

THESIS
THE ANALYSIS OF PROFICIENT AND LESS PROFICIENT LEARNERS'
METACOGNITIVE READING STRATEGIES :
A CASE STUDY OF EFL LEARNERS AT ENGLISH LANGUAGE STUDIES
PROGRAM

Submitted by

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ENGLISH LANGUAGE STUDIES
FACULTY OF CULTURAL SCIENCES
POST GRADUATE PROGRAM
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**English Language Studies
Faculty of Cultural Sciences**

Written and Proposed by

HARTINA MAHARDHIKA

**Post Graduate Program
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APPROVAL SHEET (THESIS)

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Hartina Mahardhika

ABSTRACT

HARTINA MAHARDHIKA. *The Analysis of Proficient and Less Proficient Learners' Metacognitive Reading Strategies : A Case Study of EFL Learners at English Language Studies Program* (Supervised by Abidin Pammu and Nasmilah)

This study is an attempt to identify the metacognitive awareness level of ELS students of FIB in reading expository texts in the EFL context and to find out the most dominant category of the proficient and less proficient learners' metacognitive reading strategy.

The present study adopted a quantitative method requiring data collection method through the questionnaire and the instrument used in this study was the standardized research instrument by Mochtary and Reichard (2015), a form of questionnaire called MARS questionnaire that had been used in many context of learning. The samples for the study were 15 ELS students who had been chosen using the random sampling technique. From the samples, 8 respondents were chosen to fill in the offline questionnaires because they were accessible on campus and the rest using the online questionnaires because they were beyond the reach of the researcher. Two weeks' time was spent to obtain the questionnaires delivered by the samples. The data were analyzed by means of the descriptive statistics using SPSS version 15.

The findings indicated a high level of metacognitive awareness namely, Global, Support and Problem Solving Strategies for the whole samples. The results indicate that the three important categories of strategies prevail in adult EFL learners with different levels based on the mean score, high (3.5 to 5.0) and medium (2.5 to 3.4). This finding in turn will add to the existing corpus of knowledge in the field of language learning strategy in EFL context. The finding reaffirms the need for the design of strategy training focusing on raising learners' awareness and use of effective metacognitive and cognitive strategies to improve their reading performance.

Key words: Metacognitive reading; reading strategies; awareness

ABSTRAK

HARTINA MAHARDHIKA. Analisis Strategi Membaca Metakognitif yang Digunakan oleh Mahasiswa yang Cakap dan Kurang Cakap : Studi Kasus Mahasiswa di ELS Program (Dibimbing oleh Abidin Pammu dan Nasmilah)

Penelitian ini merupakan upaya untuk mengidentifikasi tingkat kesadaran metakognitif mahasiswa ELS FIB dalam membaca teks ekspositori dalam konteks EFL dan untuk mencari tahu kategori dari strategi yang paling dominan yang digunakan oleh mahasiswa yang cakap dan tidak cakap.

Penelitian ini menggunakan metode kuantitatif dan pengumpulan datanya menggunakan kuesioner yang sudah distandarisasikan oleh Mocharty and Reichard (2015), kuesioner ini dikenal dengan kuesioner MARSI yang sudah digunakan di banyak konteks pembelajaran. Sampel untuk penelitian ini adalah 15 mahasiswa ELS yang dipilih secara acak. Dari sampel tersebut dipilih 8 responden untuk mengisi kuesioner secara offline karena dapat diakses di kampus dan sisanya secara online karena berada di luar jangkauan peneliti. Waktu dua minggu dihabiskan untuk mendapatkan kuesioner kembali yang dikirimkan ke sampel. Data dianalisis dengan statistik deskriptif menggunakan SPSS versi 15.

Temuan menunjukkan tingkat kesadaran metakognitif yang tinggi yaitu, Strategi Global, Dukungan dan Pemecahan Masalah untuk seluruh sampel. Hasilnya menunjukkan bahwa tiga kategori yang penting dari strategi berlaku pada mahasiswa EFL dengan level yang berbeda-beda berdasarkan skor rata-rata yang diperoleh, tinggi (3.5 to 5.0) dan sedang (2.5 to 3.4). Temuan ini pada gilirannya akan menambah korpus pengetahuan yang ada di bidang strategi pembelajaran bahasa dalam konteks EFL. Temuan tersebut menegaskan kembali perlunya desain pelatihan strategi yang berfokus pada peningkatan kesadaran peserta didik dan penggunaan strategi metakognitif dan kognitif yang efektif untuk meningkatkan kinerja membaca mereka.

