

THE IMPLEMENTATION OF METACOGNITIVE STRATEGIES IN EFL UNIVERSITY STUDENTS' READING COMPREHENSION

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Abstrak

Penelitian ini bertujuan untuk menyelidiki penerapan strategi metakognitif yang digunakan oleh mahasiswa Bahasa Inggris dalam pemahaman baca mereka. Dalam penelitian ini, peneliti menggunakan penelitian kualitatif untuk mengetahui pemahaman menyeluruh terhadap penerapan strategi metakognitif yang digunakan oleh mahasiswa Bahasa Inggris dalam pemahaman baca mereka. Peneliti menetapkan 8 siswa untuk menjadi subjek dalam penelitian ini. Subjek dipilih berdasarkan skor membaca TEP mereka, yang termasuk sebagai kategori pembaca tingkat lanjut. Peneliti melaksanakan penelitian ini di Universitas Negeri Surabaya karena peneliti hendak mengetahui fenomena di kampusnya sendiri. Hasil penelitian menunjukkan bahwa pada tahap perencanaan, para siswa hanya membaca seluruh teks tanpa memikirkan apa yang akan mereka lakukan. Namun, para siswa melakukan sesuatu sebelum membaca, misalnya: menetapkan tujuan, menebak topik dari judul bacaan, dan menghubungkan teks dengan pengetahuan yang mereka miliki sebelumnya. Tetapi, mereka tidak menyadari bahwa kegiatan tersebut tergolong dalam tahap perencanaan karena kegiatan tersebut terjadi sebelum kegiatan membaca dimulai. Selain itu, dalam tahap pemantauan, sebagian besar siswa memiliki kesukaran dalam kosa kata, mencari gagasan pokok dan topik dalam bacaan. Pada tahap ini, siswa menggambarkan bagaimana mereka mengatasi masalah mereka dalam membaca dan juga menunjukkan jenis strategi yang mereka gunakan dalam memantau bacaan mereka. Selain itu dalam tahap penilaian, para siswa menggambarkan bahwa mereka membuat simpulan terhadap teks yang mereka baca. Dengan begitu siswa menilai apakah mereka memahami bacaan tersebut atau tidak. Hal ini menunjukkan bahwa siswa menerapkan apa yang mereka baca dalam situasi lain dan juga mereka meninjau pemahaman mereka dengan membuat simpulan terhadap teks. Para siswa juga menyebutkan bahwa ketika mereka membuat simpulan, mereka hanya menuliskan informasi spesifik singkat mengenai masalah dan tujuan penelitian, metode yang digunakan, dan hasil penelitian.

Kata Kunci: strategi metakognitif, membaca, pemahaman membaca.

Abstract

This study was conducted to investigate the implementation of metacognitive strategies used by the EFL university students in their reading comprehension. In this research, the researcher used qualitative research to find out complete explanation and extend understanding of the implementation of metacognitive strategies in EFL university students' reading comprehension. The researcher chose 8 students to be the subject of this research. The subjects were chosen based on their TEP reading score, which includes an advanced readers category. The researcher conducted this study at the State University Surabaya. The results showed that in planning stages, the students just directly read the passages without thinking what would they did it in. However, they did something before reading, for example setting a goal, guessing the topic from its title, and connect the title of the text with their prior knowledge. Unfortunately, they did not realize that those activities belong to planning because it happened before the reading activity began. Furthermore, in monitoring stages, most of the students had a lack of vocabularies, find the main idea and topic. Here, in this stage, the students described how they overcome their problem in reading and showed what kind of strategies they used in monitoring in their reading. Moreover, in evaluating stages the students described that they made a conclusion toward the article, they evaluated their reading whether they understand it or not. It showed that the students applied what they have read into another situation which in this case, was making a conclusion toward the text. they tried to check their understanding of the article by making a conclusion. They also stated that when they were making a conclusion, they would write specific information only.

