

# Graduate Students Metacognitive Reading Knowledge of Monitoring Strategies

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## ABSTRACT

**Abstract:** This study presents the graduate students' understanding of metacognitive reading strategies. Obtained from thinking-aloud and interview, seven reading strategies are monitored when reading namely, (1) restating strategy to figure out the author's meaning, (2) making gist conclusion to get the key point, (3) using Google translate to interpret new terms confidently, (4) Rereading to amplify self-understanding correction, (5) Using context clues to get complete idea of the point, (6) underlining to centralize reading points, and (7) Asking self-questions for rechecking comprehension. By noticing the strategies use and the reasons for its use, the students understand the appropriate strategies to use.

## INTRODUCTION

Metacognition in reading strategy has received critical attention in an academic room. Recently Thuy (2020) has presented mix-method studies on TESOL Postgraduate students' awareness of using metacognitive reading strategies in Vietnam. The research findings which were taken from questionnaire and interview showed that all of 81 participants were assisted to pave the way to enhance their reading comprehension skill by recognizing the work of the reading process metacognitively. Being sensible of self-metacognitive reading strategies, they are highly motivated to read enthusiastically and independently (as exhibited by (Miyamoto, Pfof, Artelt, 2019 & Haque, 2018) because they could supervise their self-reading process with great attention.

For the strategies used, the participants noticed that they most frequently implemented problem-solving reading strategies (e.g. rereading, thinking for a moment, reading carefully). They also oftenly underlined, took notes, and read aloud as their other strategies. Indeed, by applying the strategies that correspond to monitoring process, the participants briefly acknowledged that they are motivated to become strategic readers.

The concept of metacognition itself, as stating by (Hoon, Hing, Fam, 1993) that during the metacognition process, students used a variety of cognitive strategies that are commonly used to produce meaning, as well as checking and evaluating which meaning-making strategies are more effective in their own reading process. Therefore, as the name that The term Meta, derived from Greek, theoretically means "beyond, after, above, and above cognition." (Hoon et al., 1993) which means, according to (Veenman, Van Hout-Wolers, & Afflerbach, 2006), that "metacognition draws on the cognition" (p. 5) where students do not literally only use cognitive strategies but also direct these strategies to be more appropriate to use.

Highlighting the importance of metacognition to improve self-study, Schraw & Dennison, (1994) revealed that "metacognitive awareness" could be depicted through metacognitive knowledge and metacognitive strategies as well. The meaning of metacognitive knowledge is one's awareness of the self-cognitive operation process. Based on Schraw's (1998) account, the students are aware of the knowledge of self-cognitive strategies such as understanding kind of strategies needed to apply (i.e declarative knowledge), how to operate the strategies (i.e procedural knowledge), and understanding about self-conditional knowledge which that knowing what reason and in what situation the strategies should be used. Meanwhile, metacognitive strategies are various actions that are managed by the students to regulate their cognitive process.

Of that knowledge of metacognitive strategies, they are aware of various strategies monitored and regulated while reading to maintain the comprehension process run well. They pay attention to their reading process while using the strategies they know as the effective strategies. The strategies that they perceived as effective way is the result of their understanding of conditional knowledge in which this conditional knowledge becomes an initial knowledge to determine which strategies should be used which also influences procedural knowledge such as understanding how to manage each step of reading strategies to become reading skills (Veenman, 2011).

For example, when the students want to get the main point of a statement, they need such a helpful strategy to achieve that goal. Of many ways known, each of them has self-reason to decide strategies that seemed effective. One might prefer to translate while others tend to summarize it as their strategy. Hence, whatever strategies used, as long as they know the function of the strategies that believed can help them to improve their reading comprehension, they may understand well how to regulate its process more metacognitively. That is why conditional knowledge steers the students to read purposively. In general contrast, when students lack knowledge of metacognitive strategies, they struggle to check or monitor the process of reading activity; they are unable to clearly convey what is read (Sani, Chik, Nik, Raslee, 2011). Following the research to date, the recent trends of metacognition at the reading domain have led to a proliferation of studies particularly about the role of metacognitive strategies on students' reading comprehension. Fani, Andriani, and Husna (2017) investigated the application of metacognitive strategies toward seven good readers of ELE Indonesian graduate students. Based on the result of the study, the students acknowledged that applying metacognitive reading strategies could keep them on the right track of their comprehension progress and help them to solve their reading problems.

