GENDER DIFFERENCES IN READING COMPREHENSION USING METACOGNITIVE READING STRATEGY

THESIS

Submitted in Partial Fulfillment of the Requirements for Gaining
The Degree of Bachelor of English Language Education

By :

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Gender Differences in Reading Comprehension Using Metacognitive Reading Strategy

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Semarang, 20 September 2022

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To

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Assalamu'alaikum wr. wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

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I state that the thesis is ready to be submitted to the Islamic Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqasyah session.

Wassalamu'alaikum wr. wb.

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DEDICATION

This thesis is dedicated to:

English Education Department of UIN Walisongo Semarang, all English teachers, and everyone who supports me in accomplishing the thesis, especially my beloved parents, my older sister, and also my brother-in-law who always give endless love, support, and motivation.

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Semarang, 10 September 2022

Ziqma Mar'atussholehah

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MOTTO

اِنَّ مَعَ الْعُسْرِ يُسَرًا

"Indeed, with hardship [will be] ease."

(Q.S. Al-insyiroh : 6)

"Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle."[1]

(Christian D. Larson)

"Stand on your own feet"
(Ziqma Mar'atussholehah)

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[1] https://www.goodreads.com/quotes/210975-believe-in-yourself-and-all-that-you-are-know-that

ABSTRACT

Tittle	: Gender Differences in Reading Comprehension Using Metacognitive Reading Strategy
Author	: Ziqma Mar'atussholekah
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The current research aims to explain male and female students' ability in reading comprehension using metacognitive reading strategy and to analyze significant differences in the use this strategy. The study employed quantitative method and survey research design. The study involves 23 undergraduate students at International Class Program of English Education Department of UIN Walisongo Semarang in the academic year 2022/2023. It consisted of 16 females and 7 males. The data are collected through the reading test by Google Meet, a reading test used to find out students' understanding of reading text using metacognitive reading strategy, then using the Online Survey Reading Strategies (OSORS) that spread using Google form link and online interviews using Google Meet. The strategies on the OSORS were scored on 1-5 scale. The data were analyzed through a simple calculation to find out the level of the use metacognitive reading strategy of the students, and the statistical test of Mann Whitney U test was conducted to know the difference between females and males. The results show that all of the students indicated high metacognitive reading strategies use. Despite there is a different level of metacognitive reading strategy use between female and male students, further analysis using the Mann-Whitney U test shows that the result is 3.59 ($p>0.05$) in the reading test and .184 ($p>0.05$) in the level of metacognitive reading strategy meaning that the difference is not significant. Thus, gender plays no role in determining the metacognitive reading strategies awareness and metacognitive reading strategies use.

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CHAPTER I
INTRODUCTION

This chapter discusses several important points covering the background of the research, questions of the research, objective of the research, significance of the research, and limitation of the study.

A. Background of the Study

The intersection of language and gender has become a major concern in language learning. Reading ability is one factor that is stressed in both language and gender.[1] Where reading is one of the language skills, that should be mastered well by students because reading is an essential factor that influences one's activity in communication. Reading is also considered as one of the important skills for students because reading can help improve skills such as listening, speaking, and writing. By reading we can find a lot of information out there, especially for students who are learning to read English they will not only know about the topic of the reading but they will know how to read it and the word-for-word meaning of the reading.

Anderson (as quoted in Anderson, 2004:13) defines: Reading as a process in which readers combine information from the text and knowledge of their context to construct meaning. He

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[1]Jefi Fauzan Anantasa, Gender Differences In Reading Comprehension Achievement(A case Studi at IAIN Syeh NurJati Cirebon), *ELT-Echo:The Journal of English Language Teaching in Foreign Language*, Volume 1, Number 1, 2016, Page. 27

emphasized that reading is a smooth process and comprehension is the goal. Strategic reading is described as the reader's ability to utilize various reading strategies to achieve reading goals.[2]

From this understanding, reading is a fairly heavy activity because students not only read and understand the text but also understand the meaning of the text. In addition, reading is not an activity that is just reading a passage, but we must know its meaning in more detail. Karbalaei (2010:166) states that reading is an analysis that not only understands the general meaning but also understands the detailed meaning contained in it.[3]

From the statement above reading can be said as an activity that is not easy. Several elements might influence students' reading performance. For example, to understand the text, the reader must be able to handle each section of the text, since it is easier to gain comprehension in reading when the reader can set the text. They may find the pre-question form at times, and they must understand the reading text by having a general understanding of the material. Therefore, to make it easier for students to understand reading, a strategy is needed that can help students achieve an understanding of a reading text.

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[2]Nur Choilidina, *Undergraduate Thesis*, The Differences of Metacogntive Awereness of Reading strategy Between Male and Female Students, (Malang : Unisma 2020), page. 1

[3]Nur Choilidina, *Undergraduate Thesis*, The Differences of Metacogntive Awereness of Reading strategy Between Male and Female Students, (Malang : Unisma 2020), page. 1

As Li and Mumby said that reading can be seen as a complex and demanding process in which learners actively use metacognitive strategies. This strategy is defined by Oxford as a learner's behavior for planning, organizing, and self-assessment. Metacognitive reading strategies (MRS) are believed to play a regulatory role in the reading process which in turn will help readers orient themselves. Using different metacognitive strategies such as identifying task objectives, evaluating guesses, and activating relevant prior knowledge can result in different reading gains on different sides of the learner (Wenden & Rubin). Metacognitive reading strategies can be considered as a useful technique that readers use to help them effectively plan, monitor, evaluate, and solve their comprehension problems before, during, and after their reading process.[4]

Metacognitive strategies have also been investigated as aids for students' reading comprehension, but their use may vary between men and women. In reading, gender is the gap that separates the characteristics and abilities between boys and girls. The term gender plays different performances and achievements in reading comprehension, of course, there are some effects of

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[4]Ali Asghar Rostami Abusaeedi, Massoud Khabir, *EFL Learners' Metacognitive Reading Strategies Preferences in Relation with Their Perfectionism Regarding Gender, Open Journal of Modern Linguistics,* Iran, Foreign Languages Department, Shahid Bahonar University, Kerman, 2017, page. 109

gender differences on reading comprehension achievement.[5] Gender discussions concerning metacognitive reading strategy have resulted in some claims that girls are better than boys in language or the opposite.

Research on metacognitive reading strategies has begun to look at whether there are differences between male and female students in terms of metacognitive reading strategies. These studies show various inconsistent results. Kolic-Vehovec and Bajsanski found that female students demonstrated the ability to understand man reading was higher than the male students. In addition, female students also use more metacognitive strategies than male students. In line with this, several other studies have also concluded that female students use metacognitive awareness more than boys in completing reading assignments.[6]

On the other hand, Abu-Snoubar found that there was no significant difference between male and female students in terms of their metacognitive strategies. Another study (Misu & Masi)

[5]Jefi Fauzan Anantasa, Gender Differences In Reading Comprehension Achievement(A case Studi at IAIN Syeh NurJati Cirebon), *ELT-Echo:The Journal of English Language Teaching in Foreign Language*, Volume 1, Number 1, 2016, Page. 29

[6]Wulansari Ardianingsih dan Rose Mini Agoes Salim, Gender Differences in Metacognitive Awareness of Academic Reading Strategies, *Jurnal Psikologi Teori dan Terapan*, vol 10. No 1, Depok : Departemen Psikologi Pendidikan Fakultas Psikologi Universitas Indonesia, 2019, Page. 76-77

also showed that there was no significant difference between male and female students in metacognitive awareness of mathematics.[7]

These studies show various inconsistent results. These inconsistent results indicate that the role of gender in using metacognitive strategies still needs to be studied more deeply. Therefore, the researcher conducts this study aims to determine whether there are any significant differences or not between male and female students in the use of metacognitive reading strategies for reading comprehension of analytical exposition text.

B. Research Question

1. How is the male student's ability of reading comprehension using a metacognitive reading strategy?

2. How is the female student's ability of reading comprehension using a metacognitive reading strategy?

3. How is the significant difference of reading comprehension between male and female students' abilities using a metacognitive reading strategy?

C. Research Objectives

1. To explain the male student's ability in reading comprehension using a metacognitive reading strategy.

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[7] Wulansari Ardianingsih dan Rose Mini Agoes Salim, Gender Differences in Metacognitive Awareness of Academic Reading Strategies, *Jurnal Psikologi Teori dan Terapan*, vol 10. No 1, Depok : Departemen Psikologi Pendidikan Fakultas Psikologi Universitas Indonesia, 2019, Page. 77

2. To explain the female student's ability in reading comprehension using a metacognitive reading strategy,

3. To analyze whether any significant differences in the use of metacognitive reading strategies between male and female readers.

D. Research Significance

The findings of the study are expected to explain whether there are any significant differences in contribution to the body of knowledge theoretically and practically.

1. Theoretically

   a. This research is intended to give a contribution to student understanding of metacognitive reading strategy.

   b. The result of this research can be useful references for the next researcher who wants to conduct research on the same or similar topic as in this research and also can know that there are differences between males and females in reading comprehension using metacognitive reading strategy.

2. Practically

   a. For learners

   The result of this research gives the advantages for the learner to improve their ability to become good readers which can choose the best way to be their habit when they are learning in their school. On the other side, the student can improve their knowledge of strategies

that can support them to be good readers and they get more information to improve their reading knowledge. It also provides information regarding reading strategies and gives motivation to the student. And also this research shows the learners the effectiveness of the meta-cognitive strategy in reading comprehension and is useful for the school to apply this strategy for enhancing students' reading ability

b. For teachers

According to this research, the researcher gives more information about gender in the use of metacognitive reading strategies, and hopefully, the teacher can give suggestions to their student for improving student ability and help the student. In addition, the teachers can know that in the teaching and learning process of male and female students, there are differences both in terms of the level of intelligence, the skill of it is certainly very influential, especially in reading comprehension.

E. Limitations of the Research

As explained in the background, the researcher limits the study to male and female students' comprehension of reading analytical exposition text tests by using a metacognitive reading strategy, in addition, this research is limited to the setting where the study is conducted. And this research only focuses on

examining metacognitive reading strategy in the students' university, specifically this research only focuses on the students of International Class Program of English Education Department of UIN Walisongo Semarang in the academic year 2022/2023. This research was conducted online by used Google Meet because when the researcher did the research with students, they were still on long holidays of campus, so the participants were still at home.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter describes the related literature that has contributed to this research including some previous research, and theoretical review.

A. Previous Research

For more clarification, particularly in comparison between females and males in reading comprehension using metacognitive reading strategy, there are some related studies or findings that support this research. These are related to gender differences. There are some findings stated:

1. A research was conducted by Zhenita Deliany and Bambang Yudi Cahyono, 2020 *Strategies Use of EFL University Students across Gender.*

    This study investigates EFL students' metacognitive reading strategies awareness and their metacognitive reading strategies use. It also compares female and male EFL students in terms of their metacognitive reading strategies awareness and metacognitive reading strategies use. The quantitative research method is used through the survey research design. The study involves 53 undergraduate students, consisting of 33 females and 20 males. The data are collected by using a questionnaire of Metacognitive Awareness of Reading Strategy Inventory (MARSI-R

inventory) developed by Mokhtari et al. (2018). This study shows that all of the students possess high metacognitive reading strategies awareness, indicating high metacognitive reading strategies use, despite there being a different level of awareness between female and male students. The researcher in this study also shows that there are no significant differences in all subscales of metacognitive reading strategies used across gender.[1]

In this new research, the writer investigates the metacognitive reading strategy that the students use in reading comprehension, and also in this new research not only discuss the differences between male and female in using metacognitive reading strategy but also discuss their comprehension of reading English text using metacognitive reading strategy.

2. A research was conducted by Chandra Fauzi and Ashadi. 2019 *entitled An Analysis on Reading Strategies based on Metacognitive Awareness and Gender.*

This study has aimed to identify the reading strategies used by first-semester graduate students and to show the most dominant strategies used by students of a different gender. The students used each strategy subscale of reading strategies

[1] Zhenita Deliany and Bambang Yudi Cahyono, Metacognitive Reading Strategies Awareness and Metacognitive Reading Strategies Use of EFL University Students across Gender, *Studies in English Language and Education 7(2)*,2020, page.421-437

(Global, Problem Solving, and Support). The finding result revealed that the most frequently used is the problem-solving strategy then followed by global and support reading strategies. From gender-wise showed that female students utilized reading strategies more frequently than did male colleagues.[2]

And based on the scope, this study is categorized as a census of intangibles where the focus is to analyze the reading strategies of entire first-semester graduate students of a state teacher college. The authors then focused the efforts to scrutinize the use of reading strategies by the students, and find out the most dominant reading strategies by students of different genders. Meanwhile in the new research now the writer just focuses on the metacognitive reading strategy which used the male and female students in reading comprehension.

3. A research was conducted by Arsaythamby Veloo, Mariam A Rani, and Hariharan, K. 2015. entitled *The Role of Gender in the Use of Metacognitive Awareness Reading Strategies among Biology Students.*

This study aims to determine the association between gender and gender differences in the perceived use of

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[2] Chandra Fauzi and Ashadi, An Analysis on Reading Strategies based on Metacognitive Awareness and Gender, *Journal of English Teaching Studies,* Vol.1, No.1,2019, Lingua Pedagogia.

Metacognitive Awareness Reading Strategies (Global, Problem-Solving & Support Reading strategies) among Biology students in a Matriculation College situated in the State of Kedah, Malaysia. In this study, 318 Matriculation College students participated, in which 97 male students and 221 female students studied Biology as one of the subjects. They rated their own perceived use level of Metacognitive Awareness Reading Strategies using the Metacognitive Awareness of Reading Strategies Inventory (MARSI) adapted from Mokhtari and Reichard (2002). The findings show that female students use Metacognitive Awareness Reading Strategies more frequently compared to male students while reading academic materials. The findings show that students apply problem-solving strategies the most compared to the other metacognitive reading strategies, while the least used strategy is the global reading strategy. However, there is no significant difference between males and females for both these strategies. In comparison, male and female students differ in the application of Support Reading Strategies, where more females use the strategies compared to males.[3]

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[3] Arsaythamby Veloo, Mariam A Rani, and Hariharan, K., The Role of Gender in the Use of Metacognitive Awareness Reading Strategies among Biology Students, *Asian Social Science*; Vol. 11, No. 1, Malaysia : Canadian Center of Science and Education, 2015

In this new research, the writer focuses on how metacognitive strategy makes affects male and female students in reading comprehension of English texts.

4. A research was conducted by Erina Andriani, Concilianus Laos Mbato, 2021 entitled *Male and female Indonesian EFL undergraduate students' metacognitive strategies in academic reading: planning, monitoring, and evaluation strategies.*

This study investigated the use of metacognitive strategies during academic reading from a gender perspective. A mixed-method was adopted, with open-ended and close-ended questionnaires and a semi-structured interview used to gather the data. From the quantitative data analysis, the students used most metacognitive strategies to a high degree. The only significantly different strategy use was guessing meaning (F=0.232, p<0.05), where male students used it more often, from the qualitative data analysis, the female students used more strategy variations than the male students. The students shared some similar and some different reasons to use the metacognitive reading strategy. The result suggested the gender influence on male students to make predictions.[4]

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[4] Erina Andriani, Concilianus Laos Mbato, Male and female Indonesian EFL undergraduate students' metacognitive strategies in academic reading: planning, monitoring and evaluation strategies, *Journal on*

In this new research, the writer did not only use the questionnaire MARSI but also use a reading test in the instrument to know the result of the reading comprehension by using a metacognitive reading strategy.

B. Literature Review

1. Gender

a. Terminology of Gender

Gender refers to the social characteristics and possibilities associated with being male and female, as well as the connections between women and men, girls and boys, and women and men. These characteristics, opportunities, and interactions are socially formed and learned as part of the socialization process. They are context and period-specific, as well as adaptable. In a particular setting, gender determines what is expected, acceptable, and appreciated in a woman or a man. In most countries, women and men face disparities and inequalities in decision-making possibilities, duties allocated, activities conducted, and access to and control over resources. Gender is a component of the larger sociocultural milieu. Other key sociocultural analysis parameters are class, race, poverty

level, ethnic group, and age.[5] And these are the gender terminology:

1) Gender

The economic, political, and cultural attributes and opportunities associated with being male or female. The social definitions of what it means to be male or female vary among cultures and change over time. (USAID ADS Chapters 200–203). Gender refers to the array of socially constructed roles and relationships, personality traits, attitudes, behaviors, values, and relative power and influence that society ascribes to the two sexes on a differential basis. Gender is an acquired identity that is learned, changes over time, and varies widely within and across cultures. Gender is relational and refers not simply to women or men but to the relationship between them.

2) Gender Roles

Communities and societies create social norms of behavior, values, and attitudes that are deemed appropriate for men and women and the relations between them. These roles are assigned by social criteria rather than biological. For example, childbearing is a female sex role because men

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[5] Carolyn Hannan, Gender Mainstreaming: Strategy For Promoting Gender Equality, Office of the Special Advisor on Gender Issues and Advancement of Women 2001. *https://www.un.org/womenwatch/ osagi/conceptsandefinitions.htm*

cannot bear children. Although both men and women can rear children, these duties are socially assigned.

3) Gender Relations

   A term that emphasizes the relationship between men and women as demonstrated by their respective roles in power-sharing, decision making, the division of labor, and returns to labor, both within the household and in the society at large.

4) Gender Mainstreaming or Integrating

   The process of assessing the implications for women and men of any planned action, including legislation, policies, or programs in any area and at all levels. It refers to strategies for making women's as well as men's concerns and experiences an integral dimension in the design, implementation, monitoring, and evaluation of policies and programs in all political, economic, and social spheres— such that inequality between men and women is not perpetuated.

   A continuum exists for gender mainstreaming. Gender-Negative refers to development activities in which gender inequalities (norms, roles, and stereotypes) are reinforced in the process of achieving desired development outcomes. Gender-Neutral activities are ones in which gender is not considered relevant to the development outcome but the process and the outcome do not worsen or

improve gender norms, roles, and relations. Gender Sensitive activities view gender as a means and aim to redress existing gender inequalities and gender norms, roles, and access to resources so that project goals can be reached. In Gender-Positive activities, the focus remains on development outcomes, but changing gender norms, roles, and access to resources is seen as central to achieving positive development outcomes. For gender-transformative activities, addressing gender issues is viewed as central to both positive development outcomes and transforming unequal gender relations to promote shared power, control of resources, decision-making, and support for women's empowerment.

