



**THE METACOGNITIVE AWARENESS OF READING
STRATEGIES AMONGST STUDENTS OF SMK DATO'**

IBRAHIM YAACOB

SITI ZAINAB BINTI KAMARUDDIN

2010695042

FACULTY OF EDUCATION

UNIVERSITI TEKNOLOGI MARA

SHAH ALAM

2014

SITI ZAINAB BINTI KAMARUDDIN

2010695042

An Academic Exercise Submitted in Partial Fulfillment of the Requirement for the
Bachelor of Education in Teaching English as Second Language (TESL) with
Honours.



MADAM HAMIDAH BINTI MOHD
ISMAIL

(A.E. SUPERVISOR)

15/8/2014

DATE



PROF. DR. MOHD MUSTAFA BIN
MOHD GHAZALI


(DEAN OF FACULTY OF
EDUCATION)

15/8/2014

DATE

DECLARATION OF ORIGINAL WORK

“I hereby declare that the work of the Academic Exercise is mine except the quotations and summaries that have been acknowledged.”

Signature:  _____

SITI ZAINAB BINTI KAMARUDDIN

2010695042

Date: 15 / 8 / 2014

Abstrak

Kajian selidik ini mengkaji kesedaran strategi bacaan metakognitif yang digunakan oleh pelajar-pelajar di smk dato 'Ibrahim Yaacob semasa membaca teks akademik, hubungan diantara tabiat bacaan mereka dan kesedaran strategi bacaan metakognitif serta hubungan diantara tahap penguasaan bahasa mereka dan kesedaran metakognitif strategi membaca. Terdapat 75 pelajar yang mengambil bahagian dalam kajian ini. Pelajar-pelajar telah dipilih secara rawak oleh pengkaji mengikut tingkatan, iaitu dari tingkatan 1 sehingga tingkatan 5 dan 15 oand dari setian tingkatan. Untuk menentukan penggunaan kesedaran strategi bacaan metakognitif pelajar ketika membaca 'Metacognitive Awareness of Reading Strategies Inventory (MARSI)' yang dicipta oleh Mohkhtari dan Reichard, (2002), dan soal selidik tabiat membaca Kanada telah digunakan oleh penyelidik untuk mendapatkan data. Data dianalisis dengan menggunakan menggunakan kekerapan, peratusan dan juga skor min. Walau bagaimanapun untuk menganalisis hubungan kedua-dua pembolehubah dan penggunaannya kesedaran strategi bacaan metakognitif, 'correlation coefficient' telah digunakan oleh penyelidik untuk mendapat hubungan yang signifikan di antara pembolehubah bersandar dan tak bersandar. Daripada kajian ini didapati bahawa kebanyakan pelajar mempunyai tahap sederhana dalam kesedaran strategi bacaan metakognitif. Tambahan pula berdasarkan kajian ini, ia juga telah mendedahkan bahawa tabiat membaca pelajar ada kaitan penggunaan kesedaran strategi bacaan metakognitif oleh pelajar. Pelajar yang mempunyai tabiat membaca lebih baik menggunakan kesedaran strategi bacaan metakognitif dengan lebih baik. Di samping itu, menurut kajian ini, ia juga membuktikan bahawa tahap penguasaan pelajar boleh mempengaruhi kesedaran metakognitif strategi membaca. Pelajar dengan tahap penguasaan bahasa yang lebih tinggi mempunyai kesedaran strategi bacaan metakognitif yang lebih baik.

Abstract

This study investigated the metacognitive awareness of reading strategies that were used by the students in smk dato' Ibrahim yaacob while reading academic texts, the relationship of their reading habits and their metacognitive awareness of reading strategies as well as the connection of their proficiency level and their used metacognitive awareness of reading strategies. There were 75 students that were participated in this study. These students were randomly chosen by the researcher according to their form, which were form 1 until form 5, with 15 of the students from each of the form. In order to determine the students' use of metacognitive reading strategies, Metacognitive Awareness of Reading Strategies Inventory (MARSI) that was invented by Mohkhtari and Reichard, (2002), and The Canadian National Survey, (2005) of Reading and Buying Books for Pleasure's questionnaire were used by the researcher in order to gain the data. The data were analyzed using the frequency, percentage and also the mean score. However in order to analyze the relationship of both variables and their use of metacognitive awareness of reading strategies, the regression was used by the researcher to gain the significant relationship between the dependent and independent variables. From this study it was found that most of the students have the average level of metacognitive awareness of reading strategies. Furthermore based from this study, it was also revealed that students' reading habits does affect the use of metacognitive awareness of reading strategies by students. Students' who have good reading habits have better use metacognitive awareness of reading strategies. In addition, according to this study, it is also proven that students' proficiency level does affect the metacognitive awareness of reading strategies. Students with the higher level of proficiency have better use of metacognitive awareness of reading strategies.