

UNIVERSITI TEKNOLOGI MARA

**AN INVESTIGATION INTO ESL READERS'
METACOGNITIVE STRATEGY AWARENESS**

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for the degree of Master of Education
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Abstract

The main aim of this study was to investigate the level of metacognitive strategy awareness among a group ESL students. The study involved 19 ESL students reading a bachelor's degree in Administrative Science at Universiti Teknologi MARA (UiTM) Sarawak. These students were selected based on convenience sample as they were readily available and were willing to participate in the research. The students were given a set of five-point Likert- scale Metacognitive Awareness Questionnaire (MAQ) to complete at the beginning of the investigation. The students were informed of the purposes and requirements of the survey, and they were asked to provide honest responses. After a period of two weeks during which the students went through a normal academic reading class with their lecturer, a selected number of students (10) were interviewed to find out their actual reading process. The single interview was conducted immediately after the students completed their reading task so that the reading experience was still fresh for recall by the students during the interview. The quantitative data were analysed using SPSS Version 16 descriptive statistics for mean score and standard deviation to determine the level of metacognitive awareness. The qualitative interview data were transcribed, analysed and interpreted to determine the actual strategy use during reading. The interview data were deemed useful in corroborating the statistical results. The findings indicate that for all the metacognitive strategy types, the level of awareness was very poor at a mean of below 2.00. The findings from the interview data also show that the students were unaware of metacognitive strategies. Based on the findings, the researcher concludes that these students were not strategic readers because they lacked the active monitoring and consequent regulation and orchestration of information processing activities or what Flavell (1976) referred to as metacognition. With an average level of 2.00, the students did not seem to show control of their own learning.

Declaration

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated or acknowledged as referenced work. This topic has not been submitted to any other academic institution or non-academic institution for any other degree or qualification.

In the event that my thesis be found to violate the conditions mentioned above, I voluntarily waive the right of conferment of my degree and agree to be subjected to the disciplinary rules and regulations of Universiti Teknologi MARA.

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CHAPTER 1

INTRODUCTION

1.1 Introduction

According to Flavell (1979), metacognitive awareness constitutes both metacognitive knowledge and metacognitive regulation. Metacognitive knowledge refers to the ability to select an appropriate action to take in face of a particular difficulty in whatever task. Metacognitive regulation on the other hand, refers to the actual execution of the choices of actions that have been mentally selected by the individual. Research has found that metacognitive awareness is an essential element in ensuring an effective reading comprehension. Thus, this study intends to assess the ESL readers' metacognitive strategy awareness to find out the extent to which ESL readers are aware of the effective metacognitive strategies. The study also explores the extent to which the ESL readers actually engage metacognitive strategies in their reading process.

1.2 Background of the study

Many researchers have found that metacognitive strategy awareness and the ability to consciously monitor one's comprehension process are essentially important aspects of strategic reading (Pressley & Afflerbach, 1995; Sheorey & Mokhtari, 2001). According to Sheorey & Mokhtari (2001), metacognitive awareness is the combination of conscious awareness of the strategic reading processes and the actual use of reading