Keywords: metacognitive strategies, reading, reading comprehension.

INTRODUCTION

In this education era, it is well-known that reading is one of the most important skill in order to make students more knowledgeable, and it can be fulfilled with reading as a strategy. Hood, Solomon & Burns (1996) stated that the ability to read well in English will influence by learning potential in all other areas. To make students more knowledgeable, this can be fulfilled by learning strategy that can be implemented in reading.

A good reader used a reading strategy to make an effort in order to have a better understanding of the text. Reading strategy is a subjective psychological action in order to design the content of the text (Hosenfeld et al., 1981). As the kind of activity above, it shows that the reader can comprehend the text well or not. For examples of reading strategies used by good readers conducted by Hosenfeld et al., (1981), those are, keeping the question of the text in their mind, using the title of the text to guess what information that given in text, using fast skimming in order to get the core information from the text, scanning to look for the specific information, associating the concepts of what the reader that already known, taking notes of specific information from the passage, paraphrasing using their own words, guessing the definition of a word from the context, and also summarizing.

Reading is a suitable system of learning that educational society needs. Learners enhance their knowledge by improving their reading ability. The learners' purpose of reading is comprehending the text literally and getting meaning of what they have read (Othman, 2010). Reading comprehension is a mental activity that needs dynamic thinking to comprehend and realize something that they have been read (Sheng, 2000). Rivers (1981) stated that reading is one of the most important activities in any language class, not only as a source of the information and enjoyable activity but also to strengthening and broadening one's knowledge of the language. Perfetti, Landi & Oakhill (2005) believed that the perceptual image of the text message includes three levels, which is: word, sentence, and text level that is called comprehension.

However, there are two types of learning strategies that can be implemented in reading, such as indirect strategies and direct strategies (Oxford, 1990). The indirect strategies consist of metacognitive strategies, effective strategies, and social strategies. On the other hand, direct strategies consist of memory strategies, cognitive strategies, and compensation strategies. Between those strategies, cognitive strategies and metacognitive strategies are the common strategies used in reading (Hamdan, Ghafar, Sihes & Atan, 2010).

Based on Oxford (1990) metacognitive strategies in reading are identified as analyzing and discussing about the already known material, finding out the language learning, paying attention, organizing, setting goals and objectives, identifying the purpose of a language task, planning for a language task, seeking practice opportunities, self-monitoring, and self-evaluating. Furthermore, metacognitive strategies can be classified into three stages, which are: planning, monitoring, and evaluating (O'malley, O'malley & Chamot, 1990).

They stated in their explanation that there are four following ways in planning, namely, planning itself in the beginning, then, directed attention, functional planning, selective attention, and self-management. While, in monitoring, they stated that monitoring is a response to ambiguity in comprehending language which learners tried to guess the meaning based on the information behind it. The learners itself may have to monitor the information in the language to the initial guess. They also might modify the earlier comprehension error. Moreover in evaluating, it is included in checking the learner's own language performance and strategy that the learners used in the language task.

Based on the explanation above, the researcher wants to conduct research regarding metacognitive strategies, especially the implementation of this strategy by EFL university students. In order to know more about the implementation of metacognitive strategies, the researcher chose 8 students to be the subject of this research. The subjects are chosen based on their TEP reading score, which includes an advanced readers category. The researcher conducted this study at the State University of Surabaya because she wants to know the phenomenon in her own campus. The subjects were also suitable enough for this study because the researcher chose theirs represents of critical reading class.

RESEARCH METHODOLOGY

The goal of this research is to find out the result of the implementation of metacognitive strategies in the EFL university student reading comprehension. In this situation, the researcher used descriptive qualitative as the research design in order to get the data description in-depth. The aim of using qualitative research in this study was to find out the complete explanation and the extent of understanding rather than fractional data analysis. Furthermore, for this research, the researcher used basic qualitative research as the main research design.