5) Gender Analysis

A systematic approach, usually using social science methodologies, for examining problems, situations, projects, programs, and policies to identify gender issues and impacts. There are several tools available for conducting gender analyses. Gender analysis of a development program involves identifying the gender issues for the larger context (i.e., structural factors); specific sites; and the issues and differential impacts of program objectives, strategies, and methods of implementation. Gender analysis must be done at all stages of the development process; one must always ask how a particular

activity, decision, or plan will affect men differently from women in areas such as access and value of labor, property access and ownership, access to information and services, and social status.

6) Data: Sex- or Gender Disaggregated

Information is differentiated based on what pertains to women and their roles and men and their roles. More correctly termed sex-disaggregated when collected and analyzed for men and women.

7) Data Role Stereotyping

The portrayal, in media or books or conversations, of socially assigned gender roles as "normal" and "natural."

8) Gender Division of Labor

An overall societal pattern where women are allotted one set of gender roles and men are allotted another set. An unequal gender division of labor refers to situations in which there is an unequal division of the rewards of labor by sex, i.e., discrimination. The most obvious pattern in the gender division of labor is that women are mostly confined to unpaid domestic work and unpaid food production, whereas men dominate in cash crop production and wage employment.

9) Gender Equality

Refers to the absence of discrimination, based on a person's sex, in the allocation of resources or benefits, or

the access to services. Gender equality entails the concept that all human beings, both men and women, are free to develop their abilities and make choices without the limitations set by stereotypes, rigid gender roles, or prejudices. Gender equality means that the different behaviors, aspirations, and needs of women and men are considered, valued, and favored equally. It does not mean that women and men have to become the same, but that their rights, responsibilities, and opportunities will not depend on whether they are born male or female. Inequality, discrimination, and differential treatment based on sex can be structural (i.e., it is practiced by public or social institutions and maintained by administrative rules and laws and involves the distribution of income, access to resources, and participation in decision-making).

10) Gender Equity

Gender equity means fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different but considered equivalent in terms of rights, benefits, obligations, and opportunities (e.g., equal treatment before the law, equal access to social provisions; education; equal pay for work of the same value). In the development context, a gender equity goal often requires built-in measures to compensate for the historical and social

disadvantages of women. Specific measurements and monitoring are employed to ensure that, at a minimum, programs, policies, and projects implemented do not leave women worse off than men in their peer groups and families and that measures are taken to compensate for historical and social disadvantages.

11) Gender Sensitivity and Gender Awareness

The ability to recognize gender issues and especially the ability to recognize women's different perceptions and interests arising from their different social locations and different gender roles. Gender sensitivity is considered the beginning stage of gender awareness. The latter is more analytical, more critical, and more "questioning" of gender disparities. Gender awareness is the ability to identify problems arising from gender inequality and discrimination, even if these are not very evident on the surface or are "hidden" (i.e., not part of the general or commonly accepted explanation of what and where the problem lies).

12) Women in Development

An approach to development arose from a realization that women's contributions were being ignored. This situation led to many failures in development efforts. Accordingly, WID projects frequently involve only women as participants and beneficiaries.

13) Gender and Development

This approach shifts the focus from women as a group to the socially determined relations between women and men. A GAD approach focuses on the social, economic, political, and cultural forces that determine how men and women might participate in, benefit from, and control project resources and activities differently.

14) Gender Planning

A planning approach that recognizes the different roles that women and men play in society and the fact that they often have different needs.

Furthermore, Wijk and Francis (2009) assert that gender is a socially constructed definition of women and men. It is not the same as sex (biological characteristics of women and men) and it is not the same as women. Gender is determined by the conception of tasks, functions, and roles attributed to women and men in society and public and private life.[6]

Based on the above definitions of gender, the searcher can infer that gender refers to the social qualities and possibilities associated with being male and female, as well as the connections between women and men, girls and boys, and women and men. These socially built

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[6] Getris Purnama, The Comparison Between Male and Female's Reading Comprehension At The Second Grade SMP N 41 Bulukumba, *Undergraduate Thesis*, Makassar : Makassar Muhammadiyah University :2018, page. 12

characteristics, opportunities, and interactions are learned through socialization processes.

b. Male and Female

The researcher is interested in the brain activity of males and females based on the terminology of gender mentioned above. In Webster's New World College Dictionary, Collier Cool defines male and female as follows::

1) Women have greater connections between the left and right regions of the brain. This could offer them an advantage in gathering information from many sources and concluding. The left half of the brain is responsible for logical thinking, while the right is responsible for intuition. 2015 (Collier Cool).

2) Men's brains have more connections from front to back, which may improve their perception. They may be more aware of what is going on around them, allowing them to take action. Men had better connections between brain areas for motor and spatial ability. That is, males, perform better in tasks that require hand-eye coordination and comprehension of where objects are in space, such as throwing a ball or hammering a nail. (Collier Cool: 2015).[7]

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[7] Getris Purnama, The Comparison Between Male and Female's Reading Comprehension At The Second Grade SMP N 41 Bulukumba, *Undergraduate Thesis*, Makassar : Makassar Muhammadiyah University :2018, page. 13

2. Reading Comprehension

a. Definition of Reading comprehension

Students must increase their international dialogue, travel, and learning abroad to strengthen their four abilities of listening, speaking, reading, and writing.[8] Reading is one of the most important abilities for pupils to improve their core language skills. Students should gain a thorough understanding and comprehension of the language. Because high reading comprehension implies that students understand the vocabulary, grammar, and message delivered, these items can help students improve their other skills. According to Hamra and Yatriana (2010), reading is the key to increasing learning outcomes in many domains of research. It is a necessary skill for foreign language learners to master. One of the pupils' responsibilities is to grasp various text types. It is related to the purpose of reading because they develop their inventive thinking and integrate past knowledge, experience, circumstance, and concept.[9]

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[8] Mohammad Reza Ahmadi Hairul Nizam Ismail and Muhammad Kamarul Kabilan Abdullah, The Importance of Metacognitive Reading Strategy Awareness in Reading Comprehension, *Canadian Center of Science and Education* Vol.6 No.10,2013,Page.235.

[9] Herlina Syafrianti, Bambang Suwarno and Elfrida, Metacognitive Strategy and Students" Reading Comprehension: An Experimental Study At SMK N 1 Kota Bengkulu, *Journal of English Education and Teaching* Vol.2 No.2, 2018, page.58-59

Reading is a psychological and linguistic process. Because it is requested by the reader, the partial usage of accessible linguistic cues is chosen from perceptual feedback based on the reader's anticipation. According to Goodman (1970), the reading process is the processing of fragmentary information and the making of tentative decisions to be validated, rejected, or modified. Another description provided by Nassaji (2003) stated that reading is a multi-factor activity that focuses on the major component of it. The intricate process of reading requires a variety of skills, both lower and higher levels. Lower-level ones are suggested by identifying letters, whereas higher-level ones are explained by including background knowledge in the reading text.[10]

According to Yahya (2010), reading is a crucial linguistic talent that kids must master to fully explore knowledge. During the reading process, a reader must comprehend the author's intended material, information, explanation, or facts. It implies that the reading process may be complicated because readers must utilize the quality of thinking to comprehend the material. They will struggle with reading comprehension if they do not comprehend the text adequately. Reading and comprehension

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[10] Ceyhun Yukselir, An Investigating into The Reading Strategy Use of EFL Pre-Class Students, *Procedia-Social and Behavioral Sciences* (158), 2014, page.65

are processes that are related to grasping the entire content that has been read.[11]

Reading is a method of self-discovery. Students engage with textual content during this process by exerting both cognitive and metacognitive efforts to breakdown new information to render or infer meaning. Reading comprehension might be considered as the end result from this perspective.[12]

According to Snow (2002), reading comprehension is the process of extracting and generating meaning together through interaction and involvement with written language. The words extracting and constructing are used to stress the significance and inadequacy of the text as a predictor of reading comprehension. Reading comprehension consists of three components: the reader doing the comprehending, the text to be comprehended, and the activity in which understanding is a component. Reading comprehension is the act of creating meaning through the coordination of several dynamic

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[11] Yahya Othman, Zamri Mahamud, and Noradinah Jaidi, The Effect of Metacognitive Strategy in Reading Expository Text, *International Education Studies*, Vol.7 No.13,2014, Page.102.

[12] Ebru Kaya, The Role of Reading Skills on Reading Comprehension Ability of Turkish EFL Students, *Üniversitepark Bülte* Vol.4 No.1-2,2015, page.38, Doi:10.12973/unibulletin.412.4

processes such as word reading, word and word understanding, and fluency.[13]

Reading comprehension strategies, according to Routman (2003), are tools or methods for promoting and extending comprehension (In Hardebeck, 2006). It can assist readers with remembering the keyword, distinguishing between required and unneeded information, considering the core notion, and providing comments on the subject matter.[14] According to Pressley (2002), good text comprehension arises when a reader can predict what the material is about, relates information with background knowledge, ask questions while reading, monitors text comprehension, and summarizes what is read. Metacognitive understanding of reading is required for these metacognitive processes or reading strategies to be used during text comprehension.[15]

Reading comprehension necessitates far more than students' responses to the text. Reading comprehension, according to Klinger, is a multi-component, extremely

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[13] Diana Oktavia and Dina Fitriana, Developing Students" Reading Comprehension Skill through Reciprocal Teaching Strategy, *Advance in Social Science Education and Humanities Research* Vol.82, 2017, page.23

[14] Suna Cogmen and A. Seda Saracaloglu, Student" Usage of Reading Strategies in The Faculty of Education, *Procedia-Social and Behavioral Sciences* (1),2009,page.248

[15] Marloes M.L.Muijselaar etc, Developmental Relations Between Reading Comprehension and Reading Strategies, *Scientific Studies of Reading* Vol.21 No.3,2017, Page.195

complicated process that involves multiple interactions between readers and what they bring to the text (prior knowledge, technique use) as well as text-related variables (interest in text, understanding of text types).[16] Reading is thus a good relationship between readers and the text in the intricate process of extracting the intended meaning from the text.

According to the definition above, reading comprehension is an active process in which readers or students attempt to construct meanings by using text material, digesting the information, and comparing the information with their contextual knowledge.

b. Models of Reading Comprehension

In the reading comprehension process, reading comprehension has three specific models that should be stressed. These models promote the interpretation of reading and help the readers or students search out text and solve their text issues when reading. These models of reading comprehension are described as follows:

1) The Bottom-Up Model

As stated by Gough (1972) that the bottom-up model focuses on the text, teachers, and the readers begin to read by recognizing the sentences, and letters, eventually improving to larger linguistic chunks to sentences and

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[16] J.K.Klingner, et al., *Teaching Reading Comprehension to Students with Learning Difficulties, e-book*, New York: The Guilford Press, 2007 p.8

ending. In this model, by acknowledging each word, the whole reading is focused on the words and learners construct meaning from the context. Individual words are stressed in isolation and rapid word understanding is necessary (VanDuzer, 1999). Cited by Pressley (2002) this model assumes that the readers or students who use this process are increasingly becoming qualified readers. In addition, the readers who are good at understanding the words become professional readers whose abilities are strengthened by their ability to decode. As explained by Ahmadi and Pourhossein (2012) that professional decoders can easily grasp frequent letter chunks, prefixes, suffixes, and the original words quickly. So, this capability will unlock more memory space in the brain for reading comprehension. On the other hand, weak readers put more time into understanding language, which leaves the brain with the less cognitive capacity for reading comprehension.

2) The Top-Down Model

The top-down model applies to a "notion) model where students" prior information and expectations help them create meaning from a reading text. Eskey (2005) states that the top-down approach is based on the "from the brain to text" reflecting on the whole reading process. In this model, the learner starts with some assumptions

regarding the reading meaning resulting from previous knowledge and uses word information in decoding vocabulary to validate and adjust previous knowledge (Aebersold & Field, 1997). On the other hand, contexts themselves have little significance in the top-down reading model, but they are readers who construct the context of the texts by incorporating the background experience. Reading comprehension is a "psycholinguistic predicting game" and students use their previous knowledge to predict context.

3) The Interactive Model

The interactive model is characterized as a mixture of both the bottom-up and the top-down models and emphasizes the interrelation between the reader and the text. It is now 18 universally recognized as the most definitive image of the reading process for both first language and second language (Ahmadi and Pourhossein,2012). In addition, the interactive model shows that there is a correlation between bottom-up and top-down processes, and this model implies that neither bottom-up nor top-down models will explain the whole reading process on their own. Similarly, Rumelhardt (1977) noted that "both sensory and non-sensory come together in one place and the reading process concludes

the simultaneous joint application of all knowledge sources.[17]

c. Reading Comprehension Process

Reading comprehension entails two stages. The first is for the reader to determine what the writer has stated, and the second is for him to follow what the writer intended. According to Bright (2000), reading comprehension may be divided into two stages: the mechanical process and the comprehension process. Language competency, curiosity, drive, and reading aptitude are all part of the mechanical process. And understanding is a component of reading materials.[18]

Bright (2000) suggests that the process of reading comprehension involves three basic skill areas. From a series of printed symbols, the reader strives to identify the specific ideas of another person and establishes the organization of these ideas. Davies (2011) explains that deciphering means recognition or patterns of the massage, these comprise distinguishing writing from other kinds of patterns, sensing the direction of the writer, finding, the beginning and ends of the

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[17] Mohammad Reza Ahmadi Hairul Nizam Ismail and Muhammad Kamarul Kabilan Abdullah, The Importance of Metacognitive Reading Strategy Awareness in Reading Comprehension, *Canadian Center of Science and Education* Vol.6 No.10,2013,Page.239-240.

[18] Bright. 2000. *Teaching English as Second Language*. London. Longman Inc.

text, adjusting the rate the eye scan to the rate of comprehension, and referring back or forward to resolve ambiguity or doubt.[19]

3. **Reading Strategy**

Reading techniques are vital for readers to adopt during the reading process because they assist them to grasp the material. Reading strategies can be described as plans for problem-solving encountered in constructing meaning.[20] Readers will use tactics to help them solve their reading problems. It may be deduced that the readers' strategy is to use reading skills to overcome their reading difficulty.

In addition, students may be taught reading strategies and strategies that help to increase the student's performance on the comprehension test.[21] So, reading strategies are successful in boosting pupils' comprehension. Using reading strategies can help pupils learn and comprehend the content. Reading strategy is a wide phrase used to describe the planned and explicit actions that assist children in converting print into meaning. And reading strategies are a purposeful activity used to better grasp the material. Reading strategies may be defined as methods for achieving

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[19] Bright. 2000. *Teaching English as Second Language*. London. Longman Inc.

[20] Richard Jack C, and Willy A. Renandya, *Methodology in Language Teaching,* Cambridge: Cambridge University Press, 2002, p. 287

[21] Richard Jack C, and Willy A. Renandya, *Methodology in Language Teaching*, Cambridge: Cambridge University Press, 2000, p. 287-288

meaning or achieving a goal in text comprehension, as well as overcoming challenges in the creation of meaning, planned action, or processes.

As essential as using reading strategies to increase reading comprehension is understanding the form of reading strategies to give additional options when one reading strategy fails to deliver the outcome that learners seek to address problems in interpreting the text. According to Mokhtari and Reichard (2002), reading methods are classified into three major types as follows: "Global Reading Strategies (GLOB), Problem Solving (PROB), and Support Strategies (SUP)" as the theoretical basis of the SORS questionnaire. And these are the definition of Global Reading Strategies (GLOB), Problem Solving (PROB), and Support Strategies (SUP):

a. Global Reading Strategy

This first subcategory represented a set of reading strategies that were oriented toward a global analysis of the text. These strategies help readers in generalizing and can be thought of as intentional reading strategies aimed at setting the stage for reading (Mokhtari & Reichard, 2002). Global strategies used by readers are grounded in the think-aloud study (Pressley & Afflerbach, 1995) in their book that discussed about readers' behaviors as they read the material. Readers engage in behaviors such as previewing text and

skimming before they read as well as during-reading behavior such as adjusting expectations.

b. Problem Solving strategies

This second factor in MARSI is oriented around strategies applied for solving problems faced when text becomes difficult to understand. The strategy includes reading slowly and carefully, adjusting reading speed according to text difficulty, paying close attention when facing problems to understand the text, pausing to reflect on the text, rereading, visualizing the text, reading aloud, and guessing the meaning of unknown words. These strategies provide readers with action plans that help readers to navigate through text skilfully. These localized, focused problem-solving or repair strategies will be used when problems arise in understanding the information in the text (Mokhtari & Reichard, 2002). These problem-solving strategies in MARSI supported the work by Pressley and Afflerbach (1995) who reported that successful readers monitored their comprehension and solved problems that arose while they read.

c. Support Reading Strategy

The third subcategory (Support Reading Strategies) is oriented around the use of outside reference material, the initiative of taking notes while reading, and other practical strategies that are described as functional or support strategies. These strategies provide useful support mechanisms for

sustaining responses to reading such as the use of dictionaries (Mokhtari & Reichard, 2002). Fenfang (2010) studied the English reading strategies using the same questionnaire among senior middle school and found that the majority of students used Problem-Solving Strategies, followed by Global Reading Strategies and Support Reading Strategies.[22]

Reading, according to Kathleen T. Mc Whorter, is a complicated set of skills encompassing activities before, during, and after reading. The following is a partial list of abilities:

1) Before Reading
    a) Determining the material's subject
    b) Deciding how to arrange the material
    c) Identifying what you expect from the information to recall
    d) Defining the reading intent

2) During Reading
    a) Identifying what matters
    b) Determining how keywords are supported
    c) Recognizing thought patterns
    d) Drawing connections between concepts
    e) Expecting what is next to come

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[22] Arsaythamby Veloo, Mariam A Rani & Hariharan, K, The Role of Gender in the Use of Metacognitive Awareness Reading Strategies among Biology Student*, Asian Social Science*; Vol. 11, No. 1; 2015, Page 68

f) Linking thoughts about something you already learned

3) During and After Reading

a) Defining your reason for writing to recognize the author

b) Examining the methodology and vocabulary of the writer

c) Assessing the integrity or authority of the writer

d) The answering question that is important

e) Evaluation of the essence and sources of supporting evidence.[23]

These strategies imply that readers or pupils should pay attention to the measures that are certain to assist them in reading about what they require.