Kata kunci: Membaca metakognitif; strategi membaca; kesadaran

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CHAPTER I INTRODUCTION

A. BACKGROUND OF THE RESEARCH

Hasanuddin University or popularly recognized as UNHAS has around 20 thousands enrolment and it is one of the leading institutions in eastern part of Indonesia. This institution accommodates the educational missions of the region that serves as center of excellence for the development of human resource, science, technology, arts and culture based on the Indonesian maritime culture. One mission of this institution that has to cater for is to provide excellent learning environment in order to develop productive and innovative learners. According to reference letter known as S.K. Rector No.9604 / 2010, from 2011 to 2015 this institution has to reach integrated maturity that contains student centered learning based internationally, research based internationally, responsibility to society and organization effectively.

Studies also have documented that the majority of these learners have under performance in the test because they have failed to infer meaning from the reading due to vocabulary problems. Written evidence from a number of Language Centres around Eastern part of Indonesia also indicate that many students from different disciplines have been prevented from the opportunity of going abroad because they did not fulfill the required TOEFL Band score.

Such reading problem has recently been one of the major concerns of researchers and teaching practitioners at Unhas and they have been aware of the needs to provide pedagogical remedies. Since underperformance in reading has

been considered as a serious problem, researchers and academicians have attempted to offer various pedagogical approaches suitable to EFL social and cultural context in Indonesia, such as extensive reading intervention and reading strategy training. The process of learning the words of a language is referred to as vocabulary acquisition. This acquisition of new words plays a strategic roles in bridging learners to acquire new knowledge especially a foreign language. The ways in which EFL students acquire the vocabulary of a native language differ from second language learners in acquiring the vocabulary of a second language. Since the acquisition of vocabulary knowledge affects the proficiency in language learning, understanding vocabulary is considered as the crucial component in learning English (Nation, 2001).

In an academic setting, vocabulary serves as a tool to ensure success in academic writing and publication because academic vocabulary plays an important role for learners and educators at University as a guide in writing academically and necessary in comprehending academic text. However, insufficient vocabulary knowledge is the most problem of English as a Foreign Language (EFL) learners faced in learning academic discourses. Thus, special attention should be paid to the English Academic Purposes (EAP) context, especially in developing academic vocabulary (Khani & Tazik, 2013).

Reading for academic professionalism and success is important for learners regardless of their disciplines. This is because most knowledge transfer occurs through printed materials. Because reading skills play important roles among tertiary learners especially at Hasanuddin University (UNHAS) then the ability to

read has been the major concern of both university administrators and lecturers. Coleman (1998) conducted a survey at 12 faculties at this university on the main purpose of learners taking English subject revealed that the majority of students surveyed put reading skills as their main goals for learning English. Coleman's survey has resulted in the publication of reading materials entitled 'Risking Fun' (Reading Skills for UNHAS). The publication gained acclaim from the rector who later recommended revision in content due to dynamic development of the institution. The content needed revision with regard to its suitability for pure sciences, such as for Faculty of Mathematics and Pure Sciences (MIPA), Medicines, Forestry, Animal Husbandry and engineering. In short, these learners need to be able to read texts of different materials and with different reading purpose so that they need appropriate reading strategies to cater for such purposes.

The status and function of English in Indonesia has historical, political, socio-cultural, geographical, as well as linguistic factors. Its use has developed starting from the postcolonial education competency building to a more recent need for human empowerment. However, the attitudes of some policy makers and commentators have often been ambivalent who express fears of its power to exert negative cultural influence (Lauder 2008). It is a complete social account of English in Indonesia from independence to the present suggests its vital role in Indonesian society, such as in business, politics, media, and education. Although English was only first introduced to Indonesian context of education in 1914 (Dardjowidjojo 2003), English plays a strategic role as it is a compulsory subject in schools and at

tertiary educations. It is unlikely that school and university students will complete courses without being assigned at least some readings in English (Lauder 2008).

Lie (2007) regards that ELT in Indonesia has faced some constraints. First, the number of students is so large and their diversity in terms of their motivation level, intellectual capability, cultural backgrounds, and access to education resources is so high that it is hard to design a curriculum that would work effectively for the whole country. Secondly, teachers of English have lacked of skills in the process of knowledge transfer because they have limited skills and training in this field. Teachers themselves have limited skills in the use of the language because the majority of teachers have little practice during their tertiary education. As an important part of curriculum content, the teaching of English has placed emphasis on the four skills, such as speaking, reading, listening, and writing. With the rapid development of science and technology, there has been a shift of teaching orientation due to the increasing demands of literacy skills with the emphasis on reading ability but still maintain the other three skills. Reading is even seen as an important process of self-empowerment.

