METACOGNITIVE ONLINE READING STRATEGY PRACTICED BY ENGLISH STUDENTS

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Abstrak: Penelitian ini bertujuan untuk mengetahui level penggunaan strategy membaca metakognitif pada membaca online. Subjek penelitian ini adalah mahasiswa semester keenam Program Studi Pendidikan Bahasa Inggris. Ada 48 siswa yang terlibat dalam pengumpulan data. Metode yang digunakan dalam penelitian ini adalah metode deskriptif. Data dikumpulkan melalui respon siswa terhadap kuisioner OSORS. Data mengungkapkan bahwa pada kenyataannya siswa menggunakan strategi membaca metakognitif dalam membaca online. Strategy yang paling sering digunakan adalah strategy pemecahan masalah. Selain itu, data menunjukan bahwa ada sebanyak 66,7% siswa termasuk dalam kategory menengah, 25 % termasuk dalam kategori tinggi, dan 12,5% siswa termasuk dalam kategori rendah sebagai pengguna strategi.
Kata kunci: Membaca Online, Strategi Metakognitif

Abstract: This research aims to find out the level of metacognitive reading strategy use by the students in online reading. The subjects of this research were sixth semester students of English Education Study Program. There were 48 students involved to gather the data. The method used in this research is descriptive method. The data were derived through students' response to the OSORS questionnaire. The data revealed that in fact the students use metacognitive reading strategy in reading online. The most preferable strategy used by the students was problem solving reading strategy. Furthermore, the data showed that there were 66.7% students fell as moderate strategy users, 25 % fell as high strategy users, and 12.5% fell as low strategy users.
Keywords: Online Reading, Metacognitive Strategy

Nowadays, internet has a significant role for many people. It is used in numerous fields and domains. As the internet provides unlimited information to access, it sets education becomes one of the opportunist fields. Most students now seem rely on the internet for their need of information. They prefer to go online to find the information they need by reading online. For students, reading online is more challenging compare to reading papers. It is because in reading online, there is a great opportunity of being destructed by many features that internet offers. The destructions mostly derive from how the readers, in this case are students, tend to easily lose their reading focus by keep moving from one source to another simultaneously. This fact leads to the state where the reading comprehension becomes vulnerable.

Reading is an essential skill in learning and it demands a good level of comprehension to determine students' academic performance. "Reading is conceptualized as an interactive cognitive process in which readers interact with the text using their prior knowledge" (Li, 2010: 185). Thus, in reading online the interaction happens between the readers' cognitive and the texts taken online from the internet. It is very possible the text will be read still on the screen rather than being printed on the papers. This particular reading-online will give chances to the students to switch from the reading task to another activity on the screen such as checking their milis, Facebook, Twitter, and any other pages that might perhaps opened in the same time. The fact of switching activities enabled the interaction between the readers' cognitive and the text becomes lessened. This is supported by Salam (2009) who investigated that it became more common among the students to work on more than one window on their computer at the same time while they are working on their academic project or searching online materials. Therefore, to achieve a good level of reading comprehension students needs to apply the appropriate reading strategy that meets their needs.

The appropriateness of strategy applied should be adjusted to the way of students read. When students read online, the nature of reading is different from reading paper. Reading online administer the students to multilayered tasks. According to Salam (2009) it became more common among the students to work on more than one window on their computers at the same time while they are working on their academic projects or searching online material. In fact, this complexion gives the students urge to stay focus on what they read. Whereas, according to Bikerts cited in Loan, 2012 assumed that the younger generations who are growing up in the digital environment have lack the ability to read deeply and to support a prologue engagement in reading.

Looking at how the online reading is very complex due to the changing of technology, there is urgency for students to apply a special reading strategy in order to struggle their comprehension. The strategy should be the one that capable to prevent them from the superficial understanding of what they read on the internet that caused by the presented destructions. It should be the strategy that helps then to control their learning process. Considering the characteristics needed of the strategy, metacognitive reading strategy meets them all. Metacognitive is derived from the word metacognition. Hacker et al. (2009) discuss about the role of metacognition in understanding and supporting reading comprehension. It is

discussed based on Brown et al. in Hacker et al. (2009) about a concept proposed that metacognition has four roots. All the roots are really connected to the reading comprehension, but among the four roots the most suitable roots about the metacognitive reading strategy are the second one and the third one. "The second root is the notion of executive control, which is derived from information processing models. These models feature a central processor that can control its own operations, which include planning, evaluating, monitoring, and revising" (Hacker et al., 2009: 7). All these activities are considered as good strategy to overcome a good comprehension. "Metacognitive strategies involve thinking, planning and monitoring in learning process, and it has been considered as a kind of strategy often utilized by advanced learners during reading" (Lai et al., 2008, 164). "A number of studies on strategies suggest that metacognitive strategies can help poor learners' reading comprehension" (Wong, 1987 cited in Lai et al., 2008: 164). O' Niel (1992) after his research about the use of metacognitive strategy among the college students, he argues that the use of metacognitive strategies is a skill that should become habitual to be used effectively. It is possible that over time those students utilizing metacognitive strategies more frequently will be able to integrate these strategies more efficiently to improve reading comprehension.

