

**THE METACOGNITIVE STRATEGIES USED  
BY INSTITUT TEKNOLOGI 10 NOVEMBER  
SURABAYA STUDENTS ON READING  
COMPREHENSION**

**A THESIS**

**By**

**SARBAINI KAMIL  
NIM : 8212705013**



NO. PUS	2672/06
TGL. ST. P.	11-11-2006
D. P. I.	Bi
NO. BUKU	
P. R.	

**WIDYA MANDALA CHATOLIC UNIVERSITY  
GRADUATE PROGRAM MASTER IN  
TEACHING ENGLISH AS A FOREIGN  
LANGUAGE PROGRAM  
AUGUST 2006**

**THE METACOGNITIVE STRATEGIES USED  
BY INSTITUT TEKNOLOGI 10 NOVEMBER  
SURABAYA STUDENTS ON READING  
COMPREHENSION**

**A THESIS**

**Presented to:  
Master in Teaching English as a Foreign  
Language Program Surabaya Widya Mandala  
Catholic University in Partial Fulfillment of the  
Requirements for the Degree of Master of Arts in  
TEFL**

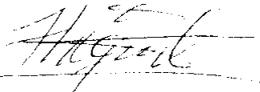
**By:  
SARBAINI KAMIL  
NIM: 8212705013**

**WIDYA MANDALA CHATOLIC UNIVERSITY  
GRADUATE PROGRAM MASTER IN  
TEACHING ENGLISH AS A FOREIGN  
LANGUAGE PROGRAM  
AUGUST 2006**

**APPROVAL SHEET**

(1)

**THE METACOGNITIVE STRATEGIES  
USED BY INSTITUT TEKNOLOGI 10 NOVEMBER SURABAYA  
STUDENTS ON READING  
COMPREHENSION**



**Dr. Ignatius Harjanto**

---

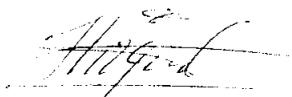
**Thesis Advisor**

**APPROVAL SHEET**

(2)

**THE METACOGNITIVE STRATEGIES USED  
BY INSTITUT TEKNOLOGI 10 NOVEMBER SURABAYA STUDENTS  
ON READING COMPREHENSION**

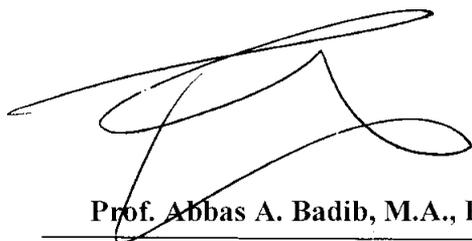
Written and submitted by Sarbaini Kamil (8212705013) for acquiring the Master's Degree in Teaching English as a foreign language, was examined by the following Board of Examiners on oral examination August 14, 2006.



**Dr. Ignatius Harjanto**

---

**Thesis Advisor**



**Prof. Abbas A. Badib, M.A., Ph.D.**

---

**Member**



**Prof. E. Sadtono, Ph.D.**

---

**Member**



**Prof. Dr. Wuri Soedjatmiko**

---

**Director of the Graduate School**

# **TABLE OF CONTENTS**

## **TABLE OF CONTENTS**

APPROVAL SHEET (1)	iii
APPROVAL SHEET (2)	iv
ACKNOWLEDGMENT	v
ABSTRACT	viii
TABLE OF CONTENTS	xiii
LIST OF FIGURES AND TABLES	xvii
CHAPTER I INTRODUCTION	
1.1 Background	1
1.2 Statement of the Problem	4
1.3 The Objective	5
1.4 Theoretical Framework	5
1.5 Significance of the Study	11
1.6 Assumptions	11
1.7 Limitation of the Study	12
1.8 Definition of Key Terms	12
1.9 Organization of the Thesis	16
CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 Introduction	17
2.2 Reading as a Cognitive Process	17
2.2.1 Bottom-Up and Top-Down Strategy	17
2.2.2 Comprehension and Input Processing	19
2.3 Strategy as a Metacognitive Skill	22