Reading Comprehension is one of the most essential study skills in higher education. Academic and even technical courses demand substantial readings, so there is a need for students to be able to comprehend what they read in order to succeed in their academic life and beyond. Unfortunately, in Indonesia like many other countries in the world, reading along with writing is one of the least developed linguistic skills as manifested in Educational Testing Service's (2014) Test of

English as a Foreign Language Internet-Based Test (TOEFL iBT®) and International English Language Testing Service's (2014) IELTS test reports.

This can be attributed to students' limited exposure to English reading activities and low interest and motivation to read (Alsamadani, 2001). Al-Jarf (2007) adds that this can also be due to non-challenging reading instruction; thus, students' cognitive and metacognitive reading abilities are not extensively developed. With the aim of addressing the aforementioned academic problem in Indonesia, this study was designed to validate previous research findings on the reading comprehension performance of the FIB ELS students. Further, it also aimed to find out if students are aware of and use different metacognitive strategies when they read academic texts.

For the purpose of developing appropriate reading programs, instructional strategies, and materials for the students to enhance their ability and willingness to read, this study tried to determine the strategies mostly used and least utilized by proficient and less proficient learners during the whole reading process. While previous studies focused more on surveying and determining relationships of two variables - metacognitive reading strategies and reading comprehension, this study tried to include the difference of strategies used by proficient and less proficient learners.

B. RESEARCH QUESTIONS

The current research has been set up to deal with two formulated research questions as follows.

1. What are the profiles of the proficient and less proficient learners' metacognitive reading strategies at ELS program ?
2. What category of metacognitive reading strategy is more dominant used by proficient and less proficient learners at ELS program ?

C. OBJECTIVES OF THE STUDY

1. To reveal the profiles of the proficient and less proficient learners' metacognitive reading strategies at ELS program.
2. To find out the most dominant category of the proficient and less proficient learners' metacognitive reading strategy at ELS program.

D. SCOPE OF THE STUDY

This study deals with the analysis of metacognitive reading strategies used by EFL proficient and less proficient students at the faculty of cultural sciences postgraduate program. In analyzing the metacognitive reading strategies, the writer used the MARS questionnaire.

E. SIGNIFICANCE OF THE RESEARCH

The present research is expected to have both theoretical and pedagogical implications for the EFL context of reading class. The research will contribute to the development of theory in metacognitive reading strategies to help researchers develop the issue in their own context. It also will have pedagogical implication in that teachers of EFL background will have the opportunity to apply the finding to help their student comprehend the text written in English.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. PREVIOUS STUDIES

The findings from the majority of studies in metacognitive and cognitive reading strategies have demonstrated the roles of strategies in improving reading performance. These studies confirmed that successful comprehension relies on effective use of both metacognitive and cognitive strategies. Studies in metacognitive awareness and use of reading strategies by first and second language readers have also confirmed that the reading strategies that concern planning, controlling, and evaluating reading process have played strategic roles for enhancing reading performance. This part addresses the review of literature on studies with various contexts and learners' background ever conducted over two decades or so.

There has been considerable body of research on metacognitive strategy conducted over more than two decades from 1989 to 2012. This increasing development has marked tremendous interests in seeking to understand the strategy profiles of learners in processing the text from various language backgrounds. The correlation between metacognition and reading, for example, has marked the early initiation of work in this field. Early investigation by Barnett (1988) significantly found out the correlation between strategy use and reading performance from 278 students as the subject of the study. Findings demonstrated that subjects who performed better in reading appeared to use better strategies as

compared with subjects who did not use effective strategies. Metacognitive awareness of the subjects appeared to correlate significantly with the subject performance in reading comprehension.

Further development in metacognitive strategy work has gained another important momentum in approximate successive years after a series of research undertaken by the same researcher. Vandergrift (2002) found that the effective use of metacognitive listening strategies plays a large role in successful listening comprehension. Metacognitive strategy also helps students to increase their self-regulation and autonomy in listening (Vandergrift 2002), and it has a significant relation with students' motivation for language learning and self-efficacy. However, very limited studies have probed into the issue of metacognitive listening strategies awareness and language task type especially when doing the listening task involves the use of technology. Azevedo (2005) and Tsai (2004) began to integrate metacognitive research with technology within the same year. They came up with surprising findings that using computers as metacognitive tools and metacognitively active participants could enhance learning in technology-based environments.

