



IDENTIFYING METACOGNITIVE ONLINE READING STRATEGIES OF STUDENTS UNIVERSITAS GRAHA NUSANTARA

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ABSTRACT

The purpose of this study is to determine the metacognitive reading strategy EFL students of the English Department use during their academic period during this internet era. The participants were 76 English Education Study Program students from the academic year 2020/2021. Data came from the OSORS (Online Survey of Reading Strategy) questionnaire that provided accurate data. This study revealed that the students who participated in this study reported a wide range of metacognitive strategies when reading online academic texts. The Global Reading Strategies were the most popular metacognitive reading approach students use when reading online. The students participate in live chat with native speakers of English, where interacting with native speakers, the students can better grasp the native English language, phrases, and intonation by conversing with a native speaker. In keeping the reported use of strategies that include looking at sites covering both sides of an issue. The student searches for other areas that would analyze the topic, then combined his previous knowledge with information on the website. And the learners must have learned the first language. The role of L1 or its use is

relevant in issues such as transfer or interference from L1 or even as a learning strategy in learning a second language.

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A. INTRODUCTION

Reading comprehension is considered a fundamental learning skill. It is seen as an essential but demanding process that will determine students' abilities at the end of their studies (Muharlisiani et al., 2018; Ramadhani & Harputra, 2016; Simbolon et al., 2020). Reading ability is highly recognized and critical for social and economic progress. Current reading challenges are primarily due to increased literacy expectations rather than a decline in absolute literacy skills. The expectations for better literacy in a technological society are ever-increasing, resulting in severe consequences for individuals who fall short. As a result, schools are intended to help students in acquiring the necessary knowledge, abilities, and experiences in order for them to become competent and enthusiastic readers (Harahap et al., 2020; Küçükoğlu, 2013). Despite the stated importance of reading comprehension in school learning as well as outside school, reading comprehension is still poorly performed. Globally, studies have shown that learners at all levels of education have an increased requirement for a high level of literacy, including the ability to grasp complex texts. However, they still have poor reading comprehension skills (Giang, 2017; Nanda & Azmy, 2020; Ramadhani, 2017).

People have genuinely come to live in the digital world due to technological ubiquity. One of the most significant effects is that people in general, particularly students, spend more time utilizing digital resources. With the rise of digital society, most individuals, especially adolescents, dedicate considerably more time to reading electronic resources. They spend their time on the internet skimming, downloading, and perusing information. Because reading electronic materials is not the same as reading traditional texts, it has created new obstacles for language learners. A person who is good at reading on paper is not necessarily good at reading on the internet (Furenes et al., 2021; Malviya, 2010). Reading online is more difficult for students than reading texts. Students in this situation are prone to losing their reading focus by switching from one source to another at the same time. As a result of this fact, reading comprehension becomes weak.

Although some reading strategies can be transferred from paper to online reading, learners will need to master additional strategies to comprehend written material on the Internet (Coiro & Dobler, 2007). However, more research on effective online reading is

needed to take time and practice, learners need to use different reading techniques for different purposes and texts (Amer et al., 2010; Rianto, 2021).

There are many studies exploring the differences in online reading strategies used by EFL learners (Ahmadian, 2017; Rianto, 2021; Wen & Chen, 2015). One of the first findings of online reading strategies was conducted by Ahmadian (2017) who explored strategy used by Iranian EFL learners' online reading metacognitive strategy use and its relation to their self-efficacy in reading comprehension. This research aims to examine how Iranian EFL students use online reading metacognitive strategies and how they relate to their reading comprehension self-efficacy. The findings revealed that learners utilize problem-solving online metacognitive reading methods the most, while support strategies are used the least. The Think-Aloud experiment revealed that learners used different metacognitive methods while reading online, according to the findings (Ahmadian, 2017). In another study, Rianto (2021) investigated the use of metacognitive online reading strategies of Indonesian EFL students that were associated with learning conditions before and during the Covid-19 Pandemic. Findings of the study revealed that support strategies were employed more frequently before the epidemic, whereas global strategies were used less frequently. Support and Problem-Solving Strategies were utilized more frequently during the epidemic, whereas Global Strategies were employed the least (Rianto, 2021). A study by Chen (2015) intended to examine EFL learners' perceived use of online reading strategies. The findings revealed that online readers of Taiwanese EFL learners utilize more global strategies to increase understanding, such as exploiting contextual clues and observing tables, figures, and pictures in the online text. According to earlier studies, high-level learners used more global and problem-solving strategies than low-level learners (Wen & Chen, 2015).