In addition to that, Rahmati and Widowati (2017) also used a similar research design in which they were primarily interested in examining what problems undergraduates personally experienced while reading academic texts and what metacognitive strategies they used to deal with them. The result found that the students' problems were in recognizing the words, understanding the grammatical structures, relating the text to what they already know about the topic, the sounds of the individual words, the pronunciation of the words, and the organization of the text. To cope with those reading problems, the students elucidated various metacognitive reading strategies they highly applied. Especially in students with high-level achievement, they mostly revised and visualized the passage. They also analytically preferred to determine the meaning of unknown words strategy. Likewise, rereading, reading text more than once to keep in mind the ideas, and highlighting strategies were pragmatically applied by them. By and large, the students applied both physical and mental strategies simultaneously to regulate their cognitive strategies in solving the reading problem.

However, the students whose are successful used metacognitive reading strategies more effectively than those who are still at risk (Dreyer & Nel, 2003). The skilled readers indeed are apt to realize on what and why they read as well as devise various ways to surmount potential problems and supervise their comprehension (Pressley and Afflerbach, 1995 cited in Mokhtari & Reichard, 2002). Briefly, it can be said that the frequency of using the metacognitive reading strategy is mostly done by successful readers than those who considered less skilled readers. Inspired by previous research, the skilled readers are then centralized as the subject of this study and as suggested by Ali and Razali, (2019), the researcher need to investigate the strategies that can cater to students' needs to understand their reading process in maximizing self-reading comprehension.

Therefore, since the early investigators delved this theme at graduate students in various majors or graduate students of first-year English education program, the research subjects of this present investigation are EFL graduate students at the last semester who are taking thesis project. They were assumed that they implemented and monitored their reading strategies metacognitively to achieve a good quality in writing a research study. Accordingly, it might be interesting to inquire about students' declarative-conditional knowledge of metacognitive strategies. Schunk, (2012) revealed students who only understand what type of reading strategies to use and how to use them, regardless of the nature of strategies that fits their needs, will struggle to identify the strategies they already notice in the right situation. Hence, the researcher called to answer the question: what monitoring strategies do graduate students use along with the reason for using them when reading?

## **METHOD**

To answer the research question, a descriptive qualitative approach was used as a research design. Since the study worked to understand individuals' points of view and provides a collection of interpretations (Stake, 2010), the researcher described their awareness in utilizing the MRS by using think-aloud and retrospective methods. Mokhtari (2018) points out that these tools are valuable to examine the metacognitive strategy of the students' thinking engaged in reading practice.

As the name, think-aloud requires the students to articulate their thought as they read in which their monitoring of cognitive appraisal can be identified. Therefore, the data obtained from this method is a picture of participants' thinking processes in reading such as how they perform the strategy used either to understand the text or to overcome self-difficulties in reading. In brief, think-aloud becomes a significant tool for metacognition inquiry, particularly, the regulation of self-reading (Hu & Gao, 2017). While the retrospective method such as an interview is allowed the researcher to crosscheck the data gained in both methods. Hence, by interviewing the participants after conducting the previous method, the researcher can expand the result of the think-aloud method and it is likely to add further information of the informants' mind process (Bauserman, 2005 & Charters, 2003) because participants are possibly to recall and retell their thinking and reading processes not only based on think-aloud but also personal experience.