This research is conducted in the State University of Surabaya, located on Surabaya, East Java. This location is chosen because the researcher wanted to investigate on her own campus and also to make the data collection more effective. This study would use 8 students as the

subject samples. This subject samples called purposive sampling because the researcher chose the subject based on the representative of advanced readers on critical reading class C (Ary, Jacobs & Sorensen, 2010). The subjects were taken from their TEP reading score. The criteria of the research subject were given by the researcher herself, and the researcher decided that advanced readers who were the TEP reading scores more than 45. The score was gotten by the calculation of the maximum reading TEP score divided into three, it was because the researcher wanted to divide the score into three categories; low, intermediate, and advance.

In this research, the researcher used observation, field notes, learning log, and interview as the data collection technique. The interview was used as an instrument to clarify the subjects' answer after they completed their learning log.

In this technique, the researcher joined a critical reading class and she would observe metacognitive strategies phenomenon happened during the class. Then, they were asked to read a text and use metacognitive strategies. Thereafter, the subjects completed the learning log given by the researcher in order to know the information toward students metacognitive in their reading. It consists of the difficulties of the subject when reading, way to overcome it and evaluation toward their reading processes. Furthermore, the researcher would interview the subjects to confirm whether they used metacognitive strategies or not, and to clarify what happened when the subjects were in the planning, monitoring, and evaluating stage. Ary et al., (2010) stated that written files could be used by qualitative research as a tool to comprehend the study or phenomenon. The strategy used by the researcher analyzed the data called document analysis. The types of document analysis could be differentiated into two types, that were text-based which includes questionnaire, novels, journals, and textbooks. While non-written records, includes: photograph, audio tapes, and YouTube videos. The analysis could be conducted using current document, which was the result of the field notes, the result of learning log, and the result of the interview about the subject's personal experience when they implemented metacognitive strategies. Then the researcher used the audio tapes taken from the recording during the subjects were interviewed.

In brief, field notes, learning log, and the results of the interview were appropriate data to understand subjects that used metacognitive strategies. Also, they were provides written data so it helps the researcher to understand the thinking process better. Then, the interview was involved to give data support, which aimed to make the data clearer. The researcher would conduct

the research for 6 days, it would take approximately 2.5 hours each day, and 1 hour each subject. The audio recorder used in order to collect the data in the interview. In the interview, the researcher would ask several questions to the subject to clarify the data.

There are several stages in analyzing the data, in order to present the data nicely. Ary et al., (2010) stated that there are three stages in analyzing qualitative data, which are: organizing and familiarizing, coding and reducing, interpreting and representing. The researcher used those stages above to analyze the data.

RESULT AND DISCUSSION

Result

In this section, the researcher describes the finding after she conducted research in a critical reading class. The result of this study is gathered from observation, field notes, learning log and interview. All of the data presented in this section aims to answer the research question, which is how are metacognitive strategies implemented on the EFL university reading comprehension. The researcher attended the class for six meetings. During the research, the researcher took a seat in the back of the class while observed the implementation of metacognitive strategy done by the lecturer. After the researcher conducted the observation toward the class, the students were asked to read a text and use metacognitive strategies. There were several questions in the learning log. It is used as a personal record of what they have done in their learning. Then, the researcher elaborate students learning log with an interview. The researcher used a semi-structured interview, there were three parts in this interview, which are pre-reading, whilst reading, and post-reading.

The result in this research showed that there were several stages in metacognitive strategies; namely, planning, monitoring and evaluating. All of the participants have several strategies in those stages. Although, many of them have the same strategies.

Planning

In the first stage which is planning, all the students were showing different activities. Student A, she always directly read the article without thinking any plan toward the article. Her planning was to try to guess the author main idea and target reader toward the article based on the title and headline. After that, she read the question provided in the article. Furthermore, she set a goal in her reading. Her goal was to understand the whole article that she read and answer all of the comprehension toward it. While she started to read she used her prior knowledge to link with the topic in the article.

