

**USING METACOGNITIVE READING STRATEGIES TO  
IMPROVE STUDENTS' READING COMPREHENSION SKILL**

**THESIS**

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



by

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### RATIFICATION

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had been ratified by the board of examiner of Education and Teacher Training Faculty of Walisongo State Islamic University and can be received as one of any requirement for gaining the Bachelor degree in English Education.

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## MOTTO

لَا تُؤَخِّرْ عَمَلَكَ إِلَى غَدٍ مَا تَقْدِرُ أَنْ تَعْمَلَ الْيَوْمَ

“Janganlah menunda pekerjaanmu hingga esok hari, sesuatu yang kamu dapat mengerjakannya hari ini”

Jalannya surga itu ilmu. Biasanya dapat ilmu itu dari mengaji, mengaji dengan ulama’ atau kyai. Modern ya modern tapi jangan lupa mengaji meskipun seminggu sekali.

**(KH. Maemoen Zubair)**

Jangan anggap dirimu yang paling penting di dunia. Tapi, carilah suatu yang terpenting untuk dirimu sendiri

**(KH. Fadlolan Musyafa’ Lc, MA)**

Create your own happiness

**(Indah Rif’ah Dianti)**

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With all sincerities of the writer’s deepest heart, she realized that if there were no supports and motivations from people around her, she could not complete this thesis perfectly. Therefore, she would like to express her gratitude and her appreciations to:

1. Dr. Hj. Lift Anis Ma’shumah, M.Ag as the dean of Education and Teacher Training Faculty
2. Sayyidatul Fadhilah, M.Pd as the head of English Education Department
3. Dra. Nuna Mustikawati Dewi, M. Pd. as the secretary of English Education Department
4. Dr. Hj. Siti Mariam, M.Pd The one and only beloved advisor who always gives the valuable time, guidance, correction

and some suggestions during arranging and completing this thesis.

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6. My beloved parents, Abdul Choliq and Masrifatun. This thesis is dedicated to them who have given me the big opportunity to experience the study from kindergarten until university and support my life, their moral support, prayer and guidance to their beautiful daughter.
7. KH. Fadlolan Musyafa' and Ibu Nyai Hj. Fenty Hidayah, who have educated the writer with their love and patience till she has spirit in doing her study and completing her thesis
8. The writer's family members, her beloved brothers and sister, Firdaus Budi Setiawan, Fatma Rahma Devi and Muhammad Hilmi who always support and love me.
9. The one and only grandmother, Hj. Sudarmi who always support, pray and give me everything I need
10. My beloved support system Mas Darmawan, Dewi Sofiyanatiz Zahro', Yuniar Chismonia Caesar, Muhammad Izza Ulil Wafa, Agung Setiawan and Agus Suprpto who have given me support and help either material or immaterial.



11. For my best friends since Senior High School, laila, ina, mila, shiha, mbak azizah, niken, afi, anas, bayu and alfa, you are mean to me.
12. All the members of PBI –B 2017
13. For eleventh science-1 students who have helped me to finish this research
14. The last but not least, the one who always believes in me no matter what and those who cannot be mentioned one by one, who have supported the researcher to finish this thesis

The writer realizes that this thesis is still far from perfection, so that constructive suggestions and criticisms from all sides for the perfection of this thesis project are always accepted.

Finally, the writer expects that this thesis would be beneficial for the further study.

Semarang, April 2021

The writer,



**Indah Rif'ah Dianti**

## DEDICATION

In the name of Allah ‘*AzzawaJalla*, the Lord of this world, the beneficent and the merciful. No writing project is successful without patience and prayer of everyone whom actually it is not enough just writing their name on this thesis. Finally, this thesis is dedicated to them, but the foremost dedications are to:

- ❖ My beloved campus, UIN Walisongo Semarang especially Education and Teacher Training Faculty and English Education Department
- ❖ My beloved schools: MAN Demak, MTs N Bonang, and MI Mazro’atul Huda.
- ❖ My respectable and beloved father and mother (Bapak Abdul Choliq and Ibu Masrifatun), who always spread their affection, prayer, love and give their advices till the writer finished arranging this thesis. Thank you very much for giving the writer support.
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- ❖ Honorable, DR. KH. Fadlolan Musyafa’, LC, MA. and Ibu Nyai Hj. Fenty Hidayah and the great family of Fadhlul Fadhlul Islamic Boarding School, who have become my guardian and family in Semarang. Thank you for guidance and valuable support.

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## ABSTRACT

**Title** : USING METACOGNITIVE READING STRATEGIES TO IMPROVE STUDENTS' READING COMPREHENSION  
**Name** : INDAH RIF'AH DIANTI  
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Reading is one of four skills that must be learnt for students when learning English because English is a second language for students in Indonesia. Strategy is needed to comprehend the reading passage. The use of metacognitive strategies will make students more giving attention to the process of reading (planning, monitoring, and evaluating). By implementing this strategy, the students will be easy to understand the text and evaluate what they have read. The study aims to analyze the use of metacognitive reading strategies in improving students' reading comprehension skill and to explain the students' reading improvement by using metacognitive strategies as implication of Global, Problem and Support reading strategies. This study used descriptive qualitative method. This research was conducted in Miftahussalam Islamic High School with 31 students from eleventh science 1 class. The data were gathered through observation, interview and give questionnaire based on metacognitive awareness of reading strategies inventory (MARSI) by Mokhtari and Reichard (2002). The result of observation, the students used metacognitive strategies during reading with percentages 3.4 for Global Reading Strategies (GLOB), 3.4 for Problem Reading Strategies (PROB) and Support Reading Strategies with 3,04 score. The overall mean scores show a relatively moderate (3.2) of metacognitive reading strategies among students using all the 30 MARSI in the reading process. in other words, the study revealed that the level of metacognitive is moderately being used by the students in this research.

**Keywords** : *metacognitive, reading comprehension, reading strategies.*







# CHAPTER I

## INTRODUCTION

This chapter discusses about research background, research question, research objectives, research significance, and limitation of the study.

### **A. Background of The Study**

Reading is considered to be the one of the skills for learners as it is important gateway for gaining and learning more knowledge. As stated by Bernhardt (2000:701) that one of the most frequently cited purposes for learning as second language is for reading. Reading involves numerous activities such as understanding and remembering ideas, identifying and selectively attending to important information, monitoring comprehension and learning, synthesizing information as well as critically evaluating a text in academic context.<sup>1</sup> It means that the learners have to know and understand the content or text accurately and they have capability to interpret the meaning of the text based on their point of views. So, to minimize this problem is needed a strategy to improve reading skill of students.

Currently, learning methods used by language learners are also researched for their contribution to the learning of second

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<sup>1</sup> Tengku Nor Rizan Tengku Mohamad Maasum and Nooreiny Maarof, Empowering ESL Readers with Metacognitive Reading Strategies, *Procedia-Social and Behavioral Sciences*( 69), 2012, page.1251

language. The research and philosophy of second-language education has moved from concentrating on teaching techniques to focusing on learning strategies used by learners.<sup>2</sup> Reading is one of activities that need learning strategies. Reading is one of important skill used for knowing more information and getting knowledge. In Islamic history, reading is the first instruction taught by angel to the Prophet. It was explained in the Holy Qur'an in *Al-'Alaq* verses 1-3

إِفْرَأْ بِسْمِ رَبِّكَ الَّذِي خَلَقَ ۙ ۱ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۚ ۲ اِقْرَأْ وَرَبُّكَ  
الْأَكْرَمُ ۓ ۳

The meaning: 1. Read in the name of your Lord Who created.  
2. He created man from a clot. 3. Read and your Lord is Most Honorable.

Commands to read and write in the *al-'Alaq* has the intention that the Moslem community in particularly, and humanity in general have the knowledge or literacy and information literacy. By having knowledge and information literacy humans are capable of grasping the world. There is a saying “Recite! Then the world is in your hands”. This command to read in *al-'Alaq* verse is repeated up to two times. This means

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<sup>2</sup> Mariska Intan Sari, Cognitive and Metacognitive Reading Strategy Use and Reading Comprehension Performance of Indonesian EFL Pre-Service Teachers, *Journal of Foreign Language Teaching and Learning Vol.1 No.2*, 2016, page.46-47

that reading is essential for humans to acquire knowledge and information. With reading, it can be interpreted or translated more broadly to understand, analyze, examine, delivering, studying, researching, knowing or it can seep into the soul as an attempt to explore and examine the science that has been obtained.<sup>3</sup>

Based on the explanation above, reading is a necessary activity to know, to learn, and to understand anything happened or to explore the mind to face the changing the world. To increase the quantity of human resources needed reading strategies because of having a good ability to comprehend the text does come easily. In reading text, the students get used to reading different books to form their habit. However, they should use powerful methods to grasp it. One of the most common methods used in reading comprehension is applying metacognitive strategy.

One of basic strategy in reading comprehension is using metacognitive strategy. This strategy is related to readers' awareness, monitoring and regulating. According to Baker (2002) the aim of metacognitive strategy is to teach students how to set objectives and emphasize to be effective and independent. Baker and Beall (2009) had given more explanation that metacognitive

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<sup>3</sup> Ahmad Wahyu Hidayat, The Philosophy of Iqra' on Islamic Education, *Hunafa: Jurnal Studia Islamika Vol.15 No.1*, 2018, Page. 27-48

strategy is related to how we think and learn three skill techniques: planning, monitoring and evaluating.<sup>4</sup> In the University education in Pakistan requested special readings of the academic material in English. They need to know how to deal with massive quantity and variety of comprehension tasks in limited time. They have to use different tactics and strategies such as making prediction, skimming, understanding and engrossing, analyzing and recognize particular issues, queries and misunderstanding, summarizing and reviewing information.<sup>5</sup> By implementing this strategy, the students will pay more attention and evaluate towards what they read. As a result unskilled readers can be skilled readers since they are given appropriate strategy effectively and they can prepare a background knowledge related to the text before reading, check their comprehension while reading and after reading. Thus, if students do not apply and use the strategy when reading activity or do task, they will face problem in reading process and understanding the content.

## **B. Research Questions**

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<sup>4</sup> Roza Zhussupova and Meruyert Kazbekova, Metacognitive Strategies as Points in Teaching Reading Comprehension, *Procedia-Social and Behavioral Sciences* (228), 2016, page.594

<sup>5</sup> Mussarrat Azhar, Riffat un Nisa Awan, and Shaista Khalid, University Students' Awareness of Metacognitive Reading Strategies and Reading Comprehension, *Journal of Educational Sciences & Research Vol.2 No.1*, 2015, page.19-20

1. How is the implementation of using metacognitive reading strategies to improve reading comprehension skill?
2. How is students' reading improvement by using metacognitive reading strategies?

