



**EXPLORING GENDER DIFFERENCES IN
METACOGNITIVE READING STRATEGY USE AMONG
ESL UNIVERSITY STUDENTS DURING ACADEMIC
READING**

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ABSTRACT

This study explores the gender differences in metacognitive reading strategy use among ESL university students while reading academic texts of 200 Semester Two Diploma in Communication and Media Studies students, from the Faculty of Communication and Media Studies in UiTM Alor Gajah. Firstly, this study examines the metacognitive reading strategies used by male and female students in UiTM Alor Gajah while reading academic texts in terms of types and frequencies. Next, this study investigates the differences in the use of metacognitive reading strategies between male and female in term of type and frequencies. This research study is a non-experimental cross sectional survey design. The independent variable is the gender of the participants and the dependent variable is the metacognitive awareness as measured by Survey of Reading Strategies (SORS) developed by Mokhtari & Sheorey (2002) which is divided into three subscales which were global reading strategies (13 items), problem-solving strategies (8 items), and support strategies (9 items). Two research questions were examined using quantitative data analysis. The data for research questions were analyzed using descriptive statistics (Means and Standard Deviation) and inferential statistics namely one-way repeated measures (within subjects) ANOVA, Post-Hoc Bonferroni Adjusted Pairwise Comparison of Means test, and using independent samples t-tests. The findings reported that male and female students use problem-solving with high frequency while global and support strategies with moderate frequency. Male students used problem-solving strategies with the highest frequency followed by global strategies and support strategies while female students used problem-solving strategies with the highest frequency followed by both global strategies and support strategies. Female students used global and support strategies with similar frequency. Next, there was a significant difference in the frequency of use of support strategies between male and female students. Female students used support strategies with significantly higher than male students. Next, there were no significant differences in the frequency of use of problem-solving and global strategies between male and female students. Male and female students used problem-solving and support strategies with somewhat similar frequency. This study also discusses the pedagogical implications, limitations, and suggestions for future study.

ABSTRAK

Kajian ini menyingkap perbezaan dalam strategi metacognitif membaca yang digunakan oleh pelajar-pelajar universiti yang menggunakan Bahasa Inggeris sebagai Bahasa Kedua (ESL) semasa membaca teks akademik di antara 200 pelajar Semester Kedua Diploa dalam Pengajian Media dan Komunikasi, Fakulti Pengajian Media dan Komunikasi, UiTM Alor Gajah. Secara khususnya, kajian ini mengkaji perbezaan jenis dan kekerapan strategi membaca yang digunakan di antara pelajar lelaki dan perempuan. Kajian ini juga adalah untuk mengenalpasti sekiranya terdapat hubungan ketara di antara pelajar lelaki dan pelajar perempuan. Kajian ini adalah kajian tinjauan dan bukan jenis kajian bereksperimen. Pembolehubah yang dimanipulasikan bagi kajian ini ialah perbezaan jantina pelajar manakala pembolehubah yang bergerak balas ialah strategi para pelajar yang diukur menerusi borang kaji selidik yang diadaptasikan oleh Mokhtari dan Sheorey (2002) di mana strategi-strategi ini telah pun dibahagikan kepada tiga sub-kategori iaitu strategi global (13 item), strategi penyelesaian masalah (8 item), dan strategi sokongan (9 item). Dua soalan telah dikemukakan dalam kajian ini menggunakan analisis data kuantitatif. Data untuk soalan-soalan berkaitan kajian telah dianalisa melalui statistik deskriptif (purata dan Standard Deviation), statistik infrentasi analisis varian (ANOVA) ukuran berulang (di dalam subjek) satu hala, dan ujian-t untuk dua kumpulan sampel tak bersandaran. Keputusan daripada kajian telah menunjukkan bahawa pelajar lelaki dan perempuan menggunakan strategi penyelesaian masalah dengan frekuensi yang tinggi manakala global dan sokongan dengan frekuensi yang sederhana. Pelajar lelaki telah menggunakan strategi penyelesaian masalah dengan kadar yang tinggi diikuti dengan strategi global dan sokongan, manakala pelajar perempuan telah menggunakan strategi penyelesaian masalah dengan kadar yang tinggi diikuti oleh kedua-dua strategi global dan sokongan. Pelajar perempuan telah menggunakan strategi global dan sokongan dengan frekuensi yang sama. Seterusnya, terdapat hubungan yang ketara telah dilaporkan di dalam frekuensi strategi sokongan diantara pelajar lelaki dan perempuan. Pelajar perempuan telah menggunakan strategi sokongan dengan ketara daripada pelajar lelaki. Seterusnya, tiada hubungan yang ketara telah dilaporkan di dalam frekuensi strategi global and penyelesaian masalah. Kedua-dua pelajar lelaki and perempuan telah menggunakan strategi global dan penyelesaian masalah pada frekuensi yang sama. Akhir sekali, kajian ini juga turut membincangkan implikasi-implikasi pedagogi, halangan-halangan, dan turut menyediakan beberapa cadangan untuk kajian pada masa hadapan.

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