2.4	The Relationship between Language Proficiency and the Use of Language Learning Strategy	24
2.5	Some Others Factors Influencing Learning Strategy	25
2.6	Metacognitive Model of Strategy Learning	26
2.6.1	Preparing and Planning for Learning	27
2.6.2	Selecting and Using Learning Strategies	27
2.6.3	Monitoring Strategy Use	28
2.6.4	Orchestrating Various Strategies	28
2.6.5	Evaluating Strategy Use and Learning	29
2.7	The Interaction of Metacognitive Skills	31
2.8	Reading Comprehension	31
2.8.1	Defining Fluent Reading Comprehension	34
2.9	Linguistics and Processing Differences between L1 and L2 Readers	35
2.10	Greater Metalinguistic and Metacognitive Awareness	36
2.11	Metalinguistics and Metacognitive Knowledge	37
<b>CHAPTER III RESEARCH METHOD</b>		
3.1	Research Design	39
3.2	The Subject	39
3.3	The Data	40
3.4	The Instrument	40
3.4.1	The questionnaire	41
3.4.2	The Interview	42

3.4.3	The Tryout of the Instruments	42
3.4.4	Piloting the Interview	43
3.5	Procedures of Collecting Data	43
3.6	Procedures of Analyzing Data	44

## CHAPTER IV FINDINGS AND DISCUSSION

4.1	Introduction	48
4.2	Findings	48
4.2.1	Metacognitive Strategies Used by ITS Students	48
4.2.2	The Types of Metacognitive Strategies used by the ITS Students	48
4.2.3	The Types of Metacognitive Strategies used more frequently by ITS Students	49
4.2.4	Background and Previous Knowledge	51
4.2.5	Preparing and Planning for Learning in Reading English Text	52
4.2.6	Students' Perception of Preparing and Planning Reading English Text	52
4.2.7	The Students' learning activities Reading Magazine or other English Books	53
4.2.8	The Students' Metacognitive Awareness Reading a Sentence Awareness	53
4.2.9	The Students' Metacognitive Knowledge of Applied Hearing and Reading	54
4.2.10	Their Metacognitive Awareness in English that they have not covered yet	54
4.2.11	The Students' Metacognitive Knowledge activities Applied in Reading English text	54
4.2.12	The Students' Metacognitive Strategies for Reading English text	55
4.3	The Students Evaluate their Reading Habits	56
4.3.1	The Students Assess their Reading Skills	56
4.4	The Discussion of the Findings and Implication	56

4.4.1	Preparing and Planning for Learning	57
4.4.2	Selecting and Using Learning Strategies	57
4.4.3	Monitoring Strategy Use	57
4.4.4	Orchestrating Various Strategies	58
4.4.5	Evaluating Strategy Use and Learning	58
4.5	Implication	58
4.6	Interview with the Students	59
4.7	Interview with the Lecturers	60

## CHAPTER V CONCLUSIONS AND SUGGESTIONS

5.1	Conclusions	62
5.2	Suggestions	64
5.3	Recommendation	65

## BIBLIOGRAPHY

### APPENDICES

Appendix	1-1	Questionnaire (Part I)
Appendix	1-2	Questionnaire (Part II)
Appendix	1-3	Sample of the Perception Questionnaire
Appendix	1-4	Questionnaire
Appendix	1-5	Student Questionnaire on Reading Strategy Use
Appendix	1-6	Reading Habits and Skills
Appendix	4-3	Result of Questionnaire
Appendix	4-4	Result of Questionnaire
Appendix	4-5	Result of Questionnaire

Appendix	4-6	Result of Questionnaire
Appendix	4-7	Result of Questionnaire
Appendix	4-8	The Metacognitive Strategies Use for Reading English Text
Appendix	4-9	The Result of Questionnaire
Appendix	5-1	Strategies Useful for Reading

<b>LIST OF FIGURE AND TABLE</b>			<b>PAGE</b>
FIGURE	1.1	A Model of Reading Process	7
FIGURE	2.1	Comprehension Signals	21 & 22
FIGURE	2.2	Purposes for Reading	32
FIGURE	2.3	Sample Reading Strategies	33
FIGURE	2.4	The Processes Involved in Fluent Reading Comprehension	34
FIGURE	2.5	The Difference Between L1 and L2 Readers	35
FIGURE	1	A Sample of the Metacognitive Strategy Questionnaire	46
FIGURE	2	A Sample of the Perception Questionnaire	47
TABLE	4-1	The Result of the Data Analysis and the Interpretation of the Findings	49

# **ACKNOWLEDGMENTS**

## **ACKNOWLEDGMENTS**

This thesis would not have come to its final form without generous help, support, advice, and prayers of these following people to whom he greatly indebted.