4. **Metacognition**

Since its development, metacognition has received considerable attention in research on language learning especially, in reading because metacognition highlights how learner makes reading plans, monitor the reading process, and evaluate how one has learned (Jacob and Paris, 1987). This notion is supported by Mokhtari and Reichard (2002, p. 249) who state that "awareness

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[23] Riandry Fadilah Nasution, Eka Sustri Harida, & Sojuangon Rambe, Reading Strategies Used by Successful Readers of English Department Students of State Institute For Islamic Studies Padangsidimpuan, *Tazkir: Jurnal Penelitian Ilmu-ilmu Sosial dan Keislaman* Vol.4 No.2,2018, page.271-272.

and monitoring one's comprehension processes' which are often referred to in the literature as metacognition are critically important aspects of skilled reading.[24]

The term 'metacognition' was first coined by American Developmental psychologist Flavell (1979, p. 2) in the area of cognitive psychology. According to Flavell, metacognition refers to one's knowledge and cognition of cognitive phenomena. Similarly, Metacognition can be defined simply as thinking about thinking (Anderson, 2002). It is the ability to make your thinking visible. It is the ability to reflect on what you know and do and what you do not know and do not do. Metacognition results in critical but healthy reflection and evaluation of your thinking that may result in making specific changes in how you learn. Metacognition is not simply thinking back on an event, describing what happened and how you felt about it.[25]

Metacognition can be divided into five primary components: (1) preparing and planning for effective reading, (2) deciding when to use particular reading strategies, (3) knowing how to monitor reading strategy use, (4), learning how to orchestrate various reading strategies, and (5) evaluating reading strategy use.

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[24] Chandra Fauzi, Ashadi, An Analysis on Reading Strategies based on Metacognitive Awareness and Gende, *Journal of English Teaching Studies*, Vol.1, No.1, *Lingua Pedagogia* March 2019, Page. 3

[25] Neil J. Anderson, Scrolling, Clicking, and Reading English : Online Reading Strategies in A Second /Foreign Language, *The Reading Matrix,* Vol.3. No.3, 2003, Page. 10

Metacognition is not any one of the five elements in isolation. Each of these five metacognitive skills interacts with the other. Metacognition is not a linear process moving from preparing and planning to evaluating. More than one metacognitive process may be happening at a time during a learning task. It is the blending of all five into a kaleidoscopic view that may be the most accurate representation of metacognition.[26]

Metacognition focuses on self-regulated about what people know and how they apply that knowledge to particular tasks. Metacognition provides some new avenues of instruction for teachers by focusing on the process rather than the products of reading. Basic characteristics of metacognition have defied consensus. Some researchers argue that metacognition refers to conscious knowledge and deliberate actions, whereas others suggest that metacognition can be tacit and automatic. Some argue that metacognition involves emotion and motivation, whereas others suggest that it is better conceptualized as knowledge without affect. There is little agreement about appropriate measures for metacognition, although most agree that verbal reports and interviews can lead to distorting and unreliable estimates of what people know about their thinking.[27]

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[26] *Ibid,* page. 10

[27] Janie E. Jacobs and Scoot G. Paris, Children Metacognition About Reading: Issues in Definition, Measurement, and Instruction, *Educational Psychologist* (22:3-4),1987,Page.255&258

According to the statement above, metacognition is the awareness and knowledge of our thought processes. Metacognition enables students to plan, monitor, and assess their comprehension and performance concerning the tasks that they are doing.

5. **Metacognitive Reading Strategy**

Reading as a skill entails a primary interest and passion, as well as inventiveness and resourcefulness. So, reading needs requires vocabulary experts and prior experience with books. Students should be able to learn about the outstanding metacognitive method that is best for them through reading. Metacognitive requires self-control that includes self-regulated thinking. It is important because it contributes to strategies and practices on how to complete a task, track the fulfillment of oneself, and reflect and self-evaluate the outcomes of the complete undertaking.[28]

Metacognitive reading strategies are about taking charge of reading, and monitoring comprehension while reading. Students that read with metacognition constantly ask themselves "Do I understand what I just read?" or "What is the main point here?" It requires constant attention and a questioning mindset. And ultimately, it means being able to determine the relevance of new information, to put it in the right context.[29]

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[28] Kartika Septianingrum, Siti Mariam, and Siti Tarwiyah, A Portrait of Learner's Autonomy Through Metacognitive Strategy on Reading Comprehension, *Vision:Journal For Language and Foreign Language Learning* Vol.7 No.1,2018, page.68

[29] https://www.gemmlearning.com/can-help/reading/ info /meta cognition/ #:~:text=Metacognitive%2 0reading%20strategies% 20are% 20 about, attention%20and%20a%20questioning%20mindset.

Knowledge of metacognitive reading strategy plays an important role in reading comprehension and learning processes (Ahmadi, Ismail, & Abdullah, 2013; Mytkowicz, Goss, & Steinberg, 2014; Nash-Ditzel, 2010). Awareness and use of metacognitive reading techniques have a strong and clear relationship with reading comprehension performance; Thus, learners who use this technique are better able to read literacy tests/courses (Ahmadi et al., 2013; Muhid, Amalia, Hilaliyah, Budiana, & Wajdi, 2020; Zhang & Seepho, 2013); Learning Technical Metacognitive reading skills can also be one solution to the problem of low reading comprehension, therefore it needs to be developed and emphasized in learning and teaching. EFL learning process.[30]

Metacognitive techniques are exercises that make learners aware of their thoughts while doing reading tasks. Describes metacognitive reading strategies as organized, deliberate, goal-oriented, and forward-looking mental exercises and processes that help the reader learn and track how he or she performs cognitive tasks[31]. According to Brown (1987), that awareness of cognition can be defined as what one knows about his or her cognition. It

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[30]Yunita Dwi Wikandari, Metacognitive Reading Strategies, Motivation, And Understanding Performa Reading of EFL Learners, *Journal of Education and Technology* volume 4 number 2, 2020, Page 292-293

[31]Yunita Dwi Wikandari, Metacognitive Reading Strategies, Motivation, And Understanding Performa Reading of EFL Learners, *Journal of Education and Technology* volume 4 number 2, 2020, Page 292

typically consists of three distinct forms of understanding of the metacognitive reading strategy: 1) Declarative Knowledge, 2) Procedural Knowledge, and 3) Conditional Knowledge, and these are the definition of them :

a. Declarative Knowledge

The known declarative is described as knowing things "about". Information requires knowledge about individual knowledge as a learner and what components influence one's output. As cited by Desoete and Roeyers (2003) that research exploring meta-memory or knowledge of memory processes, for example, reveals that students know memory-related cognitive processes. In addition, successful learners demonstrate that they have more knowledge of their memory and are more likely to use what they know than bad learners.

b. Procedural Knowledge

According to Veenman (2005), Procedural knowledge applies to learning "how" to do things. It is defined as knowledge of the application of procedural skills. To solve problems, individuals with a high degree of procedural knowledge use skills more instinctively, and are more likely to successfully sequence strategies and use qualitatively different strategies (Veenman, 2005).

c. Conditional Knowledge

Conditional knowledge refers to knowing when and why to apply different cognitive actions (Desoete & Roeyers,

2003). It can be considered to be declarative knowledge of the relative effectiveness of cognitive procedures. In an inquiry, for example, it was found that college 32 students differentiate between the information processing criteria of ten different styles of riding situations. To better control their learning, learners chose different techniques that were most suitable for each situation.[32]

Three main metacognitive reading strategies as distinguished by Mokhtari and Sheorey (2002) include global reading strategies, problem solving strategies, and support strategies. Global reading strategies set the stage for reading acts and include readers' plans for reading, the preview of text content, etc. Problem-solving strategies are used when there are problems in comprehending a text, in which the reader rereads the text or tries to guess the meaning of unknown words. Support strategies, such as note-taking, highlighting a text, or the use of reference materials, act as tools and all basic support mechanisms aimed at helping the readers in the process of reading.[33]

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[32] Mohammad Reza Ahmadi, Hairul Nizam Ismail1 & Muhammad Kamarul Kabilan Abdullah, The Importance of Metacognitive Reading Strategy Awareness in Reading Comprehension, *English Language Teaching*; Vol. 6, No. 10; 2013, Page 237

[33] Vilhelmina Vaičiūnienė & Daiva Užpalienė, Metacognitive Online Reading Strategies in Foreign Language Learning Context at University, *Social Technologies*, Volume 3 No. 2, 2013, P.320

There are several steps in using metacognitive strategies in reading comprehension teaching. Zhang and Sheepo (2013) classify metacognitive strategies into three categories: planning, monitoring, and evaluation. These steps are discussed below:

1) Planning Strategies

Reading can be divided into three parts: prereading, mid-reading, and post-reading. As a metacognitive strategy, planning occurs in the prereading stage. In the planning process, students use their background knowledge. An example of a planning process such as students can preview the text through skimming, previewing a title, picture, illustration, heading, or subheading. Students preview the general information in the text and its structure and set the purpose for reading and also the example of planning strategies.

2) Monitoring Strategies

The monitoring process occurs during reading. In this process, students monitor the level of their learning materials, which is a step in determining the current learning level or status. While reading activity students self-check their comprehension and monitor the text by asking the question. Some examples of monitoring processes are comprehension of vocabulary, self-questioning (reflecting on whether they understood what they have read so far),

identifying the keywords, and determining which part of the passage can be emphasized or ignored.

3) Evaluating Strategies

The next suggested metacognitive strategy is evaluation. Evaluating strategies are employed after reading. In fact, the evaluation itself has many purposes, such as collecting feedback, collecting data or information, and conducting evaluations. In addition, evaluating in reading serves several purposes. In addition, evaluation in reading has several purposes. Concisely defined as making judgments, evaluation helps readers determine:

a) The importance of the information obtained from the written text

b) The accuracy and credibility of the content read

c) The appropriateness or usefulness of the idea.

d) The personal pleasure of reading texts.

e) Personal progress as a reader

Moreover, Zimmermann and Pons (1986) say that strategies for evaluation are statements or behaviors that the students can use to measure the quality or progress of their work.[34]

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[34] Bustami., Zulfadli., Nova., Improving Reading Comprehension Using Metacognitive Strategies, *English Education Journal*, Volume 8 No.4, 2017, P.429-430

CHAPTER III
RESEARCH METHOD

This chapter discusses the research method used in this research. Those are research design, setting of the research, source of data, population and sample, variables, method of collecting data, instruments, and method of analyzing data.

A. Research Design

The type of this research was in the category of descriptive research using a quantitative approach. Descriptive research is a method of research aimed at describing phenomena that exist, which is happening in the present or in the past. According to Furchan, descriptive research has the following characteristic, they are :

1. Descriptive research tends to describe what a phenomenon's existence by studying regularly, prioritizing objectivity, and being done carefully.

2. No treatment is administered or controlled, and there is no test Hypothesis.[1]

And the quantitative approach is an approach that is carried out by recording and analyzing research data accurately using statistical calculations. According to Sudjana (2004:53) said that "descriptive research method with a quantitative approach that is

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[1] A. Furchan, *Pengantar Penelitian dalam Pendidikan*, (Yogyakarta : Pustaka Pelajar Offset, 2004), P.54

used if it aims to describe or explain an event or an event that is happening at present in the form of meaningful numbers".

So in this study uses descriptive research with a quantitative approach where the results of the statistical calculation data are explained or described based on the results of the data and interviews.

B. Setting of the Research

1. Place of the research

   This research was conducted in the Faculty of Education and Teacher Training of UIN Walisongo Semarang to explore the most preferable metacognitive online academic reading strategies practiced by EFL students and their experiences applying the strategies. Specifically, this research only focuses on the students of English education department International Class Program at the 3rd semester in Walisongo State Islamic University Semarang.

2. The research was conducted on 2nd August 2022. This research only took 1 meeting for the reading test and to fill out the questionnaire after finishing the reading test.

C. Source of Data

The researcher conducted on the third semester students of English education Department in Faculty of Education and Teacher Training of UIN Walisongo. The subject of the research is the students of English Education Department 3 ICP. The

researcher considers that the third semester students are the appropriate source of data because they have gotten the basic knowledge of their concerns related to English Education. They have taken basic, and intermediate, reading as their subject in the previous semester. The students of English Education also have taken some English subjects that obviously needed reading ability to support them in their search for materials and resources. The researcher believes in the growth of technology many students choose their internet connection to look for the source of the materials.

D. Population and Sample

The sample is a part of the number and characteristics of population in quantitative research.[2] If the population is big, and the researcher can't learn all of the population. In case of, a researcher's lack of funds, power, or time the researcher to learn all of the population. Here, the sample which is taken needs to be representative it will give the wrong conclusion at the end. Therefore selecting a sample is a very important thing that needs to be careful. It will be used to the representation of the characteristics of the whole population through which a generalization can be taken.

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[2] Sugiyono, *Research Methodology in Education : Quantitative, Qualitative , Combination, R&D, Education Research (third edition)*. Alfabeta bandung, 2019

The population from this research is the students of the third semester of English education department. While for the sample, the researcher took one class of English education department, the class is English Education department 3 ICP (International Class Program). The reason why the researcher took them as the subjects is because, they are non-native English speakers who are learning it as a foreign language, especially with the purpose to be English teachers, and they are also had taken basic, and intermediate, reading courses in the previous semester.

E. Variables

In research, variables that are a consequence of or dependent upon antecedent variables are called a dependent variable. Variables that are antecedent to the dependent variable are called an independent variable. The dependent variable is the phenomenon that is the object of study and investigation. According to Ary et al, 1985: 31 "the independent variable is the factor that is measurably separate and distinct from the dependent variable, but may relate to the dependent variable". In addition, Creswell (2009:50) states that a variable refers to a characteristic or attribute of an individual or an organization that can be measured or observed among the people or organization being studied.

According to those explanations above, the independent variable of this research is gender differences in reading

comprehension while the dependent variable of this research is using metacognitive reading strategy.

F. Technique of Collecting Data

In collecting the data because the researcher uses a quantitative approach, the researcher uses three techniques to collect the data. They are :

1. Test

In this research used a test as an instrument to collect the data information of the students. The instrument used by the researcher is a reading test. The researcher held on the reading test by Google Meet. The reading test was used to determine students' understanding of reading texts using a metacognitive reading strategy, students' understanding are known after researchers process the results of each student's score.

2. Questionnaire

The questionnaire is a technique of collecting data by giving a series of questions to gather information from respondents.[3] In this study, the researcher uses the OSORS (Online Reading of Survey Strategies) questionnaire developed by Anderson. One of the first studies conducted on online reading was by Anderson (2003) who explored strategies usage in ESL and EFL contexts. Adapting an

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[3] Sugiyono,2017, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfabeta, P. 142

instrument, called Survey of Reading Strategies (SORS), designed by Mokhtari and Sheorey (2002), he developed a new instrument, Online Survey of Reading Strategies (OSORS), which is used to measure online reading strategies. Anderson used OSORS to know the online reading strategies used by ESL, and also to know the difference of online reading strategies between English as a second language readers (ESL) and English as a foreign language.

The OSORS consists of 38 items related to metacognitive reading strategies, which are subdivided into three categories: global reading strategies (18 items), problem-solving strategies (11 items), and support reading strategies (9 items).[4] OSORS consists of 5 points Likert scale (from 1=never to 5=always). The mean score 3.5 or higher is the high use of strategy. While the mean 2.5 to 3.4 is the moderate use of strategy, and the mean 2.4 or lower is the low use of strategy. The researcher made the OSORS using Google Form Application and distributed the link to the third semester students of English Education department.

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[4] Anderson, Scrolling, Clicking, and Reading English : Online Reading Strategies in A Second/Foreign Language, (*The Reading Matrix*, 2003), Volume 3 No.3

G. Instruments

A research instrument is a tool used to obtain, measure, and analyze data from subjects around the research topic. This research uses two instruments to collect the data, the instruments of the research are the first uses a reading test of analytical exposition text in a multiple choice test. The students answer some questions that relate to the reading text. And the second instrument uses the OSORS and consists of 38 items related to metacognitive reading strategies. The researcher employs Anderson's Online Survey of Reading Strategies (OSORS) questionnaire to assist her in explaining the types of metacognitive strategies employed by the students.

This questionnaire relates to metacognitive methods, which are subdivided into three categories: global reading strategies (18 items), problem-solving strategies (11 items), and support reading strategies (9 items). Readers can regulate their reading behavior by planning, monitoring, and assessing it using metacognitive methods. OSORS consists of 5 points Likert scale (from 1=never to 5=always). A guide proposed by Mokhtari et al. (2018) was used to interpret the students' scores on the MARSI-R questionnaire. There are three levels of interpretation covering a High level of awareness (3.5 or higher), Medium level of awareness (2.5-3.4), and Low level of awareness (2.4 or lower)[5].

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[5] Zhenita Deliani, Bambang Yudi cahyono, Metacognitive Reading Strategies Awareness and Metacognitive Reading Strategies Use of EFL

H. Technique of Analyzing data

In analyzing the data, because this research uses descriptive research using a quantitative approach, so this research uses statistical calculation and the data were explained or described based on the results of the data. The researcher employed some steps as follows:

1. Validity

Validity relates to the accuracy of the measuring instrument against the concept being measured[6], so that it measures what it is supposed to measure. Therefore, validity is the most important requirement in an evaluation tool (test). A test can be said to have high validity if the test can measure what is being measured, namely measuring certain specific goals with the material or content of the lessons provided. The higher the validity test kit, the more targeted. The following formula is used to calculate the coefficients correlation.

University Students across Gender, *Studies in English Language and Education*, 7(2), Malang : Universitas Negeri Malang, 2020. Page 246

[6] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2006), p.168

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Keterangan:

r_{xy} = koefisien korelasi antara variabel X dan Y

N = banyaknya sampel (peserta tes)

X = skor item X

Y = skor item Y

2. Reliability

Reliability refers to the stability or the consistency of the test scores, besides having high validity, a good test should have high reliability too. Heaton states that reliability is a necessary characteristic of any good test, for it to be valid at all, a test must first be reliable as a measuring instrument[7]. In this study, the reliability of the test was measured by comparing the obtained score with the r-score product moment. Thus, if the obtained score was higher than the table r-score, it could be said that the test was reliable.

