

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

**A THESIS**

**By**

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**WIDYA MANDALA CHATOLIC UNIVERSITY  
GRADUATE PROGRAM MASTER IN  
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AUGUST 2006**

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**A THESIS**

**Presented to:  
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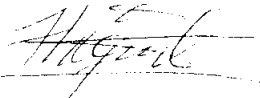
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**APPROVAL SHEET**

**(1)**

**THE METACOGNITIVE STRATEGIES  
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STUDENTS ON READING  
COMPREHENSION**



**Dr. Ignatius Harjanto**

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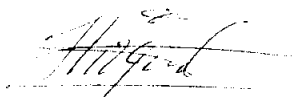
**Thesis Advisor**

## APPROVAL SHEET

(2)

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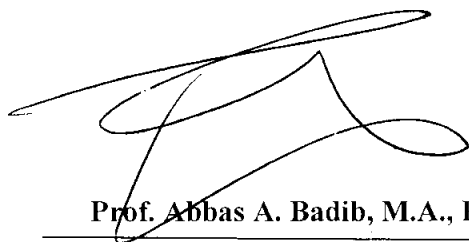
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**Dr. Ignatius Harjanto**

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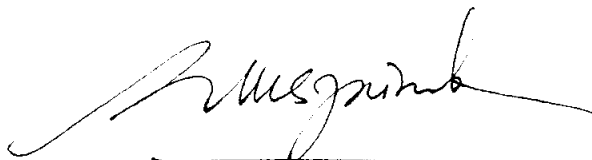
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Director of the Graduate School

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# 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.