Learners engage in various activities known as learning techniques to make learning easier, faster, and more effective (Oxford, 2003). Among the different classifications of language learning strategies, Rubin (in Zare) presented one in which language learning strategies are divided into cognitive and meta-cognitive strategies, which directly impact the development of the learner's language system (Zare, 2012). Students improved their reading comprehension by using metacognitive reading strategies, according to a study by Aziz. The more students are aware of metacognitive reading strategies, the higher their reading performance will be (Aziz et al., 2019). One example is Annury's study, which looked into the reading techniques used by Indonesian English learners when reading Indonesian and English texts. However, the study only looked at metacognitive

reading strategies. The metacognitive reading methods are rated in four categories based on the SORS (Survey of Reading Strategies) questionnaire. There are three types of reading strategies: global, problem-solving, and support reading strategies. The findings revealed that academic students use problem-solving methods most, followed by global reading strategies and support reading strategies (Annury et al., 2019). Global reading strategies set the setting for the reading act, readers' plans for reading, previews of text content. When a reader has difficulty understanding a text, they adopt problem-solving strategies such as rereading the text or guessing the meaning of unknown words. Note-taking, underlining a text, and using reference resources are examples of support strategies that operate as tools and mechanisms to aid readers in the reading process. Many recent studies have looked into how EFL students employ reading skills when reading online or printed texts (Annury et al., 2019; Coiro & Dobler, 2007; Tsai et al., 2016).

Reading skills have been given to Universitas of Graha Nusantara in English department students in their classes. These students are occasionally required to read academic texts in English to obtain new information for academic purposes. However, educators do not know how aware they are of the reading strategies when reading a text. As an educator, it is critical to determine whether a student's metacognitive reading awareness is high, moderate, or low and the student's preferred reading strategies. Based on the facts, it is necessary to determine the metacognitive reading strategy students use during their academic period during this internet era. Through that is a picture of how they apply their metacognition in reading online material, which is now considered a super resource that contains much information and is easily accessible for their academic reading.

B. RESEARCH METHOD

The research design used in this study is descriptive research. It is utilized because it is intended to assess and discuss the present situation. Furthermore, descriptive research is sometimes concerned with how what exists is related to some prior event that has influenced or affected a current condition or event (Cohen et al., 2013). A descriptive study explains the current state of an object or topic, whether it be a person, a group, a community, or a society. In order to investigate the research questions, the description is based on the data acquired during the research. Meanwhile, the purpose of this study is to focus on the current situation of a group of English students and how they adopt metacognitive reading strategies while reading online.

The participants were 76 English Education Study Program students from the academic year 2020/2021. Students' responses to the OSORS (Online Survey of Reading Strategy) questionnaire provided the whole data. OSORS is a set of statements that investigates how students use metacognitive reading strategies when reading online. The Likert scale, which ranges from 1 to 5, was utilized to determine the intensity of the students' use. The OSORS was firstly invented by Sheorey and Mokhtari named SORS (Survey of Reading Strategy) (Sheorey & Mokhtari, 2001). Later, Anderson was equally concerned with non-native English speakers' reading strategies, changed it into OSORS, with the term "online" added to all of the items. Anderson categorized all 38 OSORS components into three categories. There were global reading strategy containing 16 items, problem solving reading strategy containing 11 items, and support reading strategy containing 10 items (Anderson, 2003). The data was collected through online Google forms, which the questionnaire link was shared with the Whatsapp college group. For analyzing the data, the research used Microsoft Excel.

C. RESULT AND DISCUSSION

In order to analyze the OSORS questionnaire, the number of options selected by each participant for each component of the questionnaire, including global reading, problem-solving, and support strategies, was totaled and the student's total score in that component was computed. The first finding concerned which metacognitive reading strategy the students preferred. The second finding concerned the students' classification as strategy users. The results revealed that the Global Reading Strategies were the most popular metacognitive reading approach students use when reading online. This category came up with the highest mean (68,88) before the other two categories.

