

**THE RELATIONSHIP BETWEEN METACOGNITIVE READING STRATEGIES
AND INDONESIAN EFL LEARNERS' READING ACHIEVEMENT**

SKRIPSI



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SKRIPSI

Presented as a partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan (S.Pd.)*
in English Language Education Department

By

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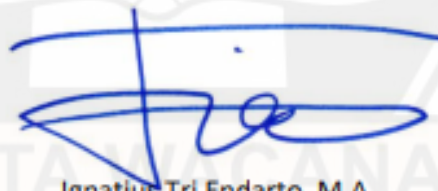
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STATEMENT OF ORIGINALITY

I honestly declare that this *Skripsi* does not contain the work or parts of the work of other people, except those cited in the quotations and the references.

Yogyakarta, 18 November 2021

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DUTA WACANA

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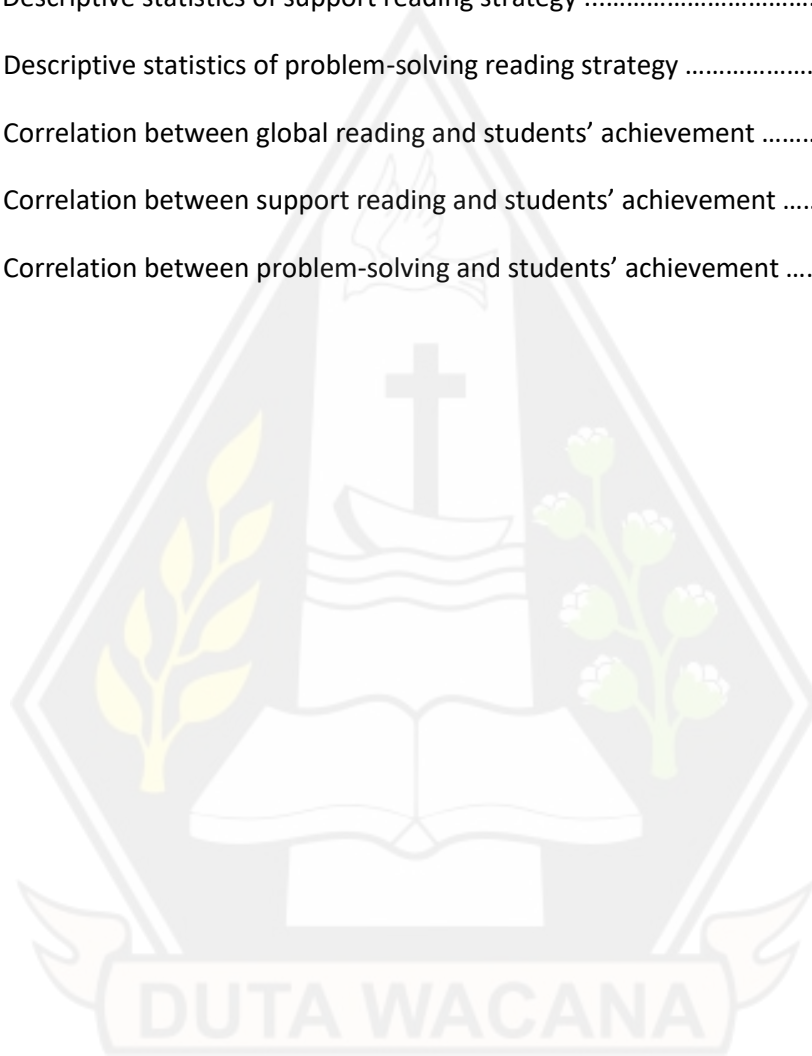
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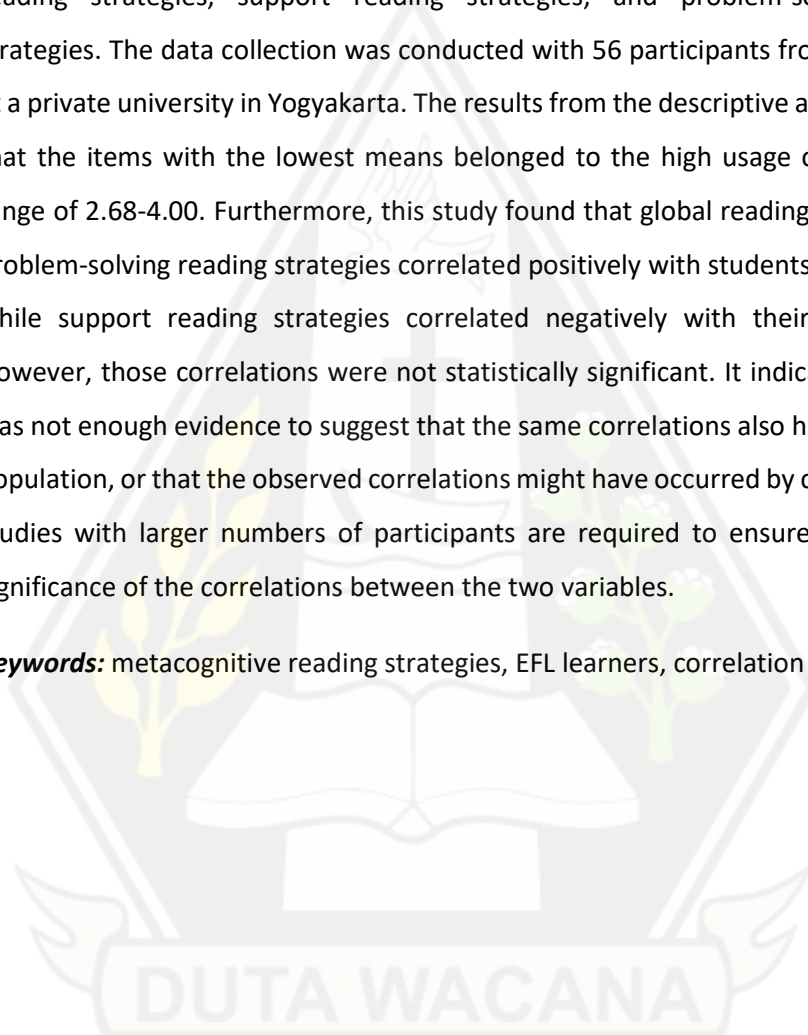
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Abstract