The facts has lead to a conclusion that it is a necessary to find out the metacognitive reading strategy used by the students in their academic period through this internet era as the picture of how they apply their metacognition in reading the online material which is now considered as a super resource that contains wide information and has high accessibility for their academic reading.

METHOD

The method applied in this research is descriptive study. Descriptive study is a research where the purpose is to describe a phenomenon. Moreover, according to Best in Cohen, et al (2000: 169) at times, descriptive research concerned with how or what exist is related to some preceding event that has influenced or affected a present condition or event. It means that a descriptive study describes the actual condition of the object or subject whether it is a person, in groups, communities, societies, etc. The description is provided based on the gathered data during the research in order to answer the research questions. Meanwhile, this research is entitled "Metacognitive Online Reading Strategy Practiced by English Students" that the writer has an intention to analyze the current situation of a group of English students in the way how they use metacognitive reading strategy during reading online. Therefore, a descriptive study fits to be applied in this research.

The participants were a population of the sixth semester students of English Education Study Program academic year 2012/2013. As Best stated that "A population as any group consists of individuals who have one or more characteristics in common that the researcher interested on" (Best in Cohen, et al, 2000: 169). The writer was interested to take the population as the participants because the whole members had the same characteristic which they were nonnative English speaker who are learning it as a foreign language especially in

purpose to be English teachers. The complete data were obtained from students' response to the OSORS (Online Survey of Reading Strategy) questionnaire. OSORS is a list of statements which explore the students' use of metacognitive reading strategy in reading online. It used Linkert scale to measure the intensity of students' use. The OSORS was firstly invented by Sheorey and Mokhtari named SORS (Survey of Reading Strategy) in 2001.

Later on, a researcher who also concern about reading strategy employed by non-native speaker of English, Anderson, revised it into OSORS which all the items added the word 'online'. Anderson in 2002 divided the whole 38 items of OSORS under three categories: global reading strategy (18 items), problem solving reading strategy (11 items), and support reading strategy (9 items). All the items were meant to explore the actions that the students utilized when they read online. The table below provides the details to obviously present the component of each item in OSORS.

Table 1. OSORS classification

Global Reading Strategy	Problem Solving Reading Strategy	Support Reading Strategy
1. Having purpose when reading.	1. Reading slowly and carefully.	1. Taking notes when reading.
2. Participate in live chat with other learners and with native speakers.	2. Trying to get back on the text when lose concentration.	2. Reading aloud when text becomes difficult.
3. Thinking about prior knowledge.	3. Adjusting reading speed.	3. Printing out the text and underlining the information key.
4. Previewing text before reading.	4. Paying closer attention to the text.	4. Using reference materials.
5. Checking how the content fits the purpose.	5. Stop and think about the text.	5. Going back and forth to find the relationship among the ideas.
6. Checking the text characteristics (text length and organizations).	6. Picturing and visualizing the information when reading.	6. Self-questioning to answer question.
7. Determining what to read.	7. Re-reading to increase understanding.	7. Translating the text into native language.
8. Using the text's figures.	8. Guessing the unknown meaning.	8. Thinking about information in language, English and mother tongue.
9. Using contextual clues to understand the text.	9. Distinguishing the facts and the opinions in the texts.	
10. Using typographical features.	10. Looking for both	

11. Critically analyzing and evaluating the information.	sides of an issue.
12. Checking the understanding about the new information.	
13. Guessing the content.	
14. Scanning the text to suit it with the purpose before reading.	

Anderson took the participants from two different types; second language students and foreign language students. Despite comparing second and foreign language students, this research took only the students who learn English as a foreign language in purpose of education.

This research focused on finding the most preferable metacognitive reading strategy practiced by the nonnative English students. The reading context in this research is more about academic reading that students done as they are online or get connected to the internet. It is about the reading that students do when they look for the material on the internet to support their academic study.

RESEARCH FINDINGS AND DISCUSSION

After analyzing the students' response to OSORS, the writer found the answers to the questions that demanded by the research. There were two major questions that this research tried to find the answers. The first finding was about what metacognitive reading strategy that the most preferable to the students. The second question was about the students' category as the users of the strategy. The complete analyzed data showed that the most preferable metacognitive reading strategy applied by the students in reading online was problem solving reading strategy. This category came up with the highest percentage (66.67%) before the other two categories.