The subjects of this research are graduate students majoring in ELE in Universitas Negeri Malang, specifically, those who are accomplishing a thesis project. The researcher, therefore, invited her colleagues to be respondents to have more sufficient data and get inputs convincingly without making the distance between the researcher and the investigated subjects. Since the amount of

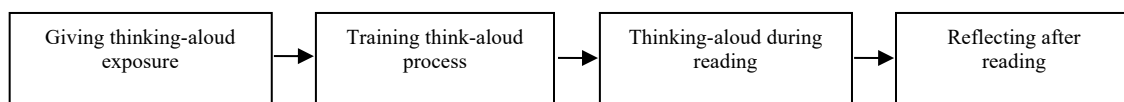
vocabulary can become one of the factors to comprehend a reading text well, VST (Vocabulary Size Test) designed by Nation and Beglar (2007) was used in this study to consider the subjects as good readers. Viewed from the test result, 2 of 15 subjects agreed to be respondents of this study. They have recognized almost 80 items correctly with 90% coverage of the text, or understanding at the rate of 90% of the text read. Hence, the participants of this study were considered good readers.

Dealing with the research instrument, the researcher provided two material resources for thinking-aloud. The first material was retrieved from Youtube which was used as the exposure of the thinking-aloud illustration efficiently. Establishing the exposure was aimed as the way of accustoming which assisted the participants to understand how to verbalize their thought concurrently in reading (as suggested by Abdel Latif, 2018; Fonteyn, Kuipers, & Grobe, 1993; Sitthitikul, 2007). Secondly, the material for reading was taken from the scholarly literature websites in which the material (e.g. research article) concerned on participants' topic of the thesis project to trigger their interest to read attentively. Then, the researcher took the discussion part of the article and adopted into approximately 500 words length to avoid condition such as "feeling bored and too lengthy" to verbalize their thought.

Moreover, the researcher designed a semi-structured interview, to construct the relevant data with the think-aloud report. At this kind of interview, a list of questions would be organized in advance for the participants' responses so that further questions would be naturally added in the interview. Behind that, the researcher arranged two aspects of the main question derived from the research problems of this study. The aspects were focused on identifying the students' awareness toward kinds of reading strategies needed while reading and the reasons for strategies use. Of these aspects, the researcher developed some questions in which questions such as "what and why" each of the strategies that is applied were mainly designed in the interview.

The initial work was done with one of the researcher' colleagues to try out the appropriateness of research instruments. In this phase of pilot testing, the researcher gained much worthy information. Such as in the thinking-aloud instrument, based on the input of the pilot study, giving first exposure (e.g. learning its protocol from Youtube) was helpful to recognize the instrument more efficiently. Moreover, regarding the material, the length of the text (approximately 500 words of discussion part of an article) was sufficient to catch the illustration of the reading and thinking process. At the interview, the researcher also modified some questions which displayed repetitive or excessive response.

To collect the data, the researcher invited one to one participant to have a convenient investigation. The researcher conducted two sessions of investigation in one meeting. The think-aloud session was done early then followed by the interview session. Of two kinds of think-aloud method, concurrent think-aloud (CTA) are specifically modeled in this study in which the researcher tried to obtain the participants' self-reports verbalization spontaneously during reading the article. Hence, the researcher could have immediately thought to make a good recall and their procedural process of thinking instead of the explanatory response as revealed by Geisen and Romano Bergstrom (2017). The procedures can be figured below.



**Figure 1. Think-aloud Procedure (Adapted from Sitthitikul, 2007 & Fonteyn, et al, 1993)**

Following that figure, (1) the researcher would share the exposure of doing thinking-aloud to the participants by showing a short video from Youtube. The participants were then tried out reading within thinking-aloud directly with the researcher's guidance. It was aimed to help them recognize the technique process in a real situation and to build their self-confidence to verbalize before doing the actual study. The participants were allowed to use comprehension tools such as a dictionary or Google to construct the meaning while training. After that, they were asked to recall back what had been read. (2) After the training session, the participants continually read the research article provided by the researcher. To create their comfort in reading, the researcher didn't limit the reading time to avoid reading worriedly which might disturb the process of thinking. (3) While interacting with the article, the researcher recorded the participants' activity and sat beside the participants to reduce the intimidation (Charters, 2003). It also enabled the researcher to become a reminder to ask them to keep verbalizing of thought-aloud if they pause longer. Taking note was another task of the researcher to capture all reading process that particularly some verbalized points which needed a clear clarification in the interview session. (4) After finish reading, the participants were then asked to recall back what they had just done in orally report to get a more natural and spontaneous evaluation.