To calculate the reliability of the test, the writer used the formula as follows[8] :

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[7] J.B Heaton, *Writing English Language Tests* (London: Longman, 1975), p. 155

[8] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*,(Jakarta: PT. Rineka Cipta, 2006), p.188

$$r_{11} = \left\{\frac{k}{k-1}\right\}\left\{\frac{V_t - \sum pq}{V_t}\right\}$$

Where:

r11 = Reliability of instrument

k = Total of questions valid

p = the proportion of correct answer

q = The proportion of incorrect answer

Vt = Varians total

The researcher used the criterion by Arikunto to determine

whether the best is reliable or unreliable, as follows:

0.80 < r11 = 1.00 : Reliability degree is very high

0.60 < r11 = 0.80 : Reliability degree is high

0.40 < r11 = 0.60 : Reliability degree is medium

0.20 < r11 = 0.40 : Reliability degree is low

0.80 < r11 = 0.20 : Reliability degree is very low

The test instruments are reliable if r_o is higher than r table.[9]

3. Collecting the students' answer sheets and giving a score to the student's answers.

Scoring the student's correct answers male and female:

❖ $Score = \frac{students\ correct\ answe \times 10}{the\ number\ of\ items}$

(Depdikbud, 1985)

_____

[9] *Ibid*, page. 276

❖ Classifying the score of the students' male and female

<div style="margin-left: 3em;">

Score 9.6-10   : Excellent

Score 8.6-9.5   : Very good

Score 7.6-8.5   : Good

Score 6.6-7.5   : Fairly good

Score 5.6-6.5   : Fairly

Score 3.6-5.5   : Fairly poor

Score 0-3.5   : Poor

</div>

<div style="text-align: right;">(Depdikbud, 1985)</div>

❖ Computing the frequency and the rate percentage of the students' scores

$$P = \frac{f \times 100\%}{N}$$

P = percentage
F = frequency
N = the total number of students

<div style="text-align: right;">(Gay, 2006)</div>

❖ Calculating the mean score of the students

$$X = \frac{\sum X}{N}$$

Where:
X = mean score
$\sum$ = total row score
N = the total number of students

<div style="text-align: right;">(Gay, 2006)</div>

4. Data analysis was performed using several statistical techniques. To process the general description of participants and data regarding metacognitive strategies in reading, the researcher used descriptive statistical techniques. So, the researcher gained the data through the reading test by using Google Meet and questionnaire that spread using Google Form Application and the semi-structured interview, then the researcher analyzed the gathered data. The gathered data from the questionnaire were presented in the form of mean score and was described descriptively. Furthermore, to analyze gender differences in reading test and reading strategies, the researcher used the Mann Whitney-U statistical technique. This statistical technique is a non-parametric technique of the t-test. The researcher used non-parametric statistical techniques because the numbers of male and female participants are unequal.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the research finding and the discussion. This section is the answer of the research question which had been formulated. In this chapter, the results of the data analysis are presented. The data were collected and then processed in response to the problem and elaborate the findings with existing theory.

A. Research Findings

This research was implemented on the third semester students of English education Department in Faculty of Education and Teacher Training of UIN Walisongo. The subject of the research was the students of English Education Department 3 ICP with giving the reading test and questionnaires for gaining the data about metacognitive strategies that used in comprehending text during reading test. According to Omalley and Chamot (1990) metacognitive strategies are divided into three stages, which are planning, monitoring and evaluating.[1]

1. The Male Students Ability on Reading Comprehension Using A Metacognitive Strategy

As previously stated in chapter 1, the first objective of this study was aimed to know how is the male students ability on

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[1] J. Michael O‟Malley, Anna Uhl Chamot, *Learning Strategies in Second Language Acquisition*, (Cambridge, England: Cambridge University Press),1990

reading comprehension using metacognitive reading strategy at students of English Education 3 ICP, and the total number of male students at this class are 7 students. After collecting and analyzing the data, the researcher found that the male on reading comprehension was categorized at 'very good'.

Table 1.1 Mean Score of Male Students Ability on Reading Comprehension using metacognitive reading strategy

Variable	Mean Score
Reading Comprehension on Exposition text	8.2

The data in the table 3.1 above showed that the mean score of male students reading comprehension on exposition reading text using metacognitive reading strategy. From this table, it can be seen that the male students got mean score 8.2, it means that the male students were categorized at 'good'.

a. **Score Classification of Male Students**

Table 1.2 Rate Percentage of Male Students

No	Classification	Score	Male	
			Frequency	Percentage
1	Excellent	9.6 – 10	1	14%
2	Very good	8.6 – 9.5	1	14%
3	Good	7.6 – 8.5	3	43%
4	Fairly good	6.6 – 7.5	2	29%
5	Fairly	5.6 – 6.5	-	0%
6	Poor	-	-	0%
7	Very poor	-	-	0%
	Total		7	100%

The data in table 3.2 above showed the classification and percentage of the male students on reading comprehension ability. From this table, it can be seen that only one of the students (14%) got 'excellent and very good' score. There were three male students (43%) classified into 'good', and also there were two of the students got fairly good, and none of the male students got classified in fairly, fairly poor, and poor score. This indicates that the score classification of male students is 'good' classification in reading comprehension because most of them (3 students) got good score.

b. The Data Above Can Also Be Shown From The Chart Below
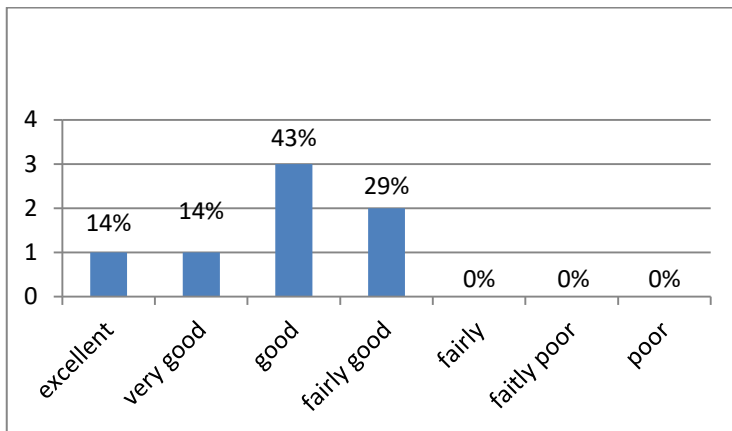
Figure 1.1 Graphic Male Students Ability on Reading Comprehension Using Metacognitive Reading Strategy.

The graphic 1.1 above indicates that the classification score of male students ability on reading comprehension using metacognitive reading strategy.

The dominant male students were good 43 % and the least were excellent and very good 14%.

2. **The Female Students Ability on Reading Comprehension Using Metacognitive Reading Strategy**

As previously stated in chapter 1, the second objective of this study was aimed to know how is the female students ability on reading comprehension using metacognitive reading strategy at the students of English Education Department 3 ICP which the total number of the female students at this class are 16 students. After collecting and analyzing the data, the researcher found that the female on reading comprehension was categorized at 'good' score.

Table 1.3 Mean Score of Female Students Ability on Reading Comprehension using metacognitive reading strategy

Variable	Mean Score
Reading Comprehension on Exposition text	8.7

The data in the table 3.1 above showed that the mean score of female students reading comprehension on exposition reading text using metacognitive reading strategy. From this table, it can be seen that the female students got mean score 8.7, it means that the female students were categorized at 'very good' score.

Score Classification of Female Students

Table 1.4 Rate Percentage of Female Students

No	Classification	Score	Male	
			Frequency	Percentage
1	Excellent	9.6 – 10	1	6%
2	Very good	8.6 – 9.5	7	44%
3	Good	7.6 – 8.5	6	38%
4	Fairly good	6.6 – 7.5	2	13%
5	Fairly	5.6 – 6.5	-	0%
6	Poor	3.6 – 5.5	-	0%
7	Very poor	0 – 3.5	-	0%
	Total		**16**	**100%**

The data in table 3.4 above showed the classification and percentage of the female students on reading comprehension ability. From this table, it can be seen that only one of the female students got 'excellent' score. There were 7 female students (44%) classified into 'very good' score, 6 female students (38%) classified into 'good' score, four female students (13%) classified into 'fairly good' score, and none of the students got fairly, fairly poor, and poor. This indicates that the score classification of female students is at 'very good' classification in reading comprehension because most of them (7 students) got very good score.

b. **The Data above Can Also Be Shown from the Chart below**
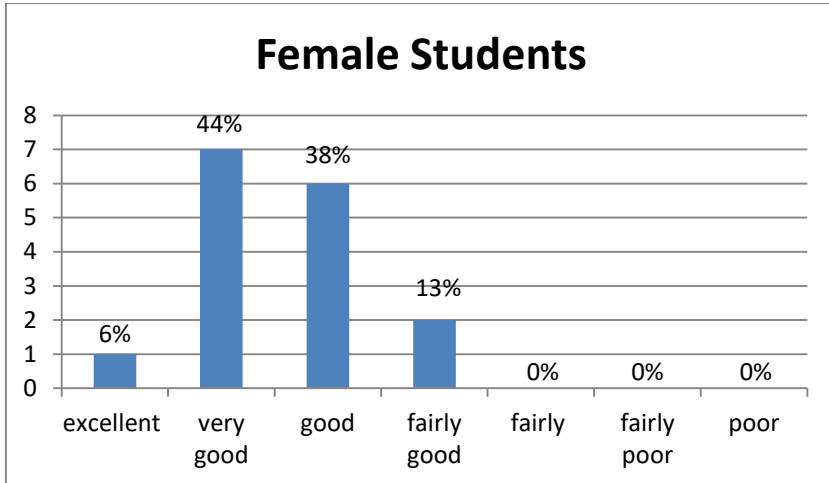
Female Students

Figure 1.2 Graphic Female Students Ability on Reading Comprehension Using Metacognitive Reading Strategy.

The graphic 1.2 above indicates that the classification score of male students ability on reading comprehension using metacognitive reading strategy. The dominant female students were very good 44% with 7 students which got very good score and the least were excellent 14% with only one students got excellent score.

3. **The Significant Differences on Reading Comprehension Using Metacognitive Reading Strategy**

As previously stated in chapter 1, the third objective of this study was aimed to know how is significant differences on

reading comprehension using metacognitive reading strategy at the students of English Education Department 3 ICP. After collecting and analyzing the data, the researcher classified the finding of the third objective into 2 part, the first part discusses about reading test and the second part discusses about questionnaire OSOSRS by Anderson.

a. **Reading test**

The reading test for the students were given at the date 2nd August, 2022 which held for 45 minutes, and this research was conducted in Google Meet. There were 23 students from English Education Department 3 ICP who participated in this research. Which the total numbers of the male students are 7 students and female students are 16 students.

1) **Validity Test**

Validity is the most important requirement in an evaluation tool (test). A test can be said to have high validity if the test can measure what is actually being measured, namely measuring certain specific goals with the material or content of the lessons provided. The higher the validity test kit, the more targeted. the results of calculations sed IBM SPSS Statistics 23 program for validity are as follows :

Table 1.5 Result Validity Test

No soal	Pearson correlation	Nilaisig.	Conclusion	Interpretation
Soal 1	.454	,001	Valid	Enough
Soal 2	.452	,001	Valid	Enough
Soal 3	.419	,002	Valid	Enough
Soal 4	,229	,100	Tidak Valid	
Soal 5	,163	,244	Tidak Valid	
Soal 6	.392	,004	Valid	Low
Soal 7	.309	,024	Valid	Low
Soal 8	.340	,013	Valid	Low
Soal 9	.553	,000	Valid	Enough
Soal 10	.342	,012	Valid	Low
Soal 11	.424	,002	Valid	Enough
Soal 12	.300	,029	Valid	Low
Soal 13	.487	,000	Valid	Enough
Soal 14	.325	,018	Valid	Low
Soal 15	.463	,000	Valid	Enough
Soal 16	.283	,040	Valid	Low
Soal 17	.371	,006	Valid	Low
Soal 18	.389	,004	Valid	Low
Soal 19	.342	,012	Valid	Low
Soal 20	.382	,005	Valid	Low
if the value of sig. <0.05 then the instrument of the question can be said to be"VALID"				

interpretation of validity values

0.800-1.00=very high

0.600-0.799= height

0.400-599=enough

0.200-0.399=low

0.000-0.199=very low

From the table above, it can be concluded that there are two numbers of questions that are not valid because the value

of sig. of the two questions > 0.05, from 20 questions there are 18 questions whose validity is calculated between low – enough.

2) **Reliability Test**

In this reliability test, the researcher used the Croanboach's alphamethod. the result is as follows:

Table 1.6 Reliability Statistic

Cronbach'sAlpha	N of Items
.712	21

The value of the reliability test measurement according to the provisions put forward by Heale and Twyeross is 0.70 so that according to the data above the test results are at least greater than r11, namely 0.70 with the calculation results 0.712 or 0.712 > 0.70then the item is declared **reliable**

If alpha value > 0.7 means sufficient reliability, whereas if alpha > 0.80 this indicates that all items are reliable and all tests consistently have strong reliability. Or, some interpret it as follows:

If alpha > 0.90 then the reliability is perfect. If the alpha is between 0.70 – 0.90 then the reliability is high. If the alpha is 0.50 – 0.70 then the reliability is moderate. If alpha < 0.50 then the reliability is low. If the alpha is low, it is possible that one or more items are not reliable.

3) **The Comparison between Male and Female's Students Ability on Reading Comprehension Test**

The comparison between male and female's reading comprehension from the table 3.2 and table 3.4 compared, it shows that the score classification of female students is higher than the score classification of male students. This can be seen in the table score classification where female has 2 students at 'fairly good' score and also male students have 2 students. Based on the table score classification, we can know that the male students and female students, both were the same in the 'excellent' and 'fairly good' score classification, but in 'very good' and 'good' they were not the same. And also both of them have differences in the mean score, in which the male students got 8.7 as classified as 'very good' and female students got 8.2 as classified as 'good'.

a) **Graphic Shown the Comparison between Male and Female Student's Ability on Reading Comprehension**
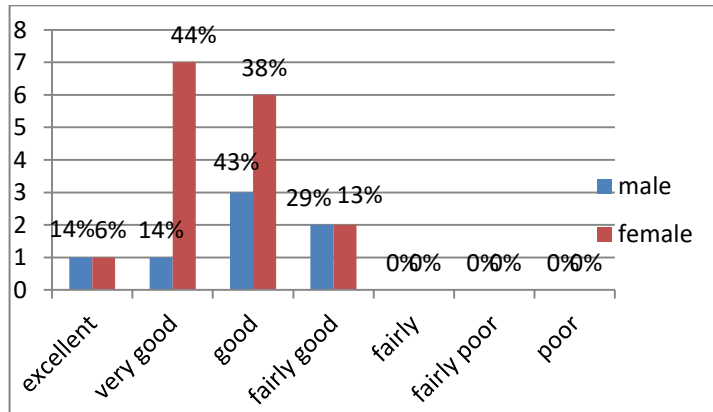
Figure 1.3 Graphic Percentage the Comparison between Male and Female Student's Ability on Reading Comprehension Test

Graphic 3.3 above indicates the comparison between male and female students' ability in reading comprehension using the metacognitive reading strategy. The dominant between males and females were male got a 'good' score with a percentage 43% and female got a 'very good' score with percentage 44% and the least between male and female, both of them were same. They were got 'excellent' score but the percentage of them were different, male students with percentage 14% and female students with percentage 6%. Based on the data above both of the students got different classified in the score, but the different of them is not significant, because only one level in classified score.

b) **Significant Differences of The Mean Score between Male and Female students**

To know whether or not there is significant difference between female and male students, it is shown in the following table :

Table 1.7 Mean Score of Male and Female Students on Reading Comprehension Test

Students	Mean Score
Male	8.2
Female	8.7

The data above can also be shown in the graphic below
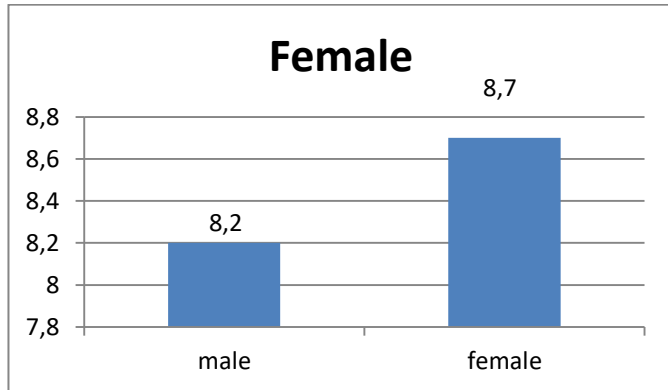
Figure 1.4 Graphic Mean Score of Male and Female Students' Ability on reading comprehension by using metacognitive reading strategy.

Based on the data above, the table and the graphic mean score showed that the mean score of the male students was 8.2 and the mean score of the female students was 8.7, and from the data above we can know that the comparison means score between male and female students have differences in the mean score. Based on Depdikbud Grade Classification (1985), the mean score of the male students is higher at the 'good' level and the mean score of the male students is at the 'very good' level.

The comparison between female and male students' overall means in reading tests, as illustrated in Figure 3.4, indicated that females' score strategies were higher than males. Although their mean scores are different, but the difference in the mean score is no too far or not too significant To strengthen the result of the researcher's conclusion, the researcher used the Mann Whitney U Test to find out if the observed difference between the two gender groups' total mean scores were significant or not.

Table 1.8 The Result of Mann Whitney U Test

Ranks

	gender	N	Mean Rank	Sum of Ranks
Score	Male	7	10.07	70.50
	female	16	12.84	205.50
	Total	23		

Test Statistics[a]

	score
Mann-Whitney U	42.500
Wilcoxon W	70.500
Z	-.917
Asymp. Sig. (2-tailed)	.359
Exact Sig. [2*(1-tailed Sig.)]	.376[b]

a. Grouping Variable: gender
b. Not corrected for ties.

