

A Correlational Study between Metacognitive Reading Strategies and Reading Motivation Toward Reading Comprehension in ESP Students

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Abstract

The comprehension of reading become daunting for ESP students. The purpose of this research is to establish whether there is a significant relationship between student use of metacognitive reading strategies and reading comprehension; motivation for reading English text and reading comprehension; metacognitive reading strategies and motivation for reading toward reading comprehension of ESP Students at the second semester of Economics and Business department. The findings of this study showed a strong association between student use of metacognitive reading strategies and reading comprehension. Accordingly, there is also a strong relationship between reading motivation and reading comprehension. Nevertheless, there is a significant correlation between metacognitive reading strategies and reading motivation for reading comprehension.

Keywords: reading comprehension, reading motivation, metacognitive reading strategies

INTRODUCTION

The capability to read and comprehend what someone reads is somewhat critical for their academic success as good readers in order to make more successful students. Hence, it is necessary to connect students' background knowledge of content during their reading practice so that they can get involved in learning process and easily connect to and learn from the text. Reading in a foreign language (English) is even more daunting as EFL students who have low English language skills will also have greater difficulties in comprehending the English text. Yet one of the way to resolve the issue

of poor reading comprehension is by mastering metacognitive reading strategy skills (Gholami, Reza, & Ahghar, 2012; Ahmadi, 2016; Teng, 2019).

Aside from raising the metacognitive reading strategies awareness, it is a compulsory matter for the teacher to seek an exact way to help their students to expand their reading skill. The new approach to learning not only draws attention to comprehension, but also to motivation and desire for students is one of the main factors for successful and productive learning and achievement. (Gopalan, Bakar, Zulkifli, Alwi, & Mat, 2017). Motivational factors should be placed as cognitive processes to enhance reading comprehension skill. Similarly, it is identified that motivation has a part in the percentage of success in foreign language learning processes. By building that aspect, it will make the students easier to achieve their goals in learning process. Therefore motivational process also plays pivotal role in comprehension performance of text being read (Memiş & Bozkurt, 2013). Reading motivation consists of external and internal processes.

By understanding the correlation between metacognitive reading strategies, students use the drive to learn in order to grasp their reading, it is expected to assist the teacher to map the students metacognitive reading strategy utilization and motivation in reading English text toward their comprehension. Therefore, the teacher is being able to develop the best strategies and learning materials for the students especially in reading course. Therefore, the potentially successful learning strategies can be ensured by the teacher.

METHOD

In order to determine the relationship between two or more variables a quantitative study under correlational research design with multiple regression (R) is applied since there are two predictor variables with one criterion variable. Therefore, a measurement could be seen of how well a given variable can be predicted using linear function of a set of other variables. In this study, the aim is to investigate the correlation among the students' utilization of metacognitive reading strategies and reading motivation toward comprehension performance of their reading. The metacognitive reading strategies and reading motivation is the independent variables; and reading comprehension as the dependent variable. The participants of this study were the second semester students of Management at Faculty of Economics and Business Merdeka University of Malang year of 2018/2019. The researcher chooses student of Faculty of Economics and Business at Merdeka University of Malang year of 2018/2019. In order to collect the data, the researcher used three kinds of instruments there are Survey of Metacognitive reading strategies (SORS) developed by Mokhtari & Sheorey (2002). The

instrument for reading motivation was adapted from Komiyama (2013) using Motivation for Reading in English Questionnaire (MREQ), and also the reading comprehension test adapted from the reading section of TOEFL test for their daily assignment.

RESULTS AND DISCUSSION

The result of finding in this study was found that the coefficient of correlation between students' utilization of metacognitive reading strategies (X1) and reading comprehension (Y) is 0.281. Then, comparing to the r -obtained is higher than r -table ($0.281 > 0.235$). The score of Sig.(2-tailed) is 0.019 which was higher than the significant level 0.05 ($0.019 > 0.05$). It summed up that there is a significant correlation between these variables. It means that H_0 is accepted since based on the level of relationship, the coefficient correlation between those variables is in low positive category.

Meanwhile, the coefficient of correlation between students' reading motivation in English text (X2) and Reading comprehension (Y) is 0.436. Then comparing the r -obtained with the r -table ($0.436 > 0.235$), it be concluded that that there is a correlation between these variables. It was also clear that the score of Sig. (2-tailed) is 0.000 which was lower than the significant level 0.05 ($0.000 < 0.005$). It means that H_0 is rejected an acceptance of alternative hypothesis and rejection of null hypothesis since there is a correlation between students' reading motivation in English text (X2) and reading comprehension performance (Y). Based on the level of relationship, the coefficient correlation between those variables is in average positive category.

On another hand, the significance of coefficient for metacognitive strategies in reading is 0.338 which is higher than signification level at 0.05 ($0.338 > 0.05$). Meanwhile, the significance of coefficient for reading motivation is 0.002 which is lower than 0.05 ($0.002 > 0.05$). Therefore, it can be concluded that the combination of the two variables simultaneously correlated with reading comprehension indicating the rejection of the null hypothesis.

CONCLUSION

The findings of this study expand the work of previous researchers in the field of the study on metacognitive reading strategies and motivation among ESP learners toward their reading understanding. The coefficient result of the correlation between metacognitive strategies in reading toward reading comprehension showed weak relation among them. Meanwhile, the motivation variable showed an acceptable interpretation score on the relationship. A simultaneous correlation is shown if the metacognitive reading strategies and reading motivation were combined together in order to reach the goal of reading comprehension.

Generally, it can be argued that ESP teachers should be above their traditional roles by providing chances and expanding resources for their ESP learners to become encouraged and considerably advancing their reading comprehension skills. ESP learners may have a limited range of reading comprehension strategies since their lack of English language skill and not all of them have an adequate background of English, but with clear instruction of strategies and adequate motivation, they may adopt new ones.

The further study should be able to fill in the gap among the limitation of the current study within the causal relationship among factors contributing to reading comprehension. Another contributed factors should be revealed in order to know how the teachers enhance their ESP students' comprehension as the basis. In addition, clearly knowing what technique to use is not sufficient, further inquiries into the actual application of these techniques are required to shed light on the issues being investigated.

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