Following the first session, the participants were allowed to have a break in some minutes before continuing the interview. About five minutes later, the researcher started the interview by informing the total of questions that should be answered and the specifications of the questions related to the metacognitive process. During the interview, the participants were allowed to use their

mother language to make them feel comfortable to respond to the questions. The data collected in this session resulted in 20 – 30 minutes.

The results of data collection are analyzed by following concurrent steps of analyses by Miles, Huberman, and Saldaña (2014). The data proceed in three activities. First, the researcher transcribed all of the data from think-aloud and interview results in the audio recorder as well as field notes. Adapted from Abdel Latif (2018), the researcher modified some symbols used in transcribing TA protocol.

**Table 1. Symbols Used in Thinking-Aloud and Interview Transcript**

The symbols	The description
<u>Underlined words</u>	: words that are being read
<del>Crossed-out words</del>	: unread words
<i>Italicized words</i>	: student's utterances in English
<b>Bold italicized words</b>	: student's utterances in Bahasa or first language
[ ]	: the description of students' activity in reading

## FINDINGS

### Graduate Students' Monitoring Strategies and the Reason for its Use when Reading

#### *Restating sentence into L1: to understand the point of the statement*

Retrieved from thinking-aloud (in S6), transferring language – as part of the translating– was done by S while trying to comprehend the authors' message before restating.

##### Thinking-aloud report:

S5 [Sentence 1] The imbalanced and inappropriate presentation of tasks embodies the insufficient diversity in Project English.

S6 *Ketidak seimbangan dan ketidak propertinya tampilan... dari tugas tugas itu menunjukkan ketidak cukupan ee diversity keberagaman... dalam project Bahasa inggris* (ANALYSIS- Tf. lang.)

S7 *jadi tugas tugas nya itu... tidak menunjukkan bahwa ee betapa beragamnya projek projek Bahasa inggris itu karna... terlihat seperti tidak seimbang dan tidak sesuai.* (GEN-Restate L1)

##### Interview report:

S: "Yaa actually I first read, and then I try to understand (by transferring language) and then then I restate (into L1) what the writer ee has written. To make myself sure, whether I understand the text or no. When when I restate to my own language, I feel like oh I got the point I got the writers write wrote in that sentences first"

Restating into L1 therefore was pertained by S as strategy that could help her figure out the author's point convincingly.

#### *Making gist inferences: to grasp the main point of the statement*

As taken from A's think-aloud data, she highlighted the gist by practically underlining first and then followed by deducing it into her own word either in first language or in English.

##### Thinking-aloud report:

A52 the frequencies of presentation of linguistic devices of interpersonal meaning range (ANALYSIS-Reread)

A53 (continue reading) from eight percent 8% in business phone calls, [A was underlining business phone calls] (ANALYSIS-Underline: Topic)

A54 (continue reading) five percent 5% in letters of complaint and replies to letters of complaint, one percent 1% in making and handling telephone complaints, (A was Underlining 1% in making and handling telephone complaints) (ANALYSIS-Underline: Idea) to Ou point one percent 0.1% in CVs.

A55 *Berarti yo sangat kecil lah yo interpersonal meaning e* (GEN-Hgl.gist-Deduce)

##### Interview report:

A: "So, I read the sentence and then I try to find out what the point is. I notice the terms, what what information that it that is discussed, like that. And then, I conclude it... So I I **opo yo** I know the meaning of the sentence. I do that way is to help me... I do conclude the point is to help me know what is discussed. **Jadi langsung tau ke intinya gitu**"

Clearly stated, A revealed in the interview that she would look for the points before concluding the points or making such gist conclusions in which this making inference strategy was considered to understand the gist of sentences. Moreover, this strategy is deemed as the way to understand the point of what the author has conveyed.

#### *Underlining: to centralize the reading on main point*

As presented previously, A would underline the main point before deducing it. A admitted in the interview that she practically involved underlining strategy.

##### Interview report:

A: "Yaaa, ee when I am reading the article I usually do underline or highlight in the main point on the article so I know whether the information is important or not so I highlight the important one... To highlight the information that I don't want to miss so I can focus on the main point"

According to A's perspective, it facilitated her to concentrate reading on the primary point.

