# ASSESSING THE EFFECTIVENESS OF USING METACOGNITIVE STRATEGIES AND CULTURALLY FAMILIAR TEXTS TO IMPROVE READING COMPREHENSION

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**Submitted in Partial Fulfilment of the Requirements for the Degree of**

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**By**

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# Assessing the Effectiveness of Using Metacognitive Strategies and Culturally Familiar Texts to Improve Reading Comprehension

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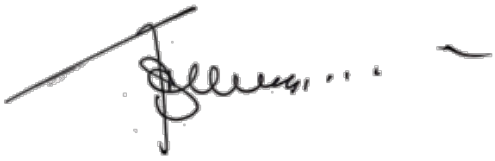

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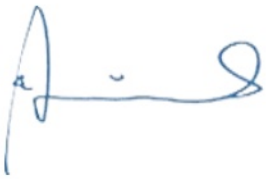

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## DECLARATION

Hereby, the writer certifies that this dissertation, entitled Assessing the Effectiveness of Using Metacognitive Strategies and Culturally Familiar Texts to Improve Reading Comprehension, is an original work of the writer. Any ideas or statements from various sources used in the dissertation are appropriately acknowledged.

Bandung, July 2023

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# PREFACE

This dissertation represents the final academic work required for a Doctoral degree in English education. The writer proudly says that this is the biggest yet the most fulfilling work she did during her Doctoral study at the English language education study program, Universitas Pendidikan Indonesia.

The study is a replicate study inspired by the need for metacognitive strategies and culturally familiar text to improve reading comprehension at Tanjungpura University, West Kalimantan. The study mainly contributes to developing research in implementing metacognitive strategies and culturally familiar texts in West Kalimantan and Indonesia. With the support of the writer's academic supervisor and promotor, Prof. Fuad Abdul Hamied, M.A., Ph.D., and co-promotor, Prof. Dr. Didi Sukyadi, M.Pd., the writer attempted to pursue the exploration and further specify the study into the dissertation.

The study is also very relevant to the writer as it supports her role in improving her students' metacognitive knowledge and skills, which are still very limited in her students. The research also provides an essential source of locally familiar texts that she and her colleagues need to support the teaching of English texts with cultural context for reading comprehension. The whole process of the research took ten months to complete, yet it was very fulfilling for the writer. Insightful and inspiring results from the quantitative to qualitative phases have taught the writer much knowledge and practical skills about using metacognitive strategies and culturally familiar texts to improve students' reading comprehension.

This study required total commitment and vigorous effort to complete. For the study, the writer has produced fifteen nativized and fifteen denativized texts completed with illustrations, vocabulary, and reading comprehension questions and exercises to be used for the experiment. The study also produced rich data from the seven quantitative instruments employed throughout the research phases (metacognitive strategies procedure, culturally familiar texts, culturally unfamiliar texts, the SORS questionnaire, the experience questionnaire, the interest questionnaire, and the TOEFL


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reading comprehension test). In addition, the study analysed 1,110 students' files of reading comprehension exercise answers, forty –four files of interview transcripts with the students, and five files of interview transcripts with the teachers to answer its qualitative research questions. The writer dedicated her full time, concentration, and enthusiasm to completing all data analyses. The process was supported significantly by endless guidance from the writer's supervisors and other key persons. The writer believes everything in the study is worth so much for her to improve her knowledge about conducting research and build her understanding and competence in using metacognitive strategies and culturally familiar text to improve reading comprehension. The study supports the writer's future research attainment and her work as a lecturer of English language education.

With all the insightful benefits the study has given the writer and the future advantages it will extend, the writer thanks Allah, the most glorified and the almighty, for leading the path of success for the writer throughout the research and the whole study. The writer is indebted immensely to her supervisor and main promotor, Prof. Fuad Abdul Hamied, M.A., Ph.D., and her co-promotor, Prof. Dr. Didi Sukyadi, M.A., and her dissertation examiners Prof. Dr. Nenden Sri Lengkanawati, M.Pd., Prof. Emi Emilia, M.Ed. Ph.D., and Prof. Dr. Joko Nurkamto, M.Pd., for their valuable advice, endless guidance, significant feedback and enormous support during the exams and the completion of this dissertation.

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## ABSTRACT

This study examines the effectiveness of using metacognitive strategies and culturally familiar texts in improving pre-service teachers' reading comprehension. The participants in this research comprised 74 students and five teachers from a state University in West Kalimantan. In order to collect the data for the study, the researcher used ten different types of instruments: a procedure of metacognitive strategies, 15 culturally familiar texts, 15 culturally unfamiliar texts, a SORS questionnaire, an experience questionnaire, an interest questionnaire, a TOEFL reading comprehension test, 15 reading comprehension exercises, and two open-ended personal interviews. The study also employed data triangulation to validate and cross-check the data gathered using field notes on the teaching sessions, external audits, and member checking. There were four essential findings of the study. The first finding revealed the teachers' thoughts on how metacognitive strategies and culturally familiar text improved the students' reading comprehension. The second findings showed that the students were highly aware of utilizing metacognitive strategies. Among the sub-scales of metacognitive strategies, the supporting reading strategies are the students' most frequently used strategies, followed by global reading strategies and problem-solving strategies. The third finding revealed that all students who participated in this study were interested in the texts, with a higher interest in the group reading culturally familiar texts. Finally, the study found that the students were more engaged with the culturally familiar text and had the need to connect to their local culture besides native speakers' culture. From the last findings, the study also confirms the theory of schemata, the social approach to reading, the nativization theory, the theory of glocalization in the EFL context, and the theory of post-millennial readers.



**Keywords:** metacognitive strategies, culturally familiar texts, reading comprehension, schemata, nativization, glocalization, post-millennial readers





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