Table 2. Metacognitive Reading Strategies Used by the Students

Rank	Metacognitive Reading Strategy	Overall Mean Score
1	Problem Solving Reading Strategy	3.36
2	Global Reading Strategy	3.14
3	Support Reading Strategy	2.96

The actions included in this sub-category were belonged to the strategy which could help them to solve the possible problems they got when they read online such as overcoming the destructions, adjusting the proper reading speed, to stop and think, visualizing to remember the information, re-reading to get better understanding, guessing the meaning, and differing between the fact and the opinion in the text. At any rate all those activity helped them to solve the online reading problems. Therefore, this sub-category came out as the first rank shows that students often got problems while reading online. They needed to apply the appropriate strategy to maintain their comprehension toward the text. The action that got the highest means score was the item number that stated 'When on-line text becomes difficult, I re-read it to increase my understanding' (item number 25, M= 3,75). It showed that re-reading was the most frequent strategy that students done while reading online. In fact, re-reading was an effort that will make the students become more familiar with the text they read. According to Rawson (2000) who conducted two experiments about rereading text, he claimed that rereading can make improvement in reading accuracy. Therefore it was clear that this type of strategy came out as the highest usage of the students in online reading.

It related back to the theory of metacognitive reading strategy, rereading the text could be counted as the action of self-regulation. They regulated themselves by controlling what they read. Furthermore, as they control their reading it would make sure that they gained the better comprehension rather than if they just kept going on what they did not understand while the online reading. Self regulation in form of controlling the reading process fulfilled the second root of metacognition by doing this rereading strategy.

The strategy which get the lowest mean score in problem solving was the item that stated "I stop from time to time and think about what I am reading on-line", (item number 23, M= 2,87). It meant that this strategy was the most rarely use by the students in problem solving sub category when they read online. This strategy actually was seemed similar to the 're-reading' item which got the higher mean score. The two strategies suggested the same action that is to check the comprehension. However, the item number 23 set the students to stop reading and start to think what they have read, but the item number 25 do not set the students to stop but repeat what they have read while trying to put a deeper thought on the sentence they read. In fact, to stop and think about what they have read is a good way to pond the essence of the text. This lowest frequently use strategy was the one which needed time to deal when the readers stopped then thought to figure out and comprehended the information they read. This could be the reason why it came out as the lowest problem solving strategy used; the readers did not want to spend more time only to figure out the information partially. In other words the students considered this strategy as one of time consuming to do.

Moreover, there were three other strategies under this sub category that got high mean scores which meant that these strategies were often used in high frequency by the students. Item number 20 (M = 3.64) revealed that students tried

to get back on the track when they lost most of the time. Item number 22 (M = 3.58) revealed that students pay closer attention to what they read if the text becomes more difficult. This result also supported the previous study done by Poole (2008) which found these two items were also included into the top five strategy use. This was an indication that they regulated themselves and monitored their reading by using the strategies. Another item with high mean score was item number 25 (M = 3.70) revealed that students tried to guess the meaning of words and phrases in the text. The mean score for this strategy was higher that item number 33 (M=3) which investigated students' use of dictionary. It indicated that students preferred to guess the meaning rather than used the dictionary. There was no item in this sub-category got low mean score.

The second finding concerned about the level of students' use. This finding was meant to report the frequency of students as the metacognitive online reading strategy users. There were three possibilities where the students might be classified; high, moderate, or low strategy user. It is based on the scale of OSORS qualification. Mean score that lied between 2.4-lower was categorized as low frequency. Mean score that lied on the score 2.5 - 3.4 was categorized as moderate frequency, and mean score lies between 3.5 – higher categorized as high frequency (see table 3.1, page 31).Seeing the result of data analysis, it is known that generally the levels of strategy use in online reading of the sixth semester students of English study program are varies. There are 32 (62.5 %) students are labeled as moderate strategy user, 12 (25%) students were labeled as high strategy user, and there were four (8.33%) students were labeled as low strategy user, as shown in the figure below.

Figure 1.

General percentage of Students' category as strategy user
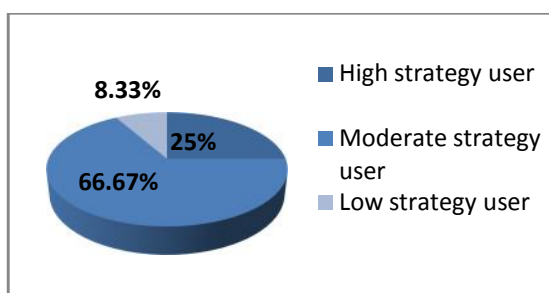
Statistically viewed, the overall level of strategy use was considered 'moderate'. It was indicated that they were aware of metacognitive reading strategy when they read online, but they did not really use the strategies very frequently. This result was quite similar with the previous result of Poole's (2008) study at two small private Midwestern universities and one large public Southern university. Poole's research results also found out that overall strategy use was moderate. This finding reported the data generally without separating them into three different categories. The researcher also conducted a more specific analysis to see the students' use of the strategy partially based on the three separated

category in order to give a more detail dispersion of the students as the strategy user. The data of the students were given per each category of strategy. The detail report of students' use hopefully had provided a clearer comprehension about the amount of students as the strategy user on each category of the strategy. This chart below showed the dispersion of students as the strategy users according to each specific category of the metacognitive strategy.