Research on reading strategy conducted in Malaysian as an ESL context in subsequent year successfully revealed wider perspectives of metacognitive strategies. Using think-aloud protocol to collect data from both proficient and less proficient learners at Universiti Kebangsaan Malaysia (UKM), Radha Nambiar (2005) found that both types of learners employed metacognitive strategies in their reading of academic text. What is more specific about this study was the fact that learners regardless of their proficiency level employed metacognitive strategies in

dealing with reading problems. The study confirmed that awareness rising counted as an effective means of stimulating the learners' metacognitive awareness in improving their reading performance.

B. THEORETICAL BACKGROUND

1. Reading Comprehension

Reading comprehension is one of the most essential skills that should be developed and nurtured in a child at home and in school because it is fundamental to success in academic life and beyond. According to Al Noursi (2014) as cited in Ahmed (2016), the ability to read for various purposes is a precursor of a successful learning in schools, colleges, and universities. Moreover, it is a survival skill in the 21st century may it be for students or professionals. Dagget and Hasselbring (2007, p. 1), on the other hand, consider reading as 'the key enabler of learning for academic proficiency'. Hence, not being able to develop effective reading can have adverse effects on learning across the curriculum, motivation to read, attitudes toward life, and performances in the workplace. Reading comprehension is a complex cognitive process. It is explored by educational researchers with its multidimensional components, processes, and factors involved in different settings with the aim of finding better ways of developing it among learners.

Theoretically, reading comprehension is an interactive process of deriving meanings from a text (Rumelhart, 1981). Trehearne and Doctorow (2005) support this claim saying that it is an interaction of different variables (reader, text,

environment) in a sociocultural context. It is viewed as a complex set of cognitive activities involving many skills and dimensions such as ‘the perception of words, clear grasp of meaning, thoughtful reaction, and integration’ (Hermosa, 2002, p. 63).

There are different variables or components influencing the reading comprehension performance of students. Some of these are vocabulary knowledge, background knowledge, and knowledge of grammar, metacognitive awareness, syntactic knowledge, and reading strategies (Koda, 2007). In addition to the components or variables that shape reading comprehension, there are also other more specific elements or factors that influence one’s reading performance. These include students’ reading attitudes or motivation, breadth and depth of engagement in reading, effective instruction on comprehension techniques, rich vocabulary and world knowledge, fluency, text structure or genre, opportunities for oral and written expression, and awareness on different reading strategies (Trehearne & Doctorow, 2005). Perfetti, Landi, and Oakhill (2004) also identified three higher-level factors in comprehension: sensitivity to story structure, inference making, and comprehension monitoring.

2. Metacognitive Reading Strategies

According to Flavell (1979), metacognition involves one’s knowledge about his thinking processes and products, active monitoring, and regulation of cognitive processing activities. It is categorized into four components: 1) the metacognitive knowledge which refers to the person’s awareness or perceptions about the factors (i.e. person, task, strategy) influencing cognitive activities; 2) the metacognitive

experiences which refer to the individual's mental or emotional responses pertaining to any cognitive activity; 3) the goals / tasks which refer to the purpose or objective of any cognitive undertaking; and 4) the actions / strategies which refer to activities carried out by learners to fulfill their purpose or metacognitive objectives (Iwai, 2011). It has three main aspects: metacognitive knowledge, metacognitive monitoring, and self-regulation and control (Pintrich, Wolters & Baxter, 2000) and is viewed in two dimensions: 1) the knowledge of cognition which is made up of three factors such as declarative knowledge (abilities and characteristics that affect cognitive processing), procedural knowledge (using or implementing strategies), and conditional knowledge (assessment and reflection on the effectiveness of the strategies used) and 2) the regulation of cognition which includes planning, monitoring, testing, revising, and evaluating strategies used (Iwai, 2011). Louca (2003) describes metacognition as cognition about cognition because it entails examining the brain's processing during the reading / thinking process.

