

CHAPTER 1V

FINDINGS AND DISCUSSION

A. Findings

This chapter presented the data and followed by a discussion of the findings of this research. The findings were designed to answer the research question about Metacognitive reading strategies used by students in comprehending the text and the level of students in using Metacognitive reading strategies while facing related reading.

The result of this research and discussion was the data analysis result gathered during the research process. It was collected based on the result of the questionnaire which was intended for the fifth-semester students of the English Education Department in UIN Antasari Banjarmasin. The questionnaire consists of 30 statements that the researcher shared on base and has 90 respondents. The findings were presented below:

1. Metacognitive Reading Strategies in Reading Comprehension used by Students

There are three types of metacognitive reading strategies based on Mokhtari and Reichard (2002) namely: Global Reading Strategies, Problem Solving Reading Strategies, and Support Reading Strategies. Based on the result of questionnaire found that students used three types of metacognitive reading strategies in reading comprehension. It can be seen as follow.

a. Global Reading Strategies

In global reading strategies, there are thirteen statements that deal with preparation for reading such as pre-reading, skimming, using background knowledge to comprehend the text. The following was the result of the questionnaire in the form of the mean score which showed each item of strategies used by the students.

Statements	Strategies	1	2	3	4	5	Mean
S3	Doing self-reflection to increase understanding	4	7	22	35	22	3.71
S24	Guessing what the content is about	2	9	32	29	18	3.58
S23	Checking the understanding before coming across to the new topic	1	14	31	26	18	3.51
S1	Having purpose during reading	4	6	40	21	19	3.50
S27	Checking the guessing	5	11	33	26	15	3.39
S4	Taking first the big picture of what reading are about	4	11	39	22	14	3.34
S12	Deciding what to read closely and what to ignore	5	8	46	19	12	3.28
S6	Clarifying reading contents with stated purpose	6	11	42	19	12	3.22
S17	Using context clues	5	16	35	23	11	3.21
S21	Critically analyzing and evaluating the text	6	19	38	17	10	3.07
S8	Reviewing the characteristic of the text	4	19	42	18	7	3.06
S15	Using tables, pictures and figures to help the understanding	14	16	29	20	11	2.98
S20	Using typographical features	14	20	27	20	9	2.89
Overall mean score							3.28

The table exhibited descriptive statistics for the participants' mean scores in global reading strategies. Based on the scale in the questionnaire, the average fell between "sometimes" (3) and "often do it" (4). Students often *doing self-reflection to increase understanding* was the most widely used during reading activity with the mean of 3.71. Additionally, the students sometimes *guessing what the content was about, checking the understanding before coming across to the new topic, and sometimes having purpose during reading* with the mean of 3.50. The description was the high average of metacognitive reading strategies used by the students in global reading strategies.

The following was the moderate mean score of global reading strategies with the mean score between 2.50 to 3.49. The first moderate subcategory was 3.39 that students sometimes *checking the guessing about the text are right or wrong*. The students also sometimes *taking first the big picture of what reading are about, deciding what to read closely and what to ignore, clarifying reading contents with stated purpose, using context clues, critically analyzing and evaluating the text, reviewing the characteristic of the text, using tables, pictures, and figures to help their understanding, and sometimes using typographical features* with the lowest mean score of 2.89. The overall mean score was 3.28 which means the level of students that used global reading strategies were at a moderate level.

b. Problem Solving Strategies

In Problem Solving reading strategies, there are eight statements which are used when the students face problem in comprehending the text. The problem faced by the students such as losing concentration and strategy to prevent problems such as adjustments to reading speed. The following table explained which strategies used by students in facing and solving the problem when they read the text.

Statements	Strategies	1	2	3	4	5	Mean
S9	Attempting to focus on reading	0	10	24	29	27	3.81
S14	Paying closer attention situationally	3	7	25	26	29	3.79
S25	Rereading to increase the understanding	1	14	19	30	26	3.73
S7	Reading slowly and carefully	6	10	16	31	27	3.70
S28	Guessing the unknown meaning	2	12	25	29	22	3.63
S19	Trying to picture and visualize the information	4	7	35	22	22	3.57
S11	Adjusting the reading speed	0	13	34	25	18	3.53
S16	Pausing thinking about the reading	4	18	34	23	11	3.21
Overall mean score							3.62

The analysis of students' respond in using Problem Solving reading strategies indicated that seven out of eight sub-categories were a high mean score and the average fell between "sometimes" (3), "often" (4), and "always" (5). The first sub-category which has the highest mean

score was students often *attempting to focus on reading* with the mean score of 3.81. In order to comprehend the text the students always *paying closer attention situationally* with the mean score of 3.79. In other strategies, the students often *rereading the text to increase a better understanding, reading slowly and carefully*, and often *guessing the unknown meaning* with the mean of 3.63. The students also sometimes *trying to picture and visualize the information*, and sometimes *adjust their reading speed according to what they are reading* with the mean of 3.53.