Student B in this stage showed that she started to read the title, header, or first sentence in each paragraph first. Then, she marked which one of the sentences that shows fact or opinion and also the conclusion. Moreover, her purpose in reading was to understand the passage quickly. However, she never used her background knowledge before she read the passage, yet she uses her background knowledge after she read the whole text. Because, if she used her background knowledge, in the beginning, she would feel lazy to read the text.

Student C in her planning, she would do scanning and skimming. Then, her purpose in reading was to understand the whole passage, it shows how she could answer the comprehension or not. Also, she always linked her prior knowledge only with the article that she knew, if it was not she would search it through the internet.

Student D actually made a plan before she read, unfortunately, she did not realize it. Before she read, she determines the text through 5W+1H, She would find the detail information through those questions. Then, she started to guess the content of the article toward its title, some words that be **bold** or *italic* by the author, take a look the visualization such as a chart, diagram, or even picture. Furthermore, her goal toward her reading was to understand the text both explicitly and implicitly, and could complete all reading comprehension. When she read the article, she automatically links her background knowledge through the title.

Student E, in her planning she would find out the topic of the text first by guessing from the title. After that, she linked the title with the first paragraph or thesis statement. Furthermore, her learning goal depended on the instruction. If the instruction was to answer the reading comprehension, her goal was to understand the text so she could answer the comprehension. On the other hand, she rarely to link her prior knowledge with the text. She would link her prior knowledge in a certain topic only.

Student F did not realize that actually, she made a plan before she started to read. The first thing she did was, reading the instruction. Therefore, she would have a big picture of the passage and any kinds of information that she would get inside it. Additionally, her purpose in reading was answering the comprehension in the text and master it all of the instruction given. Then, she described that she would not link her prior knowledge whilst she read the passage because it could distract her to understand the text. Otherwise, she would guess the content using the title of the passage.

Student G before she read, she made plan forward such as finding out the theme or topic in the passage. She also did scanning and skimming too. Thereafter, her

purpose in reading was understanding the text and answering the comprehension. Eventually, she would find other sources to support the passage that she read rather than link her prior knowledge with the text.

Last, student H in her planning, she would take a look for some details that provide useful information such as title, table, and diagram. Subtopic also become one thing that she considered when she read. Additionally, she would find the main idea in each paragraph too. Her purpose in her reading was to understand the whole article that she read. Before she read, she always relates her background knowledge with the article. So, she started to read the title first then, link it with her background knowledge.

Monitoring

In the monitoring stage, most of the students had difficulties to understand new words that they found in the article. It means, they still had a lack of vocabularies in their reading. However, there were several students who have different difficulty such as, finding out the main idea in each paragraph and understanding the topic of the article. In addition, in this stage, the students also described the way to overcome their problem. They resolved their lack of vocabularies by translating the meaning into Bahasa from both online or offline dictionary. They also ask their friends by discussing the passage together and finding other sources related to the article.

Student A in her monitoring stage, she used fingers to point out each clause in the article. She also does guessing from the context to find out important information related to the topic. However, she had a lack of vocabularies about new terms and some theories that she never found out before. Also, understanding the main topic from each author's argument was also her difficulties. Moreover, she overcomes her difficulties by discussing the article with her friends also she saw the repetition to help her understand the real meaning of the article and she tried to find more information from the references that related with the topic.

Student B in this stage, she would understand the text very well and tried to highlight which information that she thinks important. She also made a conclusion if it was needed. Moreover, student B had lack of vocabularies in her reading, especially new words or terms. Then, she overcomes her difficulty by discussing with her friends and also opening a dictionary to find out the meaning.

Student C in the monitoring stage, she did marking keywords, using a finger as a pointer, and taking note to help her making a conclusion. Student C tent having difficulties such as understanding new vocabularies and

finding the main idea. Then, she overcomes her problem by discussing with her friends, opening a dictionary, and browsing the internet.

