

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research. The findings and discussion are designed to answer the research question about the types of metacognitive online reading strategies practiced by English students at Antasari State Islamic University of Banjarmasin

A. Findings

In this section, the researcher presents the data that have been gathered from the students of English Education department UIN Antasari academic year 2020 that had already obtained through questionnaire. The data will be presented in table and descriptive form.

1. Types of Metacognitive Online Reading Strategies Practiced by English Students at Antasari State Islamic University Banjarmasin

This sub-chapter will discuss about findings from questionnaire. Here is table and description of questionnaire that shows the types of metacognitive online reading strategies practiced by English Education department year 2020 students at Antasari State Islamic University Banjarmasin. Metacognitive online reading strategy in this research divided into three categories by Mokhtari and Reichard's Reading Strategy Model (2002).

It covers three sub categories: Global Reading (GLOB), Problem-Solving (PROB) and Support Reading (SUP) Strategies.

The researcher gave the questionnaire to 80 students of semester 3 academic year 2020/2021 via whatsapp application, yet only 61 students who answered the questionnaire

a. Global Reading (GLOB) Strategy

Here is the table 4.1 that shows global reading strategy practiced by the students of English Education department semester 3, academic year 2020/2021.

Table 4.1

Global Reading Strategy								Total
No	Statement	Answer						
		1	2	3	4			
1.	I set the purpose for reading.	0%	23%	47.5%	29.5%			61
2.	I use/combine my knowledge when reading online	0%	18%	50.8%	31.1%			61
3.	I do previewing the text.	1.6%	11.5%	52.5%	34.4%			60
4.	I check if text content fit Purpose	1.6%	29.5%	41%	27.9%			60
5.	I do skimming to note.	0%	23%	52.5%	24.6%			61
6.	I decide what to read.	0%	13.1%	42.6%	44.3%			61
7.	I use tables, figures & picture when reading online	1.6%	16.4%	41%	41%			60
8.	I use context clues	3.3%	18%	57.4%	21.3%			59
9.	I use typographical aids	9.8%	32.8%	23%	34.4%			55

10.	I analyze and evaluate the text	4.9 %	41%	37.7%	16.4 %	58
11.	I do checking understanding	0%	24,6 %	59%	16.4 %	61
12.	I guess what material is about in the passage that I read online	3.3 %	26.2 %	47.5%	23%	59
13.	I check if my guesses about the text are right	4.9 %	21.3 %	54.1%	19.7 %	58
Note: Option 1 = never, 2 = occasionally, 3 = often, and 4 = always						

Based on the table 4.1, there were 29 or 47.5% of students who answered the questionnaire often set their purpose for reading. 18 or 29.5% of student stated that they always set their purpose and 14 or 23% of the English Education student occasionally set their purpose for reading.

There were 31 or 50.8% students that often use their background knowledge when do online reading and 19 or 31.1% students who answered the questionnaire always use their background knowledge when do online reading. In contrast, 11 or 18% of students are occasionally use their background knowledge when do online reading.

32 or 52.5% of students answered in questionnaire that they were often previewing the text that they read online. While 21 or 34.4% of students always previewing the text and 7 or 11.5% sometimes preview the text. In addition, there was 1 or 1.6% students were never previewing the text that they read online.

There were 25 or 41% of English Education department student answered that they often check if text content fit the purpose of the text that they read online. 18 or 29.5% of students answered occasionally and 17 or 27.5% of students always check if text content fit the purpose of the text. Just 1 or 1.6% answered that they never check if text content fit the purpose of the text.

Most of the student used skimming to note when they read online text. There were 32 or 52.5% of students often use skimming to note. While 15 or 24.6% of students are chose always. In addition, 14 or 23% of the students are occasionally use skimming to note.

There were 27 or 44.3% of students were answered always decide what they wanted to read in internet and 26 or 42.6% choose the answer often. Only 8 or 13.1% were answered occasionally on decide what to read.

In using tables, figures & picture when reading online text, there were 25 or 41% of students answered always and 25 or 41% of students answered often. The students who answered in questionnaire that occasionally used tables, figures & picture when reading online text were 10 or 16.4%. On the other hand, only 1 or 1.6% answered never.