Based on concluding the result :

1) If the score of Asymp.Sig (2 tailed) < 0,05 then is significant.

2) If the score of Asymp.Sig (2 tailed) > 0,05 then the is not significant.

And Based on the results of statistical tests using the Mann-Whitney U-test, it is known that Asymp.Sig. (2-tailed) is bigger than 0,05, the Asymp. sig. (2-tailed) is. 359 there was no significant difference in reading tests by using metacognitive reading strategies.

b. Questionnaire OSORS by Anderson

The questionnaire for the students was given on the date 2nd August 2022 after the participants joined the reading test, and the questionnaire was made by Google Form. There were 23 students from English Education Department 3 ICP who participated in this research. Which the total numbers of the male students are 7 students and female students are 16 students.

In this study, the researcher used OSORS (Online Survey of Reading Strategies) questionnaire developed by Anderson. The purpose of the researcher used this questionnaire was to help the researcher in explaining the kind of metacognitive strategies used by the students, and certainly this questionnaire is related to metacognitive reading strategies. Then the gathered data from the questionnaire was presented in the form of mean score and was described descriptively with supported by interview data from participants which related to the implementation of metacognitive reading strategies.

1) The Average Three Metacognitive Online Academic Reading Strategies of Male and Female Students

The next findings are the calculation of mean score from three categories of male and female students. It is done to investigate the frequency of students' most or least in using different metacognitive reading strategies. The calculation of the statistics are presented in the form of following tables

a) The Average Three Metacognitive Online Academic Reading Strategies of Male Students

Table 2.1
Global Reading Strategies

Strategies		Likert scale					Mea Score
No.	Statements	1	2	3	4	5	
1.	I have a purpose in mind when I read online	1	1	0	5	0	3.28
2.	I participate in live chat with other learners of English.	1	1	1	3	1	3.28
3.	I participate in live chat with native speakers of English.	3	1	0	3	0	2.42
4.	I think about what I know to help me understand what I read online.	0	0	1	4	2	4.14
5.	I take an overall view of the online text to see what it is about before reading it.	0	1	1	4	1	3.71
6.	I think about whether the content of the online text fits my reading purpose.	0	1	1	3	2	3.85
7.	I review the online text first by noting its characteristics like length and organization	0	2	0	4	1	3.57
8.	When reading online, I decide what to read closely	0	0	2	3	2	4.00

	Strategies	Likert scale					Mea Score
No.	Statements	1	2	3	4	5	
	and what to ignore.						
9.	I use tables, figures, and pictures in the online text to increase my understanding	0	3	1	2	1	3.14
10.	I use context clues to help me better understand what I am reading online.	0	0	2	4	1	3.85
11.	I use typographical features like bold face and italics to identify key information	0	2	2	2	1	3.28
12.	I critically analyze and evaluate the information presented in the online text.	0	0	2	4	1	3.85
13.	I check my understanding when I come across new information.	0	1	1	4	1	3.71
14.	I try to guess what the content of the online text is about when I read.	0	1	2	3	1	3.57
15.	I check to see if my guesses about the online text are right or wrong.	0	2	2	2	1	3.28
16.	I scan the online text to get a basic idea of whether it will serve my purposes before choosing to read it	0	0	1	6	0	3.85
17.	I read pages on the Internet for fun.	0	2	2	1	2	3.42
18.	I critically evaluate the online text before choosing to use information I read online	0	1	2	3	1	3.57
Overall Mean Score							3.54

Global reading strategies are the deliberate, well-planned tactics used by students to monitor or manage their reading[2]. They usually entail thinking about what we're reading and why we're reading it. Global reading strategies can be applied to a variety of reading situations. They often involve establishing a relationship with the text and reflecting on the information at hand. It contains eighteen questions that involve reading preparation, such as pre-reading, skimming, and using background knowledge to understand the text. skimming, and applying background knowledge to comprehend the text. The table above displays the questionnaire results in the form of average points showing some of the strategies that male students use the most.

The table above exhibits descriptive statistics for the participants' mean scores in global reading strategies. From the table above, the item of global reading strategy that was used most by the male students in preparing reading the online text was item number 4 "I think about what I know to help me understand what I read online" with the mean score 4.14. Additionally, when the researcher was asking the students about how they use metacognitive reading strategy while they were reading text from reading test, they answered that they decided what to read closely and what to ignore. This was proven

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[2] Par,L, The Relationship between Reading Strategies and Reading Achievement of the EFL Students, (*International Journal of Instruction*,2020), Volume 13 No.2, p.227

by item number 8 "When reading online, I decide what to read closely and what to ignore." with the mean score 4.00.

After decided what to read closely and what to read ignored, the students scanned the online text to get a basic idea of whether it served their purposes before choosing to read it, in addition, to increase students's understanding in reading text, they used context clues to help them better understand what they are reading. And also the students critically analyzed and evaluated the information presented in the online text. Their statements were proven by item number 16, 10, and 12, which number 16 said that "I scan the online text to get a basic idea of whether it will serve my purposes before choosing to read it", number 10 said that "I use context clues to help me better understand what I am reading online", and number 12 said that "I critically analyze and evaluate the information presented in the online text". And each of the number got the mean score 3.85.

After the most global reading strategies widely used by the students, here is an explanation of the strategy with the lowest mean score. Item 3 was "I participate in live chat with fluent English speakers," and the mean score was 2.42, because based on student's most of them never participate in live chat with fluent English speaker.

Table 2.2
Problem Solving Strategies

No.	Statements	1	2	3	4	5	Mean Score
	Strategies			Likert scale			Mean
1.	I read slowly and carefully to make sure I understand what I am reading online.	0	1	0	6	1	4.14
2.	I try to get back on track when I lose concentration	0	1	1	3	2	3.85
3.	I adjust my reading speed according to what I am reading online.	0	1	3	1	2	3.57
4.	When online text becomes difficult, I pay closer attention to what I am reading.	1	0	1	2	3	3.85
5.	I read pages on the Internet for academic purposes.	0	1	3	3	0	3.28
6.	I stop from time to time and think about what I am reading online.	0	0	1	2	3	4.00
7.	I try to picture or visualize information to help remember what I read online.	0	2	1	4	0	3.28
8.	When online text becomes difficult, I reread it to increase my understanding.	0	0	0	3	4	4.57
9.	When I read online, I guess the meaning of unknown words or phrases	1	1	2	3	0	3.00
10.	I can distinguish between fact and opinion in online texts.	0	0	3	3	1	3.71
11.	When reading online, I look for sites that cover both sides of an issue.	0	1	3	2	1	3.42
Overall Mean Score							3.69

Problem-solving strategies are the strategies that usually students use when they are having difficulty in comprehending the text. Losing concentration and increased difficulty are the example of

the problems usually faced by the students. The table above shows which strategies are used the most by the students in facing and solving the problem when they were reading in reading test.

From the table above, the analysis of students' responses to the questionnaire especially in using problem-solving reading strategy indicates that all of the items have 3.00 or higher mean score and don't have score under 3.00. The means of students' problem solving strategy items ranged from a high of 4.57 to a low of 3.00. The first item which had the highest mean score in problem-solving reading strategies was item number 8 "When online text becomes difficult, I reread it to increase my understanding." with the mean score 4.57. To make the students can understand the text they also use item number 1 "I read slowly and carefully to make sure I understand what I am reading online" with the mean score 4.14 as the second most preferable problem-solving strategy that they used. The third problem-solving strategy that they usually use was item number 6 "I stop from time to time and think about what I am reading online." with the main score 4.00.

The sequence of the mean score above was also strengthened by the students' responses when the researcher asked to the students about how they use metacognitive reading strategy while they were reading text from reading test. The students stated that if the male students feel difficult when they read the online reading test, they reread again to increase their understanding, and they read the text slowly and carefully to make sure that they understand what they are

reading. And additionally they stop from time by time and thinking about what they are reading.

　　After the most problem solving strategies widely used by the students, here is an explanation of the strategy with the lowest mean score. Item 7 was "I try to picture or visualize information to help remember what I read online." and the mean score was 3.28. Despite the low mean score, the method was classified as a moderate strategy by the students because the mean score ranged between 2.5 and 3.4.

Table 2.3
Support Reading Strategies

	Strategies	Likert scale					Mean
No.	Statements	1	2	3	4	5	Score
1.	I take notes while reading online to help me understand what I read.	1	2	3	1	0	2.57
2.	When online text becomes difficult, I read aloud to help me understand what I read.	1	2	2	0	2	3.00
3.	I print out a hard copy of the online text then underline or circle information to help me remember it.	2	3	2	0	0	2.00
4.	I use reference materials (e.g. an online dictionary) to help me understand what I read online.	0	1	0	4	2	4.00
5.	I paraphrase (restate ideas in my own words) to better understand what I read online	0	2	2	1	2	3.42
6.	I go back and forth in the online text to find relationships among ideas in it.	0	0	3	2	2	3.85
7.	I ask myself questions I like to have answered in the online text.	0	0	2	3	2	4.00
8.	When reading online, I translate from English into my native	0	1	1	3	2	3.85

	language.						
9.	When reading online, I think about information in both English and my mother tongue	0	1	2	2	2	3.71
Overall Mean Score							3.37

Support reading strategies are the strategies that are usually used by the students to support them while reading to increase their comprehension and retention. Support reading strategies contain nine items that can help the students make the connection and support a practical application of the knowledge that students are encountering. The next table shows the most support strategies used by the students in helping them in understanding the online reading text.

The table above exhibits descriptive statistics for the participants's mean scores in support reading strategies. From the table above, the item of support reading strategy that was used most by the male students in reading online test was item number 4 "I use reference materials (e.g. an online dictionary) to help me understand what I read online." And item number 7 "I ask myself questions I like to have answered in the online text", with the mean score 4.00.

Additionally, when the researcher was asking to the students about how they use metacognitive reading strategy while they did reading text from reading test, the students answered that mostly of them use reference materials such as a dictionary to help them understand the text. And also the students ask questions to themselves, so as long as they do the test, mostly the male students read the question first then they will read the text which correlate with the

question, and after they find the paragraph that correlate with the question, they will ask themselves again about the question and they will answered it. And sometimes the students translate the reading text from English to Indonesia, if they are really hard to understand the text, this statements was proven by item number 8 "When reading online, I translate from English into my native language" with the mean score 3.85.

Besides the most support reading strategies used there was also strategy number 3 with the mean score 2.00 "I print out a hard copy of the online text then underline or circle information to help me remember it" that categorized as the strategy that had the smallest mean score.

b) The Average Three Metacognitive Online Academic Reading Strategies of Female Students

Table 3.1
Global Reading Strategies

Strategies		Likert scale					Mean
No.	Statements	1	2	3	4	5	Score
1.	I have a purpose in mind when I read online	1	1	4	7	3	3.62
2.	I participate in live chat with other learners of English.	2	2	5	5	2	3.18
3.	I participate in live chat with native speakers of English.	1	5	5	3	2	3.00
4.	I think about what I know to help me understand what I read online.	0	0	3	8	5	4.12
5.	I take an overall view of the online text to see what it is about before reading it.	1	3	2	5	5	3.62
6.	I think about whether the	0	0	8	6	2	3.62

	Strategies	Likert scale					Mean
No.	Statements	1	2	3	4	5	Score
	content of the online text fits my reading purpose.						
7.	I review the online text first by noting its characteristics like length and organization	0	3	5	4	4	3.56
8.	When reading online, I decide what to read closely and what to ignore.	0	2	3	4	7	4.00
9.	I use tables, figures, and pictures in the online text to increase my understanding	0	2	3	7	4	3.81
10.	I use context clues to help me better understand what I am reading online.	0	2	2	5	7	4.06
11.	I use typographical features like bold face and italics to identify key information	0	2	5	5	4	3.68
12.	I critically analyze and evaluate the information presented in the online text.	0	1	3	7	5	4.00
13.	I check my understanding when I come across new information.	0	0	5	3	8	4.18
14.	I try to guess what the content of the online text is about when I read.	0	0	5	4	7	4.12
15.	I check to see if my guesses about the online text are right or wrong.	0	0	3	6	7	4.25
16.	I scan the online text to get a basic idea of whether it will serve my purposes before choosing to read it	0	1	5	5	5	3.87
17.	I read pages on the Internet for fun.	0	1	6	3	6	3.87
18.	I critically evaluate the online text before choosing to use information I read online	0	2	4	8	2	3.62
Overall Mean Score							3.78

Global reading strategies are the deliberate, well-planned tactics used by the students to monitor or manage their reading[3]. They usually entail thinking about what we're reading and why we're reading it. Global reading strategies can be applied to a variety of reading situations. They often involve establishing a relationship with the text and reflecting on the information at hand. It contains eighteen questions that involve reading preparation, such as pre-reading, skimming, and using background knowledge to understand the text. skimming, and applying background knowledge to comprehend the text. The table above displays the questionnaire results in the form of average points showing some of the strategies that female students use the most.

The table above exhibits descriptive statistics for the participants' mean scores in global reading strategies. From the table above, the item of global reading strategy that was used most by the female students in preparing reading the online text was item number 15 "I check to see if my guesses about the online text are right or wrong", with the mean score 4.25. Then after number 15, item number 13 "I check my understanding when I come across new information" was used most by the female students, and for the next item number that was used most by the female students is item number 14 "I try to

[3] Par,L, The Relationship between Reading Strategies and Reading Achievement of the EFL Students, (*International Journal of Instruction*,2020), Volume 13 No.2, p.227

guess what the content of the online text is about when I read.' And 4 "I think about what I know to help me understand what I read online".

The sequence of the mean score above was also strengthened by the students's responses when the researcher asked to the students about how they use metacognitive reading strategy while they were reading text from reading test. They stated that the female students prefer to guessing what is the content about, and also guessing the answer of the question are right or wrong, they will check their guessing with read the text by skimming method, because it helps the students to get the main idea of the text quickly.

After the most global reading strategies widely used by the students, here is an explanation of the strategy with the lowest mean score. Item 3 was "I participate in live chat with fluent English speakers," and the mean score was 3.00, because based on student's most of them never participate in live chat with fluent English speaker.

Table 3.2
Problem Solving Strategies

Strategies		Likert scale					Mean
No.	Statements	1	2	3	4	5	Score
1.	I read slowly and carefully to make sure I understand what I am reading online.	0	1	5	4	6	3.93
2.	I try to get back on track when I lose concentration	0	0	4	4	8	4.25
3.	I adjust my reading speed according to what I am reading online.	0	0	7	3	6	3.93
4.	When online text becomes difficult, I pay closer attention	0	1	3	5	7	4.12

Strategies		Likert scale					Mean
No.	Statements	1	2	3	4	5	Score
	to what I am reading.						
5.	I read pages on the Internet for academic purposes.	0	2	8	2	4	3.50
6.	I stop from time to time and think about what I am reading online.	0	2	7	4	3	3.50
7.	I try to picture or visualize information to help remember what I read online.	0	0	6	4	6	4.00
8.	When online text becomes difficult, I reread it to increase my understanding.	0	1	3	5	7	4.12
9.	When I read online, I guess the meaning of unknown words or phrases	0	0	5	4	7	4.12
10.	I can distinguish between fact and opinion in online texts.	0	0	6	4	6	4.00
11.	When reading online, I look for sites that cover both sides of an issue.	0	0	8	6	2	3.62
Overall Mean Score							3.91

Problem-solving strategies are the strategies that usually students use when they are having difficulty in comprehending the text. Losing concentration and increased difficulty are the example of the problems usually faced by the students. The table above shows which strategies are used the most by the female students in facing and solving the problem when they were reading in reading test.

From the table above, the analysis of female students' responses to the questionnaire especially in using problem-solving reading strategy indicates that all of the items have 3.50 or higher mean score and don't have score under 3.50. The means of students' problem

solving strategy items ranged from a high of 4.25 to a low of 3.50. The first item which had the highest mean score in problem-solving reading strategies was item number 2 "I try to get back on track when I lose concentration" with the mean score 4.25. To make the students can understand the text they also used item number 4 "When online text becomes difficult, I pay closer attention to what I am reading", 8 "When online text becomes difficult, I reread it to increase my understanding", and 9 "When I read online, I guess the meaning of unknown words or phrases", with the mean score of them are same, they got 4.12 mean score as the second most preferable problem-solving strategy that they used.

The sequence of the mean score above was also strengthened by the students's responses when the researcher asked to the students about how they use metacognitive reading strategy while they were reading text from reading test. They stated that when the students lose their concentration, and they became confused about the content of the text, they tried to get back in the track. And if they still confused, they will reread the text and pay closer attention to increase their understanding. Additionally when they read the text and find unknown word or phrases they guess the meaning of the word or phrases.

After the most problem solving strategies widely used by the students, here is an explanation of the strategy with the lowest mean score. Item 5 was "I read pages on the Internet for academic purposes", and item number 6 "I stop from time to time and think about what I am reading online" with the mean score was 3.50, it's

still categorized as high strategy used. This is because based on scoring guidelines made by Anderson, the mean score 3.5 or higher is categorized as the high strategy that is usually used by the students.

Table 3.3
Support Reading Strategies

No.	Statements	1	2	3	4	5	Mean Score
	Strategies			**Likert scale**			**Mean**
1.	I take notes while reading online to help me understand what I read.	2	4	3	4	3	3,06
2.	When online text becomes difficult, I read aloud to help me understand what I read.	0	2	2	3	9	4,18
3.	I print out a hard copy of the online text then underline or circle information to help me remember it.	3	3	5	2	3	2,93
4.	I use reference materials (e.g. an online dictionary) to help me understand what I read online.	0	0	2	6	8	4,37
5.	I paraphrase (restate ideas in my own words) to better understand what I read online	0	2	8	3	3	3,43
6.	I go back and forth in the online text to find relationships among ideas in it.	0	1	5	8	2	3.68
7.	I ask myself questions I like to have answered in the online text.	0	3	7	2	4	3.43
8.	When reading online, I translate from English into my native language.	0	3	8	4	1	3,18
9.	When reading online, I think about information in both English and my mother tongue	0	0	6	6	4	3,87
Overall Mean Score							3,57

Support reading strategies are the strategies that are usually used by the students to support them while reading to increase their comprehension and retention. Support reading strategies contain nine items that can help the students make the connection and support a practical application of the knowledge that students are encountering. The next table shows the most support strategies used by the female students in helping them in understanding the online reading text.

