
**THE EFFECTS OF METACOGNITIVE ONLINE READING
STRATEGIES ON MOTIVATION TO LEARN ENGLISH
OF FKIP SAINT THOMAS UNIVERSITY IN THE
ACADEMIC YEAR 2022/2023**

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Abstract: *This research explored effective strategies for teaching English as a foreign language reading ability. The main emphasis was on the use of metacognitive strategies to reflect on the mental processes that occurred before and after the reading process by using digital online text. The sample of this study was the first semester students of Faculty of Teachers Training and Education in Catholic University of Saint Thomas North Sumatera. This research was in the form of qualitative descriptive research. The data analysis technique was performed in two phases. The first step was to identify each piece of data according to the types that contained in the cognitive domain. The second step was the results of the analysis of cognitive domains reviewed on the basis of metacognitive strategies including planning, monitoring and evaluation processes. This study was conducted based on some cognitive processes, such as remembering, understanding, applying, analyzing, evaluating, and creating. This research suggested that students should have the experiences to activate and construct a rich and relevant source to find reading answers by using metacognitive online reading to engage in information-seeking activities to build self-directed learning and enhance reading level in online texts.*

Keywords: *Metacognitive reading strategy; Students' motivation; Digital online learning*

Abstrak: Penelitian ini mengeksplorasi strategi yang efektif untuk mengajar bahasa Inggris sebagai kemampuan membaca bahasa asing. Penekanan utama adalah pada penggunaan strategi metakognitif untuk merefleksikan proses mental yang terjadi sebelum dan sesudah proses membaca dengan menggunakan teks online digital. Sampel penelitian ini adalah mahasiswa semester satu Fakultas Keguruan dan Ilmu Pendidikan Universitas Katolik Saint Thomas Sumatera Utara. Penelitian ini merupakan penelitian deskriptif kualitatif. Teknik analisis data dilakukan dalam dua tahap. Langkah pertama adalah mengidentifikasi setiap potongan data sesuai dengan jenis yang terdapat dalam domain kognitif. Langkah kedua adalah hasil analisis domain kognitif yang ditinjau berdasarkan strategi metakognitif meliputi proses perencanaan, pemantauan dan evaluasi. Pembelajaran ini dilakukan berdasarkan beberapa proses kognitif, seperti mengingat, memahami, menerapkan, menganalisis, mengevaluasi, dan mencipta. Penelitian ini menyarankan bahwa siswa harus memiliki pengalaman untuk mengaktifkan dan membangun sumber yang kaya dan relevan untuk menemukan jawaban bacaan dengan menggunakan membaca online metakognitif untuk terlibat dalam kegiatan pencarian informasi untuk membangun pembelajaran mandiri dan meningkatkan tingkat membaca dalam teks online.

Kata kunci: Strategi membaca kognitif; Motivasi siswa, Pembelajaran daring digital

INTRODUCTION

Reading is the process of understanding the fundamental cognitive processes involved in processing of symbolic information with many other developmental accomplishments, such as attention, memory, language, and motivation (Huang, 2014). Reading comprehension can be challenging for learners in a foreign language or second language context due to the many complex elements of the reading process (Chifari et al., 2010). Multidimensional interactions between readers, activities, texts, and contexts and the creation of a supportive classroom environment to enhance strategic reading are some of the factors that make reading comprehension difficult (Dewi & Sahiruddin, 2020).

The first skill in reading comprehension can be in the various forms, such as finding information from varied sources and selecting information relevant to the task at hand. The second skill in reading comprehension, a digitally literate learner should identify erroneous, irrelevant, or biased information they use to consolidate knowledge, even if the quality of information and source seems authoritative and reliable, as expected of a citizen in a democratic society (Shirvani & Porkar, 2022). Internet reading has become essential for teaching and learning. This is also an important skill for finding different types of materials. According to Ministry of Education No. 23/2006 on Graduation Ability Standards, students expect to be able to understand the meaning of formal and non-formal functional written texts in everyday life contexts (Hettiarachchi et al., 2021).

However, the problem in university level is lack of conceptual knowledge and reading comprehension is one of the most common problems faced by readers other than first graders. These issues include the student's level of intelligence, the student's basic knowledge and experience, the student's abilities, the student's attitudes and interests, the environment, the support of parents and teachers, and

socioeconomic aspects. In addition, the students who do not use metacognitive strategies in reading do not recognize when text is meaningless. These students just keep reading and flipping through the pages, and they do not even know it is meaningless. Because these students do not realize that they no longer understand what they are reading, they cannot use strategies such as reread or read forward to regain comprehension. When reading is complete, you cannot summarize or talk about what you read.