### **Using Google Translate: to make more appropriate and confidence decisions about the word meaning**

As shown in line A69 and S109, A and S utilized dictionary such as Google translate to get the meaning of new words contextually.

#### **Thinking-aloud report:**

A69 *Meagre ... kurus, amat kecil, amat kurang...* (ANALYSIS-Dict. & Read L1 meaning)

A70 *Oo too small, Mm less attention* (ANALYSIS-Context.Word; Write: too small/less)

S109 *overtly terus terang and covertly terselubung* (Dict. & Read L1 meaning)

S110 *oo jadi implisit dan empli eksplisit gitu antara siswa* (Context.Word)

Using Google translate thus seems to be the important strategy since the students have the most reading comprehension weaknesses in vocabulary problem that could impede their reading comprehension as expressed in the interview below.

#### **Interview report:**

A: "*kalau reading si nek aku lebih ke vocab, ketika nek when I don't get the the when I don't get the meaning of the vocab well, berarti kan I cannot understand the sentence, gitu sih*"

S: "*I have lack of vocabulary ya, because ee before we understand a sentence ee we have to know the terms and the vocabulary sometimes when we miss to know one vocabulary in a sentence organization it cannot make our understanding better when we dont know ee several vocabulary*"

Hence, A and S revealed in the following self-evaluation of thinking-aloud and the interview that Google translate is used for solving the vocabulary problems.

#### **Self-evaluation report:**

Q5: How do you solve that difficulty(s)?

Statement A: "*Dealing with the emm vocabulary I use dictionary of course (Google Translate)*"

Statement S: "*mostly I used google translate because it helps me effectively and efficiently since I bring my phone anytime*"

#### **Interview report:**

A: "*like the Google Translate it helps me to translate well. ya maybe I can predict what the meaning of vocab, tapi kan gak yakin juga iku yaopo temenan opo gak artine. Hehe ngunu kan? Sama ini ee when the sentence is hard to understand I translate it in Bahasa Indonesia so I can comprehend the sentence well.*"

S: "*Because the dictionary (Google Translate) I can find out many information of the word so I can comprehend it well*"

All in all, the reason of using dictionary was to decide the meaning of unknown words or difficult statements more properly and more confidently.

### **Rereading: to fix interruptions and develop a deeper understanding**

In some situations, either A or S did rereading. In line A62 and S55 as for instance, they reread the statement when obtaining inadequate understanding after the first time reading and when getting unable to catch the point (in A30 and S80).

#### **Thinking-aloud report:**

A62 [Sentence 10] *As we discussed in our earlier study on the same textbooks, as we discussed in our earlier study on the same textbooks.* (ANALYSIS-Reread)

A30 *in naturally he'em vague language... vague language ... he'em vague showing building shared knowledge showing build he'em softens expressions so that they do not appear too direct of unduly authoritative or assertive.* (ANALYSIS-Reread)

#### **Thinking-aloud report:**

S54 [Sentence 10] *She argues for taking advantage of diversity to both improve students' academic achievements and promote social development in that with multiple students' individual ZPDs connected and orchestrated...*

S55 *Aduh panjang banget hehe* (Exclam). *She argues* (ANALYSIS-Reread)

S78 *ZPD yang sudah ee develop mana ya...berkembang dan...* (ANALYSIS-Tf. lang.)

S79 *eeh salah dong* (Exclam: selferror)

S80 *developing an extended ZPD* (ANALYSIS-Reread)

Of those rereading image, A and S informed that this strategy was applied when she failed to recognize the points in the sentence. Besides, S also stated that she had to repeat her reading when missing the point particularly in the first time she read.

#### **Interview report:**

A: "*Because when I read a sentence for example and I don't get the point of the sentence I usually do reread. Ee repeat reading the sentence to opo yo opo yo? To just to make sure my understanding. Koyok ketika aku nggak ngerti gak faham tak repeat lagi oo ternyata ngene ta*"

S: "*Yaa, ya. speaking frankly when I first read I don't get it from the first time, I reread...I have to reread the passage again to find out the information what is the main idea of that the the author want to deliver in his writing so ya I have to reread to make sure it (self-understanding).*"

In their interview report, they need to reread to fix any disturbance when reading and increase their understanding better.