The following analysis was the moderate score of using Problem Solving reading strategies. The students sometimes *pausing thinking about the reading* with the mean score of 3.21. The overall mean score was 3.62 which means the level of students that used problem-solving reading strategies was at high level.

c. Support Reading Strategies

This strategy contained nine statements related to physical activities such as reading aloud, underline and taking notes, the use of tools, going back and forth in the text for discussing with others. The following table showed the support reading strategies used by students in helping them in comprehending the text.

Table 4.3
Support Reading Strategies

Statements	Strategies	1	2	3	4	5	Mean
S30	Using English and mother tongue to understand	7	9	29	28	17	3.43
S29	Translating English to native one	5	18	25	23	19	3.37
S10	Underlining or circling the information	7	17	26	21	19	3.31
S13	Using references	7	14	30	23	16	3.30
S18	Paraphrasing for more acceptable understanding	3	22	32	19	14	3.21
S5	Reading aloud to get larger understanding	18	12	18	18	24	3.20
S22	Relating the ideas of reading materials	7	16	35	19	13	3.17
S26	Asking oneself questions to get better understanding	2	26	28	25	9	3.14
S2	Taking notes while reading	9	25	39	11	6	2.78
Overall mean score							3.21

Through the examination of the table which is about the support reading strategies. The moderate mean score was rated from 2.50 to 3.49. The table showed all nine sub-categories used by the students at a moderate level and the average fell between “sometimes” (3), and “always” (5). At the highest mean score of 3.43 the students sometimes *using English and their mother tongue to increase their understanding*. The students also sometimes *translating English to their native language, underlining the information, using references such as a dictionary, and sometimes paraphrasing to better*

understand what they read with the mean score of 3.21. When reading becomes hard, the students always *reading aloud* with the mean of 3.20. They sometimes *relating the ideas of reading materials, asking themselves questions to get a better understanding*, and sometimes *taking notes while reading* with the mean score of 2.78. The overall mean score was 3.21 which means the level of students that used support reading strategies was at a moderate level.

2. The level of Students in Using Metacognitive Reading Strategies

This part, the researcher found the level of students in using metacognitive reading strategies. To know the level of students' in using metacognitive reading strategies, the researcher categorized based on the scoring guideline provided by Mokhtari & Reichard that helped to understand the averages of overall strategies used by the students. When the mean was 3.5 or higher was the high frequency used by students, while moderate used if the mean was 2.5 to 3.4 and 2.4 or lower was an indication of a low level of metacognitive reading strategies.

Seeing the result of data analysis, it was known that generally, the level of students in using metacognitive reading strategies of the fifth-semester students of the English Education Department was varied. The following table showed the level of students in using metacognitive reading strategies in reading comprehension.

Table 4.4

Level of Students in using Metacognitive Reading Strategies

Strategy	Mean	Level
Global Reading Strategies	3.28	Moderate
Problem Solving Reading Strategies	3.62	High
Support Reading Strategies	3.21	Moderate
Overall Reading Strategies	3.37	Moderate

Based on the collective finding provided above, the table showed an overview of the overall strategy utilization of the entire ninety students. The table showed that the level of students used problem solving strategies was the highest among all three types with the overall mean score 3.62. It also indicates that problem solving reading strategies were classified as high in the level of awareness. Afterward, the second preference of metacognitive reading strategies usage was global reading strategies with the mean score 3.28. In other words, the level of students used global reading strategies was placed as moderate. Lastly, the level of Support reading strategies was placing the lowest level with the mean 3.21. It also indicates that Support reading strategies were classified as moderate in the level of awareness.

Therefore, based on the overall result the mean score of students in using metacognitive reading strategies was 3.37. It can be interpreted that the level of students in using metacognitive reading strategies in reading comprehension was at a moderate level.

B. Discussion

In this discussion part, the researcher discussed the findings of metacognitive reading strategies used by students in reading comprehension and the level of students in using metacognitive reading strategies in reading comprehension. After all of the needed data are achieved, in this discussion, the data analyzed based on findings of the data that have been displayed before. The researcher delivers the discussion as follows:

1. The Metacognitive Reading Strategies Used by Students in Comprehending the Text

According to the result of the questionnaire with 90 respondents who filled the questionnaire on Google Form showed that the students used three types of metacognitive reading strategies in reading comprehension, which are Global reading strategies, Problem Solving reading strategies, and Support reading strategies.