Table 1
Descriptive Statistics For The Use Of Online
Metacognitive Reading Strategies

Metacognitive Reading Strategy	Overall Mean Score	Standart Deviation
Problem Solving Reading Strategy	39,13	3,14
Global Reading Strategy	68,88	3,8
Support Reading Strategy	36,03	2,02

Based on the overall data collected by the Online Survey of Reading Strategies (OSORS) it can be seen that students used the global online reading strategies. The

action that got the highest means score was the item number that stated 'I participate in live chat with native speakers of English' (item number 3, M= 4,39). It means that the students of the English Department often do live chat with native speakers. The most important aspect of learning English is to engage in actual conversation with a native speaker (Chérrez, 2007; Hohenthal et al., n.d.; Styfanyshyn & Kalymon, 2020). For the learners, live chat conversation activities could be made more meaningful and exciting. The possibility of interacting with native speakers is the most motivating conversation activity for language students. Students can better grasp the native English language, phrases, and intonation by conversing with a native speaker.

Table 2

Online Survey of Reading Strategies Profile of Items

	Mean	Std. Deviation
globalstrategies1	3.9868	.72099
globalstrategies2	4.2632	.69987
globalstrategies3	4.3947	.63412
SupportStrategies1	4.3421	.66438
globalstrategies4	4.1184	.74775
globalstrategies5	4.1974	.54209
SupportStrategies2	4.3553	.64713
globalstrategies6	4.0658	.71806
Problem-SolvingStrategies1	1.8289	.57476
globalstrategies7	2.9079	.83551
Problem-SolvingStrategies2	3.7763	.88842
SupportStrategies3	3.5921	.83551
Problem-SolvingStrategies3	2.2237	.75892
globalstrategies8	2.9605	1.02555
SupportStrategies4	3.9737	.90883
Problem-SolvingStrategies4	3.6316	1.17578
globalstrategies9	3.8947	.98764
globalstrategies10	3.8684	.99789
Problem-SolvingStrategies5	3.8684	1.07508
globalstrategies11	3.9868	.73925
SupportStrategies5	3.9211	.64834

Problem-SolvingStrategies6	3.8158	.96209
globalstrategies12	4.1053	.55567
globalstrategies13	3.4868	1.02623
SupportStrategies6	3.9211	.70735
globalstrategies14	4.0132	.64277
globalstrategies15	3.4605	.55235
Problem-SolvingStrategies7	3.9605	.79062
SupportStrategies7	3.6184	.58804
globalstrategies16	4.2105	.41039
Problem-SolvingStrategies8	4.0526	.96464
globalstrategies17	3.4737	.97261
globalstrategies18	3.4868	.98649
Problem-SolvingStrategies9	3.8289	.66107
Problem-SolvingStrategies10	3.5658	.66001
Problem-SolvingStrategies11	4.5789	.49701
SupportStrategies8	3.9474	.58640
SupportStrategies9	4.3684	.67017

In the problem-solving strategies students try to focus on their reading, then the the highest score in problem-solving strategies can seen on item "When reading online, I look for sites that cover both sides of an issue (item nember 36, M=4,5 SD = 0.49). In keeping the reported use of strategies that include looking at sites that cover both sides of an issue, the student searches for other sites that would provide opposing information. To analyze the topic, the student combined his previous knowledge with information on the website (Kitzie & Shah, 2011; Kow et al., 2019; Ng & Bartlett, 2017).

Support reading strategies are the lowest strategies used by the English department students. The highest score in this strategy is statement 9 "When I reading online, i think about information in both English and my mother tongue (item number 38, Mean = 3.63, SD = 0.67). It means that second language learners must have learned the first language. Where the role of L1 or its use is relevant in issues such as transfer or interference from L1 or even as a learning strategy in the process of learning a second language. According to JW Lee (1997), learners with low levels of L2 proficiency will reveal little relation between their L1 and L2 reading ability. In contrast, learners with higher levels of L2 proficiency will show a positive relationship between their L1 and L2 reading abilities. It

indicates that before they can successfully draw on their L1 reading abilities to assist with reading in the L2, learners must first develop some understanding of the L2 (Lee & Schallert, 1997).

D. CONCLUSION

Students were aware of their goals according to metacognitive reading practices. As a result, they were able to keep track of their reading progress, evaluate their comprehension, organize strategies, evaluate their strategy application, and, if necessary, adjust their approach choice. Through efficient monitoring of the comprehension process, which was thought essential in developing skilled reading, learners will be more motivated to use metacognitive strategies in reading comprehension. Furthermore, due to the unquestionable influence of the internet and technology in today's technological society, teachers must keep up to date and redesign their course syllabi to integrate online reading practices. Teachers should be aware of their students' present methods to customize strategy training to them. Another significant aspect is that teachers should concentrate on critical evaluation of websites to protect students from misleading information found on the internet. As a result, essential skills of assessment should be taught to students. Finally, to model the usage of online reading practices for students, teachers must have the proper technological equipment in the classroom.

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