### **Using context clues: to get a meaningful understanding of the author's point**

If rereading strategy didn't work to find out the writers' point, S procedurally explained that she would skip that obstacle, continued reading, and then returned back to that point.

#### **Interview report:**

S: "*...I will reread the sentence. But when I still dont get the point of ee the sentence I miss ee I mean I skip that sentence and I try to find to read another the following sentence when I got the point of the se the second sentence, I go back to the first sentence oo that's what the writer wants to give information like that...when I find the information to the next sentence I got the point OK oo the previous one is like that...Sometimes each sentence has has a connection cobesive coherent paragraph. And I sometimes skip one sentence into the other one to find out the meaning. So I can understand the points meaningfully*"

At the brief interview, therefore, she was likely to use context clues in reading. She told that it became her aid to understand the author's point with meaningful comprehension since she assumed that information from one sentence to another was interconnected.

### ***Asking self-questions: to build critical thinking and evaluate self-comprehension***

A and S were directly stating the questions and trying to recall back their understanding of new word (A24 and S63). A also asked to self when being unable to find put the point of a statement (A31).

#### **Thinking-aloud report:**

**A23**[Sentence 4] In naturally-occurring communication, In naturally occurring communication (ANALYSIS-Reread) vague language

**A24***vague (knowledge)* iku mau opo yoh? (Prob- SelfAsk-term)

**A30** in naturally he'em vague language... vague language ... he'em vague showing building shared knowledge showing build he'em softens expressions so that they do not appear too direct of unduly authoritative or assertive. (ANALYSIS-Reread)

**A31***maksud e opo?* (Prob- SelfAsk-info)

#### **Thinking-aloud report:**

**S62** *orchestrated? okestra?* (Prob- SelfAsk-vocab- Guess.Word: Prior knowl.)

**S63** *opo toh ?* (Prob-SelfAsk-vocab)

In the interview, A and S similarly asserted that asking self-question was automatically activated such by producing some 5W and 1 H questions.

#### **Interview report:**

A: "when I don't understand a certain e term or vocabulary for example, I usually express it by by asking my self **apa ya kira kira** ebebe **atau ini artinya apa ya**...by asking to myself, I ee **apa** I can keep thinking, he'eh **kayak ini jawabannya apa yaa gitu** bebe ee I think harder to find out what the answer is, **gitu sih**"

S: "sometimes, I talk with myself, monologue, I do monologue because why is it? what is it about? is it what the writers want to deliver? or is it like this? Is it like that? I sometimes ask myself even I know there is no answer after I ask that but ee I think my brain will try to find out whether this is right or no. It such monitoring I think I just want to make myself sure, is it is it the meaning"

Briefly, self-questioning was considered as supporting strategy for strengthening self-thought to analyse the answer of every single questionable information and for monitoring self-comprehension.

## **DISCUSSION**

### **Graduate Students' Monitoring Strategies and the Reason for its Use when Reading**

This qualitative study presents graduate students' metacognitive knowledge of strategies utilized in monitoring reading process. Through thinking-aloud and interview activities, two graduate students recognize their self-metacognitive strategies especially on their declarative-conditional knowledge. They are aware of what kind strategies required and regulated while interacting with the text and also what the reason(s) of using those strategies hence the strategies are deemed important to use.

As found in this study, both students seemed to do little attention to grammatical structure at thinking-aloud activity but rather to find out the main points. As good readers, their reading attention is to get a comprehension of what the author is conveying. According to Familia (2018), good readers are seen as "reading to learning" where they will mainly focus on looking for the main ideas of statements as key information to boost their knowledge. Coombs (2017) also stated that "identifying main idea in text is a key building block of a student's reading comprehension" (p. 8). Therefore, both students of this study mainly applied several strategies following monitoring comprehension needs. They include general comprehension strategies, comprehension problem-solving strategies, and comprehension supporting strategies.