The purposes of this study were to investigate the relationship between metacognitive reading strategies and EFL learners' achievement. There are three types of metacognitive reading strategies measured in this study, namely: global reading strategies, support reading strategies, and problem-solving reading strategies. The data collection was conducted with 56 participants from an ESP class at a private university in Yogyakarta. The results from the descriptive analysis showed that the items with the lowest means belonged to the high usage category in the range of 2.68-4.00. Furthermore, this study found that global reading strategies and problem-solving reading strategies correlated positively with students' achievement, while support reading strategies correlated negatively with their achievement. However, those correlations were not statistically significant. It indicates that there was not enough evidence to suggest that the same correlations also happened in the population, or that the observed correlations might have occurred by chance. Further studies with larger numbers of participants are required to ensure the statistical significance of the correlations between the two variables.

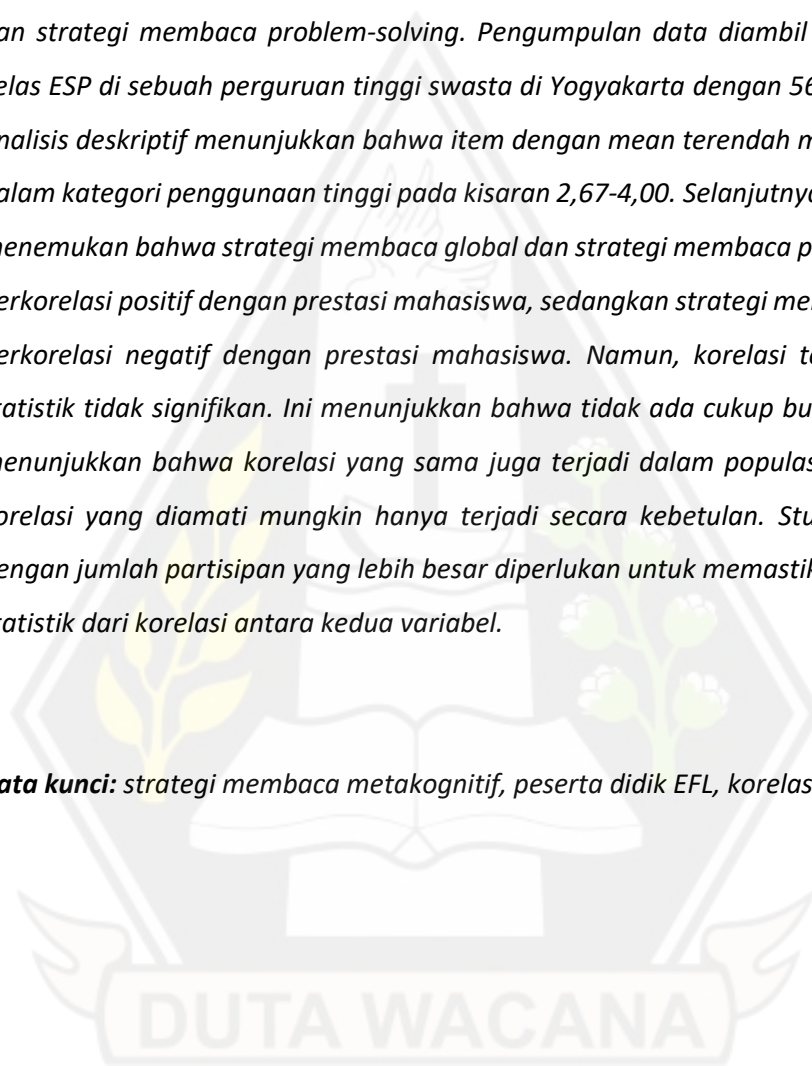
Keywords: metacognitive reading strategies, EFL learners, correlation