Reading as a cognitive process implies that metacognition or awareness and regulation of one's thinking during the reading process could lead to better comprehension. According to Iwai (2011), metacognition is key to reading comprehension since it is found essential in the development of some linguistic, cognitive, and social skills. In the field of reading, metacognitive strategies are those activities that make students aware of their thinking as they do reading tasks. The New South Wales Department of Education and Training (2010) defines metacognitive reading strategies as planned, intentional, goal-directed, and future-oriented mental activities and processes that help a reader think about and check

how he progresses in fulfilling a cognitive task. In fulfilling a task using metacognition, a learner plans and activates, then monitors, controls, reacts, and reflects (Pintrich, Wolters, & Baxter, 2000). Iwai (2011) summarizes the process of metacognition in three steps: 1) Planning; 2) Monitoring; and 3) Evaluation. Metacognitive reading strategy awareness plays an important role in reading comprehension and educational process (Ditzel, 2010; Mytcowicz, Goss, & Steinberg, 2014; Ahmadi, Ismail, & Abdulla, 2013).

Awareness and use of metacognitive reading strategies have positive and direct relationship with reading comprehension performance; thus, students who use these strategies perform better in reading proficiency tests / courses (Yuksel & Yuksel, 2012; Pressley, et al., 1998; Ahmadi, Ismail, & Abdullah, 2013; Al-Sobhani, 2013; Tavakoli, 2014; Magogwe, 2013; Hong-Nam, 2014; Zhang & Seepho, 2013; Memis & Bozkurt, 2013; Phakiti, 2006; Kummin & Rahman, 2010). Therefore, learning metacognitive reading strategy skills can be one solution to the problem of poor reading comprehension, hence, the need for it to be developed and emphasized in the EFL teaching and learning processes. In the study of Estacio (2013), it was revealed that the use of the metacognitive reading strategies is a predictor of reading comprehension test scores. Ilustre (2011) also investigated if metacognitive reading strategies are better predictor of text comprehension and she found out that Problem Solving Strategies correlated positively with reading comprehension. Ismail and Tawalbeh (2015) conducted a quasi-experimental study examining the effect of the metacognitive reading strategies on EFL low achievers in reading. The study revealed that training on the use of metacognitive strategies

among low achieving EFL readers improves reading comprehension performance. Sen (2009) also conducted a similar study in Turkey. His study revealed the potential of metacognitive reading strategies in www.ccsenet.org/elt English Language. Royanto (2012) also examined the effectiveness of an intervention program based on scaffolding to improve metacognitive strategies in reading. From this study found out that the program activated unused metacognitive strategies, leading to the conclusion that the learners have the meta knowledge. While most studies found positive correlations and effects of metacognitive strategies on reading comprehension, some found quite the opposite. In Indonesia, Pammu, Amir and Maasum (2014) found out that Indonesian EFL learners use different metacognitive reading strategies but their use of metacognitive reading strategies did not bring corresponding improvements in the observed reading performances.

In Russia, Korotaeva (2012) examined the metacognitive strategies in reading comprehension of education majors and found out that the respondents exhibited extremely ineffective metacognitive strategy use. Alsamadani (2009) explored the frequency and type of metacognitive reading strategies used by the Saudi EFL college-level students and correlated them to their EFL reading performance. This study found out that Saudis more frequently use planning strategies than attending and evaluating strategies. Moreover this study found out that the students' use of metacognitive reading strategies does not influence their comprehension level. Also, in the study of Pei (2014), it was revealed that metacognitive reading instruction did not result in better reading comprehension performance of Chinese students. Mehrdad, Ahghar, and Ahghar (2012) also found

out that use of cognitive and metacognitive instruction does not always have a positive effect on the EFL students' reading comprehension performance.

3. The Nature of Reading Process

Making sense of what the text carries is the prime concern of the reader that requires cognitive process in mind. In reading, readers try to get meaning from the printed page and try to interact and communicate with various ideas from the text. Without comprehension, reading does not occur and make sense. Reading may be defined as the act of responding with appropriate meaning to written verbal symbols. This indicates that reading comprehension needs thinking and skills to recognize words, to find main ideas, to organize and associate information, to predict information, and to make inferences. In other words, reading is a verbal process related to thinking and other communication abilities, such as speaking listening and writing.

In general, most reading process constitutes the acquisition of information from the text. When information is not processed means comprehension does not occur. Comprehension in reading includes the relationship between the meaning and the symbols, the choice of the best meaning based on the context, the organization of meaning, and the ability to make argumentation for capturing ideas. Therefore, comprehension is a process of thinking through exploring the text. Comprehension is concerned with the basic cognitive skills and intellectual, knowledge of concepts and ideas, and language ability that includes knowledge of morphology or sentence structure.