There are a number of crucial issues concerning the teaching and learning of reading comprehension. Students at this level have difficulties in identifying the information in reading passages. First of all, the students cannot find specific information contained in the text that the teacher gave. Second, some students find it boring when learning to read because they do not know the strategy to easily understand the reading material. Third, the students were lack vocabulary, the students always translate the meaning of each word without understanding the meaning of the whole text, and the students have low learning motivation. These difficulties cause the students to misunderstand and fail to construct the meaning. Specifically, the observation shows that students have difficulty with a wide range of reading tasks, including ones as fundamental as identifying main ideas, at least in stories beyond simple folktales.

One strategy that students can use is metacognitive strategy to track and improve comprehension. Integrating metacognition with other learning styles is the best way to maximize the benefits of metacognition. In relation to learning styles, motivation is closely related to the desire for self-actualization, and this motivation has the greatest influence on students' learning activities (Ibabe & Jauregizar, 2010). Motivation in reading is a reward that can influence behavior and thinking process, followed by enjoyment and motivation in reading. Ratings of high and low interest in

reading can be measured in terms of perceptions of the benefits of reading, interest in reading, euphoria from reading, and frequency of reading (Stevani et al., 2022). Students' with high motivation in reading leads to reading habits. Determining the reading motivation is very important because such activities can lead to future illiteracy (Stevani & Ginting, 2022). As can be stated, studies of comprehension and motivation appear to be interrelated and mutually supportive when it comes to screen reading (Stevani & Tarigan, 2023).

The data analysis of metacognitive process was performed in three steps: (1) Planning phase refers to what students do prior to throughout reading. Students set purposes of their viewing or reading, such as learning about topics, solving a problem, figuring out how to do or make something, or simple enjoyment. Students can skim or scan through reading text via website to find something they are interested in, they can carefully view a YouTube video to figure out how to fix or make something. (2) Monitoring phase refers to generate and answer their questions about their reading and viewing. In a question generation, students ask themselves questions about various aspects of the text, the author, themselves, and their set a purpose of reading. The questions that the teacher or the students ask are designed to check comprehension, rather than develop comprehension. (3) Evaluating phase refers to understanding, analyzing, and evaluation. Understanding means students can determine the new vocabulary, word, phrase, or term used in the text. Students can grasp the meaning contained in the data of one or more indicators, such as comparison and interpretation. Analyzing means students have the ability to make predictions and draw conclusion by activating their prior knowledge of the topic or genre, stating the main ideas, sequencing events or processes, and demonstrating learning if they need it. It also includes the information from text to text, text to self, and text to world

connections. Evaluation means retest or critique something based on some criteria. Readers can infer the author's purposes, detect biases, and then evaluate accuracy in comparison other sources or experiences. Finally, readers can make judgments about whether or not the text or ideas are valuable, appropriate, acceptable, interesting, and entertaining; such judgments often help them decide what to believe or do. They question the copyright date and the relevance of the text to information now. In evaluating perspective texts, the reader needs to determine whether the author has appealed to their sense of fairness, goodness, or right and wrong (Jusoh & Abdullah, 2016).

To improve students' ability to read hypertext, teachers must use technology to change teaching strategies. Research has shown that teaching metacognitive strategies and ICT development helps support online academic reading and improve online reading comprehension using a variety of problem-solving strategies, global strategies and strategies. It emphasizes a combination of reading and exploration strategies to explore how learners navigate the online environment (Zhang et al., 2021). The ongoing integration and utilization of the online reading comprehension skills will firstly enhance the learners' affect exemplified by high motivations and self-confidence. Consequently, when learners are motivated, they learn better and acquire more knowledge (Marboot et al., 2020). Secondly, empower the English teachers' roles and responsibilities as active agents of pedagogical and technological change (Akyol & Garrison, 2011).