**C. Research Objectives**

Based on research question above, the objective can be stated as follow:

1. To analyze the use of metacognitive strategies in improving students' reading comprehension skill
2. To explain the students' reading improvement by using metacognitive reading strategies.

**D. Research Significances**

The findings of the study are expected to give significances contribution to the body of knowledge theoretically and practically.

1. Theoretically
  - a. This research is intended to give contribution on student understanding of meta-cognitive reading strategy.
  - b. The result of this research can be useful references for the next researcher who wants to conduct a research on the same or similar topic as in this research.
2. Practically
  - a. For Learners

This research shows the learners of the effectiveness of meta-cognitive strategy in reading comprehension and useful for the school to apply this strategy for enhancing students' reading ability. In addition, it can be a reference for the teachers dealing with how they should teach and direct their students.

b. For Teacher

The research can be reference for teacher to teach students using meta-cognitive strategy which useful for students to think by themselves. It helps the students to brainstorm the content of reading.

**E. Limitation of The Study**

As explained in the background, the researcher limits the study on students' problem in reading activity and explained of the use of metacognitive strategy to improve students' reading comprehension and students' reading improvement. In this case, the researcher analyzes 31 of eleventh students of Islamic Senior High School who have strategy in comprehending text.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter contains some previous research, theoretical review and conceptual framework.

#### **A. Previous Study**

There are some researchers that discuss about metacognitive strategy. In this paper, the researcher took review of related previous research from other sources as comparison of this research. Those are:

1. A journal by Herlina Syafrianti, Bambang Suwarno and Elfrida entitled *Metacognitive Strategy and Students' Reading Comprehension: An Experimental Study At SMK N 1 Kota Bengkulu*.

This study aimed to know the effect of using metacognitive strategy toward student's reading comprehension. This was quasi-experimental design. The data was analyzed by The Wilcoxon Test and The Mann-Whitney Test. The finding of this research showed that there was significant difference between pre-test and post test for the experimental class and there was significant difference between experimental and control class for post-test result. It can be concluded that learning using metacognitive strategies can improve learning activities. These researches

have similarity on strategy used. Both of them applied metacognitive strategy to find out the effect of reading comprehension by using this strategy. Meanwhile, the difference is on the research design. The writer is using descriptive qualitative to describe the strategy whether it enhances students' reading comprehension.<sup>6</sup>

2. A journal by Zhenita Deliany and Bambang Yudi Cahyono entitled *Metacognitive Reading Strategies Awareness and Metacognitive Reading Strategies Use of EFL University Students across Gender*.

This research investigates EFL students' metacognitive reading strategies awareness and their metacognitive reading strategies use across gender. The distinction of the research is in the subject of the study. The first researcher focuses on evidence whether the gender influences metacognitive reading strategy awareness or not. This subject is the EFL university students that mastering English while for the second study takes Islamic senior high school students that have limited skills in English. For the current research focuses on how metacognitive strategy enhances the students' comprehension. The similarity is on

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<sup>6</sup> 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,



the strategy. Both of them used MARSI (Metacognitive Awareness Reading Strategies Inventory) however there is modification in instrument for collecting data.<sup>7</sup>

3. An article by Chandra Fauzi and Ashadi 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 different gender. The students used each strategy subscale of reading strategies (Global, Problem Solving, and Support). The finding result revealed that the most frequently used is 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. In this new research, the writer focuses on how metacognitive strategy make an effect for students in enhancing construction meaning for the readers, monitoring text and reading comprehension, and ability to

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<sup>7</sup> 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

evaluation the text. Here, the students' genders are not analyzed.<sup>8</sup>

4. A journal article by Melly Latifah, Sri Hartati R. Suradijono, and Lucia Retno Mursitolaksmi entitled *The Use of Metacognitive Strategies in Reading and their Influence on Reading Comprehension of Junior High School Students in the Upland Region of Java*.

This study identified the kind of metacognitive strategies used in the reading process by 55 students of junior high school in upland region of Java and it analyzed the influence of these strategies on students' reading comprehension. By using 15 strategies and divided students into two groups based on Perfetti's dichotomy. The utilized of these strategies is for achieving the meaning of the text (7 types) and achieving the interpretation of the text (2 types). The six types left are transitional strategies. In this study revealed that the three of metacognitive strategies of Repetition, knowledge evaluation and new knowledge had a significant effect on reading comprehension for students of junior high school in upland region of Java. This research encourages that metacognitive scaffolding training to

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<sup>8</sup> Chandra Fauzi and Ashadi, An Analysis on Reading Strategies based on Metacognitive Awareness and Gender, *Lingua Pedagogia (Journal of English Teaching Studies) Vol.1, No.1,2019*

increase skills of students in using metacognitive strategies to repair reading comprehension.<sup>9</sup>

Regarding on the explanation above the researcher conducted a research about metacognitive strategies can enhance the students' reading comprehension. This research uncovered that metacognitive strategies can help students to apply the right strategy reading of problem solving.

## **B. Theoretical Review**

### 1. Reading Comprehension

Students need to develop four abilities of listening, speaking, reading and writing for their progress by increasing the amount of foreign communication, travelling and learning abroad.<sup>10</sup> Reading is one of the critical skills for improving the fundamental language skills of students. Students are expected to gain deep understanding and comprehension about the language. These items can help students improve their other skills because having a strong reading comprehension indicates that students know the vocabulary, grammar and message conveyed. In accordance with what Hamra and

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<sup>9</sup> Melly Latifah, Sri Hartati R. Suradijono, and Lucia Retno Mursitolaksmi, The Use of Metacognitive Strategies in Reading and their Influence on Reading Comprehension of Junior High School Students in the Upland Region of Java, *Atlantis Press -Advances in Social Science, Education and Humanities Research (ASSEHR) Vol 135*, 2017

<sup>10</sup> 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

Syatriana (2010) have said, reading is the key to improving the outcome of learning in many fields of research. For foreign language learners, it is a required skill which should be mastered. One of students' obligations is to comprehend several text forms. By constructing their innovative thinking and integrating previous knowledge, experience, situation and concept, it is relevant to the intent of reading that is to get information.<sup>11</sup>

Reading is a psycholinguistic process. On the basis of the reader's expectation, the partial use available language cues is selected from perceptual feedback because it is required by the reader. As cited by Goodman (1970) reading process as the partial information is processed, tentative decisions are made to be verified, rejected or refined. In another definition by Nassaji (2003) explained that reading as a multi factor process by focusing on the central part placed in it. There are various skills in the complex process of reading composing of both lower and higher level ones. This assumed that lower level ones are suggested by identifying letters while

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<sup>11</sup> 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

higher level ones are explained with the inclusion of background knowledge into reading text.<sup>12</sup>

As explained by Yahya (2010) that reading is an important verbal ability that needs to be accomplished by students so they can explore knowledge thoroughly. In reading process, a reader has to understand the content, information, explanation or facts intended to be delivered by author. It means that reading process can be complex because readers would have to involve the quality of thought for the purpose of understanding text. If they do not understand the text well, they will have problem in reading comprehension. Reading and understanding are relatable process for comprehending the whole text that have been read.<sup>13</sup>

Reading is a self-discovery process. During this process, by investing both cognitive and metacognitive efforts to decompose new information in order to render or infer sense, students engage with written material. From this point of view, the final result can be seen as reading

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<sup>12</sup> Ceyhun Yukselir, An Investigating into The Reading Strategy Use of EFL Pre-Class Students, *Procedia-Social and Behavioral Sciences*(158),2014,page.65

<sup>13</sup> 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

comprehension.<sup>14</sup> Reading Comprehension based on Snow (2002) is the process of extracting and constructing meaning together through interaction and involvement with written language. The words extracting and constructing are used to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Reading comprehension has three elements, which are the reader who is doing the comprehending, the text to be comprehended, and the activity in which comprehension is a part. Reading comprehension is the act of constructing meaning by coordinating a variety of dynamic processes that include word reading, word and world knowledge and fluency.<sup>15</sup>

Routman (2003) describes reading comprehension strategies as tools or plans for facilitating and extending comprehension (In: Hardebeck, 2006). It can help the readers to remember the keyword, differentiate the needed and unnecessary information, think of the main concept and give comment on the subject matter.<sup>16</sup> According to Pressley (2002), good text comprehension emerges if a reader is able to

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<sup>14</sup> 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

<sup>15</sup> 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

<sup>16</sup> 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

predict what the text about, relates information with background knowledge, ask question while reading, monitors of the understanding the text, and summarizes is being read. For these metacognitive process, or reading strategies, to be used during text comprehension, metacognitive knowledge of reading is an important prerequisite.<sup>17</sup>

Reading comprehension requires much more than the responses of students to text. According to Klinger that reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).<sup>18</sup> In the complex process, reading is therefore a good interaction between readers and the text in order to get the intended meaning from the text.

From the explanation above, it can be inferred that reading comprehension is an active process in which readers or students try to create meanings by using text data, analyzing the information, and the comparing the information with their context knowledge.

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<sup>17</sup> Marloes M.L.Muijselaar etc, Developmental Relations Between Reading Comprehension and Reading Strategies, *Scientific Studies of Reading Vol.21 No.3,2017*, Page.195

<sup>18</sup>J.K.Klingner, et al., *Teaching Reading Comprehension to Students with Learning Difficulties, e-book*, (New York: The Guilford Press, 2007) p.8.

In the reading comprehension process, reading comprehension has three specific models that should be stressed. These models promote 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:

a. The Bottom-Up Model

As stated by Gough (1972) that the bottom-up model focuses on the text, teachers, the readers begin to read by recognizing the sentences, letters, eventually improving to larger linguistic chunks to sentences and actually 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 in 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 are able to 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. In the other hand, weak readers put more time into understanding language, which leaves the brain with less cognitive capacity to reading comprehension.

b. 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 brain to text” reflects on the whole reading process. In this model, the learner starts with some assumptions regarding the reading meaning resulting from previous knowledge and the 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, within background experience. Reading comprehension is a “psycholinguistic predicting game” and students use their previous knowledge to predict context.

c. 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 reader and the text. It is now

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.”<sup>19</sup>

## 2. Reading Strategies

Reading strategies in the reading process are important for readers to do because it helps readers to understand the text. Reading strategies can be described as plans for problem solving encountered in constructing meaning.<sup>20</sup> The readers will assist themselves in solving their reading problem by strategies. It can be inferred that the readers’ strategy are reading techniques to overcome their reading problem.

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<sup>19</sup> <sup>19</sup> 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*

<sup>20</sup> Richard Jack C, and Willy A. Renandya, *Methodology in Language Teaching*, (Cambridge: Cambridge University Press, 2002), p. 287.

In addition, students may be taught reading strategies and strategies help to increase the students' performance on comprehension test.<sup>21</sup> So, reading strategies are an effective in improving the students' comprehension. Using reading strategies will make it easier for students to understand or comprehend the text. Reading strategies are the broad term used to interpret the planned and explicit acts that help students convert print into meaning. So, the strategies of reading are a deliberate action to better understand the text. It can be inferred that reading strategies are ways to achieve meaning or aim in the comprehension of text, as well as solving problems in the construction of meaning, planned action or procedures.