The table above exhibits descriptive statistics for the participants's mean scores in support reading strategies. From the table above, the item of support reading strategy that was used most by the male students in reading online test was item number 4 "I use reference materials (e.g. an online dictionary) to help me understand what I read online." And item number 2 "When online text becomes difficult, I read aloud to help me understand what I read", with the mean score 4.18.

Additionally, when the researcher was asking to the students about how they use metacognitive reading strategy while they did reading text from reading test, the female students answered that mostly of them use reference materials such as a dictionary to help them understand the text, and their answer is same with the answer of the male students. And between male and female students, they have differences statements at the second strategy that mostly used by them. Most of the female students prefer read aloud to understanding the text when they feel difficult to understanding the text. Then, the students also think both in English and their mother tongue to know

the information or the message in the text. This item was number 9 "When reading online, I think about information in both English and my mother tongue" with the mean score 3.87

Besides the most support reading strategies used there was also strategy number 3 with the mean score 2.93 "I print out a hard copy of the online text then underline or circle information to help me remember it" that categorized as the strategy that had the smallest mean score. Even though it had the smallest mean score, the strategy was used moderately by the students, because the mean score it was between 2.5-3.4.

c. **The Comparison between Male and Female's Students Ability in Using Metacognitive Reading Strategy**

After knowing the average of each item of strategies, the following table shows the comparison of total mean score from three metacognitive reading strategies between male and female. The researcher used Microsoft Excel 2010 to calculating the mean score.

Table 4.1 Significant Differences of Mean score between Male and Female

Strategy	Mean of Male	Mean of Female
Global Reading Strategies	3.54	3.78
Problem Solving Strategies	3.69	3.91
Support Reading Strategies	3.37	3.57

From Table 6, it can be seen that there was a difference between female and male groups. Figure 4 illustrates the significant differences of mean score between male and female students.
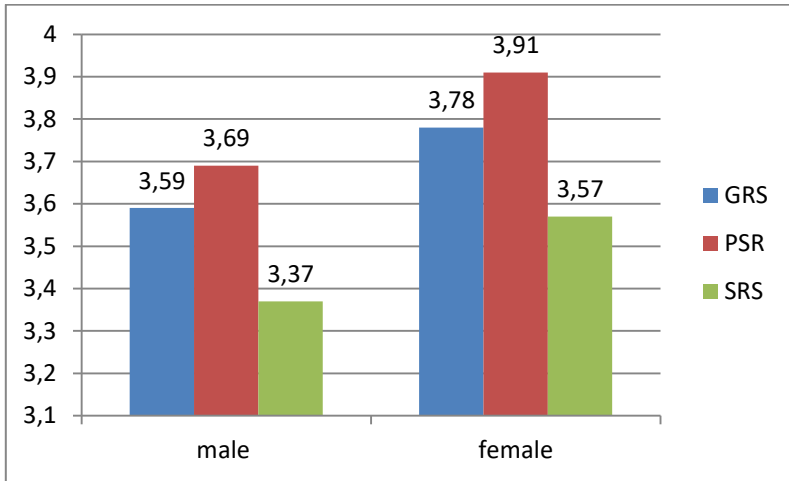
Figure 1.5 Graphic Percentage the Comparison between Male and Female in metacognitive reading strategy use

The comparison between female and male students' overall means, as illustrated in Figure 3.5, indicated that female in using of metacognitive reading strategies was higher than males. In each type of strategy, female students always get a higher score than male students. In other words, female students used the strategy more frequently than male students. And most of the participants were in the high-level category.

The comparison between female and male students' overall means, as illustrated in Figure 6, indicated that female students in

the use of metacognitive reading strategies were higher than males. In other words, female students used the strategy more frequently than male students. To strengthen the result of the researcher's conclusion, the researcher used the Mann Whitney U Test to find out if the observed difference between the two gender groups' total mean scores were significant or not.

Table 4.2 The Result of Mann Whitney U Test

Ranks

	gender	N	Mean Rank	Sum of Ranks
mean_	Male	3	2.50	7.50
score	female	3	4.50	13.50
	Total	6		

Test Statistics

	mean_score
Mann-Whitney U	1.500
Wilcoxon W	7.500
Z	-1.328
Asymp. Sig. (2-tailed)	.184
Exact Sig. [2*(1-tailed Sig.)]	.200[b]

a. Grouping Variable: gender
b. Not corrected for ties.

Based on concluding the result :

1) If the score of Asymp.Sig (2 tailed) < 0,05 then is significant.

2) If the score of Asymp.Sig (2 tailed) > 0,05 then the is not significant.

And Based on the results of statistical tests using the Mann-Whitney U-test, it is known that Asymp.Sig. (2-tailed) is bigger

than 0,05, the Asymp. sig. (2-tailed) is. 184 there was no significant difference in the use of metacognitive reading strategies due to gender as a whole of three strategies.

B. Discussion

This study aims to determine whether there are any significant differences between male and female students or not in the use of metacognitive reading strategies for reading online test. This study found that there were differences between male and female students in terms of metacognitive reading strategy use in reading, but the differences are not very significant. As explained in the first and second research findings in this study both of the research findings explained about the comparison result score between males and females in reading comprehension online tests using a metacognitive reading strategy. After analyzing the data, it was founded that the mean score of male students was (8.2) and the mean score of female students was (8.7). From the result of calculating the mean score, there were differences in mean scores between males and females on the reading test, although the differences were not significant. This difference in mean scores can be influenced by the type of reading strategy that they used, which the different strategies they used in reading have explained in the third research finding.

The third finding discussed analyzed whether there are any significant differences or not between males and females in using the metacognitive reading strategy. According to the results, the

students using metacognitive reading strategies were categorized as a high or moderate level, which indicated their level of strategy usage. It can be claimed that the students are strategic readers who employed reading strategies to enhance their reading comprehension or to tackle the problem faced during reading. All students possessed moderate to high awareness of metacognitive reading strategies since the result of the questionnaire OSORS by Anderson showed that the level of metacognitive reading strategy use by the students scored 3.37 – 3.91. The overall degree of the use for each strategy showed that the students were categorized as having moderate or high level, which GRS of male students got 3.54 and for female students got 3.78, and for problem-solving strategy, the male students got 3.69 and female students got 3,91, and the last support reading strategy the male students got 3.37 and female students got 3.57.

Female students tend to use metacognitive strategies more often in reading. This finding is in line with previous research which also found that female students performed better in various aspects of reading. The research of Veloo et al. (2014) regarding the use of metacognitive reading strategies in students concluded that female students tend to use metacognitive strategies more often in reading academic literature. In addition, research by Logan and Johnston (2009) concluded that female students had better reading comprehension skills than male students. In addition, female students Women have a better attitude towards

reading and do reading activities more often. Therefore, female students have more frequent opportunities to apply metacognitive strategies while reading.

If examined based on the type of strategy, it was found that the types of strategies used by female students and male students were relatively the same. Both female students and male students used the most problem-solving strategies and the least used supporting strategies, which the lowest score of each numbered item in each strategy the supporting strategies got the lowest score, the male students in supporting got 3.37, and female students got 3.57. In terms of the type of strategy used, these results are in line with several previous studies, for example, those conducted by Abu Snoubar (2017) and Mokhtari and Riechard (2002).

When viewed from the type of text, academic reading can be classified into the type of expository text (Burton, 2008; Marzban & Seifi, 2013). This type of text tends to be more difficult than other types of text, namely narrative text, because it has a more diverse structure, includes more difficult words, and is usually not related to personal experience (Williams, 2005). Therefore, problem solving strategies will be very helpful in understanding academic reading. For example, by reading slowly and repeatedly to find out what is being read, or trying to guess the meaning of difficult or unknown words (Mokhtari & Riechard, 2002). These statements were proven by researcher and students when the

researcher asked to the students, in which male and female students were often reading slowly and repeatedly, although not all strategy they are the same, but there are some item strategy shows that they are the same.

In this study, it was found that in each type of strategy, female students always showed higher scores than male students. This result is different from the research of Veloo et al. (2015) who found that gender differences only appeared in the type of problem solving strategy. The results in this study are also different from those of Martinez and Cristina (2008) who only found gender differences in the types of reading support strategies. And in this study, the researcher found differences in using metacognitive reading strategy between male and female but the differences is not significant as explained above and in research findings, which the result of the mean score of reading test and questionnaire only slightly different in one level, although they differ some aspects of reading strategy use.

Regarding gender, in line with Abu-Snoubar (2017), the study found that there was no significant difference between female and male students in utilizing metacognitive reading strategies, although male students' level of strategy use was higher than female students. Meanwhile, Zhang (2018) found no significant difference in reading comprehension tests between females and males, although they differ in some aspects of reading strategy use. It indicated that the gender gap was not the factor

determining the difference in both metacognitive reading strategy use and reading comprehension. However, these results were not in line with the study conducted by Alami (2016), which showed a meaningful relationship between students' gender and the use of reading strategies. The study found out that there was a meaningful relationship between students' gender and strategy use (Koban, 2016). Since there is an inconsistency of the result, it can be concluded that the difference of metacognitive reading strategies use between female and male students does not determine their difference in reading comprehension achievement as mentioned by Cekiso (2016), Oda and Abdul-Khadim (2017), as well as Rachmajanti and Musthofiyah (2017).[4]

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[4] *Ibid*. page 433

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents conclusion of the research and the researcher's suggestions for the teachers, learners, and other researchers who are going to conduct similar research.

A. Conclusion

The conclusion is based on the facts and discussion in the previous chapter. The results of this study concluded that there were no significant differences between male and female students in PBI 3 ICP. Both in the results of the reading test and questionnaire, there were no significant differences. In reading tests the comparison between female and male students' overall means in reading tests, as illustrated in Figure 3.4, indicates that females' score strategies were higher than males. Male students got mean score 8.2 and the male students were categorized at 'good' score. The classification score of male students ability on reading comprehension using metacognitive reading strategy. The dominant male students were good 43 % and the least were excellent and very good 14%.

Different from female students, the female students mean score 8.7, it means that the female students were categorized at 'very good' score. the classification score of male students ability on reading comprehension using metacognitive reading strategy. The dominant female students were very good 44% with 7

students which got very good score and the least were excellent 14% with only one students got excellent score. Based on the result above, although their mean scores are different, but the difference in the mean score is no too far or not too significant as the results of Mann Whitney U test at the table 1.8.

This study also confirms that the use of metacognitive reading strategies of all students is high both males and females, and only one strategy that got in a moderate score, the strategy is supported reading strategy in male students. The result revealed that there was a different level of the use of the metacognitive reading strategy between female and male students. However, further analysis using the Mann Whitney U test showed that the level of the use of metacognitive reading strategy between groups was not significant. Also, there were no significant differences in all subscales of metacognitive reading strategies use, and also in the mean score of reading test, there were no significant differences in the mean score, both of the students just different in one level score, which confirms that gender played no role in determining the metacognitive reading strategies use. Regardless of gender, the use of the metacognitive reading strategy with the high result by students, indicates that they are good at reading and can be considered skilled readers. as the students said during the interview, they prefer or like to use the metacognitive reading strategy compared to other strategy methods, and they will continue to use the metacognitive reading strategy when they read

later, because according to them using the metacognitive reading strategy they are easier to understand the reading text.

In addition, both males and females used the most types of problem-solving strategies in understanding academic reading. However, in general, female students used metacognitive strategies more often than male students. The female students also used each type of metacognitive strategy more often than the male students. This research is not to compare the best scores between males and females, but only to compare the use of metacognitive reading strategy in understanding English text, whether there is a difference or not and the reading is to test both of the students in comprehending the English text. And finally, this research concludes that there is no significant difference between male and female students in students English education Department 3 ICP.

B. Suggestion

The researcher would like to give some suggestions related to this research. The study suggests that it is essential to improve students' reading skills by identifying their reading strategies and examining their level of awareness using the strategy. The investigation of their awareness of the strategies can contribute to a better understanding of the reading strategies most frequently used when reading English texts. This is necessary because, in some cases, students are not aware of metacognitive reading strategies, which may also result in ineffective use. And the researcher hopes that the suggestions provided are useful for:

1. For English teachers and lecturers

This study provides useful information about reading strategy EFL students used in reading English texts, primarily academic articles and school-related materials, which might have a contribution to teachers and curriculum designers to think upon their current teaching approach. Teachers can apply the survey on the first day of teaching reading to map out the students' profiles. By doing so, the teacher will have information on whether his or her students are strategic or not. Accordingly, metacognitive reading strategies can either be taught or only strengthened through meaningful reading activities. The curriculum designers are suggested to attach metacognitive reading strategies training in the curriculum in which adjustment to an appropriate teaching approach is made to enhance the students' metacognitive reading strategies awareness and use

2. For students

The result of this research shows that students are aware of metacognitive online reading strategies. However, students should not let their guard down and have to practice more often to understand literature far more. This will help them to understand the reasons, the time, and how to use appropriate strategies to solve their reading problems. If they keep practicing the steps and strategies of metacognitive in their reading online texts or reading papers they will not only be

good readers but also be self-directed, self-regulated, autonomous, and independent students.

3. For next researcher

This result of this study shows the use of metacognitive online reading strategies in English education department students by regarding gender. So the next researchers are suggested to do the research could be conducted with participants from different universities with the purpose to gain more reliable result. And furthermore, to get a more comprehensive picture of the development of individual metacognitive awareness. The researcher suggested for next researchers can conduct longitudinal research, and examine other individual factors that may influence metacognitive awareness, such as age, because it's important to involving participants from every level of education in subsequent studies.

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Appendix 1

Reading Test

Answer the following Question

Reading test
Reading Comprehension

Text 1. For number 1-4

There is no best way to deal with pests in agriculture. Pesticides which are commonly used may cause many problems. I think combining different management operations is the most effective way to control pests.

Firstly, the chemicals in the pesticides may build up as residues in the environment and in the soil which absorbs the chemicals. This reduces the quality of farm product. Secondly, pests can gradually become resistant to pesticides. This means that newer and stronger ones have to be developed.

Lastly, some pesticides affect non target plants and animals such as fish and bees. This affects the ecology and environment as well. So, understanding of ecology of an area helps a lot in pest control. Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment.

Therefore, integrated pest management is a safe and more effective option to fight pest in agriculture and livestock.

1. Which of the following is not directly affected by pesticides used?

   (A) plants

   (B) ecology

   (C) animals

   (D) environment

   (E) human beings

2. What can you say about paragraph two and four?

   (A) The fourth paragraph supports the idea stated in paragraph two.

   (B) Both paragraphs tell about the disadvantages of using pesticides.

   (C) Both paragraphs tell about how pesticides affect the quality of farm products.

   (D) The statement in paragraph is contrary to the statement in paragraph four.

   (E) The second paragraph tells about the effects of using pesticides on animals mentioned in paragraph four

3. One of the disadvantages of using chemical pesticides is …

   (A) Killing fish and bees.

   (B) Increasing crops productivity.

   (C) Creating balanced ecosystem.

   (D) Causing the pests to become inactive

   (E) Helping reduce pollutants in the environment

4. Secondly, pests can gradually become *resistant* to pesticides. (paragraph 3). The word ***resistant*** in the sentence above means …

(A) Weak

(B) Fragile

(C) Damage

(D) Unaffected

(E) Unbalanced

Text 2. For number 5-7

The use of formalin and other dangerous preservatives in food has been serious problem for three reasons. Firstly, formalin is not for human beings, but it is for biological specimens and experiments. Formalin in Biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservatives. Of course when it is used for food preservative, it will be very dangerous to human's body.

The second reason is that there is no tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use formalin was spread wide all over the Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons.

Fish or food traders still sell their products which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses? Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

5. Why is formalin dangerous for human`s body?

   (A) It is not food preservatives

   (B) It is a disinfectant for human beings

   (C) It is used to preserve biological specimens

   (D) It is 10% solution of formaldehyde in water

   (E) It is controlled flighty from the government

6. The main idea of paragraph two is ….

   (A) The human`s bodies will be harmful after consuming the formalin

   (B) The government has not controlled the use of formalin firmly

   (C) The weak control of using formalin is not threatening the human

   (D) The human`s bodies will be harmful after consuming the formalin

   (E) The use of formalin is known all over the regions

7. Based on the facts above, the writer suggest that …

   (A) People have to avoid consuming formalin in their food

   (B) The use of formaldehyde is necessary to control the food

   (C) People should add 100% solution of formaldehyde in water

   (D) The food preservative is required to make the food delicious

   (E) Food seller is supposed to pour formalin for vegetables and food products.

Text 3. For number 8-10

To improve comfort and cleanliness at our school, a number of dust bins should be increased. When we look at classrooms, school

corridors and school yard, there are paper mineral water cups, straws, and napkins here and there. The condition of uncleanliness and discomfort really hinders learning and teaching environment. Litters thrown carelessly cause disease, especially empty plastic cup or glasses. They can be filled out with water coming from the rain. This can be placed for dengue mosquitoes to spread out.

Besides, these rubbish can deteriorate the scene. Well painted wall and green school yard do not mean anything litters are scattered everywhere. Anyway I notice that most of the students in our school have responsibilities for the school environment. They put their litters on the proper places. But some are not diligent enough to find the dust bins. The numbers of dust bins in our schools are not enough. One dust bins should be put beside each of steps, outside of the classrooms, and some more also in the corridors.

Probably one dust bin should be in every ten meters. So when students want to throw away their litters, they can find the dust bins easily. When school is equipped with sufficient dust bins, we do not have problems of freak and discomfort any more. Our school will be very clean and become a nice place to study.

8. According to the writer, more dust bins….. in every ten meters.

    (A) should be decorated

    (B) should be painted

    (C) should be placed

    (D) are unnecessary

    (E) are not required

9. What is the writer's argument on a sufficient number of dust bins?

   (A) They can prevent litters

   (B) They can save janitor's energy

   (C) Students are asked to clean them

   (D) They make school environment neat

   (E) Students can throw garbage away easily

10. What is the writer's suggestion?

   (A) To buy more dustbins

   (B) To hire more gardeners

   (C) To use dustbins efficiently

   (D) To ask parents to give more dustbins

   (E) To ask students to clean the school yard

Text 4. For number 11-14

School uniform is special clothes worn by all students of a particular school. The uniform of a school may differ from others. Why should schools use uniforms? Below are some reasons.