The first type was Global reading strategies. According to Mokhtari and Reichard (2002) global reading strategies are the techniques that generalized and deliberate to set the purpose of the reading text, such as *self-reflection to increase understanding, guessing what the content is about, checking the understanding before coming across to the new topic, having purpose during reading, checking the guessing, taking first the big picture of what reading are about, deciding what to read closely and what to ignore, clarifying reading contents with the stated purpose, using context clues, critically analyzing and evaluating the text, reviewing the characteristic of the*

text, using tables, pictures, and figures to help the understanding, and using typographical features.

In global reading strategies, the most frequently used strategies were students often *doing self-reflection to increase understanding*. It indicated that students often think about what they know to help them understand what they read. Students also sometimes *guessing what the content is about and sometimes checking the understanding before coming across to the new topic*. It indicated that students sometimes try to guess what the content of the text is about when they read and also students sometimes made use of prior knowledge to help them understand new information. Ashadi (2019, p.7) also found that the most frequently used Global reading strategies was *using context clues, doing self-reflection to increase understanding, and Checking the understanding before coming across to the new topic*.

The second type was Problem Solving reading strategies. According to Mokhtari and Reichard (2002) explained that Problem Solving reading strategies are defined as tools, techniques, and procedures used by readers to solve the problems in reading through text skillfully such as *attempting to focus on reading, paying closer attention situationally, re-reading to increase the understanding, reading slowly and carefully, guessing the unknown meaning, trying to picture and visualize the information, adjusting the reading speed and pausing thinking about the reading*.

In Problem Solving reading strategies, the most frequently used strategies were students often *attempting to focus on reading*. It indicated

that students had a strong willingness to maintain their focus or concentration during reading. According to M. Noer (2014), in the reading process, concentration is needed to ensure understanding. By concentrating, the reading process will be better and faster so that students can understand the reading well. The next is students always *Paying closer attention situationally*. It indicated that students give closer attention to what they are reading. Students also often *Re-reading to increase the understanding*. It indicated that students read the text more than once to increase their understanding. In the same vein, Ashadi (2019, p.7) found that the most frequently used strategies were *re-reading to increase the understanding, attempting to focus on reading, and paying closer attention situationally*.

The last type was Support reading strategies with a moderate mean score of 3.21. According to Moktari and Reichard (2002) explained that support reading strategies are using support tools to help the reader comprehend the text easily, such as *using English and mother tongue to understand, translating English to their native language, paraphrasing for more acceptable understanding, reading aloud to get larger understanding, relating the ideas of reading materials, using dictionaries, taking notes, summarizing, underlining and asking oneself questions to get a better understanding*.

In Support reading strategies, the most frequently used strategies were students sometimes *using English and mother tongue to understand*. It indicated that students think about information in both English and their mother tongue when reading. Students also sometimes *translating English to their native*

language and underlining the information in the text to help remember it. It indicated that students had a habit of translating the English text into their native language when reading. They also had a habit of circling or underlining information they considered necessary in the text.

2. The Level of Students' Awareness in using Metacognitive Reading Strategies

Mokhtari and Reichard (2002) provided the scoring guidelines that helped to understand the averages of overall strategies used by the students. From the data that the researcher has analyzed, it revealed that the students have a positive awareness about metacognitive reading strategies in reading English materials. It can be said that the fifth-semester students of the English Education Department at the Islamic State University of Antasari Banjarmasin have the basic tools to reach a high-level of reading proficiency in English. The three categories of strategies were concerned, the students showed a high level strategy use, with problem solving strategies with the mean score of 3.62 as the prime choice. The students employed Problem Solving reading strategies when they are directly dealing with the text to counter difficulties in reading. in other words, this strategy is a way that students use and often successful at solving the problems (Sadiq, 2004). Then, the second preferable metacognitive reading strategies used by students was Global reading strategies with the mean score of 3.28. It was also similar to previous study by Ashadi (2019, p.7), found that Global reading strategies were the second frequently used by the students. The last was the least preferable metacognitive reading strategies used by the students was Support

reading strategies with the mean score of 3.21. It means that the students did not tend to have less mechanical strategy as the result of Support reading strategies were less used by the students.

Based on the result of the study which has been discussed in the previous part indicated that the overall mean score of students in using metacognitive reading strategies showed a relatively moderate overall usage with the mean score of 3.35. The study revealed that the level of students in using metacognitive reading strategies when facing reading materials was at a moderate level. It might be claimed that the students in this study were sometimes aware of these strategies and they used them frequently (Mokhtari and Reichard, 2002).