As important as the use of reading strategies to improve reading comprehension, recognizing the form of reading strategies is often important to provide more choices when one reading techniques fails to produce the outcome that learners want to solve difficulty in interpreting the text. As mentioned by Mokhtari and Reichard (2002) that reading strategies are described in three broad categories as "Global Reading Strategies (GLOB), Problem Solving (PROB), and Support Strategies (SUP)" as the theoretical basis of the SORS questionnaire.

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<sup>21</sup> Richard Jack C, and Willy A. Renandya, *Methodology in Language Teaching*, (Cambridge: Cambridge University Press, 2002), p. 287-288

Global Reading Strategies refer to those deliberate, carefully design methods by which learners track or control their reading, such as the use of prior information, the alignment of reading purposes with the text preview content, the use of background cues and text structure, and the skimming of text.

**Table.1 The List of Global Reading Strategies**

| No  | Global Reading Strategies                 |
|-----|---|
| 1.  | Using prior knowledge                     |
| 2.  | Previewing text before reading            |
| 3.  | Checking how text content fits purpose    |
| 4.  | Skimming to note text characteristics     |
| 5.  | Determining what to read                  |
| 6.  | Using text features (e.g. tables, charts) |
| 7.  | Using context clue                        |
| 8.  | Using typographical aids (e.g. italics)   |
| 9.  | Critically evaluating what is read        |
| 10. | Resolving conflicting information         |
| 11. | Predicting or guessing text meaning       |
| 12. | Confirming predictions                    |
| 13. | Setting purpose for reading               |

The next is Problem Solving Strategies that explained the actions and procedures undertaken by readers when interacting specifically with the text. The readers or students use these strategies as confined, attentive techniques when

they have difficulty in comprehension of texts. Any example of trouble reading strategies are reading slowly and deliberately, changing the reading speed and rate, rereading the text and visualizing the important text, and guessing the context of the unclear word.

**Table.2 The List of Problem Solving Strategies**

| No | Problem Reading Strategies          |
|----|-------------------------------------|
| 1. | Reading slowly and carefully        |
| 2. | Trying to stay focused on reading   |
| 3. | Adjusting reading rate              |
| 4. | Paying close attention to reading   |
| 5. | Pausing and thinking about reading  |
| 6. | Visualizing information read        |
| 7. | Re-reading for better understanding |
| 8. | Guessing meaning of unknown words   |

Meanwhile, Support Strategies are the use of critical assistance method to assist the readers with the comprehending text. This involves taking notes while reading, paraphrasing and summarizing details of the text, using

reference resources (e.g. using a dictionary), summarizing and sharing reading with others.<sup>22</sup>

**Table.3 The List of Support Reading Strategies**

| No | Support Reading Strategies            |
|----|---------------------------------------|
| 1. | Taking notes while reading            |
| 2. | Reading aloud when text becomes hard  |
| 3. | Summarizing text information          |
| 4. | Discussing reading with others        |
| 5. | Underlining information in text       |
| 6. | Using reference materials             |
| 7. | Paraphrasing for better understanding |
| 8. | Going back and forth in text          |
| 9. | Asking oneself questions              |

In addition, there are several reading strategies that readers can use in reading activity. The strategies will assist them in reading comprehension. Brown says that there are several strategies that readers use. The strategies are as follow:

- a. Identify the purpose of reading
- b. Use grapheme rules and patterns to aid in bottom-up decoding

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<sup>22</sup> Chandra Fauzi and Ashadi, An Analysis on Reading Strategies based on Metacognitive Awareness and Gender, *Lingua Pedagogia (Journal of English Teaching Studies) Vol.1, No.1,2019*, page.2-3

- c. Use efficient silent reading techniques for relatively rapid comprehension
- d. Skimming
- e. Scanning
- f. Semantic mapping
- g. Guessing
- h. Vocabulary analysis
- i. Distinguish between literal and implied meanings, and
- j. Capitalize on discourse markers to process relationship.

According to Kathleen T. McWhorter that reading is not a single step process, but a complex set of skills involving activities before, during and after reading. This is a partial list of skills:

- a. Before reading:
  - 1) Determining the material's subject
  - 2) Deciding how to arrange the material
  - 3) Identifying what you expect from the information to recall
  - 4) Defining the reading intent
- b. During Reading
  - 1) Identifying what matters
  - 2) Determining how keywords are supported

- 3) Recognizing thought patterns
  - 4) Drawing connection between concepts
  - 5) Expecting what is next to come
  - 6) Linking thoughts about something you already learned
- c. During and after reading
- 1) Defining your reason for writing to recognize the author
  - 2) Examining the methodology and vocabulary of the writer
  - 3) Assessing the integrity or authority of the writer
  - 4) Answering question that are important
  - 5) Evaluation of the essence and sources of supporting evidence<sup>23</sup>

Those strategies mean that the readers or students ought to pay attention to the measures that are sure to support them in reading about what they need.

### 3. Metacognition

Since the late 1800s, the term “metacognition” has been used to describe the self-regulatory use of thinking process

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



(James, 1890). A century later, educators are still fascinated by the notion that students can be taught individually during the reading process using complex reading strategies.<sup>24</sup> Metacognition was selected in the previous study to be a predictor of critical thinking. The relationship between these two constructs are based on the assumption that certain mental and cognitive skills (such as metacognition) needed at the executive level to achieve critical thinking. Many scholars in the field of educational and cognitive psychology defined the principle of metacognition consisting of several dimensions before developing different measures (ex. Ertmer and Newby 1996; Ridley et al. 1992). It should be noted that multidimensionality of metacognition as a construct is recognized in many studies and demonstrates how its dimensions relate to each other. Schraw and Dennison (1994) offer a clear illustration of the metacognition factors from among the various metacognition models.<sup>25</sup>

As the founder of metacognitive research, Flavell (1976) identified metacognition as the awareness of the person about one's own cognitive processes and products or

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<sup>24</sup> Miriam Muniz-Swicegood, The Effect of Metacognitive Reading Strategy Training on The Reading Performance and Students Reading Analysis Strategies of Third Grade Bilingual Students, *Bilingual Research Journal* 18:1&2, 1994, Page.83

<sup>25</sup> Carlo Magno, The Role of Metacognitive Skills in Developing Critical Thinking, *Metacognition Learning* Vol.5 No.2, 2010, Page.141

something related to them. Flavell indicates that metacognition requires the active monitoring and consequent relationship and orchestration of information activities (Flavell,1977, cited in Farial Kobuk). Baired claims that metacognition applies to one's learning experience, perception and power. Based on Flavell (1976) and Baired (1990) metacognition development can be defined as a growth in one's metacognitive abilities, for example the change to greater comprehension, perception and control of one's learning.<sup>26</sup>

Metacognition refers to thinking about thinking. It is global construct that has not been defined precisely nor measured frequently. Metacognition focuses on self regulated about what people know and how the 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 researches 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

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<sup>26</sup> Davood Jafari and Saeed Ketabi, Metacognitive Strategies and Reading Comprehension Enhancement in Iranian Intermediate EFL Setting, *International Journal of Linguistic Vol.4 No.2,2012, Page.3*

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 distorted and unreliable estimates of what people know about their own thinking. Like many others, metacognition divides into two broad categories: (a) self appraisal of cognition refers to the static assessment of what an individual knows about a given domain or task. The appraisal can be of one's abilities or knowledge, or it involves an evaluation of the task or consideration of strategies to be used. For example students can become aware of the value of periodic paraphrasing as means for monitoring comprehension, they also need to realize that paraphrasing is a strategy used selectively for some purposes with some types of text. And (b) self management of thinking refers to the dynamic aspects of translating knowledge into action.<sup>27</sup>

Based on the explanation above, metacognition can be described as the perception and comprehension of thinking process. Metacognition helps students to prepare, track and measure their perception and success in relation to the tasks. Students' awareness and self motivation are being supported to improve students' reading comprehension.

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<sup>27</sup> 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

#### 4. Metacognitive Strategy

Reading as an ability includes primary interest and passion, imagination and ingenuity. This requires vocabulary expert and prior experience with books. In reading primarily, students should be able to become informed of the extraordinary metacognitive strategy that is most suitable for them. Metacognitive requires within self-control that includes self regulated thinking. It is important because it contributes to strategies and practice on how to complete a task, track the fulfillment of oneself, reflect and self evaluate the outcomes of the completion undertaking.<sup>28</sup>

Metacognitive techniques are higher abilities for analytical thinking that allow readers to be conscious of whether or not they understand a reading text. Learners define available resources through the use of these techniques, determine which of these resources are essential for the particular role they perform, and set goal for learning them. According to Bishop et al (2005, p.207-208), metacognitive strategies are as follows:

- a. Imagine, using a variety of senses

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<sup>28</sup> 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

This strategy enables readers to visualize the scenes in the texts and refer to their senses to predict the features of substances.

b. Make connections

Readers connect their background with the information from the text

c. Analyze text structure:

This strategy involves readers to discover the genre and also use other specific features in text such as linking devices, table of contents, and subheadings.

d. Recognize words and understand sentences:

It refers to the familiarity with the lexical and grammatical knowledge and contextual cues to understand the sentences.

e. Explore inferences

Readers are expected to recognize cause and effect relationship by using this strategy.

f. Ask question readers

Readers question themselves for instance on the author's message, or its relationship with the real life

- g. Determine important ideas and themes

The introductory and concluding parts are the most important parts that readers need to pay attention in order to determine important ideas and themes.

- h. Evaluate, summarize and synthesize

This strategy contains the importance of pausing while or after reading to construct meaning.<sup>29</sup>

Brown (1987) therefore claimed that awareness of cognition can be defined as what one knows about his or her own cognition. It typically consists of three distinct forms of understanding the metacognitive reading strategy: 1) Declarative Knowledge, 2) Procedural Knowledge, and 3) Conditional Knowledge.

- 1) 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

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<sup>29</sup> Ceyhun Yukselir, , An Investigating into The Reading Strategy Use of EFL Pre-Class Students, *Procedia-Social and Behavioral Sciences*(158),2014,page.67-68

exploring meta-memory or knowledge of memory processes, for example, reveals that students have knowledge of memory-related cognitive processes. In addition, successful learners demonstrate that they have more knowledge of their own memory and are more likely to use what they know than bad learners.

## 2) 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. In order to solve problems, individuals with a high degree of procedural knowledge use skill more instinctively, are more likely to successfully sequence strategies and use qualitatively different strategies (Veenman, 2005).

## 3) Conditional Knowledge

Conditional knowledge refers to knowing when and why to apply different cognitive action (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

students differentiate between the information-processing criteria of ten different styles of riding situations. In order to better control their learning, learners chose different techniques that were most suitable for each situation.