Student D in whilst reading, she always pays attention to the *italic* or **bold** words, name, and highlight. Also, she makes a little bit a conclusion in each paragraph of the text. However, she had difficulties in her reading for example, when she read kind of text which English advanced level it was difficult for her to understand the text. Also understanding the unknown words and paragraph that has meaning implicitly. The way how she overcomes her problem was the same as student A, B, C.

In the monitoring stage, first student E read the whole passage and find out the main topic of the article. After that, she would find out new vocabularies, then translate the meaning of them. The difficulty she faced was depending on the theme of the article, and new vocabularies and citation that was not clear. Finally, when she did not understand with the text, she will re-read the article one more time until she understands it. In addition, if she still could not understand the passage, she would find other information related to the topic.

In this stage student F, tried to find out the information she needs. When she found keywords, she would mark toward it. Then, she would find other parts that she thinks it was difficult, she would skip it and move on to the next parts. She also used to guess from the context for her lack of vocabularies. She rarely opens dictionary to find the meaning. She would choose discussed with her friends and re-read the whole passage rather than to look up the dictionary.

Student G while in monitoring stage, she skimmed and scanned the article and then she made some prediction towards the article. However, she would directly open a dictionary to help her translate the meaning of new vocabularies she found. She prefers to translate the whole passage into Bahasa using dictionary rather than guessing from the context of the article.

Whilst reading, student H, would pay attention to the main idea in each paragraph. By focusing on the main idea, she could understand more in each paragraph. After that, she added some information that she scanned and skimmed before she read the passage. Nevertheless, she also had a lack of vocabularies and it could make her a little bit difficult to understand the text. One thing that she did to overcome her problem was opening a dictionary to find the meaning.

Evaluating

In evaluating stage, the students could evaluate their reading by re-reading the article once again to gain more understanding toward the text, highlighting important

points, noting the main idea, and making a conclusion toward the article. Here is the following explanation:

In this stage, student A evaluates her reading by answering reading comprehension of the article, noting the main idea in each paragraph, and making a conclusion. While student B, she prefers to discuss her reading comprehension answer with her friends. Then she tries to compare the result of the discussion with her background knowledge. In evaluating, student C tend to re-read the whole passage and make a highlight the main idea in each paragraph. In order to make her easier to answer reading comprehension. Eventually, student D in evaluating stage, she prefers to take notes in each paragraph and re-read the conclusion that she made.

Furthermore, student E in post-reading, she made a conclusion from the article by writing the main points or specific information only. However in this stage, student F evaluates her reading by re-read the article once again and do the exercise to make her understand better, also she tries to find out new information that made her curious with different sources. Otherwise, student G in evaluating stage, she evaluates her reading by noting several new vocabularies she got in the passage and doing paraphrase practice. Last student H in post-reading activity, she will summarize the passage to check her understanding deeper about each paragraph in the article. Therefore, she can answer comprehension easily.

Discussion

In this section, the researcher presented a discussion about the used of EFL university students' metacognitive strategy toward their reading comprehension. The subject of this study was eight EFL university students at the State University of Surabaya. The researcher used three instruments to get data which are observation, learning log and also the interview. According to (O'malley, O'malley & Chamot, 1990). metacognitive strategies are divided into three stages, which are planning, monitoring and evaluating. The following explanations would like to discuss more the implementation of the metacognitive strategies toward students reading comprehension.

Planning

As the researcher stated above that the students would try to guess the content before they read. They used the information in the passage such as using the title, chart, diagram, picture or even heading. This was also used to guess any difficult vocabularies in their reading. This ability was used to infer the meaning of its word using any clues surround it. This could be in the form word within text or linguistic element that construct the meaning, this involved the students' background knowledge and the situation of the subject. It linked with

the content that they face in their reading because it was the information that students get in their previous experiences. They recall that memory and connect them with the passage that they were reading. The students did not have to start over from the beginning, just knowing a little bit information before helping them a lot in their reading but if they did not have background knowledge about the topic they would need to read the passage carefully and understand it step by step. These activities were applied by students before they start to read or in their pre-reading activity.