Figure 2.

Specific percentage of Students' category as strategy user
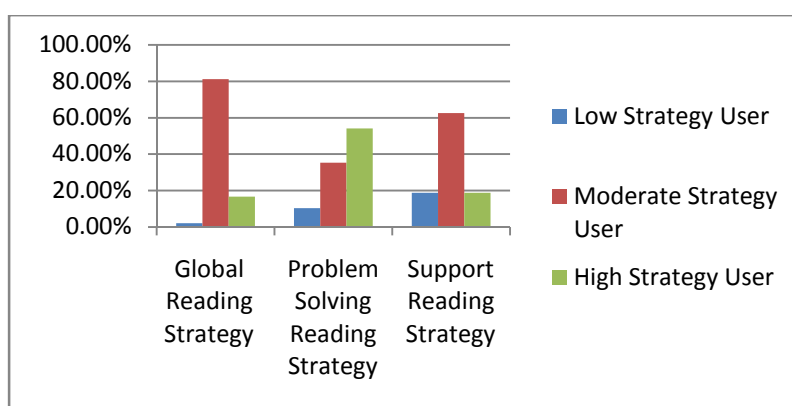
From the chart, it was concluded that in global reading strategy (see appendix 2, table 4.2, page 58) there were 39 (81.25%) students categorized as moderate strategy user, there are eight (16.67%) students were categorized as high strategy user and there was only one (2.08%) student who was categorized as low strategy user. In problem solving reading strategy there were 17 (35.41%) students categorized as moderate strategy user, there were 26 (54.16%) students categorized as high strategy user and there were five (10.41%) students categorized as low strategy user. In support reading strategy there were 30 (62.5%) students categorized as moderate strategy user, there were nine (18.75%) students who are categorized as high strategy user, and there were nine (18.75%) students categorized as low strategy user.

To look at the findings in this research it profoundly suggests that the sixth semester students are the good reader suspects for almost of them practice the metacognitive reading strategy when they read online. As the theory stated that if the readers practice the metacognitive reading strategy means that they think about what they read in a higher level of thinking in such ways as planning, monitoring, evaluating, and self regulating.

The complete results and findings of this research have proved that sixth semester English students of Tanjungpura University dealt much with the online reading and almost of them were belonged to the well perform strategy users. This revealed fact implies that there was the need here for the students to get further learning about the metacognitive reading strategy. It was in order to enhance their online reading performance in the future as they are now still having

lack of understanding about what the metacognitive reading strategy is. It also would provide a better chance for the next generation of students to get clearer idea about how to deal with metacognitive reading strategy if these results could finally lead some new certain subjects that will treat their skill in using the metacognitive online reading strategy.

CONCLUSION

Regarding the research findings it was concluded that the sixth semester students of English Education Study Program of Teacher Training and Education FacultyTanjungpura University Pontianak in academic year 2012/2013 used metacognitive reading strategy in online reading. They used overall metacognitive reading strategies. Following list were the metacognitive reading strategies used by the students based on rank order:
1. Problem Solving Reading Strategy
2. Global Reading Strategy
3. Support Reading Strategy

From the rank order of metacognitive reading strategies it could be seen that students' dominant strategy used was problem solving reading strategy. It was indicated that the sixth semester students of English Education Study Program of Teacher Training and Education FacultyTanjungpura University Pontianak were interested to use the strategy that was helpful to solve problems they faced while they read online. They did not tend to have less mechanical strategy as the result of support reading strategies were less used by the students.

The frequency of metacognitive online reading strategy used by the students in sub category is categorized from high to low frequency. The highest frequency of strategy used was taken by re reading strategy and the lowest frequency of strategy used was taken by live chatting with the native while reading online. In overall the metacognitive online reading strategy used by the students was categorized moderate as more than half amount of students fell to the moderate strategy user. It was indicated that the students were actually aware of metacognitive reading strategy, but they used the strategies not very frequently. Therefore it was needed to raise the students' awareness of using metacognituve reading strategy in online reading as the tool to assist them comprehend the reading materials better. It was also crucial to provide the students about the importance of using appropriate reading strategy for their online reading activities in order to set them as skillful readers who are facing the technology phenomenon of reading online.

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