Therefore, researchers support the claim that skilled learners possess declarative, procedural and conditional knowledge about cognition. This knowledge usually improves performance. Many theorists believe that metacognitive knowledge appears earlier and continues to develop at least throughout adolescence (Flavell, 1987). Similarly, Baker (1989) stated that good readers indicated to have more information about their own cognition than poor students and are better able to explain that knowledge.

As cited by Jacob and Paris (1987) Metacognitive reading strategy regulatory skills have three essential and are as follows:

a. Planning

According to Zare-ee (2008), planning includes choosing appropriate strategies and the allocating resources that affect performance such as predicting before reading, sequencing strategy,



and selectively allocating time or attention before starting a task. In addition, planning (forethought) is the process of thinking about and organizing the needed activities to achieve a desired goal. Planning is a basic property of intelligent behavior. To create and refine a plan, or integrate it with other plans, this thinking process is essential, i.e. it incorporates forecasting of developments with the preparation of a scenario of how to respond to them (Miller,1985)

b. Monitoring

Monitoring is a method that analysis of information or knowledge as study progresses. The aim of the monitoring is to increase a project or organization's efficacy and performance. This makes it possible to keep the job on track and lets managers realize where things are going wrong. If done correctly, it is an indispensable tool for better control and is careful while reading activities, and useful basis for evaluation is required. It allows students to determine whether the resources they have are adequate and well used, whether the capacity they have are sufficient, and whether they are doing what they plan to do (Slife & Weaver, 1992). Thus, monitoring refers to personal

conscious awareness and understanding and text efficiency, and a good example of monitoring is the capacity to engage in in periodic self control when reading.

c. Evaluating

Evaluation is characterized as assessing the conclusion and regulatory mechanisms of the learning of an individual, for example evaluation includes re-evaluating the priorities and conclusions of personal. It can also be summative (drawing learning for a completed project or an organization that is no longer functioning). Evaluation is the comparison of the actual impacts of the project against the strategic plans agreed. It looks at what students set out to do, at what students have achieved, and how they have done it. It can be interesting. Many researchers suggest that assessment is connected to metacognitive knowledge and regulatory skill such as planning and is one of the most significant variables that promote reading comprehension (Baker, 1989).<sup>30</sup>

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<sup>30</sup> 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.237*

Metacognitive strategies encourage students to reflect on thought processes and to plan, monitor, and evaluate aspects of their learning (Henia, 2006:2). This strategy can be useful teaching tools, particularly for the reading skill, since many teachers of English as a Foreign Language (EFL) feel that there is insufficient time for students to learn a new language and read for material to practice. The purpose of metacognitive learning strategies is to enhance the awareness of students of what makes their language learning meaningful. It is particularly important for teacher to understand how to use such strategies.<sup>31</sup>

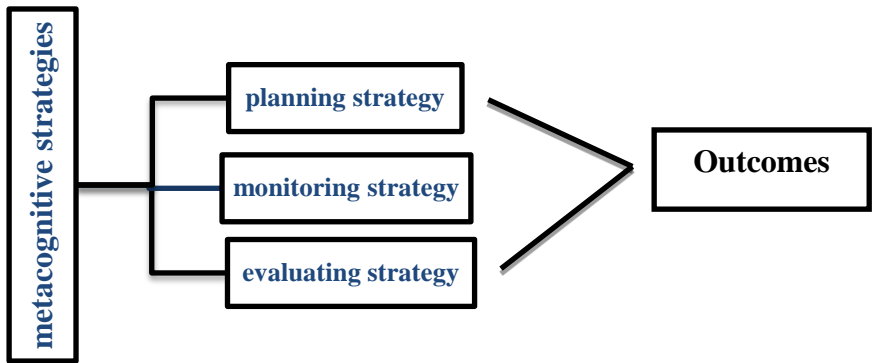
It is proposed that such methods be commonly used by the first and second language readers in order to understand the text. For readers, it is beneficial because the good reader does not occur automatically. Instead, the efficient reading comprehension relies on guided cognitive effort, referred to as metacognitive processing, which consists of knowledge of the reading process and control process. The readers may regulate their reading behaviors by planning, monitoring and evaluating them by metacognitive strategies. Metacognitive strategies help students to be more independent to solve their problem in reading and they get more

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<sup>31</sup> Siti Mariam, Improving Students' Skimming and Scanning in Reading Skill by Applying Metacognitive Strategy, *Indonesian EFL Journal: Journal of ELT, Linguistics, and Literature Vol.2 No.1*, 2016, page.71

knowledge because they applied these strategies that carry out many benefits in preparing the good ways to comprehend the reading passage.

### C. Conceptual Framework



Based on the concept above, the researcher formulates the problem as follow:

There are three strategies in the diagram that influence students' outcome in comprehending the problem of text. Planning strategy is a pre-reading phase. Students will be helped to formulate the concept of text with using graphic, picture or others to make predictions. The next is monitoring strategies referring in personal experience and awareness of understanding text. The students' ability will influence their outcomes. The last step is evaluating strategy including evaluate personal's aims and check the understanding. By

seeing this explanation, reading strategy is needed to facilitate students work in reading activity. The use of strategy will influence students' outcomes in comprehending the text. The one of reading strategies are metacognitive strategy that can control, organize and monitor a whole thinking process to solve the problems. This metacognition ability to be required to solve the issues of text so in that reading activity students are more systematic and focus and get the best result.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents research design, research setting, research participants, research focus, data collection and data analysis.

#### **A. Research Design**

This study is a descriptive qualitative study because it describes the metacognitive strategy in improving students' reading comprehension descriptively. This design is qualitative research. Qualitative research is an interpretative approach which attempts to gain insight into the specific meaning and behaviors experienced in a certain social phenomena through the subjective experiences of the participants.<sup>32</sup>

#### **B. Research Setting**

##### **1. Setting of Place**

This research conducted at Miftahussalam Islamic Senior High School which is located on Diponegoro Street, Demak. There are some facilities including headmaster room, teacher room, 13 learning rooms, toilet, mushola, canteen and laboratory. In this pandemic era, learning system is done by offline with safety protocol.

##### **2. Setting of Time**

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<sup>32</sup> Cathryne Palmer and Amanda Bolderston, A Brief Introduction to Qualitative Study, *The Canadian Journal of Medical Radiation Technology*, 2006, Page.16

This research of observation was from 15-20 March 2021 in second semester of academic year of 2020/2021.

### **C. Research Participants**

The participants are the eleventh grade students of Science 1 at Miftahussalam Islamic Senior High School in academic year of 2020/2021.

### **D. Research Focus**

The focus of this study is on the techniques that used by students in reading process by using metacognitive strategies.

### **E. Technique of Collecting Data**

#### 1. Observation

Observation is perhaps one of the most important and one the most diverse research approaches in the social sciences.<sup>33</sup>

Observation is a complex research approach because it often allows the researcher to take on several tasks and gather evidence using a variety of methods, including her or his five senses. There are two types of observation, direct and indirect.

#### a) Direct observation

- 1) Direct participant is an active observation of actions occurring in front of our eyes in order to record behavior in natural setting. Immersion in the field of

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<sup>33</sup> Molgorzata Ciesielska, Katarzyna W. Bostrom, and Magnus Ohlander, *Observation Method in Book: Qualitative Methodologies in Organization Studies*, 2018, p.33, DOI: 10.1007/978-3-319-65442-3\_2

research is usually needed, but not necessarily in the community.

2) Direct non participant

This kind of observation is particularly popular in organizational studies. According Kostera (2007), a researcher may get closer to the area of study by using direct non participating observation while maintaining the status of observer or a guest.

b) Indirect observation

Indirect participant is collecting material technique, such as images or written descriptions of activities. Self ethnography, which entails recalling events and environments in order to analyze the students, is also an option.<sup>34</sup>

Based on the statement above, the researcher as direct non-participant observer hold on and analysis students in the class during teacher is giving explanation. Then, The researcher gave the questions after giving instruction.

2. Interview

Interview is common ways to collect the data from participants. According to Gary Anderson (2005) interview is as a particular form of communication between people for a specific purpose associated with some agreed subject matter.

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<sup>34</sup> Lynda M. Baker, Observation: A Complex Research Method, *Library Trends: University of Illinois Vol.55 No.1*, 2006, p.172



Thus, the interview is highly purposeful task which goes beyond mere conversation.<sup>35</sup> In interview, the researcher conducted face to face interviews with participants, telephone interview or engage in focus group interviews.<sup>36</sup>

In this study, the researcher applied focus group interview. Stated by Gary Anderson (2005) a focus group is carefully planned and moderated informal discussion where one person's ideas bounce off another's creating a chain reaction of informative dialogue.<sup>37</sup> Every group interview consists of 5-6 people who react to an experience.

### 3. Questionnaire

The researcher used social survey to collect the data. Social surveys are a questionnaire that can produce both qualitative and quantitative information depending on how they are structured and analyzed.<sup>38</sup> According to Gary Anderson, there are six types of questionnaires: a) fill blank, b) multiple choice, c) comment-on, d) list, e) liker scale, and f) rank.

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<sup>35</sup> Gary Anderson, *Fundamentals of Educational Research*, (USA: The Falmer Press, Taylor & Francis Inc, 2005) p. 202

<sup>36</sup> John W. Creswell, *Research Design : Qualitative, Quantitative, and Mixed Method Approaches 4<sup>th</sup> ed*, ( University of Nebraska Lincoln: SAGE Publication, inc, 2014), p.240

<sup>37</sup> Gary Anderson, *Fundamentals of Educational Research*, (USA: The Falmer Press, Taylor & Francis Inc, 2005) p. 212

<sup>38</sup>Stuart Mac Donald, Nicola Headlam, *Research Method Handbook Introductory Guide to Research Methods for Social Research* (CLES: The Centre for Local Economic Strategies, 1986) p. 37

- a) Fill blank, this format asks a question and leaves a blank for the response. Normally, the answer should not be more than a word, number or phrase.
- b) Multiple choices, the respondents were given a choice of answers and must check one.
- c) Comment on, this is similar in fill blank format but the respondents attempt to write a short paragraph.
- d) List, such as good way to find out views in unbiased way. The respondents are forced to think up answer without having a list of 'acceptable' option from which to choose.
- e) Liker scales is one of the most useful question form. The question must a clear statement and the respondents are asked to indicate whether the statement reflects their views.
- f) Rank, it is used to rank the questions in order of importance. One difficulty is the analysis will be different with others.<sup>39</sup>

The researcher used two questionnaires. The first is a comment-on format that explained students' answer applying metacognitive strategies. The second is liker scale used to know what the most and least strategies. The students answer

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<sup>39</sup> Gary Anderson, *Fundamentals of Educational Research*, (USA: The Falmer Press, Taylor & Francis Inc, 2005) p. 181-186

in the paper that was given by researcher. Then researcher analysis and organizes students' answer.