As part of receptive skill, reading has been widely perceived as a process of cognition that works within the mind. As a cognitive process, reading involves processes that involve a beginning state, an input transformation, and a final stage (Bernhardt, 1991). Taking into account Just and Carpenter's (1987) view, a reading process involves what information in the text that accounts for as a starting point, how long the process takes place, what information used during the process, and what the reader has learned when the process is finished. This implies that understanding cognitive process means examining the reading process that takes place within the brain knowledge structures (Bernhardt 1991).

Reading is simply a reception process that involves cognitive process. Goodman, (1998:12) states that reading is a process that begins with a surface representation that a writer encodes and ends with a reader reconstruction. As such, there is an essential interaction between language and thought in reading. The writer encodes thought as language and the reader decodes language to thought. Research evidence demonstrates that proficient readers are both efficient and effective in constructing the meaning that they can assimilate to bear some level of agreement with the original meaning of the author.

4. Approaches to Reading

What happens when reader processes a text has been an important domain by researchers and theorists in second language reading. It seemed that the theory used to approach the reading process was reflected by some philosophical assumptions that characterize development of studies that were prevalent and popular during its times. With the growing development of studies on human mind,

then the cognitive psychology took its part to describe the cognitive process during reading. There was a significant attempt to explain the working of the mind when people read and make sense of what they read. Based on these assumptions, the theorists have presented three approaches to reading, such as the top-down, bottom-up and interactive process of reading.

a. Top-Down Process

Reading is a receptive language process that constitutes a psycholinguistic process that starts with linguistic surface representation encoded by the writer and ends with meaning with reader constructs (Goodman 1969). This notion provides a clear starting point of range of models advocated by scholars concerning reading processes. Reading involves a dependent activity where an individual processes in his or her mind. Reading therefore is not about the text alone but it is about text exploration and observation. According to Wallace (1992), texts do not carry meaning unless a reader can make meaningful interaction to make meaning.

The top-down model of reading looks at the linkage between the writer and the reader commonly known as the Goodman's model. This model assumes that the writer encodes thought as language and the reader decodes language to thought. This view of reading process may be conceptualized with cycles and process that takes four steps consecutively as optical, perceptual, syntactic, and meaning. This is often recognized as the Goodman's model of reading that triggered further development of reading models onwards. This model engages a series of assumptions that link between the two elements that require responses to

the reality. The first assumption is that writing system makes arbitrary decisions about direction in using space.

The top down model is based on schema theory, which emphasizes the importance of the reader's background knowledge (Carrell 1998). According to this theory, readers employ the text and their background knowledge to comprehend a text. Therefore, interaction of the background knowledge and the text is important for effective and efficient reading. A number of processes occur in readers' mind during reading. The background knowledge in the top-down process makes sufficient account for comprehension of the text.

The schema theory is rather dominant that concerns issue of unravelling the mystery behind the process of comprehension of text. Schema theory has several related terms addressed by Bartlett (1932), such as mental set, active organisation, and general impression. While such terminologies are linked to the so-called schema, the latter provides general understanding to refer to an active organisation of past reactions or past experience. In this conception, Bartlett (1932) conceptualises that the term active was intended to emphasize the constructive character of remembering which was contrasted with a passive retrieval of what he calls as "fixed and lifeless" memories. This part addresses the basic processes of a reading comprehension task that elaborates the function of prior knowledge that function to process and interpret new information to become newly acquired knowledge (Ibid 1932).

Schema theory underlies the readers' possession of background knowledge, which is different from one individual to the other. This background knowledge is

activated along with the process of reading to make comprehension possible. The interaction between the background knowledge and the text builds up comprehension in a reading process. According to Harmer (2001), understanding a piece of discourse involves much more than just knowing the language.

A potential reader comes to read a text with something in his/her mind or memory, which is called schema, which means pre-existent knowledge of the world. A schema contains interrelated concepts which are stored in a hierarchy, where the more general concepts subsume the more specific ones. The concepts could be in the forms of objects, situations, sequence of events, actions, and sequences of actions.

b. Bottom-Up Process

In contrast to Top-Down process, the Bottom-Up process takes the linear system as its prime concern. Theorists often claim that before meaning reconstruction occurs, the reader must take account for the graphic symbols that constitute words, phrases, and sentences. The reading process begins with a single letters and then decoded into the string of phonemes. The process of comprehension begins at the sentence level where readers identify the meaning and grammatical category of a word. While the sentence provides information for further process, readers will check whether the information fits again by employing both top-down and bottom up process to make prediction.