In line with the background of study, the purpose of this study is to investigate the relationship between metacognitive reading, motivation, and reading strategy to fill the existing gap. The research questions are formulated as follows: (1) How can metacognitive reading strategy be taught in students' reading comprehension by using digital online text? (2) Does motivation level influence

students' choices in learning reading comprehension by using digital online text? The contribution of this study is useful for students to recognize what the text is saying by their own thinking and they can argue with the author's opinion, try to win the sympathy of other readers, or provide a contrast to clarify the intention. Therefore, the goal is to improve students' reading comprehension skills as well as their reflective and critical thinking skills (Francisco, 2021).

METHOD

This research used quantitative and qualitative research by using descriptive methods. Qualitative research was a descriptive or textual explanatory procedure for the phenomena studied. Descriptive methods were used to interpret data (Sun, 2003). In this research, the researcher studied students' metacognitive abilities, which components of metacognition were predominantly possessed by students at each level and which knowledge or components of metacognitive experiences dominated students at each level. This study was conducted in the first semester of students University of English Language Study Program Faculty of Teachers Training and Education Catholic University of Saint Thomas North Sumatera (FKIP UNIKA).

There were three kinds of instruments used to get the data. The first was field notes to describe the qualitative data in stating what was going on in the classroom. The second was the reading materials in online text. The third was questionnaire which consisted of a series of questions and other prompts for the goal of gathering information from respondents. The responses were scored by choosing 2 categories, namely: Agree and Disagree. All questions in this questionnaire were primarily used to indicate the level of awareness that respondents felt they were using the

described strategies when reading academic material (Ginting, 2022).

The data was collected by following some procedures. The students and the English lecturer planned to meet during class in collaboration with the faculty of University. For 2 hours, the students were explained about the nature of this study and the tasks to be performed in 4 meetings. They were first asked to take standardized reading tests to prove their scores before and after the treatment. The standardized test based on 20 questions of Barron's TOEFL test in reading comprehension. After completing exams, all tests and questions were collected. For the online metacognitive reading sessions, the students were classified into the highest and lowest scores on standardized reading tests. Students chose the text they wanted to read as a sort of motivation for reading a book. They were given time for oral comprehension of the text. They were also able to make additional annotations and recall ideas from texts while executing metacognitive reading strategies. Afterwards, students filled questionnaires in response to teaching and learning questions. Immediately after the student questionnaire was collected, interviews were conducted (Chakma et al., 2021).

The steps to analyze qualitative data analysis involved: (1) Reading/memoing, while the researcher read and wrote all field notes, transcripts, and notes on respondent's comments to get an initial idea of the data. (2) Describing included: Development of comprehensive descriptions of participants, settings, and phenomena being studied. The descriptions were based on collected observations, interviews, field records, or artifacts. The purpose of this step was to provide a narrative picture of the setting of the event. (3) Classification, the purpose of this step was to classify the data and organize and group the data by subject (Karlen, 2016).

RESULT AND DISCUSSION

The result showed that online reading text required an integration process of cognitive flexibility and prior knowledge to make sense of what students read on the internet. Students should understand how to navigate search engines and browsed a lot of text with self-regulatory processes (Wilson & Smetana, 2011). The principle cognitive flexibility in metacognitive reading strategy proved that the complex text on the internet could facilitate deeper levels of processing and meaningful knowledge construction (Ibabe & Jauregizar, 2010). In this study, the researcher found that experienced readers who had difficulty understanding complex text on the internet could acquire comprehension by actively engaged in inference and self-regulation based on many sources on the internet.

The answer of problem number two which stated: “Did motivation level influence students’ choices in learning reading comprehension by using digital online text?” could be described by the following table:

No.	List of Items	Agree	Disagree
I. Planning			
1	When you read, you have a purpose in your mind. (Remembering)	68%	32%
2	I think about what I know to understand what I am reading. (Understanding)	74%	26%
3	I look at the text to see what it is about before reading it. (Analyzing)	63%	35%
4	I wonder if the content of the article is suitable for the purpose of my reading. (Understanding)	82%	18%
5	Scan the text first, noting characteristics such as length and composition. (Applying)	45%	55%
6	Take notes as you read to help you understand what you are reading. (Understanding)	63%	37%
7	Use references, such as dictionaries, to understand what you are reading. (Applying)	63%	35%
8	I ask myself the question I want to answer in the text. (Evaluating)	77%	23%
9	I anticipate what paragraph might be about. (Evaluating)	74%	26%
10	I am comparing what I just read with what I already know. (Analyzing)	68%	32%
11	I am thinking about what I am reading. (Understanding)	72%	28%

12	I consider several options when trying to answer the questions I asked before reading. (Evaluating)	68%	32%
II. Monitoring			
13	I read slowly and carefully to make sure I understand what I am reading. (Applying)	88%	12%
14	I adjust my reading speed based on what I am reading. (Applying)	82%	18%
15	When the text is difficult, I pay attention to what I read. (Applying)	56%	44%
16	When a text becomes difficult, I reread it to strengthen my understanding. (Applying)	64%	36%
17	As I read, I guess the meaning of unfamiliar words or phrases. (Analyzing)	54%	46%
18	Read carefully and decide what to ignore. (Applying)	58%	42%
19	Use the tables, figures, and figures in the text for better understanding. (Applying)	56%	44%
20	Use contextual hints to better understand what you are reading. (Applying)	63%	37%
21	I am checking to see if my assumptions about the text are correct. (Evaluating)	67%	33%
22	I underline or circle text information to make it easier to remember. (Applying)	64%	36%
23	I go back and forth to find connections between ideas. (Analyzing)	61%	39%
24	I read slowly but carefully to make sure I understand what I am reading. (Applying)	58%	42%
25	Reading speed is being adjusted according to what is being read. (Applying)	54%	46%
24	I read slowly but carefully to make sure I understand what I am reading. (Applying)	58%	42%
25	Reading speed is being adjusted according to what is being read. (Applying)	54%	46%
26	Attempts to guess the meaning of an unknown word or phrase. (Creating)	75%	25%
27	When I read online, I think of information in English and in my native language. (Evaluating)	83%	17%
28	I can distinguish between facts and opinions in online texts. (Creating)	62%	38%
29	I check whether my speculations about online text are true or false. (Evaluating)	68%	32%
III. Evaluating			
30	I try to get back on track when I lose focus. (Analyzing)	60%	40%
31	I critically analyze and evaluate information presented in texts. (Analyzing)	65%	35%
32	I check my understanding when faced with conflicting information. (Evaluating)	68%	32%
33	Summarizing what has been read to incorporate important information into the text. (Creating)	66%	34%
34	I discuss with others what I have read to test my understanding. (Understanding)	72%	28%
35	I am rephrasing what I am reading to better understand it. (Creating)	70%	30%
36	I seriously evaluate online text before choosing to use information I read online. (Evaluating)	74%	26%
37	I imagine that I am talking to author as I read. (Understanding)	75%	25%
38	I am doing something with the information I have learned. (Creating)	78%	22%

Table 2. The Students' Motivation Questionnaire

No.	Statements	Agree	Disagree
1	I enjoy reading the most.	60%	40%
2	I like it when the questions in the book make me think more.	78%	22%
3	I read to improve my score.	65%	35%
4	If the teacher is discussing something interesting, I can read more.	73%	27%
5	I enjoy stimulating books.	65%	35%
6	I like a long, complicated story or a fictional book.	74%	26%
7	If a book is interesting, I do not care about being difficult to read.	55%	45%
8	I try to answer more correctly than my friends.	68%	32%
9	I have favorite topics that I enjoy reading about.	72%	28%
10	I come up with pictures in my head while reading.	67%	33%
11	I do not like reading something when the words are too difficult.	78%	22%
12	I love reading books about people.	76%	24%
13	I am a good reader.	79%	21%
14	I often learn difficult things by reading.	76%	24%
15	It is very important to me to become a good reader.	68%	32%
16	I read to learn new information about subjects that interest me.	82%	18%
17	I read fantasy stories and make myself believe.	82%	18%
18	I read because I have to.	73%	27%
19	I do not like vocabulary questions.	68%	32%
20	I like reading new things.	67%	33%
21	I read about my hobbies to learn more about them.	65%	35%
22	Complicated stories are not fun to read.	38%	62%
23	I do not like it when there are so many people in the story.	82%	18%
24	I always try to finish my reading on time.	67%	33%
25	It is hard to stop reading English when topic is fun.	72%	28%
26	I like it when the topic of an English reading makes me think	84%	16%

a				
	little more.			
27	Learning to read in English will keep you in touch with your foreign acquaintances.	68%	32%	
28	Learn to read in English and you can discuss interesting topics in English with people of different nationalities.	72%	28%	
29	Learning to read in English will help you become an open and extroverted person like an English speaker.	72%	28%	
30	I am determined to learn English to the best of my ability so that I can speak it as fluently as possible.	70%	30%	
31	Learning to read in English is so important to me that I can have more knowledge.	71%	29%	

The answer of problem number one which stated: “Could metacognitive reading strategy be taught in students’ reading comprehension by using digital online text” was described by these points: First, the students who achieved a high score on metacognitive online reading always used many strategies, such as scrolling through the text, paying attention to the figures and organization of the text, and reading the questions before reading the text. Student 1 commented: “I scrolled the text and found out the features of the text. Then, when I got the main idea, I read the questions to determine the correct answer.” Second, the students always used other websites link as a formulation to get an overall meaning of the text. Student 2 commented: “I always clicked on other sources to compare all information and got the relationship between paragraphs and ideas.” Third, the students used bilingual online dictionary to reveal the meaning of unknown word of the text. Student 3 commented: “I used online dictionary such as Longman dictionary to figure out the contextual clue in the text.” Fourth, the students compared their prior knowledge to the printed information based on internet. Student 4 commented: “I scanned the page to get more information since comprehending the text must be difficult for me.” Fifth, the students often use new information as they actively searched for and located information based on other sources on the Internet. Student 5 commented: “I could enhance my cognition since I could evaluate my reading progress through web-based reading contexts.”

The description of the difficulty of online reading text to answer the problem number one which stated: “Could metacognitive reading strategy be taught in students’ reading comprehension by using digital online text” was stated as follows: First, the text that would be given for metacognitive online reading should have fewer difficult word and it was easy to understand in students’ first language since they wanted to compare the text with other relevant sources. Second, the choice of length of online texts should vary among students since some of students preferred shorter text and some of the students preferred longer text. Third, some of students enjoyed reading with a colorful text online and accompanied by pictures to help them visualize the information and understand the text better. Fourth, before begin metacognitive online reading, some of students always translated the difficult words or phrases into their native language so that they could grasp the main idea when the meaning of the word was determined. Fifth, students could consciously control their learning plan to assessment such as correcting their errors and making necessary changes to the text structure because they develop learning habit to reflect and understand text on their own reading.

Previous researches supported the application of metacognitive online reading and the nature of reading online. First, today’s readers were faced a situation where they had to actively interact with information and they must also be able to identify and select information that they could not read. In accordance to their reading, readers were free to decide their reading path, the information they wanted to access and the order in which to search and collect information (Kuama, 2016). When reading online, readers should be skilled in independently selecting and organizing the material they encountered. This was where the concept of metacognition existed (Lee et al., 2013). Second, being able to read electronic text online required

basic skills such as controlling existing websites and metacognitive strategy to monitor and integrate information across websites. The importance of metacognitive strategy in reading electronic texts turned out to be more critical because of the complexity involved in constructing self-directed intertexts (Akmal & Abd, 2020). Third, online reading used multiple modes of communication such as speech, text, and graphic to convey meaning. It would be useful rather than traditional reading strategy because online readers needed to formulate, locate, evaluate, combine, and communicate information on the internet. The nature of literacy was ever-changing and more research was focusing on how the internet and reading strategy were redefining literacy (Mudra, 2018).

CONCLUSION

The importance of reading was a stepping stone to acquire knowledge, participate in a society, and support learning. Incorporating metacognitive awareness into classroom reading instruction helped students to become more proficient readers and achieve significant reading comprehension gains. Furthermore, today's language learners should learn how to develop effective strategies in the online environment. Digital literacy was more than just technical knowledge, and higher-order cognitive skills should be incorporated into the reading curriculum.

This research suggested that students should have the experiences to activate and construct a rich and relevant source to find reading answers. Preparing students to practice new literacy skills became an urgent issue because today's young children had more computer experience than adults. Students could demonstrate expertise in reading text on screens and develop skills in using a variety of digital text independently. They could use metacognitive online reading strategy to engage in information-seeking

activities to build their self-directed learning and enhance their reading level in online texts. This research also recommended that language teachers could use visual, auditory, or tactile assessment to measure how metacognitive online reading strategy could affect students' reading level and literacy skill since educator's mission was to recognize the growing confidence and skills of the younger generation in the use of technology, and to explore pragmatic pedagogy and strategies for connecting learning in the 21st century job market.

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