
<th>Sering</th>
<th>Kadang-kadang</th>
<th>Tidak pernah</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>saya mempertimbangkan keberhasilan saya dalam melaksanakan tugas serupa sebelumnya dan mengidentifikasi tujuan dari tugas yang diberikan saat ini.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>saya menggunakan latar belakang pengetahuan saya untuk mendapatkan gambaran umum bacaan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Selama saya membaca sebuah bacaan,

<table>
<thead>
<tr>
<th>No.</th>
<th>Content</th>
<th>Selalu</th>
<th>Sering</th>
<th>Kadang-kadang</th>
<th>Tidak pernah</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>pertama-tama saya membaca untuk memahami garis besar isi bacaan tersebut.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>saya memperhatikan informasi tertentu yang sudah saya prediksi sebelumnya dan saya butuhkan dalam tugas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>saya membuktikan kebenaran kesimpulan saya pada paragraf sebelumnya dan memprediksi apa yang akan saya akan temukan pada paragraf selanjutnya.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>saya dapat menemukan cara untuk mengatasi masalah saya ketika saya menemui kata-kata sulit.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>saya dapat menemukan cara untuk tetap berkonsentrasi pada bacaan saya bahkan ketika ada banyak gangguan di sekitar saya.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>saya dapat memfokuskan kembali konsentrasi saya pada bacaan tersebut meskipun bacaan dan tugas yang saya baca sulit.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>saya menggaris bawah kalimat dan kata-kata yang sulit dan mencoba untuk memahaminya.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
20. saya melewatkan kata-kata atau kalimat yang tidak saya mengerti.

21. saya menerjemahkan kalimat demi kalimat pada saat saya membaca.

22. saya fokus untuk satu tujuan saja pada satu waktu. Misalnya, pertama saya hanya melihat garis besar pada bacaan tersebut. Selanjutnya, saya mencari kata kunci dan makna tersirat dari kalimat-kalimat yang ada.

23. saya terus membaca bahkan pada saat saya mengalami kesulitan dan saya selalu mengecek pemahaman saya tentang bacaan tersebut.

24. saya mengatur kecepatan membaca saya sesuai dengan waktu dan panjang bacaan yang diberikan.

25. saya dapat menggunakan strategi membaca untuk membantu saya memahami bacaan dengan lebih baik.

26. saya mencari jawaban untuk tugas pertanyaan yang disediakan.

27. saya dapat memikirkan cara untuk memecahkan masalah membaca saya, meskipun sulit dan menantang.

28. saya mempertimbangkan apakah saya memahami awal dan akhir dari bacaan dengan benar.

29. saya dapat memilih strategi membaca yang tepat untuk memecahkan masalah membaca saya.

30. saya mengubah strategi membaca saya jika strategi tersebut tidak dapat membantu saya dalam menyelesaikan tugas pemahaman membaca.

31. saya memahami bahwa tujuan utama saya adalah memiliki pemahaman yang lebih baik dengan menyelesaikan tugas yang diberikan.

32. saya memeriksa kembali untuk melihat apakah strategi membaca saya sangat membantu saya untuk memahami bacaan tersebut.

33. saya senang berdiskusi dengan teman sekelas saya mengenai poin-poin sulit dan bertukar pengalaman membaca untuk mendapatkan metode membaca yang lebih efektif dalam mencapai tujuan saya.

3. Setelah saya membaca sebuah bacaan,...
34. saya menggunakan rencana saya sendiri untuk menilai seberapa baik saya dalam membaca.

35. saya mengarahkan tujuan membaca saya untuk mengevaluasi apakah saya mencapainya.

36. saya menetapkan tujuan membaca yang lebih tinggi seperti tingkat pemahaman selanjutnya berdasarkan apa yang sudah saya capai dan apakah harus saya pertahankan atau berubah.

37. saya dapat menggunakan karakteristik seorang pembaca yang baik seperti kriterial untuk mengevaluasi saya sendiri.

38. saya memotivasi diri saya sendiri untuk dapat membaca dengan baik meskipun saya tahu saya belum dapat membaca dengan baik.

39. saya menghabiskan waktu untuk merefleksikan kemampuan membaca saya.

40. saya mengingat dan meringkas strategi membaca saya untuk melihat apa yang bisa saya pertahankan atau ubah untuk meningkatkan kemampuan saya.

**Lembar persetujuan**

Jika saya memerlukan informasi lebih lanjut tentang kuesioner Anda, dapatkah saya menghubungi Anda?

Ya / Tidak (tolong lingkari satu)

Jika Anda menjawab ya, lengkapi informasi berikut ini:

Nama: _________________________________

Kelas/Jurusan: _________________________________

No.HP: _______________________________