The bottom-up process of reading is relevant with the theoretic view of reading as a cognitive process that begins with a linguistic surface representation

which the reader has to make reconstruction (Goodman 1998). Although graphic representation accounts for important process in making reconstruction, interaction between languages and though is essential to make the process meaningful. Goodman (1998) argues that proficient readers are both efficient and effective in the process of meaning construction. In the process of decoding, background knowledge also applies as it does in the top-down process.

c. Interactive Process

The theoretic views of comprehension in reading have been widely acknowledged in the literature of reading to account for as bottom-up and top down process. Carrell (1998) concluded that new views of the reading process have revitalized theory and practice in second language reading. According to this view, reading is an interaction of top-down and bottom up process. These processes make use of background knowledge to drive meaning reconstruction.

5. Metacognition

Metacognition is the ability to reflect on what is known, and does not simply involve thinking back on an event, describing what happened, and the feeling associated with it (Anderson, 2005). Moreover, metacognition results in critical but healthy reflection and evaluation of thinking that may result in making specific changes in how learning is managed.

In a simplest form of conception, metacognition is defined as “cognition about cognition” or “knowing about knowing” which implies knowledge about when and how to use particular strategies for learning or for problem solving. In the neo-

Piagetian theories of cognitive development, hyper cognition referred to as self-monitoring, self-representation and self-regulation processes which are regarded as integral components of human mind. Despite prevalence use of metacognition, the term has also been recognized as a daunting term in educational psychology. Experts have even recognized the length and abstract nature of the term and provoked assertion as it is an intimidating concept.

Human is believed to get engaged in the metacognition in their everyday activities. Therefore, it can refer metacognition to higher order of thinking which involves active control over the cognitive processes engaged in learning. Activities, such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress towards the completion of the task are the nature of the metacognition. Taking the critical roles the metacognition play into account, it is essential to determine how learners can be taught to better apply their cognitive resources through metacognitive management.

Despite its prevalent use in educational psychology, there has been a controversy and debate over exactly what metacognition is. This has been due to the fact that several terms are currently in use to describe the same basic phenomenon, such as self-regulation executive control or an aspect of that phenomenon, such as meta-memory. This conception has been used interchangeably in the literature. While definition posits confused distinction, agreement can be made up to this stage if metacognition emphasizes the role of executive processes in the overseeing and regulation of cognitive processes.

To trace back how the concept is derived in the literature, Flavell (1979) considered metacognition to consist of both metacognitive knowledge and metacognitive regulation. The former refers to acquired knowledge about cognitive processes that can be employed to control cognitive processes. It appears that different fields define metacognition in different ways. In the field of experimental psychology, metacognition is associated with monitoring that concerns with making judgment about the strengths of one's memories.