First of all, Notre Dame's Department of Sociology produced a study in 1998 concerning school uniforms. Their findings using 10th grade students showed that uniforms have no direct effect on "substance abuse, behavioral problems or attendance." It also claimed a negative effect on student achievements for those students considered 'pro-school'.

Secondly, uniform helps to create a strong sense school ethos and a sense of belonging to a particular community. As such it promotes discipline and helps to drive up academic standards, which

is why a uniform is often adopted by schools which are being reopened with a fresh start after being classified as failing.

Finally, uniform acts as a social leveler, under which all students are equal in the eyes of the school and of each other. In institutions without uniform students are often competitive and worry endlessly about their appearance and the clothes they should wear. Pupils without expensive designer clothes and trainers may be singled out as social outcasts, or stigmatized as being from poor backgrounds. For these reasons many parents prefer uniforms as they save them money on buying clothes for school wear.

Considering the findings, schools should implement the uniform as their identity. The government should also publish some kind of rule which makes uniform compulsory for schools.

11. In institutions without uniform students, one will be regarded poor because he/she ……….
    (A) does not wear a school uniform
    (B) cannot afford to buy a school uniform
    (C) wears no expensive designer clothes
    (D) posses a bad academic record
    (E) has a bad attitude at school

12. "As such it promotes discipline and helps to drive up academic standards ……" (Paragraph 3). What does the *it* word refer?
    (A) Community
    (B) School ethos
    (C) Research finding

(D) A study

(E) Uniform

13. The last paragraph is about…

    (A) The writer's suggestion

    (B) The writer's arguments

    (C) The writer's reasons

    (D) The writer's reiteration

    (E) The writer's thesis

14. "…. Substance abuse, behavioral problems or attendance."
    (Paragraph 2). The antonym of *"attendance"* word is …….

    (A) arrival

    (B) come up

    (C) appearance

    (D) presence

    (E) absence

Text 5. For number 15-19

Smoking in restaurants is not just disturbing. It must not be allowed because it is rude, harmful to others and dangerous for the smokers.

Firstly, smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good food and not to be put off by foul smelling smoke.

Another reason smoking should not be allowed in restaurant is the harm it can do to others. Passive smoking that is breathing in smoke made by a smoker can lead to asthma attacks and even cancer.

Finally, smoking is dangerous and a health risk to the smokers. Cigarettes cause heart and lung disease and people should not smoke anywhere, not just in restaurants.

Therefore, smoking in restaurants is impolite, harmful to others and a health risk to the smokers and should not be allowed in any restaurants.

15. Smoking in the restaurants must be avoided because……

    (A) It is harmful to other.

    (B) It is impolite

    (C) It is dangerous to the smokers

    (D) It can cause hearth and lung disease

    (E) All answers are correct

16. We have many reasons to say that smoking must be avoided. The word reasons mean….

    (A) conclusion

    (B) point of view

    (C) argument

    (D) reinforcement

    (E) statement

17. What is the purpose of the text?

    (A) To inform the readers to the readers

    (B) To persuade to the readers

    (C) To describe to the readers

    (D) To tell a story to the readers

    (E) To argue about smoking to the readers

18. The synonym of the word ***dangerous*** in the text is……

   (A) rude

   (B) impolite

   (C) health risk

   (D) harmful

   (E) disease

19. Smoking in restaurant should not be allowed. It means that…..

   (A) people should do smoking in restaurant

   (B) people should not do smoking in restaurant

   (C) people must not smoking in restaurant

   (D) people is not suggested smoke in restaurant

   (E) people should smoke in restaurant

20. Arrange these jumbled paragraphs into the correct order.

   a. Those who want to penalise older, leaded petrol vehicles and their owners don't seem to appreciate that, in the country, there is no public transport to fall back upon and one's own vehicle is the only way to get about.

   b. In all the discussion over the removal of lead from petrol there doesn't seem to have been any mention of difference between driving in the city and the country.

   c. While I realise my leaded petrol car is polluting the air wherever I drive, I feel that when you travel through the country, where you only see another car every five to ten minutes, the problem is not as severe as when traffic is concentrated on city roads.

d. I feel that country people, who often have to travel huge distances to the nearest town and who already spend a great deal of money on petrol, should be treated differently to the people who live in the city.

(A) a-b-c-d

(B) b-c-d-a

(C) d-a-b-c

(D) c-d-b-a

(E) b-c-a-d

Appendix 2

Raw Data of the Female and Male Students' Test Score

No.	Respondents	Male's score
1.	S01	10
2.	S02	8.5
3.	S03	8
4.	S04	9
5.	S05	7.5
6.	S06	8
7.	S07	7
	Total	58
	Average	8.2

No.	Respondents	Female's score
1.	S01	8
2.	S02	8.5
3.	S03	7
4.	S04	9
5.	S05	9
6.	S06	8.5
7.	S07	8.5
8.	S08	9.5
9.	S09	9
10	S10	9.5
11.	S11	8.5
12.	S12	8.5
13.	S13	10
14.	S14	9
15.	S15	7.5
16.	S16	7.5
	Total	137,5
	Average	8.7

Appendix 3

The Mean Score of Male and Female

1. **The male students**

    $$X = \frac{\Sigma X}{N}$$

    $$X = \frac{58}{7}$$

    $$X = 8.2$$

2. **The female students**

    $$X = \frac{\Sigma X}{N}$$

    $$X = \frac{139}{16}$$

    $$X = 8,7$$

Appendix 4

The frequency and the rate percentage of the male students' scores

frekuensi	Total	%
1	7	14%
1	7	14%
3	7	43%
2	7	29%

The frequency and the rate percentage of the female students' scores

frequency	Total	%
1	16	6%
7	16	44%
6	16	38%
2	16	13%

Appendix 5

The result of Mann Whitney U Test

Ranks

	Gender	N	Mean Rank	Sum of Ranks
Score	Male	7	10.07	70.50
	Female	16	12.84	205.50
	Total	23		

Test Statistics[a]

	Score
Mann-Whitney U	42.500
Wilcoxon W	70.500
Z	-.917
Asymp. Sig. (2-tailed)	.359
Exact Sig. [2*(1-tailed Sig.)]	.376[b]

a. Grouping Variable: gender
b. Not corrected for ties.

Appendix 6

<div align="center">

ONLINE SURVEY READING STRATEGIES (OSORS)

QUESTIONNAIRE

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<div align="center">

ONLINE SURVEY READING STRATEGIES (OSORS)

QUESTIONNAIRE

Adapted from Anderson (2003)

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The purpose of this survey is to collect information about the various strategies you use when you read online in ENGLISH (e.g., surfing the Internet, doing online research, etc.). Each statement is followed by five numbers, 1, 2, 3, 4, and 5, and each number means

the following:

'1' **means that 'I never or almost never do this' when I read online.**

'2' **means that 'I do this only occasionally' when I read online.**

'3' **means that 'I sometimes do this' when I read online. (About 50% of the time.)**

'4' **means that 'I usually do this' when I read online.**

'5' **means that 'I always or almost always do this' when I read online.**

After reading each statement click the number (1, 2, 3, 4, or 5)

which applies to you. Note that there are no right or wrong responses to any of the items on this survey.

Global Reading Strategies

Strategies		Likert scale					Mean
No.	Statements	1	2	3	4	5	Score
1.	I have a purpose in mind when I read online	1	1	0	5	0	3.28
2.	I participate in live chat with other learners of English.	1	1	1	3	1	3.28
3.	I participate in live chat with native speakers of English.	3	1	0	3	0	2.42
4.	I think about what I know to help me understand what I read online.	0	0	1	4	2	4.14
5.	I take an overall view of the online text to see what it is about before reading it.	0	1	1	4	1	3.71
6.	I think about whether the content of the online text fits my reading purpose.	0	1	1	3	2	3.85
7.	I review the online text first by noting its characteristics like length and organization	0	2	0	4	1	3.57
8.	When reading online, I decide what to read closely and what to ignore.	0	0	2	3	2	4.00
9.	I use tables, figures, and pictures in the online text to increase my understanding	0	3	1	2	1	3.14
10.	I use context clues to help me better understand what I am reading online.	0	0	2	4	1	3.85
11.	I use typographical features like bold face and italics to identify key information	0	2	2	2	1	3.28
12.	I critically analyze and evaluate the information presented in the online text.	0	0	2	4	1	3.85
13.	I check my understanding when I come across new information.	0	1	1	4	1	3.71

	Strategies	Likert scale					Mean
No.	Statements	1	2	3	4	5	Score
14.	I try to guess what the content of the online text is about when I read.	0	1	2	3	1	3.57
15.	I check to see if my guesses about the online text are right or wrong.	0	2	2	2	1	3.28
16.	I scan the online text to get a basic idea of whether it will serve my purposes before choosing to read it	0	0	1	6	0	3.85
17.	I read pages on the Internet for fun.	0	2	2	1	2	3.42
18.	I critically evaluate the online text before choosing to use information I read online	0	1	2	3	1	3.57
Overall Mean Score							3.54

Problem Solving Strategies

	Strategies	Likert scale					Mean
No.	Statements	1	2	3	4	5	Score
1.	I read slowly and carefully to make sure I understand what I am reading online.	0	1	0	6	1	4.14
2.	I try to get back on track when I lose concentration	0	1	1	3	2	3.85
3.	I adjust my reading speed according to what I am reading online.	0	1	3	1	2	3.57
4.	When online text becomes difficult, I pay closer attention to what I am reading.	1	0	1	2	3	3.85
5.	I read pages on the Internet for academic purposes.	0	1	3	3	0	3.28
6.	I stop from time to time and think about what I am reading online.	0	0	1	2	3	4.00
7.	I try to picture or visualize	0	2	1	4	0	3.28

Strategies		Likert scale					Mean
No.	Statements	1	2	3	4	5	Score
	information to help remember what I read online.						
8.	When online text becomes difficult, I reread it to increase my understanding.	0	0	0	3	4	4.57
9.	When I read online, I guess the meaning of unknown words or phrases	1	1	2	3	0	3.00
10.	I can distinguish between fact and opinion in online texts.	0	0	3	3	1	3.71
11.	When reading online, I look for sites that cover both sides of an issue.	0	1	3	2	1	3.42
Overall Mean Score							3.69

Support Reading Strategies

Strategies		Likert scale					Mean
No.	Statements	1	2	3	4	5	Score
1.	I take notes while reading online to help me understand what I read.	1	2	3	1	0	2.57
2.	When online text becomes difficult, I read aloud to help me understand what I read.	1	2	2	0	2	3.00
3.	I print out a hard copy of the online text then underline or circle information to help me remember it.	2	3	2	0	0	2.00
4.	I use reference materials (e.g. an online dictionary) to help me understand what I read online.	0	1	0	4	2	4.00
5.	I paraphrase (restate ideas in my own words) to better understand what I read online	0	2	2	1	2	3.42
6.	I go back and forth in the online text to find relationships among ideas in it.	0	0	3	2	2	3.85

	Strategies	Likert scale					Mean
No.	Statements	1	2	3	4	5	Score
7.	I ask myself questions I like to have answered in the online text.	0	0	2	3	2	4.00
8.	When reading online, I translate from English into my native language.	0	1	1	3	2	3.85
9.	When reading online, I think about information in both English and my mother tongue	0	1	2	2	2	3.71
Overall Mean Score							3.37

➢ Female students

Global Reading Strategies

	Strategies	Likert scale					Mean
No.	Statements	1	2	3	4	5	Score
1.	I have a purpose in mind when I read online	1	1	4	7	3	3.62
2.	I participate in live chat with other learners of English.	2	2	5	5	2	3.18
3.	I participate in live chat with native speakers of English.	1	5	5	3	2	3.00
4.	I think about what I know to help me understand what I read online.	0	0	3	8	5	4.12
5.	I take an overall view of the online text to see what it is about before reading it.	1	3	2	5	5	3.62
6.	I think about whether the content of the online text fits my reading purpose.	0	0	8	6	2	3.62
7.	I review the online text first by noting its characteristics like length and organization	0	3	5	4	4	3.56
8.	When reading online, I decide what to read closely and what to ignore.	0	2	3	4	7	4.00
9.	I use tables, figures, and	0	2	3	7	4	3.81

Strategies		Likert scale					Mean
No.	Statements	1	2	3	4	5	Score
	pictures in the online text to increase my understanding						
10.	I use context clues to help me better understand what I am reading online.	0	2	2	5	7	4.06
11.	I use typographical features like bold face and italics to identify key information	0	2	5	5	4	3.68
12.	I critically analyze and evaluate the information presented in the online text.	0	1	3	7	5	4.00
13.	I check my understanding when I come across new information.	0	0	5	3	8	4.18
14.	I try to guess what the content of the online text is about when I read.	0	0	5	4	7	4.12
15.	I check to see if my guesses about the online text are right or wrong.	0	0	3	6	7	4.25
16.	I scan the online text to get a basic idea of whether it will serve my purposes before choosing to read it	0	1	5	5	5	3.87
17.	I read pages on the Internet for fun.	0	1	6	3	6	3.87
18.	I critically evaluate the online text before choosing to use information I read online	0	2	4	8	2	3.62
Overall Mean Score							3.78

Problem Solving Strategies

	Strategies	Likert scale					Mean Score
No.	Statements	1	2	3	4	5	
1.	I read slowly and carefully to make sure I understand what I am reading online.	0	1	5	4	6	3.93
2.	I try to get back on track when I lose concentration	0	0	4	4	8	4.25
3.	I adjust my reading speed according to what I am reading online.	0	0	7	3	6	3.93
4.	When online text becomes difficult, I pay closer attention to what I am reading.	0	1	3	5	7	4.12
5.	I read pages on the Internet for academic purposes.	0	2	8	2	4	3.50
6.	I stop from time to time and think about what I am reading online.	0	2	7	4	3	3.50
7.	I try to picture or visualize information to help remember what I read online.	0	0	6	4	6	4.00
8.	When online text becomes difficult, I reread it to increase my understanding.	0	1	3	5	7	4.12
9.	When I read online, I guess the meaning of unknown words or phrases	0	0	5	4	7	4.12
10.	I can distinguish between fact and opinion in online texts.	0	0	6	4	6	4.00
11.	When reading online, I look for sites that cover both sides of an issue.	0	0	8	6	2	3.62
Overall Mean Score							3.91

Table 5.3
Support Reading Strategies

No.	Strategies Statements	1	2	3	4	5	Mean Score
		Likert scale					
1.	I take notes while reading online to help me understand what I read.	2	4	3	4	3	3,06
2.	When online text becomes difficult, I read aloud to help me understand what I read.	0	2	2	3	9	4,18
3.	I print out a hard copy of the online text then underline or circle information to help me remember it.	3	3	5	2	3	2,93
4.	I use reference materials (e.g. an online dictionary) to help me understand what I read online.	0	0	2	6	8	4,37
5.	I paraphrase (restate ideas in my own words) to better understand what I read online	0	2	8	3	3	3,43
6.	I go back and forth in the online text to find relationships among ideas in it.	0	1	5	8	2	3.68
7.	I ask myself questions I like to have answered in the online text.	0	3	7	2	4	3.43
8.	When reading online, I translate from English into my native language.	0	3	8	4	1	3,18
9.	When reading online, I think about information in both English and my mother tongue	0	0	6	6	4	3,87
Overall Mean Score							3,57

Appendix 7

The mean score of male and female students in metacognitive reading strategy use

➢ Male students

Global Reading Strategy

No. strategy	total score
1	3,28
2	3,28
3	2,42
4	4,14
5	3,71
6	3,85
7	3,57
8	4
9	3,14
10	3,85
11	3,28
12	3,85
13	3,71
14	3,57
15	3,28
16	3,85
17	3,42
18	3,57
mean score	3,54

Problem solving strategy

no. strategy	total male score
1	4
2	3,85
3	3,57
4	3,85
5	3,28
6	3,71
7	3,28
8	32,7
9	3,00
10	4,14
11	3,42
mean	3,69

Support reading strategy

no. strategy	total score
1	2,57
2	3
3	2
4	4
5	3,42
6	3,85
7	4
8	3,85
9	3,71
mean	3,37

➢ Female students

Global reading strategy

no. strategy	total score
1	3,62
2	3,18
3	3
4	4,12
5	3,62
6	3,62
7	3,56
8	4
9	3,81
10	4,06
11	3,68
12	4
13	4,18
14	4,12
15	4,25
16	3,87
17	3,87
18	3,62
Mean	3,78

Problem solving strategy

no. strategy	total score
1	3,93
2	4,25
3	3,93
4	4,12
5	3,50
6	3,50
7	4,00
8	4,12
9	4,12
10	4,00
11	3,62
mean	3,91

Support reading strategy

no. strategy	total score
1	3,06
2	4,18
3	2,93
4	4,37
5	3,43
6	3,68
7	3,43
8	3,18
9	3,87
mean	3,57

Appendix 8

The Result of Mann Whitney U Test

Ranks

	Gender	N	Mean Rank	Sum of Ranks
mean_score	Male	3	2.50	7.50
	Female	3	4.50	13.50
	Total	6		

Test Statistics

	mean_score
Mann-Whitney U	1.500
Wilcoxon W	7.500
Z	-1.328
Asymp. Sig. (2-tailed)	.184
Exact Sig. [2*(1-tailed Sig.)]	.200[b]

a. Grouping Variable: gender
b. Not corrected for ties.