It is supported by O'Malley, et. al (1990) that there are four following ways in planning. Starting on the planning itself which are previewing the organizing concept or principle of an anticipated learning task, then arranging strategies to handle an upcoming task, after that generating a plan for the parts by sequencing the main ideas or language function to be used in this stage. Second is directed attention, in this part the reader decides to ignore irrelevant distractions and only focus on the part that they are learning in the beginning. Third, which is functional planning, the reader plan to practice the linguistic components to carry out an upcoming language task. Then, selective attention. In this stage, the reader decides to focus on specific aspects of input, such as they tried to scan keywords, concepts, and also linguistic markers. Last, self-management in this part the reader understanding the condition that helps them to learn and arranging for the presence of those conditions.

Monitoring

Then in the monitoring stage, students described whilst reading activity. As stated above, most of them had lack of vocabularies in their reading. Here in this stage, the students described how they overcome the problem in their reading and also showed what kind of strategies they used in monitoring their learning in reading. They confessed that they discussed with other friends to find the meaning as well as answer reading comprehension on the passage. In this stage showed that the students have the desire to understand the topic. They discussing the author's argument on the passage together to answer the task correctly. Guessing through the content also applied by them in this stage. They said that by guessing the meaning they could translate the meaning fastly than before. Yet they still considered that by doing this, the chance of getting right is half from the exact meaning. Then the students also highlighting some sentences in the passage include keywords, *italic* /**bold**/underline words. It was used to locate the main idea in each paragraph and differentiate which one the paragraph or sentence that include as a fact or even opinion. The students also re-read the text to check to

understand once again. They would scan and skim the passage to find the information and skip unimportant information that does not belong to the reading comprehension. This shows that in this monitoring stage, the student used problem-solving to control or monitor their learning process.

It concluded from their strategies in this stage that shows the students know things that they do and if anything goes wrong they would be the one who knew. This helps the students to regulate the important resources that they know in the passage and help them to find the best way to use this. This is in line with O'Malley, et. al (1990) they said that definition of monitoring is as a response to ambiguity in comprehending language which learners tried to guess the meaning based on the information given toward it. The learners itself may have to monitor the subsequent information in the language to the first guess of their understanding. They also might get and modify the earlier error in their comprehension.

Moreover, self-monitoring stage is including checking, verifying and also correcting student's comprehension in the learning of a language task. Monitoring occurs during their reading, in this stage, the students would differentiate and give evidence and marking the important words. Which means they only tried to find the information that they need in the passage. The students also tried to find another information from other sources but have a different topic. This shows that the students do not give up when they find another problem. They overcome it immediately and solve it.

Evaluating

At last, the students were described in their evaluating stage. Based on O'Malley, et. al (1990) evaluating is include in checking the learner's own language understanding, strategy or even performance that the learners used in the language task. This was the same as the results that the researcher found that on the students' interview. The students described that they made a conclusion toward the article, they evaluated her reading whether she understands or not. It shows that the students applied what they have read into another situation which in this case was making a conclusion toward the text. They tried to check their understanding of the article by making it. They stated when they were making a conclusion, they would write each main points or specific information only. One student also described that she evaluated by compared it each other with her background knowledge, it means she would get new useful fact based on the what they have read. There were also students who re-read the text once again to check her understanding. Whether they missed something in the

passage before or only to make sure the information that they read.

Evaluating stage also become a reflection toward the students learning in reading. This shows that evaluation can help the students identify her learning process whether they make an adjustment or improvement toward their learning and also help them to realize that their goals efficiently achieve it or not. The students collecting and analyzing the information from the passage such as characteristics, any kind of activities and also outcomes. The information that the students collect in the form of conclusion or notes can enable them to demonstrate whether they successfully understand the passage or not, it allows them to share and communicate to each other or to solve the problem that they face together.