Intisari

Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara strategi membaca metakognitif dan prestasi belajar siswa EFL. Ada tiga jenis strategi membaca metakognitif yaitu strategi membaca global, strategi membaca support, dan strategi membaca problem-solving. Pengumpulan data diambil dari beberapa kelas ESP di sebuah perguruan tinggi swasta di Yogyakarta dengan 56 peserta. Hasil analisis deskriptif menunjukkan bahwa item dengan mean terendah masih termasuk dalam kategori penggunaan tinggi pada kisaran 2,67-4,00. Selanjutnya, penelitian ini menemukan bahwa strategi membaca global dan strategi membaca problem-solving berkorelasi positif dengan prestasi mahasiswa, sedangkan strategi membaca support berkorelasi negatif dengan prestasi mahasiswa. Namun, korelasi tersebut secara statistik tidak signifikan. Ini menunjukkan bahwa tidak ada cukup bukti yang dapat menunjukkan bahwa korelasi yang sama juga terjadi dalam populasi, atau bahwa korelasi yang diamati mungkin hanya terjadi secara kebetulan. Studi lebih lanjut dengan jumlah partisipan yang lebih besar diperlukan untuk memastikan signifikansi statistik dari korelasi antara kedua variabel.

Kata kunci: *strategi membaca metakognitif, peserta didik EFL, korelasi*



CHAPTER 1

INTRODUCTION

This study aimed to investigate the correlation between the use of metacognitive reading strategies and Indonesian EFL learners' reading achievement. This chapter presents the background of the study, research questions, research objectives, and research benefits of this study.

1. Research Background

Interest in reading in the second language has grown in the last decade (Karbalaeei, 2010). Reading is one of the skills that will facilitate students to make better progress in other skills (Anderson, 2003). It means that by reading, students can more easily learn the other three skills. There are also several important aspects of reading, one of which is reading strategies. Reading strategies according to Ghafournia (2014) is an essential technique that can be used by learners to get an effective way of remembering, understanding and using information in the language learning. So, the learners are easier to learn the second language because they can easily memorize and understand the new information about the language learning.

There are several previous studies on the topic of reading strategies. The first one, that the writer found, was conducted in Portugal and investigated the development of the first language reading strategy (Dimitre and Castro, 2014). Besides that study, the writer also found that Al-wossabi (2014) also investigated the use of pre-reading which is one of the reading strategies to measure whether or not the use of textbook materials affects the

students' reading comprehension. From both studies, there has not been any finding which explains the relationship between the reading strategies and the students' achievement in the reading class. In addition, the results of those previous studies cannot be generalized into the Indonesian context, where learners may have different reading competence compared to those from other countries.

Several previous studies investigating the use of metacognitive reading strategies have been conducted using quantitative method, it can be seen that Pammu, Amir, and Maasum, (2014) investigated the awareness of using metacognitive strategy. In another Indonesian previous study, Vianty (2007) investigated the use of metacognitive reading strategies in both Indonesian language text and English text. Of all the two previous studies there has not been any finding which explains the relationship between metacognitive reading strategies and ESP students' achievement in the Indonesian context. Considering that most of previous studies collected the data outside of Indonesia (e.g.: Dimitre and Castro, 2014 in Portugal; Dündar, 2016 in Poland; Shokouhi and Jamali, 2013 in Iran), and in addition, comparing with another Indonesian studies which investigated metacognitive reading strategies (e.g.: Mudra, 2018; Pammu et al., 2014; Sari, 2016; Vianty, 2007), this research involved English major students as the participants. According to Mudra (2018), his study uses pre-service English teacher which are English major students in a university in Kerinci. Pammu et al. (2014) are also use English major students in a public university in Makassar as their participants. Besides that, there is also Vianty (2007) use second, fourth, and sixth semester students of English major in Brawijaya university as her participants. Sari (2016) uses 132 pre-service teachers which are English major students of a private university in Yogyakarta as her participants. However, as the study of the relationship between metacognitive reading strategies and reading achievement has not been conducted in reading class in Indonesian context, this present study aims to apply quantitative method to explore the English reading class students' achievement in relation to the use of metacognitive reading strategies. The benefit of using quantitative method is that the results could be generalized (Duffy and Chenail, 2009). Thus, this study believes that it will be beneficial to conduct the study in Indonesia because the