#### 4. Documentation

The researcher used documentation the way to collect the data. For documentation, the instrument is the documents of authentic materials like books, journals, used to easy the process of document analysis. The instrument of document analysis is to explain the strategy used by students.

### **F. Technique of Analyzing Data**

After collecting the precise and reliable data successfully by using appropriate method from the source, the next step is how to extract the relevant and useful information buried in the data for further manipulation and interpretation. It is called data analysis. The word analysis refers to an activity that is closely linked to the intent of summarizing the collected data and arranging it to address the questions in such a way. It means, in simple words, studying the data in order to determine the inherent facts.<sup>40</sup> The data will be ordered categorically and chronologically during data collection, and it will be checked and coded continually.<sup>41</sup>

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<sup>40</sup> Muhammad Ibrahim, The Art of Data Analysis, *Journal of Allied Health1(1)* ,2015, Page.99

<sup>41</sup> John W. Creswell, *Research Design : Qualitative, Quantitative, and Mixed Method Approaches 4<sup>th</sup> ed*, ( University of Nebraska Lincoln: SAGE Publication, inc, 2014), p.259-260

For this research, the researcher used descriptive qualitative study after collecting the data from the participants. The researcher analyzed the statement of participants and give description about the strategies they used to comprehend reading skill through metacognitive strategy.

## **CHAPTER IV**

### **RESEARCH FINDING**

This chapter discusses the research finding and the discussion. This section is the answer of the research question which has 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 in XI Science 1 of Miftahussalam Islamic Senior High School with giving two questionnaires for gaining the data about metacognitive strategies that used in comprehending text during reading activity. According to O'malley and Chamot (1990) metacognitive strategies are divided into three stages, which are planning, monitoring and evaluating.<sup>42</sup>

#### **B. The Results of Observation**

1. The implementation of using metacognitive reading strategies to improve students' reading comprehension skill.

The questionnaires for the students were given on March 15<sup>th</sup> - 20<sup>th</sup>, 2021. There were 31 students from XI Science 1 who participated in this research. The first questionnaire was formulated nine questions that divided into

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<sup>42</sup> J. Michael O'Malley, Anna Uhl Chamot, *Learning Strategies in Second Language Acquisition*, (Cambridge, England: Cambridge University Press),1990

three strategies of MRS (Metacognitive Reading Strategies) in reading activity. There are planning, monitoring and evaluating.

Based on their answer of classification of planning strategy question like “What do you do before reading” most students almost mentioned the similar answer. In the planning strategy, they responded when before reading they did previewing the title of the reading passage, overview the illustration, picture, heading or subheading that it can help them to grasp the text. The students reviewed the general information of the text and sought the structure that used in the reading passage. In this planning activity, students may check whether it has a certain text structure in the reading materials like they sought the cause effect of text, question and answer, compare and contrast of the reading passage. The example answers of students are below:

*“Determining the material’s subject, deciding how to arrange the material, identifying what you expect from information, and defining the reading”*- student 1

*“I do a quick reading to understand paragraph”*- students 2

*“Seeing the illustration, title, picture and the synopsis, guess the content”*-student 3

Based on the statement above, the students try to guess the content of the text by seeing title, picture or illustration. The students linked their background knowledge to grasp the text that they have faced in reading activity. They recall and connect their memories although just knowing little information but it would help them to understand text easily. If there is student who did not have background knowledge they read step by step and read carefully.

In the monitoring questions section usually happened during reading activity. This has purposed of helping the students to more focus on constructing meaning in comprehending text. Based on answering questions, most students mentioned that when they felt difficult to understand the meaning of text they made small note and then they looked for in online or offline dictionary and they used color maker or pen to mark the words that they did not understand. They repeated the reading passage when they found a part that was confusing in several time until they get the point of meaning sentence. Finding the main ideas during reading activity is the common practice to grasp the content of sentences therefore they determine the topic whether the topic is at the beginning or at the end of paragraph. In question “What do you do while you are reading to get more idea of understanding reading?” and “what do you do when you come to word you do not understand?”. The answers are below:

*“I take notes and use the dictionary when I find the difficult vocabulary”- student 1*

*“I read repeatedly and continuity and open the dictionary when there are difficult parts”-students 2*

*“I underline and write the difficult words and discuss to friends when confused with text”-students 3*

Those questions and answers are in the monitoring stages. Most of them used dictionary when they found the difficult part it is caused that the students had lack of vocabulary because English is not their language. The students described how they overcome when they got the problem. They discussed with others to solve the problem. The students also highlighted the text by giving underline or bold in words. It was used to locate the main idea in each paragraph that includes information. Students also re-read the text to check understand once again. They read repeatedly and continuity and skip unimportant information. Their activities show that in monitoring stage used problem solving to control or monitor their learning process.

The evaluating section questions measure cognitive and affective students' aspects. In this part, the students may allow to think critically about what the reading passage that they have read before. Most of the answers from students are



to summarize the content of text. They also did evaluating and made paraphrase of the text. In this section of questions, they also mentioned that they inferring, combined the background of text with their experiences or knowledge to predict, conclude, judge and interpret of the text both implied and express. For question “After you finish reading, what do you do?”, their answers are stated below:

*“Defining the reason for writing to recognize the author and the evaluate my reading comprehension”-student 1*

*“Making conclusion and summarize to be references and giving the comment about the text”-student 2*

*“Analyzing the whole paragraph, making summarize, and paraphrasing the text by using my own sentences”-students 3*

The students explained that they gave conclusion and made summarize toward the text. It indicates that they tried to evaluate their reading comprehension either understands or not. It shows that the students applied what they have read into another condition by trying to check their comprehending toward the text. This stage can help students to make reflection and adjustment in their learning process. They

collect new information by making conclusion that can enable to be their outcome.

Moreover, the students have applied metacognitive strategies well because they were able to implement the stages start from planning before they read, monitoring while reading and evaluating after reading activity. The students were able to comprehend the reading passage using those strategies. This study supported by Mokhtari and Reichard (2002) who stated that metacognitive strategies are helping the readers to comprehend the text.<sup>43</sup> In conclusion, the students were able to use metacognitive strategies in their reading, especially in senior high school students with intermediate learning process.

2. Students' reading improvement by using metacognitive reading strategies.

To more detail explanation that discussed the use of metacognitive strategies, the second questionnaire used MARSII by Mokhtari and Reichard (2002) (*see appendix 2*) to validate their answer in the first questions. Here, the researcher explained the result of strategies that they used to increase their reading comprehension.

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<sup>43</sup> Kouider Mokhtari and Carla A.Reichard, Assessing Students' Metacognitive Awareness of Reading Strategies, *Journal of Educational Psychology Vol.94 No.22*, 2002,p.255

a. Global Reading Strategies

| No                        | Global Reading Strategies                 | Type of MRS | Mean         |
|---------------------------|---|-------------|--------------|
| 1.                        | Using prior knowledge                     | GLOB-3      | 3            |
| 2.                        | Previewing text before reading            | GLOB-4      | 3            |
| 3.                        | Checking how text content fits purpose    | GLOB-7      | 3.27         |
| 4.                        | Skimming to note text characteristics     | GLOB-10     | 3.6          |
| 5.                        | Determining what to read                  | GLOB-14     | 3.5          |
| 6.                        | Using text features (e.g. tables, charts) | GLOB-17     | 3.3          |
| 7.                        | Using context clue                        | GLOB-19     | 2.9          |
| 8.                        | Using typographical aids (e.g. italics)   | GLOB-22     | 2.7          |
| 9.                        | Critically evaluating what is read        | GLOB-23     | 3.03         |
| 10.                       | Resolving conflicting information         | GLOB-25     | 3.2          |
| 11.                       | Predicting or guessing text meaning       | GLOB-26     | 3.53         |
| 12.                       | Confirming predictions                    | GLOB-29     | 3.03         |
| 13.                       | Setting purpose for reading               | GLOB-1      | 3.1          |
| <b>TOTAL GLOBAL SCORE</b> |   |             | <b>41.16</b> |
| <b>MEAN SCORE</b>         |   |             | <b>3.2</b>   |

Based on the table above, the highest point in global strategy is in the point 6 “*skimming to next characteristics*” that revealed 3.6 points. It means the students like to read fast to get new information quickly. Usually, it is used to answer what the main topic is. For the lowest score from Global Reading Strategies is using “*typographical aids*” that showed only 2.7 points. They rarely used to identify the information key. The mean score for all of strategies is 3.2 points. Based on the table of score frequency, it

showed on the moderate level. It means that the students have good prepared before reading.

b. Problem Reading Strategies

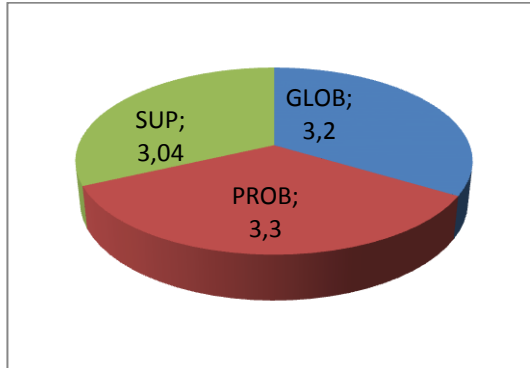
| No                         | Problem Reading Strategies          | Type of MRS | Mean         |
|----------------------------|-------------------------------------|-------------|--------------|
| 1.                         | Reading slowly and carefully        | PROB-8      | 2.53         |
| 2.                         | Trying to stay focused on reading   | PROB-11     | 3.2          |
| 3.                         | Adjusting reading rate              | PROB-13     | 3.4          |
| 4.                         | Paying close attention to reading   | PROB-16     | 3.27         |
| 5.                         | Pausing and thinking about reading  | PROB-18     | 3.73         |
| 6.                         | Visualizing information read        | PROB-21     | 3.47         |
| 7.                         | Re-reading for better understanding | PROB-27     | 3.33         |
| 8.                         | Guessing meaning of unknown words   | PROB-30     | 3.3          |
| <b>TOTAL PROBLEM SCORE</b> |                                     |             | <b>26.23</b> |
| <b>MEAN SCORE</b>          |                                     |             | <b>3.3</b>   |

The table above informs of students' level of using problem reading strategies. The lowest score is "*reading slowly and carefully*" that got 2.53 points. They tend to read fast by using louder voice. The highest score is in PROB-18 "*pausing and thinking about reading*", they used their prior knowledge and connected with the text that they red. The mean of problem reading strategies is 3.27 points from 8 statements. It showed on moderate level that means the students mostly doing great strategies while reading process.

c. Support Reading Strategies

| No                  | Support Reading Strategies            | Type of MRS | Mean        |
|---------------------|---------------------------------------|-------------|-------------|
| 1.                  | Taking notes while reading            | SUP-2       | 2.57        |
| 2.                  | Reading aloud when text becomes hard  | SUP-5       | 2.6         |
| 3.                  | Summarizing text information          | SUP-6       | 2.83        |
| 4.                  | Discussing reading with others        | SUP-9       | 3           |
| 5.                  | Underlining information in text       | SUP-12      | 3.3         |
| 6.                  | Using reference materials             | SUP-15      | 3.1         |
| 7.                  | Paraphrasing for better understanding | SUP-20      | 3.2         |
| 8.                  | Going back and forth in text          | SUP-24      | 3.17        |
| 9.                  | Asking oneself questions              | SUP-28      | 3.6         |
| TOTAL SUPPORT SCORE |                                       |             | 27.37       |
| <b>MEAN SCORE</b>   |                                       |             | <b>3.04</b> |

The table above showed that the mean score 3.04 point from 9 statements of support reading. The highest is 3.6 points on “*asking oneself question*” which means the students mostly gave themselves question both simple and complex questions. The lowest score is “*taking notes while reading*” statement that got 2.57 points. Based on the frequency score, the students have moderate level that revealed they have been good enough critically thinking after they have red the text.