First, based on students' report, general strategies which are identified to comprehend the text included restating into L1 and making gist inferences. Each of them is applied without no reason. For example, student S would restate each statement into L1 by firstly following the process of translation. She opined that this strategy is able to assist her to figure out and understand the meaning of authors more easily and familiar to her L1; thus, it seems to be used as her basis strategy to understand the authors' meaning. As foreign learners, this translating-restating into an L1 strategy commonly applied (e.g. Rahmati & Widowati, 2017; Al-Jarrah & Ismail, 2018). Linked to McGrath, Berggren, & Mezek's (2016) study, they also present that even the high proficient students utilized this strategy which might help them in drawing the L2 source reading into L1 more confidently. Therefore, this strategy should not be necessary to be ignored. It was because when reading the L2 source text, as illustrated in thinking-aloud data, student S literally does transition by changing the source of text written in English to her first language (transferring the language) before restating into L1. The role of transferring language itself seemed to help her in seeking and identifying the authors' point. When she has caught the points, she then continues to restate them by following the source structure or contextualizing the source closer to her L1 structure; thus, this strategy facilitates her to get familiar understanding about the intention of the author.

For making inferences of the gist strategy, according to student A's view, this strategy helps her to get the key points of what she is reading so that she can understand the info conveyed by the author. During the reading, she tries to detect the clues or the text evidence by giving attention and underlining to the topic (i.e. the subject which is discussed) and the ideas (i.e. the points which are revealed about the subject) in the statements regardless supporting details. After that, she makes the inference into her word by relating the points of statement to self-experience and involving the background knowledge she had to construct the meaning. Hence, instead of directly absorbing the info, she used this strategy with analyzing the info if or not it could be accepted as a good reader did (Familia, 2018). Stated in Brevik's (2014) study, this strategy is utilized to encourage students' attention to focus on the key points.

Moreover, dealing with underlining as pinpointed in the thinking aloud, student A justified that she would practically underline certain important points of the text during understanding the author's content. She perceived that underlining is a helpful supporting strategy during reading. By selectively marking the important info, as she reported in the interview, this strategy can be a self-assistance to recognize keywords and help focused-reading on the author's meaning. That way, she could identify the main points then deduce further into his own words regardless of the detailed peripheral info. Consistent with the previous research (e.g. Leopold & Leutner, 2015; Yeari, Oudega, & Van den Broek, 2016) practically highlighting main points can strongly aid the students to read with centrality. Thus, underlining or highlighting seems play an important role in the process of understanding the author's content as shown in Rahmati and Widowati's study (2017) in which this strategy is highly applied by the university students in reading the academic text.

Concerning the comprehension problem encountered, three strategies such as using Google Translate as comprehension tools, rereading, and using context clues are identified as comprehension problem-solving strategies to cope with (as found in the study of Abundis-Gutiérrez, González-Becerra, del Río, López, Ramírez, Sánchez, Huerta, & Capilla, 2018). In agreement with Kasim and Raisha (2017) who studied EFL university students' reading problems, having a lack of knowledge of vocabulary is also realized by the students of this study as the most of their reading weakness. They continue to say that it can hinder their understanding of identifying the intent of the author. In Cromley and Wills' (2016) article, they aptly warned that "a completely unknown technical term can interfere with making sense of an entire passage, a sentence or the sentence in the context of the passage, all of which can make it difficult to monitor for understanding" (p. 52). Thus, these strategies are utilized by the students.