35 or 57.4% of English Students Department always use context clues when they read text online. There were also 13 or

21.3% of students who answered always. 11 or 18% of the students were answered occasionally and only 2 or 3.3% choose never.

There were various percentage of students who used typographical aids when read online text. 21 or 34.4% of the students answered always. The students who choose occasionally were 20 or 32.8% while 14 or 23% of the students answered always. On the other hand, 6 or 9.8% of students answered never.

Based on the table 4.1, there were 25 or 41% of students who occasionally analyze and evaluate the text that they read online. The student who answered often were 23 or 37.7% and 10 or 16.4% answered always. In contrast, there were 3 or 4.9% students who never analyze and evaluate the text that they read online

Most of the students check their understanding on the text that they read. There were 36 or 59% of students who choose often and students who answered occasionally 15 or 24.6%. In addition, the students who answered always on the questionnaire were 10 or 16.4%

There were 29 or 47.5% of students answered often guess what material is about in the passage that they read online. 16 or 26.2% of students choose occasionally and 14 or 23% who answered always. Only 2 or 3.3% of the students choose never on the questionnaire.

Based on the table 4.1, the students who often check if their guesses about the text they read online were right were 33 or 54.1%. The students who answered occasionally were 13 or 21.3% and 12 or 19.7% answered always. There were only 3 or 4.9% of students choose never.

From the description of table 4.1 above, it can be known that most of the students of English Education Department semester 3 academic year 2020/2021 used global reading (GLOB) strategy. It can be proved from the students who agree that they doing some activities that indicates global reading (GLOB) strategy. The students set the purpose for reading. The purpose of online reading for students is to get the information that they want to know. The students used the activities as a planning strategies before reading the online text by using or combining their knowledge, they also preview the text, decide what to read online, skimming to note, check if the text content fit the purpose, use typographical aids and use context clues.

Moreover, the students do analyzing and evaluating the text, they check their understanding when reading online, guess what material is about in the passage that they read online, and check if their guesses about the text are right.

b. Problem-Solving (PROB) Strategy

Here is the table 4.2 that shows problem-solving (PROB) strategy practiced by the students of English Education Department semester 3 academic year 2020/2021.

Table 4.2						Total
Problem-Solving (PROB) Strategy						number
No	Statement	Answer				
		1	2	3	4	
14.	I read slowly and carefully	0%	29.5 %	45.9 %	24.6%	61
15.	I do getting back when distracted	1.6%	21.3 %	41%	36.1%	60
16.	I adjust my reading speed	3.3%	21.3 %	50.8 %	24.6%	59
17.	I pay closer attention when facing text difficulties.	1.6%	14.8 %	41%	42.6%	60
18.	I pause to reflect on reading	1.6%	29.5 %	41%	27.9%	60
19.	I visualize the information	1.6%	19.7 %	47.5 %	31.1%	60
20.	I re-read the text	8.2%	39.3 %	39.3 %	13.1%	56
21.	I guess unknown words	4.9%	9.8%	50.8 %	34.4%	58
Note: Option 1 = never, 2 = occasionally, 3 = often, and 4 = always						

Based on table 4.2, student who choose the answer often read online text slowly and carefully were 28 or 45.9%. the students who choose occasionally were 18 or 29.5%. In addition, there were 15 or 24.6% of students answered always.

Most of the student were getting back when distacted in reading online tetx. There were 25 or 41% of students who answered often and the student who answered always on the questionnaire were 22 or 36.1%. In addition, 13 or 21.3% of the students answered occasionally. There were only 1 or 1.6% of students who answered never.

There were 31 or 50.8% of the students stated that they often adjust their reading speed. 15 or 24.6% of the English Department students answered always. Moreover, there were 13 or 21.3% of the students answered occasionally and only 2 or 3.3% answered never.

There were various answer for the statement of “I pay closer attention when facing text difficulties”. There were 26 or 42.6% of the students who answered always and students who agree with the statement often were 25 or 41%. 9 or 14% of the students choose occasionally and the rest of them, 1 or 1.6% of the students answered never.

25 or 41% of the students answered on the questionnaire that they often to pause to reflect on reading online text. There are 18 or 29.5% of the students were answered occasionally. In addition, 17 or 27.9% of the students answered always yet only 1 or 1.6% of the participants choose never.

