ABSTRACT

Sitindaon, Marsauli K, 2013.Metacognitive Online Reading Strategy Practiced By English Students : A Descriptive Study on Sixth Semester Students of English Education Study Program of Tanjungpura University in Academic Year 2012/2013

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In the era of technology, university students tend to have more reading based online than reading based paper . The explosion of reading online is proved to be more challenging and requires certain strategies to be applied. One of the reading strategies is the Metacognitive Reading Strategy. Metacognitive online rading strategy in this research refers to strategy in which the students use their ability to regulate and control their cognition. The use of this strategy leads the students to engage with their thinking. This means metacognitive reading strategy demands active interactions between the readers and the text they read. It sets the students to have action of planning, purposing, monitoring, and self regulating in their online reading.These actions fulfill the roots of metacognition in reading activities.

This research is conducted to reveal the students' use of metacognitive reading strategy for online reading. Moreover, this research reports the level of students' use of metacognitive strategy users. The participants (n=48) are the sixth semester students of English Teacher Training and Education Faculty of Tanjungpura University. This study used Online Survey of Reading Strategies (OSORS) questionnaire adapted from Mokhtari and Sheorey (2001) and Anderson (2002) as an inventory to explore the level of students' usage of metacognitive reading strategy in their online reading.

The result revealed that all participants used the metacognitive strategy in different levels. Among the three categories of metacognitive strategy, Problem Solving Reading Strategy was the highest frequency used by the students. It was followed by two other categories Global Reading Strategy and Support Reading Strategy. The result also showed that there were 66.67 % students fell as high strategy users, 25 % students fell as medium strategy users, and 8.33 % fell as low strategy users. Overall result suggests that students of English Education Study Program Tanjungpura University have significant tendency to use metacognitive reading strategy to support their online reading.