a. Categories of Metacognition

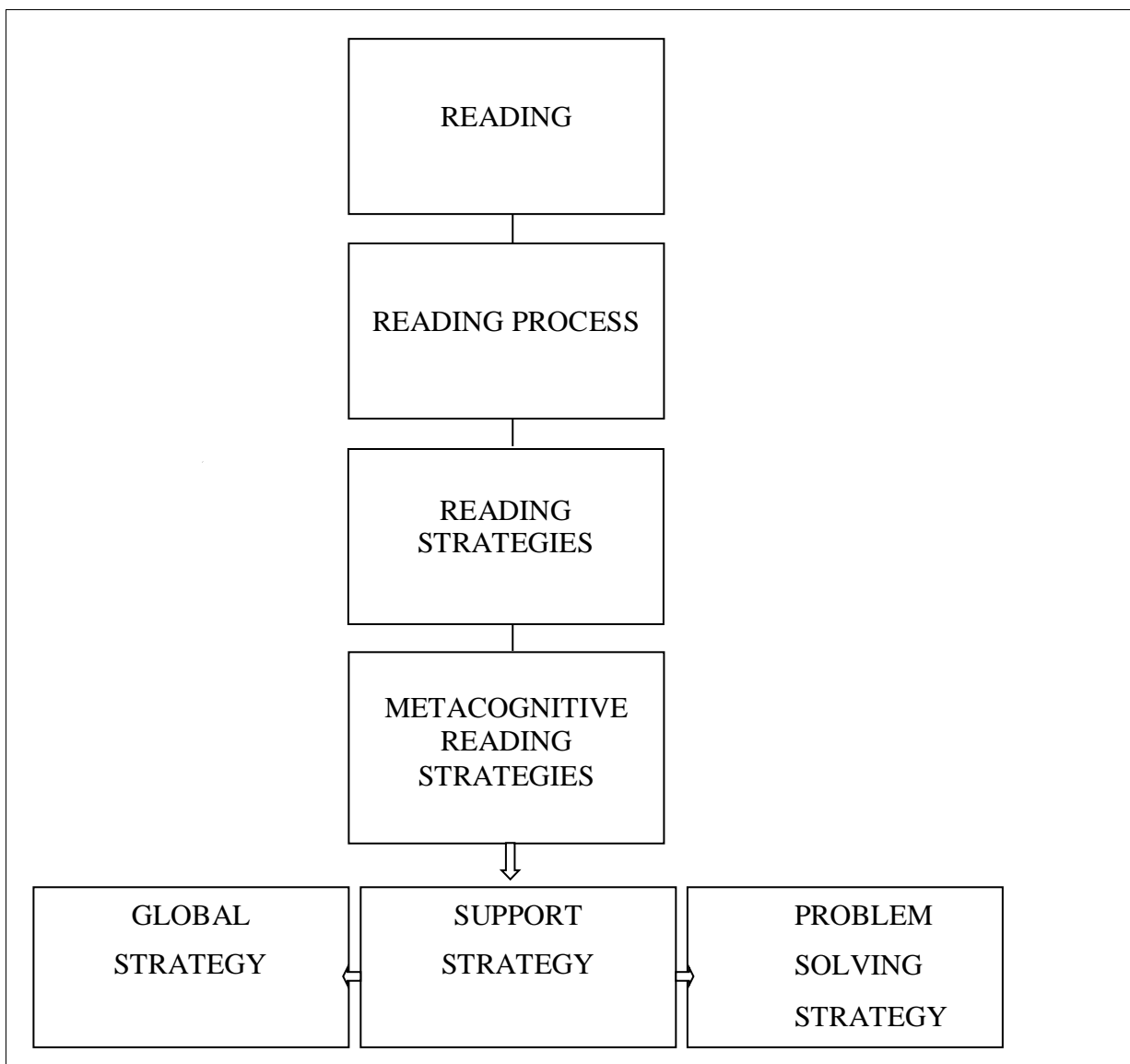
Metacognition can be classified into three sub-categories that include metacognitive knowledge, metacognitive regulation and metacognitive experience. Flavell (1987) further divides metacognitive knowledge into three sections to include knowledge of person variables, task variables and strategy variables. Proponents in cognitive psychology recognized the complexity of giving a conceptual framework of this daunting terminology. This term has penetrated into every corner of educational textbooks but presently generates confusion. Therefore, measures need to be taken in order to conceptualize this term within language learning strategies to prevent the presence of confusion in the literature.

b. Metacognitive Knowledge

Metacognitive knowledge refers to general knowledge about how human beings learn and process information. In other words, it is about an individual knowledge of her own learning processes. This type of knowledge enables the learner to have proper choice of condition and situation with which to learn better. Metacognitive knowledge also includes task variables that concern knowledge

about the nature of the task as well as the type of processing demands that will be placed upon the individual. Such knowledge enables the learner to understand the kind of reading that she understands better. Finally, knowledge about strategy variables that includes knowledge about both cognitive and metacognitive strategies as well as conditional knowledge about when and where appropriate to use such strategies.

C. CONCEPTUAL FRAMEWORK



CHAPTER III

RESEARCH METHODOLOGY

To provide information about the methodology of the present study, this chapter addresses the research approach that includes how the subjects were determined, what characteristics and subject eligibility were considered, the sampling technique, research instrumentation and their suitability, data collection procedure, and data analysis.

A. RESEARCH DESIGN

The present study adopts a quantitative method that required data collection through questionnaire. The strength of quantitative method is the ability to provide complex textual descriptions of how people experience a given research issue. Quantitative method is also effective in identifying the description generally. Therefore, it can provide reliable information about proficient and less proficient learners' metacognitive reading strategies in EFL context.

B. RESEARCH INSTRUMENT

The instrument for the research is the standardized research instrument by Mochtary and Reichard (2015), a form of questionnaire called MARSI questionnaire that has been used in many context of learning. The questionnaires were sent to the determined samples and samples will have 2 weeks' time to return the questionnaires.