The given chart above exhibits the illustration of students' metacognitive reading strategies in comprehending the text. Problem reading strategies filled the first place that most used by students with 3.3 points. Then the second one is global reading strategies which got 3.2 points. The third position is support reading strategies that revealed 3.04 points. The overall score is 3.2. It means that the students is moderately being used this metacognitive strategies to comprehend the reading passage.

After giving the questionnaire, the researcher asked students' perception related with the usage of metacognitive reading strategies. The first question is about the students' preference when reading texts, whether using conventional or metacognitive reading strategies. The students mentioned that they prefer using metacognitive reading strategies because they feel helpful when reading. The second question asked

about when they got metacognitive material for the first time. They explained that these strategies were not new for them because they have got from the teacher before. Although, they still confused for the first time when the teacher explained it. The students' answer is for the first they felt confused learning these strategies but then they like it because it helped them to comprehend the English text. Now, they do not feel confused anymore. The third question related with students' suggestion or comment on the implementation metacognitive reading strategies. The student gave answer that the implementation in their class was good enough. Another student suggested that the teacher helped them to translate the difficult words while reading. The last question asked whether the students would keep using metacognitive reading strategies to comprehend reading English text. The students answered that they would keep practicing metacognitive reading strategies to master these strategies.

Based on the statement above, metacognitive reading strategies have improved their reading comprehension. They mentioned that metacognitive reading strategies have given them the ease to comprehend the text, made reading in English more comfortable and facilitated them to get more knowledge. Moreover, the students mentioned that they would keep using these strategies to understand English text because it has successfully improved their reading achievement. The

one aspect that influences students' reading comprehension is the students' awareness. To support their awareness give students motivation both explicit and implicit. By applying MARSII from Mokhtari and Reichard (2002), the students' awareness is raised to use metacognitive reading strategies with various set of strategies from global, problem and support reading strategies. It helped the students to comprehend and got more knowledge.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the conclusions, implications and some recommendations of this study are presented. Some conclusions of this study are built up based on the data analysis which discussed in the Chapter IV of this study. The implications give some suggestion or recommendations for the teachers and the students. Some recommendations are proved in order to give information as well as guidance to conduct further research related to the same issue. The last, these recommendations are addressed especially to those who are interested in exploring metacognitive reading strategies.

#### **A. Conclusion**

1. The implementation of using metacognitive strategies to improve students' reading comprehension skill.

Based on the explanation above, the aim of this study is to analyze the implementation of metacognitive strategies used by students in their reading comprehension. The result revealed that all of the students are able to comprehend the reading passage using these strategies. The students have applied the metacognitive reading strategies and implemented the strategies in reading activity. The strategies include planning, monitoring and evaluating that can grasp their comprehension. Planning is pre-reading step as process to achieve the goal by applying some strategies such seeing

the illustration, picture and guess the content of the text. It would be easy for students to understand the text. The second one is monitoring as during reading activity. The students took small note when they found the difficult word or to write the main idea of the paragraph, open the dictionary, gave highlighted using underline, bold or italic symbols, and discuss when they confused about the text. The last is evaluating as after reading activity. This strategy helps students to process their comprehension because they summarized and paraphrased by using their own words. It will influence the result and also improve writing skill.

2. Students' reading improvement by using metacognitive reading strategies.

Based on the research finding, the students have improved their comprehension by using these strategies. The students' perceptions on metacognitive reading strategies were taken by conducting group interview. From 31 students they conveyed that metacognitive gave positive effect. The students mentioned that metacognitive reading strategies improve their understanding easily when reading English reading texts. These strategies carry out benefit for them because it increases their awareness to read the reading passage. By using metacognitive strategies, it can help to motivate students to have highly interested in reading activity. This strategy supported by MARSII that was

collected and answered by student. The results of these strategies are to show that they used metacognitive while reading. The strategies are global reading strategies, problem reading strategies and support reading strategies. The most metacognitive strategies used is problem reading strategy that got 3.3 points then followed by global reading strategy revealed 3.2. The least strategy is support reading strategy showed 3.04. So, they are on moderate reading level based on frequency score. This strategy to measure what the most and least metacognitive strategies are used by students.

## **B. Suggestion**

### 1. For the teachers

From the results of the research, it can be understood as an indication that the teacher is successful in teaching metacognitive strategies to the students. However, to develop more the quality of the students in mastering reading skills, the teacher should promote awareness by simply informing students about effective reading strategies starting from planning, monitoring, and evaluating. The teachers begin to focus on creating a comprehension instruction such as providing a variety of strategies that can be implemented in the learning process. Finally, teachers should also include the training component of metacognitive reading strategies in students' reading tasks. The students also need guidance and a learning atmosphere from the teachers which could encourage

students to make use of metacognitive reading strategies in the context of foreign language learning.

2. For the students

From the result and discussion, the students have been good enough strategies in comprehending the text. But they should be more focus and practice their reading ability especially reading English material. The students must have reading awareness to improve their reading skill.

3. For the next researcher

This study suggests that metacognitive strategies should be investigated further to gain a more thorough understanding reading development during learning process. The next researchers are expected to find practical application in the design of metacognitive reading strategies and the usage of these methods to comprehend the reading ability.

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## APPENDIX I

**LEMBAGA PENDIDIKAN MA'ARIF NU**  
**YAYASAN PENDIDIKAN ISLAM MIFTAHUSSALAM**  
AKTE NOTARIS : 1 TAHUN 2018  
SK MENTERI HUKUM DAN HAM RI NO : AHU-0004441.AH.01.12. TAHUN 2018  
  
**MA MIFTAHUSSALAM WONOSALAM DEMAK**  
TERAKREDITASI : B

NSM : 131231210030  
Jl. P. Diponegoro No.59 Wonosalam Demak Kode Pos 59571 ☎(0291) 6910003 Email: ma\_mifsa@yahoo.co.id  
NPSN : 20362896

**SURAT KETERANGAN MELAKSANAKAN PENELITIAN**  
Nomor: Ma.035697/PP.01.1/032/2021

Yang bertanda tangan di bawah ini :

Nama : Parsidi, ST., M.Pd  
Tempat, Tanggal Lahir : Demak, 6 Oktober 1966  
Jabatan : Kepala Madrasah  
Unit Kerja : MA Miftahussalam Wonosalam Demak


Menerangkan dengan sesungguhnya bahwa :


Nama : INDAH RIF'AH DIANTI  
NIM. : 1703046055  
Fakultas : ILMU TARBIIYAH DAN KEGURUAN  
Perguruan Tinggi : Universitas Islam Negeri Walisongo Semarang

Menerangkan dengan sebenarnya bahwa Mahasiswa tersebut telah melaksanakan penelitian di Madrasah Aliyah Miftahussalam Wonosalam Demak mulai tanggal 18 Maret 2021 s.d. 20 Maret 2021 dengan judul Skripsi :

***“ENHANCING STUDENT’S READING COMPREHENSION SKILL TROUGH  
METACOGNITIVE STRATEGY”***

Demikian surat keterangan ini untuk dapat dipergunakan sebagaimana mestinya.

Demak, 23 April 2021  
Kepala Madrasah,  
  
Parsidi S.T., M.Pd  
6664760050069



## APPENDIX II

### EARTHQUAKES



Earthquakes- being among the most deadly natural hazards – strike without any prior warning, leaving catastrophe in their wake with terrible loss of human lives as well as economic loss.

Technically, an earthquake (also known as tremor, quake or temblor) is a kind of vibration through the earth's crust. This vibration occurs as a result of powerful movement of rocks in the earth's crust. These powerful movements trigger a rapid release of energy that creates seismic waves that travel through the earth. Earthquakes are usually brief, but may repeat over a long period of time. (*Earth Science*.2001)

Earthquakes are classified as large and small. Large earthquakes usually begin with slight tremors but rapidly take form of violent shocks. The vibrations from a large earthquake last for a few days known as aftershocks. Small earthquakes are usually slight tremors and do not cause much damage. Large earthquakes are known to take down buildings and cause death and injury (Ritcher, 1935). According to some statistics, there may be an average of 500,000 earthquakes every year but only about 100,000 can be felt and about 100 or so can cause damage each year.

Earthquakes are dreaded by everyone.

**(Source : Kementrian Pendidikan Dan Kebudayaan Republik Indonesia 2017, English Handbook For SHS and VHS)**

Research Focus : Using Metacognitive Reading Strategies to Improve Students' Reading Comprehension Skill.

1. What sort of strategy that you have used to understand the reading passage?
2. How can you grasp the main idea in reading passage?
3. What do you do well as a reader in comprehending reading passage?
4. Do you have sort of specific strategy in comprehending reading?
5. What do you do before start reading?
6. What do you do while you are reading to get more idea of understanding reading?
7. What do you do when you come to a word you don't understand?
8. When you come to a part of the text that is confusing, what do you do?
9. After you finish reading, what do you do?

### **APPENDIX III**

#### **Interview questions:**

1. What do you prefer conventional strategy or metacognitive strategies? Give your reason!
2. What do you feel when the teacher applies metacognitive reading strategies for the first time?
3. What is your suggestion or comment on the implementation of metacognitive reading strategies?
4. Will you keep using metacognitive reading strategies to comprehend English text? Please, give your reason!