First of all, he would like to thank Dr. Ign. Harjanto his advisor for his guidance, invaluable critical comments, support and encouragement.

Likewise, his deep gratitude also goes to Prof. Sadtono Ph.D, Prof. Abbas A. Badib Dipl.Tefl,MA.MA.Ph.D, and Dr. Ngadiman, who in spite of their extremely busy schedule were more than willing to go through the drafts, give helpful comments and corrections, and even lending him the relevant references which were invaluable for him.

Special thanks also go to the writer's classmates and friends for their suggestions and encouragements.

He would also like to thank Prof. Dr Muhammad Nuh, the Rector of Institut Teknologi 10 November Surabaya, for allowing him to conduct this study, and encouraging him to do a further data collection in ITS Surabaya.

He owes a very special debt of gratitude to Prof. Dr. Wuri Sudjatmiko the Director of Graduate School of Widya Mandala Catholic University and staff who always provided him with information and data.

In addition to that, he would also like to thank the members of the Examination Committee for their constructive criticisms and questions that helped him further to revise the proposal as well as the thesis itself.

Finally, special thanks are due also to my best friend Mrs. Endang the lecturer of ITS Surabaya, who always accompanied him during his visit to ITS Surabaya.

Last, but not least, he would like to thank the members of his family for their unending patience, and moral support and understanding. To all of those individuals, he extends his sincere appreciation and thanks.

# **ABSTRACT**

## **ABSTRACT**

**Kamil, Sarbaini. 2006 The Metacognitive Strategies Used by Institut Teknologi 10 November Students on Reading Comprehension.** Thesis. Master's Program in Teaching English as a Foreign Language. English Education Department. Graduate School Widya Mandala Surabaya Catholic University, Advisor: Dr. Ign Harjanto.

**Keywords:** Metacognitive Awareness, Metacognitive Knowledge, Reading comprehension, Reading Aloud, Extensive Reading, Intensive Reading.

This study describes metacognitive strategies used by Institut Teknologi 10 November (ITS) students in reading comprehension. The study also reports the types of metacognitive strategies more frequently used by these students according to self-reported proficiency in English (i.e the students' average scores in English course).

The following questions are addressed: 1) What types of metacognitive strategies are used by ITS students? 2) Which types of metacognitive strategies are more frequently and appropriately used by ITS students?

This is a descriptive research searching the metacognitive strategies and the types of metacognitive strategies used more frequently and appropriately by ITS students on reading comprehension. The primary instrument of this study is the researcher. He used questionnaires and interviewed students to collect data. The writer had to choose the 'opportunistic sample', due to the limitation of time and unfavorable situation and condition when the data collection was held. Forty five students in the sixth semester were chosen as the subjects of the study.

The types of metacognitive strategies used are: preparing and planning for learning (in this context it is for reading), selecting and using learning strategy use, monitoring strategy use, orchestrating various strategies, and evaluating strategy use and learning. The types of metacognitive strategies which are used more frequently are: selecting and using learning strategy and evaluating strategy and learning. The successful students use many types of metacognitive strategies and they use them more frequently and appropriately than less successful students.

From the results of the data analysis, it seems that the metacognitive strategies and the type of metacognitive strategies are more frequently and appropriately used and they play an important role in reading comprehension.

In essence, successful students appear to use more metacognitive strategies and use them more frequently than less successful students. The successful students also have better reading comprehension once they have passed a threshold of English language ability.

Based on these findings, the researcher recommends that the reading instruction should include metacognitive strategies and metacognitive knowledge or knowledge awareness.