Appendix 9

The results of the questionnaires

➢ Male students

1. Global Reading Strategy

Strategy	S01	S02	S03	S04	S05	S06	S07
GRS 1	4	4	4	3	4	1	4
GRS2	5	3	4	4	4	1	2
GRS 3	4	1	4	2	4	1	1
GRS 4	4	5	4	4	5	3	4
GRS 5	5	3	4	2	4	4	4
GRS 6	5	4	4	4	3	5	2
GRS 7	4	2	4	2	4	5	4
GRS 8	5	3	4	4	3	5	4
GRS 9	4	3	4	2	2	5	2
GRS 10	5	4	4	4	3	4	3
GRS 11	4	3	4	2	5	3	2
GRS 12	4	3	4	4	5	3	4
GRS 13	5	4	4	2	4	3	4
GRS 14	5	3	4	4	2	3	4
GRS 15	5	3	4	2	2	3	4
GRS 16	4	3	4	4	4	4	4
GRS 17	5	5	4	2	3	3	2
GRS 18	5	2	4	4	4	3	3

2. Problem solving strategy

Strategy	S01	S02	S03	S04	S05	S06	S07
PSS 1	5	4	5	2	4	3	5
PSS 2	4	4	5	4	2	3	5
PSS 3	4	3	5	2	3	3	5
PSS 4	4	5	5	4	1	3	5
PSS 5	4	3	4	2	3	3	4
PSS 6	4	3	4	4	3	3	5
PSS 7	4	4	4	2	3	2	4
PSS 8	5	5	5	4	4	4	5
PSS 9	4	4	4	2	1	3	3
PSS 10	4	4	4	4	5	4	4
PSS 11	5	3	4	2	3	3	4

Support Reading Strategy

Strategy	S01	S02	S03	S04	S05	S06	S07
SRS 1	3	1	3	2	2	3	4
SRS 2	5	2	5	2	1	3	3
SRS 3	3	1	1	2	2	2	3
SRS 4	5	5	4	4	4	2	4
SRS 5	5	3	2	4	3	2	5
SRS 6	5	4	5	4	3	3	3
SRS 7	5	3	5	4	3	4	4
SRS 8	5	4	5	4	2	3	4
SRS 9	5	3	5	4	3	2	4

➢ Female students

1. Global Reading Strategy

Strategy	S01	S02	S03	S04	S05	S06	S07	S08	S09	S10	S
GRS 1	1	3	4	4	4	4	3	4	5		3
GRS 2	2	3	3	5	3	3	2	3	5		1
GRS 3	5	3	3	4	2	2	2	2	3		2
GRS 4	3	3	5	4	4	4	3	5	5		4
GRS 5	1	3	4	3	2	4	5	5	5		4
GRS 6	4	3	3	5	4	3	3	5	4		3
GRS 7	2	3	4	5	5	3	2	5	2		3
GRS 8	2	3	5	4	5	4	2	5	5		3
GRS 9	5	3	4	4	4	4	3	5	3		2
GRS 10	2	3	4	5	5	4	5	5	5		4
GRS 11	2	3	3	5	4	5	2	5	3		3
GRS 12	3	3	5	4	4	5	2	5	5		4
GRS 13	3	3	5	5	5	3	3	5	5		4
GRS 14	3	3	5	5	4	4	5	5	5		3
GRS 15	4	3	5	5	5	4	4	5	5		3
GRS 16	3	3	4	5	4	4	3	5	5		2
GRS 17	3	3	5	5	3	5	3	5	2		4
GRS 18	2	3	4	4	3	4	3	5	5		4

2. Problem solving strategy

strategy	S01	S02	S03	S04	S05	S06	S07	S08	S09	S10	S11	S12	S13	S14	S15	S16
PSR 1	3	3	5	4	4	5	2	5	3	3	4	5	4	5	3	5
PSR 2	3	3	4	4	5	5	3	5	5	4	4	5	5	5	3	5
PSR 3	3	3	5	5	4	4	3	5	5	3	4	3	5	5	3	3
PSR 4	3	3	5	5	5	4	4	5	4	5	4	5	3	4	3	5
PSR 5	3	3	3	5	4	3	2	5	3	3	5	2	3	5	3	4
PSR 6	3	3	4	4	3	2	3	5	2	3	3	4	4	5	3	5
PSR 7	3	3	5	5	4	3	3	5	5	3	4	4	5	4	3	5
PSR 8	3	3	5	4	5	4	2	5	4	4	5	5	5	4	3	5
PSR 9	3	3	4	4	3	4	5	5	5	4	5	5	5	5	3	3
PSR 10	3	3	4	5	5	4	5	5	3	5	4	3	3	5	3	4
PSR 11	4	3	3	5	4	3	3	4	4	3	4	4	3	5	3	3

3. Support reading strategy

Strategy	S01	S02	S03	S04	S05	S06	S07	S08	S09	S10	S11	S12	S13	S14	S15	S16
SRS 1	3	3	2	4	4	4	1	2	1	2	5	4	2	5	3	5
SRS2	3	3	4	5	5	5	2	4	5	2	5	5	5	5	4	5
SRS3	3	3	4	5	3	5	1	1	1	2	4	2	3	5	2	3
SRS4	3	3	5	5	4	4	5	5	5	4	4	5	5	4	4	5
SRS5	3	3	3	5	4	5	3	4	4	2	3	3	3	5	2	3
SRS6	3	3	3	5	3	4	3	4	4	4	4	4	2	5	4	4
SRS7	3	3	3	5	3	3	3	2	5	3	4	5	2	5	2	4
SRS8	3	3	4	4	3	4	2	3	3	2	3	2	3	5	4	3
SRS9	3	3	4	5	3	4	4	5	5	4	3	4	3	4	3	5

Appendix 10

Picture activity

Student's Worksheet

Name : Aura Tlabila Deswita Mingtyas
NIM : 2103046139

1. C
2. A
3. A
4. D
5. A

6. B
7. A
8. C
9. D
10. A

11. A
12. E
13. A
14. D
15. E

16. E
17. A
18. D
19. B
20. C

Astuh Kusuma Wardani
2103096083   (PBI 31CP)

1.	E	11)	C
2.	A	12)	E
3.	A	13)	D
4.	D	14)	E
5.	D	15)	E
6.	B	16)	C
7.	A	17)	A
8.	C	18)	D
9.	E	19)	B
10.	A	20)	B
11.			

Tsania Husna Nadia

2103096092

1. E	11. C
2. A	12. E
3. A	13. A
4. D	14. D
5. C	15. E
6. B	16. C
7. A	17. E
8. C	18. D
9. E	19. D
10. A	20. B

Name : Dewira Setyaningdyah   PBI ICP

Student ID : 2103096165

1. E
2. E
3. A
4. D
5. A
6. B
7. A
8. C
9. E
10. C

11. C
12. E
13. D
14. E
15. E
16. C
17. B
18. D
19. C
20. E

Name : Revina Annisa Fitri
NIM : 2103046094
Class : PBI ICP

1. E
2. B
3. A
4. D
5. C
6. B
7. A
8. C
9. D
10. A
11. C
12. E
13. D
14. E
15. E
16. C
17. E
18. D
19. C
20. E

Lauwwanaddahri Jaufanish shufa /2103046166

1. e
2. A
3. A
4. A
5. A
6. B
7. A
8. C
9. e
10. A
11. C
12. C
13. A
14. D
15. e
16. e
17. e
18. D
19. B.
20. B

Nama = Danil Fakhri Muhammad
NIM = 2103046198

1. (E.)   11. (C.)
2. (A.)   12. (E.)
3. (A.)   13. (A.)
4. (D.)   14. (E.)
5. (A.)   15. (E.)
6. (B.)   16. (C.)
7. (A.)   17. (E.)
8. (C.)   18. (D.)
9. (A.)   19. (B.)
10. (A.)   20. (E.)

Muelikha Nurul Hadi
2103046161
PBI 3 ICP

1.) E. Human beings

2) B.

3.) A. Killing fish and beer

4) D. unaffected

5.) A. It is not Food preservatives

6) B The government has not controlled the use of Formalin firmly

7) A. people have to avoid consuming Formalin in their food

8.) C. Should be Placed

9) E. students can throw garbage away easily

10) A. To buy more dustbins

11.) C. wears not expensive designer clothes

12.) E. uniform

13.) B. The writer's arguments

14.) D. Presence

15.) E. All answers are correct

16) C. Argument

17) E. To argue about smoking to the readers

18.) D. Harmful

19.) B. people shouldn't do smoking in restaurant

20.) B. b-c-d-a

Nama Lengkap : Khodijah Asshofiah
NIM : 2103046169

1. A - Human Beings
2. A - The fourth paragraph supports the idea
   stated in paragraph two.

A.

3. A
4. C
5. D
6. B
7. A
8. C
9. E
10. A
11. C
12. E
13. A
14. E
15. B
16. C
17. E
18. C
19. B
20. D

Ahmad Nasir' Huda | 210304618

1. E	6. B	11. A	16. C
2. C	7. A	12. E	17. A
3. A	8. C	13. E	18. B
4. C	9. E	14. A	19. C
5. A	10. A	15. E	20. C

Achmad Dahlan
2103046168

1. E
2. A
3. A
4. C
5. A
6. B
7. A
8. C
9. E
10. A
11. A
12. E
13. E
14. E
15. E
16. C
17. A
18. D
19. C
20. C

Research reading test
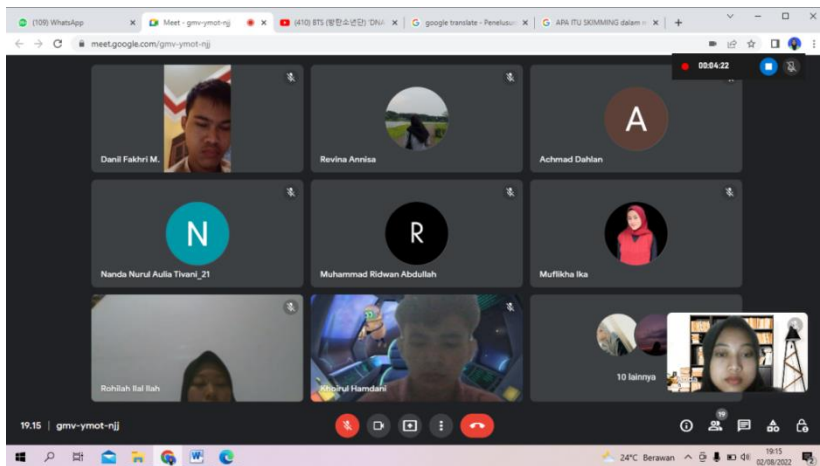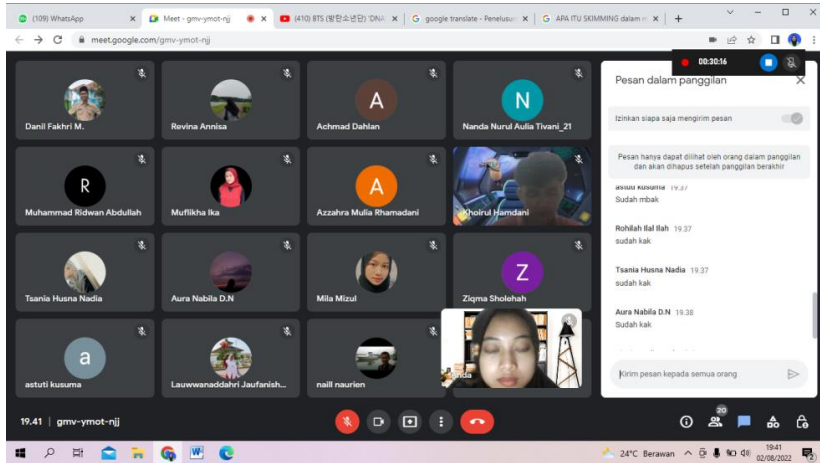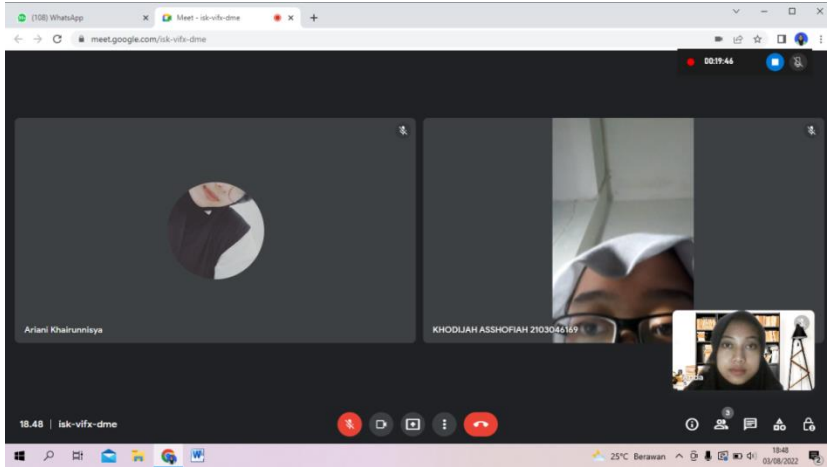
OSORS in the Google Form
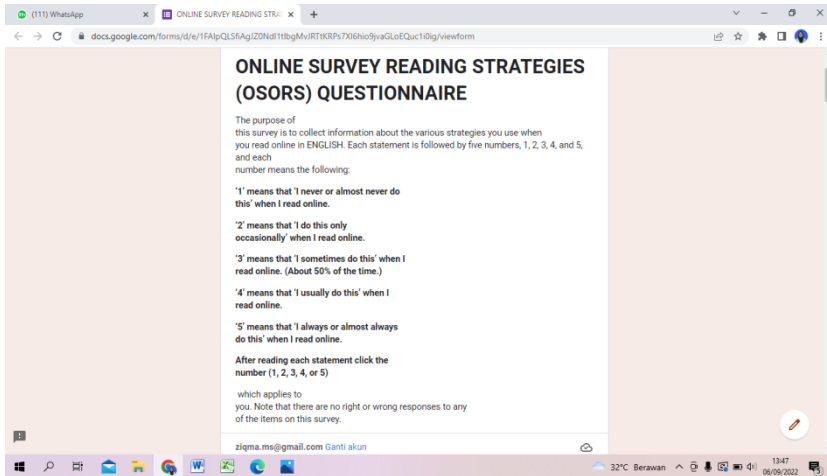
Global Reading Strategies *

1. I have a purpose in mind when I read online

- ⦿ Opsi 1
- ◯ Opsi 2
- ◯ Opsi 3
- ◯ Opsi 4
- ◯ Opsi 5

Global Reading Strategies *

2. I participate in live chat with other learners of English.

- ◯ Opsi 1
- ⦿ Opsi 2
- ◯ Opsi 3
- ◯ Opsi 4
- ◯ Opsi 5

* Wajib

Problem Solving Strategies

1. I read slowly and carefully to make sure I understand what I am reading online. *

- ◯ Opsi 1
- ◯ Opsi 2
- ⦿ Opsi 3
- ◯ Opsi 4
- ◯ Opsi 5
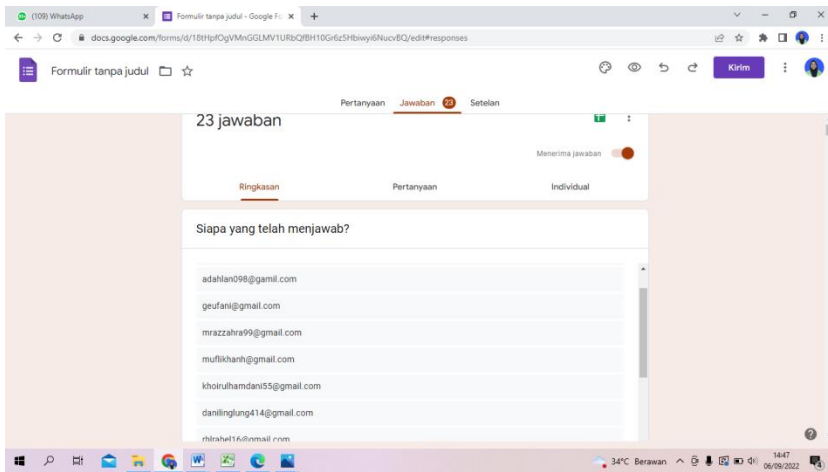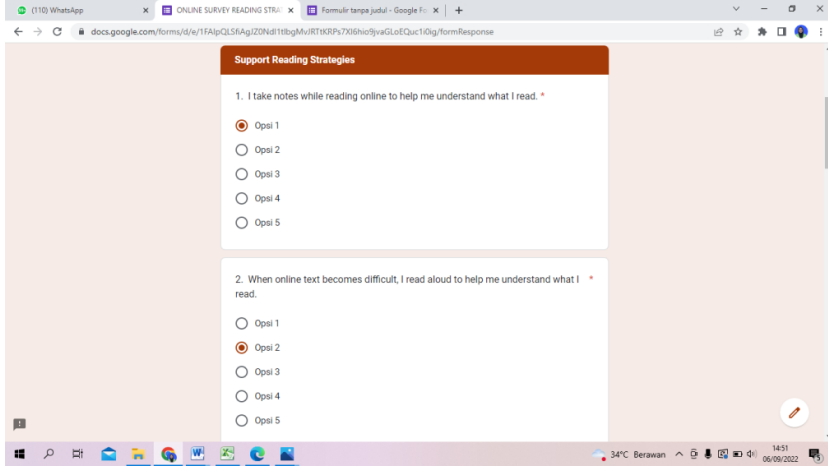
2. I try to get back on track when I lose concentration *

- ◯ Opsi 1
- ◯ Opsi 2
- ⦿ Opsi 3
- ◯ Opsi 4
- ◯ Opsi 5

Support Reading Strategies

1. I take notes while reading online to help me understand what I read. *
   - ⦿ Opsi 1
   - ○ Opsi 2
   - ○ Opsi 3
   - ○ Opsi 4
   - ○ Opsi 5

2. When online text becomes difficult, I read aloud to help me understand what I read. *
   - ○ Opsi 1
   - ⦿ Opsi 2
   - ○ Opsi 3
   - ○ Opsi 4
   - ○ Opsi 5

Formulir tanpa judul

23 jawaban

Ringkasan   Pertanyaan   Individual

Siapa yang telah menjawab?

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muflikhanh@gmail.com

khoirulhamdani55@gmail.com

danilinglung414@gmail.com

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Curriculum Vitae

A. Personal Identity

Name : Ziqma Mar'atussholehah

Place of Birth : Pati

Date of Birth : 22nd December 2000

Address : Sundoluhur 07/01, Kayen, Pati

Phone Number : 08885338234

Email : ziqma.ms@gmail.com

B. Educational Background

Elementary School : SD N 01 Sundoluhur, Kayen, Pati

Junior High School : MTs Nihayaturroghibin Sundoluhur

Senior High School : MAN 02 Rembang

Semarang, 10 September 2022

Ziqma Mar'atussholehah