## APPENDIX IV

### Metacognitive Awareness of Reading Strategies Inventory (MARSİ) by Mokhtari and Reichard 2002

| Type | No | Strategy   |
|------|----|--|
| GLOB | 1  | I have a purpose in mind when I read   |
| SUP  | 2  | I take notes while reading to help me understand what I read                 |
| GLOB | 3  | I think about what I know to help me understand what I read                  |
| GLOB | 4  | I preview the text to see what it's about before reading it                  |
| SUP  | 5  | When text becomes difficult, I read aloud to help me understand what I read  |
| SUP  | 6  | I summarize what I read reflect on important information what I'm reading    |
| GLOB | 7  | I think about whether the content of the text fits my reading purpose        |
| PROB | 8  | I read slowly but carefully to be sure I understand what I'm reading         |
| SUP  | 9  | I discuss what I read with others to check my understanding                  |
| GLOB | 10 | I skim the text first by noting characteristics like length and organization |
| PROB | 11 | I try to get back on track when I lose concentration                         |
| SUP  | 12 | I underline or circle information in the text to help remember it            |
| PROB | 13 | I adjust my reading speed according to what I'm reading                      |
| GLOB | 14 | I decide what to read closely and what to ignore                             |



|      |    |  |
|------|----|--|
| SUP  | 15 | I use reference materials such as dictionaries to help me understand what I read |
| PROB | 16 | When text becomes difficult, I pay closer attention to what I'm reading          |
| GLOB | 17 | I use tables, figures, and pictures in text to increase my understanding         |
| PROB | 18 | I stop from time to time and think about what I'm reading                        |
| GLOB | 19 | I use context clues to help me better understand what I'm reading                |
| SUP  | 20 | I paraphrase (restate ideas in my own words) to better understand what I read    |
| PROB | 21 | I try to picture or visualize information to help remember what I read           |
| GLOB | 22 | I use typographical aids like boldface and italics to identify key information   |
| GLOB | 23 | I critically analyze and evaluate the information presented in the text          |
| SUP  | 24 | I go back and forth in the text to find relationships among ideas in it          |
| GLOB | 25 | I check my understanding when I come across conflicting information              |
| GLOB | 26 | I try to guess what the material is about when I read                            |
| PRO  | 27 | When text becomes difficult, I reread to increase my understanding               |
| SUB  | 28 | I ask myself questions I like to have answered in the text                       |

|      |    |   |
|------|----|---|
| GLOB | 29 | I check to see if any guesses about the text are right or wrong |
| PROB | 30 | I try to guess the meaning of unknown words or phrase           |

## APPENDIX V

Nama : Risti Afyana  
Kelas : XI IPA 1  
No : 27

### EARTHQUAKES



Earthquakes- being among the most deadly natural hazards – strike without any prior warning, leaving catastrophe in their wake with terrible loss of human lives as well as economic loss.

Technically, an earthquake ( also known as tremor, quake or temblor) is a kind of vibration through the earth's crust. This vibration occurs as a result of powerful movement of rocks in the earth's crust. These powerful movements trigger a rapid release of energy that creates seismic waves that travel through the earth. Earthquakes are usually brief, but may repeat over a long period of time. (*Earth Science*.2001)

Earthquakes are classified as large and small. Large earthquakes usually begin with slight tremors but rapidly take form of violent shocks. The vibrations from a large earthquake last for a few days known as aftershocks. Small earthquakes are usually slight tremors and do not cause much damage. Large earthquakes are known to take down buildings and cause death and injury (Ritche, 1935). According to some statistics, there may be an average of 500,000 earthquakes every year but only about 100,000 can be felt and about 100 or so can cause damage each year.

Earthquakes are dreaded by everyone.

1. What sort of strategy that you have used to understand the reading passage?
2. How can you grasp the main idea in reading passage?
3. What do you do well as a reader in comprehending reading passage?
4. Do you have sort of specific strategy in comprehending reading?
5. What do you do before start reading?
6. What do you do while you are reading to get more idea of understanding reading?
7. What do you do when you come to a word you don't understand?
8. When you come to a part of the text that is confusing, what do you do?
9. After you finish reading, what do you do?

1. saya melihat gambarnya terlebih dahulu
2. membaca keseluruhan teks kemudian menggaris bawahi bagian yang penting
3. membaca dengan cermat
4. membayangkan terlebih dahulu
5. setelah membaca saya mencari kesimpulan dari bacaan
6. dibaca dengan terinci. jika masih tidak paham bertanya teman atau guru
7. mencari di kamus dan bertanya kepada guru atau juga mencari di google
8. bertanya dengan guru, google atau teman membaca kamus
9. mengulas atau mencari kesimpulan, t

Mur Laidagati  
X1-MIA1

## EARTHQUAKES



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Earthquakes are dreaded by everyone.

1. What sort of strategy that you have used to understand the reading passage?  
strategi apa yang saya gunakan untuk memahami bacaan.
2. How can you grasp the main idea in reading passage?  
bagaimana cara untuk memahami ide utamanya.
3. What do you do well as a reader in comprehending reading passage?  
apa yg anda lakukan untuk memahami bagian bacaan.
4. Do you have sort of specific strategy in comprehending reading?  
apakah anda mempunyai strategi khusus untuk memahami bacaan.
5. What do you do before start reading?  
apa yg anda lakukan sebelum membaca.
6. What do you do while you are reading to get more idea of understanding reading?  
apa yg anda lakukan untuk mendapatkan gagasan lebih (penalaran).
7. What do you do when you come to a word you don't understand?  
apa yg anda lakukan saat tidak mengerti.
8. When you come to a part of the text that is confusing, what do you do?  
ketika anda ketes yang membingungkan anda yg dilakukan.
9. After you finish reading, what do you do?  
setelah anda selesai apa yg dilakukan.

- 1) Melihat gambar & mencari ide pokok
- 2) Dengan mengulangi kata yg tidak di mengerti.
- 3) membaca berulang kali
- 4) mencari ide pokok terlebih dahulu
- 5) melihat gambar
- 6) membaca & memahami isi yg belum paham.
- 7) mencari arti tersebut
- 8) memahami gambar.
- 9) menyimpulkan cerita tersebut

Nama: Amelia.

## EARTHQUAKES



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Earthquakes are classified as large and small. Large earthquakes usually begin with slight tremors but rapidly take form of violent shocks. The vibrations from a large earthquake last for a few days known as aftershocks. Small earthquakes are usually slight tremors and do not cause much damage. Large earthquakes are known to take down buildings and cause death and injury (Ritcher, 1935). According to some statistics, there may be an average of 500,000 earthquakes every year but only about 100,000 can be felt and about 100 or so can cause damage each year.

Earthquakes are dreaded by everyone.

1. What sort of strategy that you have used to understand the reading passage?
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7. What do you do when you come to a word you don't understand?
8. When you come to a part of the text that is confusing, what do you do?
9. After you finish reading, what do you do?

Answer:

- 1.) The first step I use three steps to read in English language of reading, writing, and interpreting each sentence.
- 2.) I grasp the main idea in reading passage. I take notes, that are important and then interpret.
- 3.) Rereading to better understand.
- 4.) Yes, I have sort of specific strategy in comprehending reading.
- 5.) I do a quick reading to understand a paragraph.

## EARTHQUAKES



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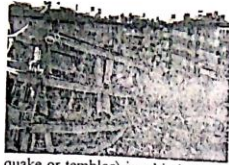
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  7. What do you do when you come to a word you don't understand?
  8. When you come to a part of the text that is confusing, what do you do?
  9. After you finish reading, what do you do?
    - merencanakan
    - 1) - Melihat gambarnya
    - membaca judul
    - 2) - Dipahami dg cara membacanya diulang sampai paham.
    - 3) - Dibaca dengan mengulanginya lagi
    - 4) - Planning
    - Monitoring
    - evaluating
    - 5) - Determining the material's subject
    - Deciding how to arrange the material
    - Identifying what you expect from information
    - Defining the reading.
- 6) Mengevaluasi atau mencari kesimpulan.
- 7) ditagis bawah nanti kalau sudah selesai membaca bisa di cari di kamur.
- 8) Ditagis bawah.



Nama : Amril Mustakhorroh  
Kelas : XI MIA 1

## EARTHQUAKES



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8. When you come to a part of the text that is confusing, what do you do?
9. After you finish reading, what do you do?

Answer

1. Strategi yang saya gunakan untuk memahami bacaan tersebut yaitu melihat judulnya terlebih dahulu, lalu gambarnya, baru saya membaca.
2. Dilihat dari paragraf pertama pada bacaan.
3. Biasanya saya mengganti bawah kata yang belum paham.
4. Strategi yang saya gunakan untuk memahami bacaan yaitu membaca berulang-ulang bacaan tersebut.
5. Sebelum saya mulai membaca saya melihat judulnya terlebih dahulu.
6. Biasanya saya ~~meneliti~~ menulis kembali kata yang sulit dan mencari kata maknanya / artinya.
7. Biasanya saya menulis kembali kata yang sulit dan mencari arti / maknanya.
8. Saya bertanya pada teman saya.
9. Saya mengevaluasi / memberi penilaian pada bacaan tersebut.

*Yunisa ayu w.*

| No  | Global Reading Strategies                 | Scale |   |   |   |   |
|-----|---|-------|---|---|---|---|
|     |   | 1     | 2 | 3 | 4 | 5 |
| 1.  | Using prior knowledge                     |       |   |   | ✓ | ✓ |
| 2.  | Previewing text before reading            |       |   |   | ✓ |   |
| 3.  | Checking how text content fits purpose    |       |   |   |   | ✓ |
| 4.  | Skimming to note text characteristics     |       |   |   |   | ✓ |
| 5.  | Determining what to read                  |       |   |   | ✓ |   |
| 6.  | Using text features (e.g. tables, charts) |       |   |   | ✓ | ✓ |
| 7.  | Using context clue                        |       |   |   | ✓ |   |
| 8.  | Using typographical aids (e.g. italics)   |       |   |   |   | ✓ |
| 9.  | Critically evaluating what is read        |       |   | ✓ |   |   |
| 10. | Resolving conflicting information         |       |   |   | ✓ |   |
| 11. | Predicting or guessing text meaning       |       |   |   |   | ✓ |
| 12. | Confirming predictions                    |       |   |   | ✓ |   |
| 13. | Setting purpose for reading               |       |   | ✓ |   |   |

| No | Problem Reading Strategies          | Scale |   |   |   |   |
|----|-------------------------------------|-------|---|---|---|---|
|    |                                     | 1     | 2 | 3 | 4 | 5 |
| 1. | Reading slowly and carefully        | ✓     |   |   |   |   |
| 2. | Trying to stay focused on reading   |       | ✓ |   | ✓ |   |
| 3. | Adjusting reading rate              |       |   |   |   |   |
| 4. | Paying close attention to reading   |       | ✓ |   |   |   |
| 5. | Pausing and thinking about reading  |       |   | ✓ |   |   |
| 6. | Visualizing information read        |       |   |   |   | ✓ |
| 7. | Re-reading for better understanding | ✓     |   |   |   |   |
| 8. | Guessing meaning of unknown words   |       |   |   | ✓ |   |

| No | Support Reading Strategies            | Scale |   |   |   |   |
|----|---------------------------------------|-------|---|---|---|---|
|    |                                       | 1     | 2 | 3 | 4 | 5 |
| 1. | Taking notes while reading            | ✓     |   |   |   |   |
| 2. | Reading aloud when text becomes hard  |       | ✓ |   |   |   |
| 3. | Summarizing text information          | ✓     |   |   |   |   |
| 4. | Discussing reading with others        |       |   | ✓ |   |   |
| 5. | Underlining information in text       |       |   |   | ✓ |   |
| 6. | Using reference materials             |       |   | ✓ |   |   |
| 7. | Paraphrasing for better understanding |       |   |   |   | ✓ |
| 8. | Going back and forth in text          |       |   |   | ✓ |   |
| 9. | Asking oneself questions              |       |   | ✓ |   |   |

**NOTE:**

- 1 means "I never or almost never do this."
- 2 means "I do this only occasionally."
- 3 means "I sometimes do this" (about 50% of the time).
- 4 means "I usually do this."
- 5 means "I always or almost always do this."