studies about metacognitive reading strategies in Indonesia is rarely found especially in the reading class.

2. Research Questions

This study focused on six questions regarding the metacognitive reading strategies and Indonesian EFL learners' achievement. Those questions were formulated as follows:

1. To what extent did the learners use global reading strategies?
2. To what extent did the learners use problem-solving reading strategies?
3. To what extent did the learners use support reading strategies?
4. What was the relationship between their use of global reading strategies and their L2 reading achievement?
5. What was the relationship between their use of problem-solving reading strategies and their L2 reading achievement?
6. What was the relationship between their use of support reading strategies and their L2 reading achievement?

3. Research Objectives

This research was done to examine how reading strategies affect the college students' achievement in their English-for-Specific-Purposes (ESP) reading class. Considering the scarcity of research on this particular topic, this study was conducted to provide a different perspective from an Indonesian EFL context. In accordance with the research questions mentioned earlier, there were two main objectives to be discussed in this study, namely:

- 1) to find out to what extent the learners used three types of reading strategies (global reading strategies, problem-solving reading strategies, & support reading strategies).
- 2) to investigate the relationship between the three types of reading strategies and the students' L2 reading achievement.

4. Research Benefits

This research was expected to bring some benefits for students, teachers/educators, and researchers.

1. Benefit for students.

According to Pammu et al. (2014) learners usually find difficulty and problems in their reading activities when they have to read some text types such as expository, narrative, and argumentative text. Metacognitive strategies are believed to help improve students' reading proficiency (Pammu et al., 2014). This research provides a way for students to assess their use of metacognitive strategies so that they understand better how they read and how their reading strategies might affect their achievement.

2. Benefit for teachers/educators

For teachers or educators, this research provides a framework to assess their students' metacognitive reading strategies which might contribute to their reading achievement in the class. By identifying those strategies and relating them to the students' achievement, the teachers can then use their own data to design lessons which facilitate their students' preferred types of metacognitive strategies. Thus, the teachers will know how to overcome and help the students with their reading difficulties pertaining to the use of metacognitive strategies.

3. Benefit for researchers

For researchers, this study offers a theoretical foundation to conduct their own research on the correlation between metacognitive reading strategies and reading achievement in any another setting. Moreover, this study also provides some findings that might be beneficial to any further discussion on related topics.

CHAPTER 5

CONCLUSION

In accordance to the result of current study, there are several important points will be highlighted in this chapter such as summary, contributions and implications, limitations, and future studies.

1. Summary

This study conducted descriptive analysis and correlational study of metacognitive reading strategies and students' achievement. The results from the global reading strategies show that item Q1.4, Q1.7, and Q1.10 reach the lowest mean scores compared to other global reading strategies. The result shows high usage category even though it is close to the medium usage category. It is also similar to the results of support reading strategies where items Q2.2, Q2.4, Q2.9 generate lowest mean scores compared to another items and it still shows high usage category. Besides that, problem solving strategies also has nearly the same results with two other studies where item Q3.6 produces the lowest mean score compared to other items even though it still belongs to the high usage category. It indicates that the participants lack in using the strategies in the item mentioned compared to other items. However, the mean score of each item in the questionnaire belong to high usage category which might happened because of the participants were in the reading class.

According to the correlational results in this study, it was found that the three metacognitive reading strategies (global strategies, support strategies, and problem-solving strategies) had no statistically significant correlation with the students' achievement. This indicates that there was not enough evidence to claim that the same correlations existed in the population, or that the correlations might have occurred by chance. Besides that, support reading strategies had negative correlation while the other strategies were positive. Despite

the different correlation results of those three metacognitive reading strategies, there was similarity in the strength of the correlational results which were all in the weak category.