Pertaining to check and determine which information of L2 words is more relevant to the L1 context, using comprehension tools (e.g. Dictionary, Google Translation) is utilized as their vocabulary-problem solving strategy. Student A reported that instead of predicting, she tends to use Google Translation to get the L1 meaning of unknown L2 words because she will get more confident to ascertain the meaning. Interestingly, besides rereading strategy, Google translate is also deemed as an effective way to understand the authors' meaning that expressed primarily in complex statements. As conveyed by student S, Analogously, Student S stated that she would also use Google Translate or a bilingual-monolingual dictionary to obtain the correct meaning by knowing the synonym and detailed description of a word so that it enabled her in satisfactorily gaining more contextual meaning of new terms. Hence, instead of comparing, those comprehension tools may become a helpful independent-strategy to understand such knowledge of vocabulary. In general, paralleling with Bahri and Mahadi's (2016) case study, they also reported that the students frequently tend to use Google translate as a tactic to handle language learning problems and better manage their learning on their own. Thereby, as a comprehension verifier, Google Translation could be the readers' great companion when it comes to learning (Groves & Mundt, 2015). However, although Google Translation provides sufficient translation, as suggested by Halimah (2018), the use of this tool necessitates the use of manpower (i.e. translation by human) in order to generate a more accurate report in translating to the target language.

Moreover, both students also realize that they will regress, rethink, and reanalyze the sentences that difficult to understand. They will repeat reading attentively in particular when they are unable to get the authors' points or when they make inadequate comprehension over the first-time of reading. Hence, these situations trigger them to apply the rereading strategy. The students inform that rereading assists them to solve the disruptions and gain a better understanding. Theoretically speaking, rereading linked to visual acuity has created superior evidence that students pay close attention to disturbances in understanding and adeptly resolve them, so rereading has been labeled as a mending strategy (Christianson, Luke, Hussey, & Wochna, 2016). However, when rereading doesn't work well to identify the main point, student S will try to use context clues. As stated in the interview, she would skip the difficulty such as having no idea about the main point, keep reading to the next sentences to seek the point then relate the info among the sentences. In her lens, since each sentence was sometimes interrelated, by doing those actions, she was able to gain the author's view point with meaningful understanding. Link to Brevik's (2014) statement, contextual reading include a strategy for central reading that play a role in determining the meaning of unknown words or ideas from context. Thus, this role motivates the student to implement this strategy to recognize the key information besides rereading.

Another supporting strategy reported is the self-questioning strategy. This strategy seems like a bridge that triggers the students to think about the answers of self-questions posed. They ask and recall their previous knowledge about the present info that makes them curious to understand it such as asking about the intention of authors or new vocabularies. Wicaksono and Munir (2014) also have proven that producing such 5W + 1H questions during reading can access to the students' prior knowledge activation to answer the questions. The students of this study realize that asking self-questions assist them to strengthen their mind critically to seek what is the answer to questions they made. Therefore, this strategy prompts the students not to read passively but rather aids them to focus attention on their thought and their comprehension process (Alt & Raichel, 2020). Besides, one of the students states that this strategy also naturally helps her to check comprehension of whether or not her comprehension was congruent with the authors' viewpoint. As justified by Joseph, Alber-Morgan, Cullen, and Rouse (2015), the students will be able to monitor their comprehension and enhance their skills in reading independently through self-questioning. Thus, asking self-questions enables the students to engage in active reading.

On the whole, by noticing and understanding what and why strategies should be done regardless of the level of strategies, the students in the lens as good readers, clearly regulated various ways even the simple one (e.g. rereading, underlining, using dictionary)

as their reading strategies. Therefore, whatever strategies are involved in reading as long as they are considered effective, the roles are under self-needs, they are important to be realized as ways of success for optimizing reading comprehension skill.

## CONCLUSION

Obtained from thinking-aloud and interview, two graduate students understand their metacognitive strategies. They clearly recognize various strategies use either conceptually or procedurally while reading and the total of seven strategies are identified consciously. The noticed strategies are namely, restating sentences into L1 and making inferences of the gist that are considered as general comprehension strategy in which the use of restating into L1 is to understand the author's meaning while making gist conclusion is to get the author's main point. Next, using Google translate, rereading and using context clues are viewed as problem-solving strategy. Google translate is utilized by both students to interpret new terms confidently and rereading is required to amplify self-understanding correction and to obtain better understanding. The reason of using context clues is to gain a complete idea of the point. Moreover, the strategy that support their reading are underlining for centralizing reading on the main points and asking self-questions for confirming the thinking process and rechecking comprehension. In brief, by identifying kinds of strategies use and the reasons of why using the strategies, the participants evaluate the most appropriate reading strategies to be implemented in.

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