Furthermore, in this study, the students successfully applied metacognitive strategies in their reading because they were able to implement the stages, started from planning before they read, then monitoring and regulating during their reading, and also evaluating in the final performance. The students were able to comprehend the reading passage using those strategies. This results supported with Mokthari and Reichard (2002) who stated that metacognitive strategies are helping the readers to comprehend the text carefully. It also in line with Afflerbach et al., (2008) who said that metacognitive is described as subjective mental activity and the behaviors that control the reader effort to determine the meaning and comprehending the text. The students interest in terms of the effectiveness in understanding process and indicating how they construct the text. In conclusion, the students were able to use metacognitive strategies in their reading, especially the university students with a level advance on their reading.

CONCLUSION AND SUGGESTION

Conclusion

The aim of this study was to investigate the implementation of metacognitive strategies used by EFL university students in their reading comprehension. The results show that all of the students are able to comprehend the reading passage using metacognitive strategies. They applied metacognitive strategies and implemented the stages in order, started from planning, monitoring, and also evaluating. In the planning stage, the students did not realize that they actually made a plan over their reading. While in pre-reading activity, the students directly read all of the passages, then set up a goal, try to guess the topic from its title and connect with their prior knowledge. In fact, the strategies that they did in their pre-reading activity turns out to include in the planning stage. They just did not know what is called in their pre-reading

activity. They found that by making some kind of planning before they read, it could help them more to prepare their reading. Therefore, it could make them understand the passage better. It showed that they prepared the strategies to do the passage and achieve their goal in reading.

During the monitoring stage, the students can overcome their problem in their reading and it is revealed the strategies that they used. The students could adapt to their reading and choose what kind of strategies that best for their reading comprehension. After their reading, they answered a specific number of questions related to the passage. They discussed the answers together and solve it. While in vocabulary, students had various way to find the meaning of difficult words such as opening a dictionary or even guessing the meaning. They also underlined important details in the passage that has a relation with the questions in the reading passage. The students could find a way to solve their problem, it means they successfully control or monitor their own progress. They could also know if there something goes wrong during their reading. Then they tried to find another way to solve it.

At last in the evaluating stage, it becomes a reflection toward the students learning in reading. In this stage, they would evaluate their own strategies in their reading and it would make better adjustment toward it. This also helps them to know that they achieve their goal or not in their reading. In conclusion, all of these findings show that the students really interested in their reading, it makes more effective in the understanding process. It is shown that EFL university students apply metacognitive strategies very well.

Suggestion

Based on the result of this study, the researcher would like to give suggestion for the teacher, students and even for the further researcher who like to conduct research about metacognitive strategies. Expectantly, this suggestion can help and also guide them about it.

As an English teacher for EFL students, the teacher here plays an important role in learning and teaching processes. He should be able to become a facilitator in the class, and able to provide any method for all of students characteristics. It should consider students needs. By providing metacognitive strategies for reading, it is believed that students will find strategies that suitable enough for them both inside and outside the classroom. It is really important for English students' development to know more about reading strategies. Whether they will need to change or adjust their strategies in reading. It is up to them, as a teacher, he only needs to prepare what is best for the students' English improvement. The students

should practice their English more, therefore it can make their English better.

Based on the result of this study, the researcher found that all of the students are able to comprehend reading passage using metacognitive strategies. Therefore, it is possible to conduct several studies about the use of metacognitive strategy in different skills in English. Metacognitive strategies can be applied in speaking, writing or even listening skills. It would be good if another future researcher can combine other strategies with metacognitive strategies. Then, in the end, students will have more strategies to use in learning English. They also will become better learner who has awareness about their strengths and weaknesses.

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