2. Implications and contributions

Based on the findings of this study, there are some implications to help other teachers to take actions in helping their students improve their reading. This study provides a sample of questionnaire to measure their students' metacognitive reading strategies which can be used as a needs analysis instrument to help them plan their teaching.

Apart from teachers, the questionnaire can be used as a self-assessment tool by students to evaluate or identify their metacognitive reading strategies. Besides that, by knowing the reading strategies that the students feel comfortable to use, students can use the strategies in the real situation so that they could achieve better reading comprehension. By doing so, this study can help them to understand better how they read and how their reading strategies might affect their achievement.

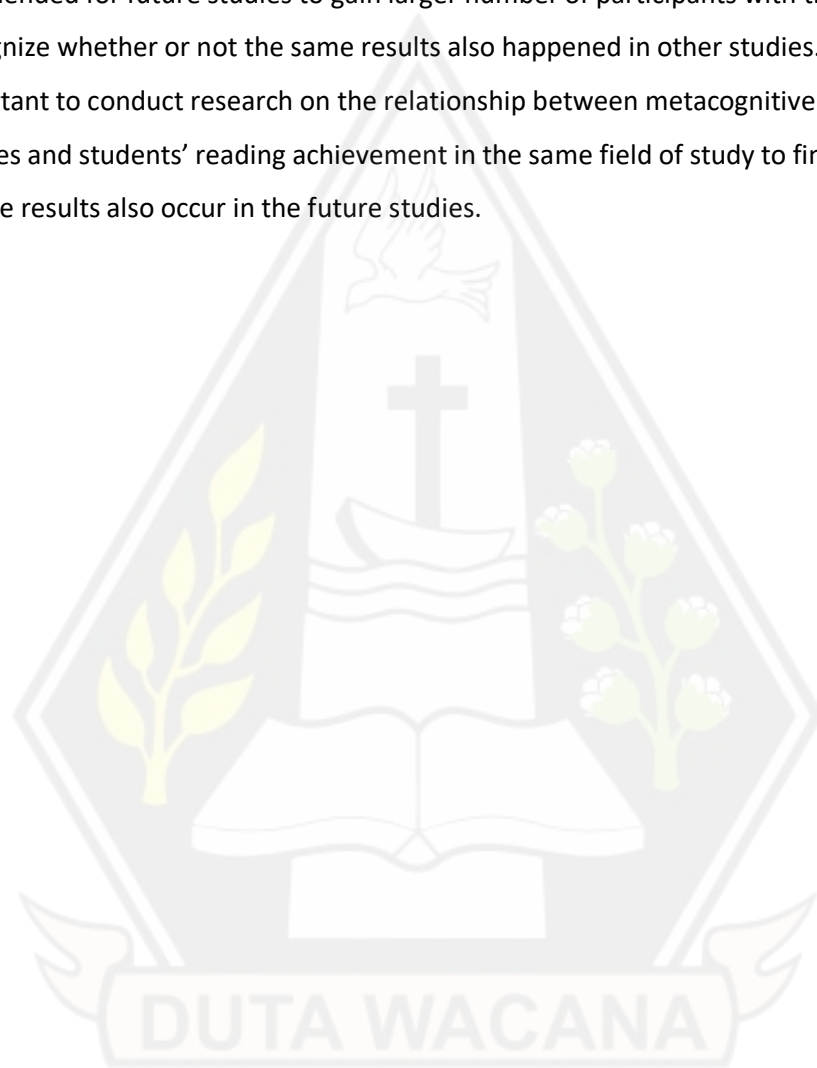
Furthermore, this study could have its own contribution to the study of the relationship between metacognitive reading strategies and students' achievement in their reading class. The results of this study could be used as literature to support future studies and be generalized to a wider population.

3. Limitations

As there are some implications and contributions, the researcher also found some limitations to this study that can be improved in the future studies. The first limitation is that the results of this study were statistically not significant. It might indicate that there was not enough evidence to suggest that the correlations also happened in the population, or that the correlations might have only happened by chance. Moreover, the sample might not be large enough to represent the intended population. However, despite the correlations which were not statistically significant, with the sample of 56 participants out of 60, the number of participants in this research has been sampled to represent the population with the confidence level of 95% and margin of error of 5%.

4. Future study

From the limitations it can be noticed that the number of participants in this study might not be large enough to yield the required significance of the correlation, and it is recommended for future studies to gain larger number of participants with the same topic to recognize whether or not the same results also happened in other studies. For instance, it is important to conduct research on the relationship between metacognitive reading strategies and students' reading achievement in the same field of study to find out whether the same results also occur in the future studies.



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