

**INVESTIGATING HIGH SCHOOL STUDENTS' METACOGNITIVE
ONLINE READING STRATEGIES DURING THE COVID-19
PANDEMIC**

SKRIPSI

*Submitted in Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S. Pd)
English Education Program*

By :

ADE FITRIA

NPM. 1702050004



UMSU
Unggul | Cerdas | Terpercaya

**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH NORTH SUMATRA**

M E D A N

2 0 2 1



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. KaptenMukhtarBasri No.3 Telp.(061)6619056 Medan 20238
Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata-1
Fakultas Keguruan Dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Panitia Ujian Skripsi Strata-1 Fakultas Keguruan Dan Ilmu Pendidikan dalam sidangnya yang diselenggarakan pada hari Kamis, tanggal 09 Desember 2021, pada pukul 08.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan, dan memutuskan bahwa:

Nama Mahasiswa : Ade Fitria
NPM : 1702050004
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Investigating High School Students' Metacognitive Online Reading Strategies During the Covid - 19 Pandemic

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd)

Ditetapkan : () Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus

PANITIA PELAKSANA

Ketua

Dra. Hj. Syamsuyurnita, M.Pd

Sekretaris

Hj. Dewi Kesuma, SS, M.Hum

ANGGOTA PENGUJI :

1. Yenni Hasnah, S.Pd., M.Hum
2. Pirman Ginting, S.Pd., M.Hum
3. Selamat Husni Hasibuan, S.Pd., M.Hum

1.

2.

3.



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Muchtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Ade Fitria
NPM : 1702050004
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Investigating High School Students' Metacognitive Online Reading Strategies During the Covid - 19 Pandemic

Sudah layak disidangkan

Medan, 26 November 2021

Disetujui oleh:

Pembimbing

Selamat Husni Hasibuan, S.Pd., M.Hum

Diketahui oleh:

Dekan

Ketua Program Studi

Dra. Hj. Syamsuyurnita, M.Pd.

Mandra Saragih., S.Pd., M.Hum

ABSTRACT

Ade Fitria. 1702050004. Investigating High School Students' Metacognitive Online Reading Strategies During the Covid-19 Pandemic. Skripsi. English Education Department Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara. 2021.

The purpose of this study is to find out the online reading strategies used by students when online reading, the difference between male and female students' online reading strategies, and the reason why students used metacognitive online reading strategies. In this study, the respondents of this study were 50 students. In collecting data, the researcher used a questionnaire technique using Google Forms. The data analysis technique used in this study is the Independent-Sample T-Test. The research findings showed three strategies used by students, namely (Global Reading Strategies, Problem Solving Strategies, and Support Strategies), with Problem Solving Strategies the most dominant strategies used by the students. From the results of the Independent-Sample T-Test for the three variables (Global Reading Strategies, Problem Solving Strategies, and Support Strategies), only Problem Solving Strategies had differences between male and female students. The data also showed that when students read online, they read the text first, evaluate and critically evaluate the content of the text, and read the material slowly and attentively. They just employed some tactics that many other students used, such as reading before reading, carefully reviewing what they read in the text, and pausing to examine its meaning. Furthermore, female students always read with supplementary reference resources such as books and dictionaries, and they discussed vital information with their peers while doing so. At the same time, by underlining or marking important text messages, you can change the speed of your voice. On the other hand, reading makes it easier to obtain information, as evidenced by most female respondents.

Keyword: Global Reading Strategies, Metacognitive Strategies, Online Reading Strategies, Problem Solving Strategies and Support Strategies.

ACKNOWLEDGEMENTS



Assalamualaikum Warahmatullahi Wabarakatuh

First of all, the researcher would like to thank Allah, who has given her strength, patience, health, and chance to finish this study. Second, Sholawat and Salam to the prophet Muhammad SAW who has brought human beings from the darkness into the brightness. Third, the researcher would like to thank her beloved parents, Suprpto, and Juli Asiah, who always pray for her, give her suggestions, support her spiritual and material, especially for her academic years at FKIP UMSU. Next, the researcher would like to thank many people who gave supports and suggestions in finishing the study, are :

1. Prof. Dr. Agussani, M.AP the Rector of University of Muhammadiyah Sumatera Utara.
2. Dra. Hj. Syamsuyurnita, M.Pd. Dean of FKIP UMSU, has provided advice and affirmations to implement this research.
3. