

**COMPARISON BETWEEN METACOGNITIVE READING STRATEGIES  
USE AND READING COMPREHENSION ACHIEVEMENT AMONG  
FOUNDATION STUDIES LEARNERS AT A PRIVATE UNIVERSITY IN  
MALAYSIA**

**By**

**ABDALLA FAISEL MOHAMED MILUD**



**- LIBRARY -  
INFRASTRUCTURE UNIVERSITY  
KUALA LUMPUR**

**Project Paper Submitted in Partial Fulfilment as Requirement for  
Master of Arts Teaching of English to Speakers of other Languages  
(TESOL) by Coursework in the Faculty of Arts, Communication  
and Education**

**IUKL**

**2017**

Abstract of project paper presented to the Senate of Infrastructure University Kuala Lumpur in Partial Fulfillment of the Requirement for the degree of Master of Arts in Teaching of English to Speakers of other Languages (TESOL)

COMPARISON BETWEEN METACOGNITIVE READING STRATEGIES USE  
AND READING COMPREHENSION ACHIEVEMENT AMONG FOUNDATION  
STUDIES LEARNERS AT A PRIVATE UNIVERSITY IN MALAYSIA

By

**Abdalla Faisel Mohamed Milud**

**September 2017**

Chair: Harold Poong Wan Hing

Faculty of Arts, Communication and Education

Many studies have been conducted on metacognitive reading strategies in different contexts and with various learner characteristics. However, there is still a lack of studies about metacognitive reading strategies used among foundation learners. This study aimed to identify the most of metacognitive reading strategy use among the foundation studies learners (art and science) in Malaysia. A cross-sectional study was conducted among foundation learners in Infrastructure University Kuala Lumpur. A total of 45 students completed the questionnaire on metacognitive reading strategy. The strategy received a higher mean score of use among the students was "I know to help me understand what I read" with mean score of (*Mean* = 3.89), while strategy received a lower mean score of use among the students was "I take notes while reading to help me understand what I read", with mean score of (*Mean* = 2.73). The students in this study reported a moderate level of use of overall metacognitive reading strategy, with total mean score of (*Mean* = 98.09). Moreover, the mean total scores of three metacognitive reading strategy domains were as follow; global reading strategy (*Mean* = 43.78); problem-solving strategy (*Mean* = 26.73); support reading strategy (*Mean* =

27.58). The over all the students reported that global reading strategy is the most strategy used among them. In regards of programmes, the art and science foundation learners were differ in terms of most metacognitive reading strategy used by them. Art foundation learners preferred to use a global reading strategy when they reading English text, while science foundation learners preferred to use problem-solving strategy when they reading English text.

As the Malaysian universities use English language as the medium of instruction for teaching. It is important for Malaysian university to think about providing courses for students on how and when to apply metacognitive reading strategies and encourage students to use it.

## ACKNOWLEDGEMENT

First of all, praise to the Almighty God for guiding and helping me complete this study, which I would not have been able to finish without his grace and continuous guidance every step of my life.

I would like to express my deepest appreciation and thanks to the following individuals:

My deepest gratitude goes to my supervisors Mr. Harold Poong Wan for his time, valuable experience and knowledge; for the guidance, excellent feedback, encouragement, and support; and for believing in me from the beginning of this study. They have provided steady support during difficult periods and constantly encouraged me along the way. They have inspired me to accomplish more than I thought possible, and have enabled me to embark on an academic career as an independent researcher. Thank you so much.

I would also like to extend my sincere thanks to my lovely wife and children for their encouragement, support, and prayers through all the journey of my study. You gave me the greatest motivation to complete my study in the shortest amount of time. I extend my deepest thanks to each of them because I could never have completed this study without their continued support and encouragement.

Last, but certainly not least, I offer special acknowledgement and gratitude to my family and friends who are too numerous to mention for their emotional and spiritual support. They all know who they are and I extend my deepest thanks to each of them.

## APPROVAL

This Project paper was submitted to the Senate of Infrastructure University Kuala Lumpur (IUKL) and has been accepted as partial fulfilment of the requirement for the degree of (Master of Arts Teaching of English to Speakers of other Languages). The members of the project paper Examination Committee were as follows:

**Harold Poong Wan Hing**

Senior lecturer  
Faculty of Arts, Communication and Education  
Infrastructure University Kuala Lumpur  
(Supervisor)

**Suraya Amirrudin**

Senior lecturer  
Faculty of Arts, Communication and Education  
Infrastructure University Kuala Lumpur  
(Internal Examiner)



Assoc. Prof. Dr. Manal Mohsen Abood  
Director  
Centre for Postgraduate Studies  
Infrastructure University Kuala Lumpur (IUKL)


(Associate Professor Dr. Manal Mohsen Abood, PhD)

Director  
Centre for Postgraduate Studies  
Infrastructure University Kuala Lumpur (IUKL)

Date: ...13/10/17...

**DECLARATION**

I'm Abdalla Faisel Mohamed Milud I declare that, this project paper is based on my original work except for questions and summaries which have been duly acknowledged, I also declare that have not been previously or concurrently submitted for any degree at Infrastructure University Kuala Lumpur or at any other institution.

..........  
Abdalla Faisel Mohamed Milud

Date: 13/10/2017

## TABLE OF CONTENT

TABLE OF CONTENT	Page
ABSTRACT	ii
ACKNOWLEDGEMENT	iv
APPROVAL	v
DECLARATION	vi
TABLE OF CONTENT	vii
LIST OF TABLES	ix
LIST OF FIGURES	x
<b>CHAPTER</b>	
<b>INTRODUCTION</b>	<b>1</b>
1.1 Introduction	1
1.2 Background of the Study	1
1.3 Statement of the Problem	2
1.4 Purpose of the Study	4
1.5 Research Objectives	4
1.6 Research Questions	4
1.7 Significance of the Study	5
1.8 Limitations of the Study	6
1.9 Definition of Terms	6
1.9.1 Metacognition	6
1.9.2 Metacognitive Reading Strategy	7
1.10 Summary	8
<b>LITERATURE REVIEW</b>	<b>9</b>
2.1 Introduction	9
2.2 Metacognitive Reading Strategy	9
2.2.1 Metacognitive Reading Strategy and Gender	9
2.2.2 Metacognitive Reading Strategy and Reading Comprehension Achievement	9
2.3 Related Theories and Models	10
2.3.1 The Interactive Model	11
2.3.2 Metacognitive Theories	12
2.4 Theoretical Framework	13
2.5 Summary	14
<b>METHODOLOGY</b>	<b>15</b>
3.1 Introduction	15
3.2 Research Design	15
3.3 Population and Sampling	6
3.4 Instrumentations	16
3.4.1 Survey of Reading Strategies	16
3.4.2 IELTS Reading Comprehension Test	17
3.5 Pilot Study	18
3.6 Data Collection	19
3.7 Data Analysis	19

3.8 Summary	20
<b>FINDINGS</b>	
4.1 Introduction	21
4.2 Demographic Characteristics	21
4.2.1 Respondents' program	22
4.2.2 Age of the participants in the study	23
4.2.3 Gender	24
4.2.4 Participants' year of study	25
4.3 Metacognitive reading strategy use by foundation in arts and foundation in science learners in reading a text	26
4.4 Descriptive Statistics of the Most Reading Strategy Used by the Art Foundation and Sciences Foundation Studies Learners	26
4.5 Results of t-test in differences in use metacognitive reading strategies between programs; art and science	27
4.6 Descriptive Result of reading comprehension test	28
4.7 Person correlation between the MRS and RCT	29
3.8 Summary	30
<b>DISCUSSION AND CONCLUSION</b>	
5.1 Introduction	31
5.2 Foundation Learners' Awareness of Metacognitive Reading Strategies	31
5.3 The Most Preferred Metacognitive Reading Strategies	32
5.4 Differences in Use of Metacognitive Reading Strategies among the Foundation Learners	33
5.5 Relationship between Metacognitive Reading Strategies and Reading Comprehension Test	33
5.6 Implication for University Foundation Learners	34
5.7 Recommendation for Future Research	35
5.8 Summary	35
<b>REFERENCES</b>	36
<b>APPENDIX A</b>	39



## LIST OF TABLES

	Page
Table 3.1 Discription of the passages used in the RCT	18
Table 3.2 Reliability of metacognitive reading strategy questionnaire	18
Table 4.1 Respondents' program	22
Table 4.2 Age of the participants in the study	23
Table 4.3 Gender distribution of the participants in the study	24
Table 4.4 participants' year of study	25
Table 4.5 Descriptive statistics of the three domains of metacognitive reading Strategy scores	26
Table 4.6 Descriptive statistics of the Most Reading Strategy Used by the Art Foundation and Sciences Foundation Studies Learners	27
Table 4.7 Results of t-test between programs; art and science	28
Table 4.8 Descriptive Result of reading comprehension test	28
Table 4.9 Person correlation MRS and RCT	30

## LIST OF FIGURES

	Page
Figure 2.1 Theoretical Framework	14
Figure 4.1 participants' foundation program	22
Figure 4.2 participants' Age	23
Figure 4.3: participants' gender	24
Figure 4.4 participants' year of study	25
Figure 4.5 Score of RCT	29

## CHAPTER 1

### INTRODUCTION

#### 1.1 Introduction

This chapter set the entire framework for this study. In this chapter, the researcher explains on the background of the study, statement of the problem, the objectives of the study, the research questions, the significance and limitations of the study as well as the definition of terms for the study.

#### 1.2 Background of the Study

English language is widely used as the important medium of instruction and communication in the world. English plays a crucial role in the fields of education, commerce, communication, science, medical and technology. The most widely studied language skills are reading and speaking (Flowerdew & Peacock, 2001).

Language learning focuses on the mastery of the four skills such as listening, speaking, writing, and reading. Yousef & Lotfi (2011) claimed that reading is an important skill because what is needed to be known, especially in the academic context is viewed in written mode. They further added that, effective reading is critical for long-term learning and particularly important for academic purposes. This is supported by Carrell et al. (1988) who stated that, effective reading skills is critical at advanced level for students in foreign and second language context. With stronger reading skills, learners of English tend to make greater progress in other areas of language learning (Anderson, 2003).

Interest in second language acquisition, particularly as it relates to reading in second language, has burgeoned in the past decade. This has resulted in a growing demand for both effective reading courses as well as high-quality second language materials. Research has demonstrated that reading in second language context is a dynamic and interactive process by which learners makes use of background knowledge, text

## REFERENCES

- Ahmadi, M. R., Ismail, H. N., & Abdullah, M. K. K. (2013). The Importance of Metacognitive Reading Strategy Awareness in Reading Comprehension. *English Language Teaching*, 6(3), 235-244.
- Al – Dawaideh, A. M. & Al-Saadi, I. B. (2013). Assessing Metacognitive Awareness of Reading Strategy Use for Students from the Faculty of Education at the University of King Abdulaziz. *Mevlana International Journal of Education*, 3(4), 223-235.
- Alexander, P. A., & Jetton, T. L. (2000). Learning From Text: A Multidimensional and Developmental Perspective. In M. L. Kamil, P.B. Mosenthal, P. D. Pearson & R. Barr. (Eds.), *Handbook of reading research*, 13(2), pp. 285-310. Mahwah, NJ: Erlbaum.
- Alhaqbani, A., & Riazi, M. (2012). Metacognitive awareness of reading strategy use in Arabic as a second language. *Reading in a Foreign Language*, 24(2), 231-155.
- Alici, H. & Serdaroglu, I. (2015). The relationship between metacognitive awareness of reading strategies and success of science of the 5th grade students in secondary school. *Participatory Educational Research*, 2 (1), 61-70. Doi: 10.17275/per.16.spi.2.7
- Al-Jadidi, H. S. (2009). Teaching English as a Foreign Language in Oman: An Exploration of English Language Teaching Pedagogy in Tertiary Education. *Doctoral Dissertation. Victoria University, Faculty of Arts, Melbourne, Australia.*
- Alsamadani, H. A. (2009). The relationship between Saudi EFL college-level students' use of reading strategies and their EFL reading comprehension. Retrieved from [https://etd.ohiolink.edu/rws\\_etd/document/get/ohiou12\\_24685570/inline](https://etd.ohiolink.edu/rws_etd/document/get/ohiou12_24685570/inline)
- Asta, L. A. (2009). A Content Analysis of Induction Policies in Seven Selected Florida School Districts. *Doctoral Dissertation. University of Florida.*
- Bjerken, K. S. (2013). Building Self-Directed Teachers: A Case Study of Teachers' Perspectives of the Effects of Cognitive Coaching on Professional Practices. *Doctoral Dissertation, Minnesota State University, Mankato, Minnesota.*
- Bölükbaşı, F. (2013). The effect of reading strategies on reading comprehension in teaching Turkish as a foreign language. *Educational Research and Reviews*, 8(21), 2147- 2154.
- Brenna, B. (2013). How graphic novels support reading comprehension strategy development in children. *Literacy*, 47(2), 88-94.

- Chen, J. & Intaraprasert, C. (2014). Reading Strategies Employed by University Business English Majors with Different levels of Proficiency. *English Language Teaching*, 7(4), 25-37.
- Fitrisia, D., Tan, K. E. & Yusuf, Y. Q. (2015). Investigating Metacognitive Awareness of Reading Strategies to Strengthen Students' Performance in Reading Comprehension. *Asia Pacific Journal of Educators and Education*, 30, 15-30.
- Gömleksiz, M. N. (2014). An Assessment of High School Students' Opinions on the Use of Methods and Techniques in English Classes. *2nd World Conference on Design, Arts and Education DAE-2013*. *Procedia - Soc. Behav. Sci.* 122:92-97.
- Hong-Nam, K. & Page, L. (2014). Investigating metacognitive awareness and reading strategy use of EFL Korean university students. *Reading Psychology*, 35, 195-220. Doi: 10.1080/02702711.2012.675418
- Hong-Nam, K. (2014). ELL High School Students' Metacognitive Awareness of Reading Strategy Use and Reading Proficiency. *The Electronic Journal for English as a Second Language*, 18(1), 1-6. Doi: 10.1080/02702711.2013.807900.
- Hong-Nam, K. (2014). ELL high school students' metacognitive awareness of reading strategy use and reading proficiency. *The Electronic Journal for English as a Second Language*, 18(1): 1-16.
- İnceçay, G. (2013). Metacognitive Online Reading Strategies Applied By Efl Students. *Journal of Theory and Practice in Education*, 9(4), 390-407.
- Klingner, J. K., & Vaughn, S. (2004). Strategies for struggling second-language readers. In T. L. Jetton & J. A. Dole (Eds.), *Adolescent literacy research and practice* (pp.183-209). New York: The Guilford Press.
- Lu, Z., Liu, M. (2015). An investigation of Chinese EFL learner's foreign language reading anxiety, reading strategy use and reading comprehension performance. *Studies in Second Language Comprehension Performance*, 5(1): 65-85.
- Mokhtari, K., & Reichard, C. A. (2002). Assessing students' metacognitive awareness of reading strategies. *Journal of educational psychology*, 94(2), 249-259.
- Mokhtari, K., & Sheorey, R. (2008). Reading strategies of first- and second-language learners: See how they read. Norwood, MA: Christopher-Gordon Publishers.
- Pammua, A., Amir Z. & Mohd, T. T. (2014). Metacognitive Reading Strategies of Less Proficient Tertiary Learners: A Case Study of EFL Learners at a Public University in Makassar, Indonesia. *Procedia - Social and Behavioral Sciences*, 118, 357 - 364.
- Pei, L. (2014). Does Metacognitive Strategy Instruction Indeed Improve Chinese EFL Learners' Reading Comprehension Performance and Metacognitive Awareness? *Journal of Language Teaching and Research*, 5(2), 1147-1152.

- Piyanukool, S. (2001). Effects of teaching reading through of text structures. Unpublished Doctoral Dissertation (Reading), the University of North Texas. Available from: *UMI ProQuest Digital Dissertation*, (UMI Order No. 3073547).
- Pressley, M. (2000). What Should Comprehension Instruction be the Instruction of? In M. L. Kamil, P. B. Mosenthal, P. D. Pearson & R. Barr (Eds.), *Handbook of reading research* (Vol. 3, pp. 545-561). Mahwah, NJ: Lawrence Erlbaum.
- Rinaldi, L. (2013). The effects of learning about the Five States of Mind on elementary children in grades 3, 4, and 5. Fielding Graduate University Doctoral dissertation. Retrieved from *Pro Quest Dissertations and Theses*. (UMI No.3591907).
- Senay Sen, H. (2009). The Relationship between the Use of Metacognitive Strategies and Reading Comprehension. *Procedia Social and Behavioral Sciences*, 1(4), 2301-2305.
- Sheorey, R., & Mokhtari, K. (2008b). Differing perceptions of reading strategy use between native and non-native college students. In K. Mokhtari & R. Sheorey (Eds.), *Reading strategies of first- and second-language learners: See how they read* (pp. 131-141). Norwood, MA: Christopher-Gordon Publishers.
- Solak, E. & Altay, F. (2014). The Reading Strategies Used By Prospective English Teachers in Turkish EFL Context. *International Online Journal of Education and Teaching*, 1(3), 78-89.
- Takallou, F. (2011). The Effect of Metacognitive Strategy Instruction on EFL Learners' Reading Comprehension Performance and Metacognitive Awareness. *Asian EFL Journal*, 12(2), 272-300.
- Wang, J., Spencer, K., Minjie, & Xing, M. (2009). Metacognitive Beliefs and Strategies in Learning Chinese as a Foreign Language. *System*, 37(2), 46-56.
- Wu, C. P. (2005). An investigation of metacognitive reading strategies used by EFL Taiwanese college students to comprehend familiar versus unfamiliar Chinese and English texts. Unpublished Doctoral Dissertation, University of Idaho. Available from: *UMI ProQuest Digital Collection*, (UMI Order No. 3196084).
- Yousefian, V. (2015). Reading Strategies Used by Iranian EFL Learners While Reading Academic Texts. *The Journal of Applied Linguistics*, 1(17), 192-204.
- Zhang, L., & Seepho, S. (2013). Metacognitive strategy use and academic reading achievement: Insights from a Chinese context. *Electronic Journal of Foreign Language Teaching*, 10(1), 54-69.
- Zhang, L., & Seepho, S. (2013). Metacognitive Strategy Use and Academic Reading Achievement: Insights from a Chinese Context. *Electronic Journal of Foreign Languages Teaching*, 10(3), 54-69.