From the table 4.2, it is known that 29 or 47.5% of the students answered often for the statement “I visualize the information”. 19 or 31.1% of them answered always and the students who answered occasionally were 12 or 19.7%. In addition, only 1 or 1.6% of students choose never.

There were 24 or 39.3% of students answered often and 24 or 39.3% occasionally re-read the online text. While 8 or 13.1% of them answered always and 5 or 8.2% were choose the answer never.

It is known from table 4.2 that 31 or 50.8% of students were often guess the unknown words when reading online text. 21 or 34.4% of students were answered always on the questionnaire. In addition, there were 6 or 9.8% of them were choose occasionally and only 3 or 4.9% of students were answered never.

From the description of table 4.2 above, it can be said that most of the students of English Education Department semester 3 academic year 2020/2021 used problem-solving (PROB) strategy. It can be seen from the students who agree that they doing some activities that indicates problem-solving (PROB) strategy. The students read the text online slowly and carefully, getting back when distracted, adjust their reading speed, pay closer attention when facing text difficulties, pause to reflect on reading, visualize the information, re-read the text, and guess unknown words.

Here is the table 4.3 that shows support reading strategy practiced by the students of English Education Department semester 3 academic year 2020/2021.

Support Reading (SUP) Strategy								Total
No	Statement	Answer				Number		
		1	2	3	4			
22.	I take notes while reading	23%	42.6%	18%	16.4%	47		
23.	I read the text out loud	45.9%	34.4%	11.5%	8.2%	33		
24.	I underline and circle the text	23%	42.6%	23%	11.5%	56		
25.	I use dictionaries	11.5%	19.7%	44.3%	24.6%	54		
26.	I do paraphrasing	13.1%	39.3%	36.1%	11.5%	52		
27.	I do going back and forth to find relationships	8.2%	36.1%	50.8%	4.9%	56		
28.	I ask self-questions	6.6%	26.2%	50.8%	16.4%	57		
29.	I translate English into native language	4.9%	24.6%	47.5%	23%	58		
30.	I think about information in both English and mother Tongue	0%	23%	50.8%	26.2%	61		

Note: Option 1 = never, 2 = occasionally, 3 = often, and 4 = always

From the table 4.3, it is known that 26 or 42.6% of the students who answered the questionnaire stated that they occasionally take notes while they were reading. In contrast with that, only 10 or 16.4% of the students who stated always. The other 14 or 23% stated never and 11 or 18% answered often.

It is stated that as many as 28 or 45.9% of the students choose never as their answer of statement “I read the text out loud”. 21 or 34.4% of the students answered occasionally, 7 or 11.5% of them answered often and only 5 or 8.2% of them choose the answer always.

The students also known practiced support reading strategy by giving the underline and circle to the text that they read online. Most of the students answered occasionally in the table 4.3, they were 26 or 42.6% of students. There were 14 or 23% of the students who answered never, 14 or 23% answered often and only 7 or 11.5% of them who always give underline and circle to the text.

In using dictionaries, there were 27 or 44.3% of the students who answered often used it when online reading. In contrast with that, only 7 or 11.5% of the students who answered never, and the remaining 27 or 64% of them answered occasionally and always.

In the table 4.3, it is known that 24 or 39.3% of the students answered that they occasionally paraphrase the text when they were doing online reading text. There were 7 or 11.5% of the students who answered always, and the rest 22 or 36.1% and 8 or 13.1% of them answered never and often.

There were 31 or 50.8% of the students who answered that they often go back and forth to find relationships in the text. 22 or 36.1% of the students answered occasionally, 5 or 8.2% of the students answered never and the rest 3 or 4.9 students answered always.

There were 31 or 50.8% of the students often ask self-questions. 16 or 26.2% answered occasionally, 10 or 16.4% answered always and 4 or 6.5% answered never.

Furthermore, 29 or 47.5% of the students answered often translate English into native language, 15 or 24.6% answered occasionally, 14 or 23% answered always, and 3 or 4.9% answered never.

There were 31 or 50.8% of the students answered they often think about information in both English and mother tongue, 16 or 26.2% answered always, 14 or 23% answered occasionally.