Mama : Madatul (Skirah)

No 20

Kelas : XI-MA 1

| No  | Global Reading Strategies                 | Scale |   |   |   |   |
|-----|---|-------|---|---|---|---|
|     |   | 1     | 2 | 3 | 4 | 5 |
| 1.  | Using prior knowledge                     |       |   |   | ✓ |   |
| 2.  | Previewing text before reading            |       |   | ✓ |   |   |
| 3.  | Checking how text content fits purpose    |       |   | ✓ |   |   |
| 4.  | Skimming to note text characteristics     |       |   |   | ✓ |   |
| 5.  | Determining what to read                  |       |   |   | ✓ |   |
| 6.  | Using text features (e.g. tables, charts) |       | ✓ |   |   |   |
| 7.  | Using context clue                        |       |   |   | ✓ |   |
| 8.  | Using typographical aids (e.g. italics)   |       | ✓ |   |   |   |
| 9.  | Critically evaluating what is read        |       |   | ✓ |   |   |
| 10. | Resolving conflicting information         |       | ✓ |   |   |   |
| 11. | Predicting or guessing text meaning       |       |   | ✓ |   |   |
| 12. | Confirming predictions                    |       |   |   | ✓ |   |
| 13. | Setting purpose for reading               |       |   | ✓ |   |   |

| No | Problem Reading Strategies          | Scale |   |   |   |   |
|----|-------------------------------------|-------|---|---|---|---|
|    |                                     | 1     | 2 | 3 | 4 | 5 |
| 1. | Reading slowly and carefully        |       |   |   |   | ✓ |
| 2. | Trying to stay focused on reading   |       |   |   |   | ✓ |
| 3. | Adjusting reading rate              |       |   |   | ✓ |   |
| 4. | Paying close attention to reading   |       |   |   | ✓ |   |
| 5. | Pausing and thinking about reading  |       |   |   | ✓ |   |
| 6. | Visualizing information read        |       |   | ✓ |   |   |
| 7. | Re-reading for better understanding |       | ✓ |   |   |   |
| 8. | Guessing meaning of unknown words   |       |   | ✓ |   |   |

| No | Support Reading Strategies            | Scale |   |   |   |   |
|----|---------------------------------------|-------|---|---|---|---|
|    |                                       | 1     | 2 | 3 | 4 | 5 |
| 1. | Taking notes while reading            |       | ✓ |   |   |   |
| 2. | Reading aloud when text becomes hard  |       |   | ✓ |   |   |
| 3. | Summarizing text information          |       | ✓ |   |   |   |
| 4. | Discussing reading with others        |       |   | ✓ |   |   |
| 5. | Underlining information in text       |       |   |   | ✓ |   |
| 6. | Using reference materials             |       | ✓ |   |   |   |
| 7. | Paraphrasing for better understanding |       |   | ✓ |   |   |
| 8. | Going back and forth in text          |       |   |   | ✓ |   |
| 9. | Asking oneself questions              |       |   |   | ✓ |   |

**NOTE:**

- 1 means "I never or almost never do this."
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- 4 means "I usually do this."
- 5 means "I always or almost always do this."

Nama: Nafisatul Maita  
 Kelas: XI- MIA 1

| No  | Global Reading Strategies                 | Scale |   |   |   |   |
|-----|---|-------|---|---|---|---|
|     |   | 1     | 2 | 3 | 4 | 5 |
| 1.  | Using prior knowledge                     |       |   | ✓ |   |   |
| 2.  | Previewing text before reading            |       |   |   | ✓ |   |
| 3.  | Checking how text content fits purpose    |       |   | ✓ |   |   |
| 4.  | Skimming to note text characteristics     |       |   |   |   | ✓ |
| 5.  | Determining what to read                  |       |   |   | ✓ |   |
| 6.  | Using text features (e.g. tables, charts) |       | ✓ |   |   |   |
| 7.  | Using context clue                        |       |   |   | ✓ |   |
| 8.  | Using typographical aids (e.g. italics)   |       |   | ✓ |   |   |
| 9.  | Critically evaluating what is read        |       |   |   | ✓ |   |
| 10. | Resolving conflicting information         |       | ✓ |   |   |   |
| 11. | Predicting or guessing text meaning       |       |   | ✓ |   |   |
| 12. | Confirming predictions                    |       | ✓ |   |   |   |
| 13. | Setting purpose for reading               |       |   |   | ✓ |   |

| No | Problem Reading Strategies          | Scale |   |   |   |   |
|----|-------------------------------------|-------|---|---|---|---|
|    |                                     | 1     | 2 | 3 | 4 | 5 |
| 1. | Reading slowly and carefully        |       | ✓ |   |   |   |
| 2. | Trying to stay focused on reading   |       |   | ✓ |   |   |
| 3. | Adjusting reading rate              |       | ✓ |   |   |   |
| 4. | Paying close attention to reading   |       |   |   | ✓ |   |
| 5. | Pausing and thinking about reading  |       |   | ✓ |   |   |
| 6. | Visualizing information read        |       |   |   | ✓ |   |
| 7. | Re-reading for better understanding |       | ✓ |   |   |   |
| 8. | Guessing meaning of unknown words   |       |   |   | ✓ |   |

| No | Support Reading Strategies            | Scale |   |   |   |   |
|----|---------------------------------------|-------|---|---|---|---|
|    |                                       | 1     | 2 | 3 | 4 | 5 |
| 1. | Taking notes while reading            |       |   |   |   | ✓ |
| 2. | Reading aloud when text becomes hard  |       |   | ✓ |   |   |
| 3. | Summarizing text information          |       |   |   | ✓ |   |
| 4. | Discussing reading with others        |       | ✓ |   |   |   |
| 5. | Underlining information in text       |       |   |   | ✓ |   |
| 6. | Using reference materials             |       |   | ✓ |   |   |
| 7. | Paraphrasing for better understanding |       | ✓ |   |   |   |
| 8. | Going back and forth in text          |       |   |   | ✓ |   |
| 9. | Asking oneself questions              |       |   |   |   | ✓ |

NOTE: 1 means "I never or almost never do this."  
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Nurhidayah

XI-MIA 1

| No  | Global Reading Strategies                 | Scale |   |   |   |   |
|-----|---|-------|---|---|---|---|
|     |   | 1     | 2 | 3 | 4 | 5 |
| 1.  | Using prior knowledge                     |       |   | ✓ |   |   |
| 2.  | Previewing text before reading            |       | ✓ |   |   |   |
| 3.  | Checking how text content fits purpose    |       |   |   | ✓ |   |
| 4.  | Skimming to note text characteristics     |       |   | ✓ |   |   |
| 5.  | Determining what to read                  |       |   |   |   | ✓ |
| 6.  | Using text features (e.g. tables, charts) |       |   |   | ✓ |   |
| 7.  | Using context clue                        |       | ✓ |   |   |   |
| 8.  | Using typographical aids (e.g. italics)   |       | ✓ |   |   |   |
| 9.  | Critically evaluating what is read        |       |   | ✓ |   |   |
| 10. | Resolving conflicting information         |       |   |   | ✓ |   |
| 11. | Predicting or guessing text meaning       |       |   | ✓ |   |   |
| 12. | Confirming predictions                    |       |   |   | ✓ |   |
| 13. | Setting purpose for reading               |       |   | ✓ |   |   |

| No | Problem Reading Strategies          | Scale |   |   |   |   |
|----|-------------------------------------|-------|---|---|---|---|
|    |                                     | 1     | 2 | 3 | 4 | 5 |
| 1. | Reading slowly and carefully        |       |   | ✓ |   |   |
| 2. | Trying to stay focused on reading   |       |   |   | ✓ |   |
| 3. | Adjusting reading rate              |       |   | ✓ |   |   |
| 4. | Paying close attention to reading   |       | ✓ |   |   |   |
| 5. | Pausing and thinking about reading  |       |   | ✓ |   |   |
| 6. | Visualizing information read        |       |   |   | ✓ |   |
| 7. | Re-reading for better understanding |       |   | ✓ |   |   |
| 8. | Guessing meaning of unknown words   |       |   | ✓ |   |   |

| No | Support Reading Strategies            | Scale |   |   |   |   |
|----|---------------------------------------|-------|---|---|---|---|
|    |                                       | 1     | 2 | 3 | 4 | 5 |
| 1. | Taking notes while reading            |       | ✓ |   |   |   |
| 2. | Reading aloud when text becomes hard  |       |   | ✓ |   |   |
| 3. | Summarizing text information          |       |   |   | ✓ |   |
| 4. | Discussing reading with others        |       |   | ✓ |   |   |
| 5. | Underlining information in text       |       |   |   | ✓ |   |
| 6. | Using reference materials             |       |   |   | ✓ |   |
| 7. | Paraphrasing for better understanding |       |   | ✓ |   |   |
| 8. | Going back and forth in text          |       | ✓ | ✓ |   |   |
| 9. | Asking oneself questions              |       |   | ✓ |   |   |

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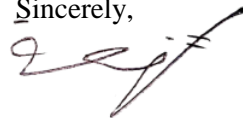
## CURRICULUM VITAE

Name : Indah Rif'ah Dianti  
Address : Karangsono (02/01), Tridonorejo, Bonang Demak  
Telephone/WA : 081225755185  
E-mail : [indahinduh34@gmail.com](mailto:indahinduh34@gmail.com)  
Date of Birth : Demak, 13<sup>th</sup> May 1998  
Parents : Abdul Choliq & Masrifatun  
Nationality : Indonesia  
Gender : Female

### Formal Education

1. MI MAZRO'ATUL HUDA (2005-2011)
2. MTs NEGERI BONANG (2011-2014)
3. MAN DEMAK (2014-2017)
4. UIN WALISONGO SEMARANG (2017-Present)

Sincerely,



Indah Rif'ah Dianti