From the description of table 4.3 above, it can be said that most of the students of English Education Department semester 3 academic year 2020/2021 used support reading strategy. It can be seen from the students who agree that they doing some activities of support reading strategy. The students take notes while reading online text, read the text out loud, underline and circle the text, use dictionaries, do paraphrasing, do going back and forth to find relationships, ask self-questions, translate English into native language and think about information in both English and mother tongue. The students used this strategy in order to know how well they've understood the online text. Moreover, support reading strategies were used by students to enhance understanding and memory.

B. Discussion

Based on the findings stated before, the researcher will discuss the types of metacognitive online reading strategies practiced by English Education department year 2020 students at Antasari State Islamic University Banjarmasin. Here are the discussion:

1. Global Reading (GLOB) Strategy

According to Martinez (2008), global strategies can be defined as generalized or global reading strategies aimed at setting the stage for the reading act for instance, setting a purpose for reading, previewing the text

content, predicting what the text is about. This theory is in line with the findings that stated before, in the findings, it is known that most of the students set the purpose for reading the text online. They preview the text, and guess what material is about.

The strategies in global reading strategy is also part of planning strategy. Preparing for learning preparation to leverage basic learning knowledge is an example of strategic planning (Almasi, 2007). Using background knowledge when reading can be said as planning strategy. Most of the students in the findings stated that they often use background knowledge when reading. With this activity, students can preview the text by skimming. The students also can read the title, symbol, example, title or subtitle review to preview the text. It is in line with the finding of the study, most of the students answered often and always do skimming the text and use tables, figures & pictures when online reading.

Global Reading Strategies (GLOB) help learners control or deal with their reading through deliberate, cautiously arranged techniques (Martinez, 2008). For the examples, decide what to read. From the finding, it is known that 86.9% of the students often and always decide what to read. Moreover, most of the students also stated that they check if text content fit the purpose of the text, use context clues, use typographical aids, analyze and evaluate the text, analyze and evaluate the text, checking understanding and check if their guesses about the text were right.

Based on the explanation and discussion of global reading strategy above, it can be known that most of students chose all the items in GLOB strategy, so the researcher concluded that the students used global reading (GLOB) strategy to set the purpose of online reading and as a planning strategies before reading the online text

2. Problem-Solving (PROB) Strategy

The activities and procedures that readers engage in when interacting directly with the text are referred to as Problem-Solving Strategies (PROB). This strategy used when problems with understanding textual information arise, problem-solving strategies are used (Karbalaeei,2010). From the findings found that most of the students were careful and slowly, the students when they got distacted they re-read again, pay attention to text when facing difficulties, and adjusting their reading speed when they read online text it means when challenges with interpreting textual material arise, problem-solving or repair procedures are used by the students.

Based on the Almasi (2007) understanding vocabulary, self-questioning, summarizing, and inferring the main idea of each paragraph are some of the monitoring strategies. It is also in line with the findings that student guess the unknown words by try to look out the words or sentences before.

The conclusion from the discussion in problem-solving strategies (PROB), the researcher can concluded that most of the students chose all the items in problem-solving strategy to to gain a deeper understanding of the text and be able to solve the problem when reading online text.

3. Support Reading (SUP) Strategy

Support Reading Strategies (SUP) are essential assistance system aimed to support the reader in terms of understanding the text (Mokhtari & Reichard, 2002). Support strategies were used by the students to enhance understanding and memory. From the findings, it is known that the students used support reading by doing some activities such as using dictionary, going back and forth to find relationships in the online text, translating English into native language, thinking about information in both English and mother tongue and asking self-questions. Most of the students answered often and always doing those strategies to support the understanding of the text that they read.

One of the previous study stated that support reading strategies seemed to be the least used strategies than global reading strategy and problem solving strategy (Namariki, 2021). This is in accordance with the findings in the table 4.3 that shows if in some activities, such as taking notes while reading, reading the text out loud and underlining and circling the text, most of the students answered never and occasionally.

From the explanation and discussion of support reading strategy, it can be known that most of students chose all the items in SUP strategy, so the researcher concluded that support reading strategy to enhance understanding and memory.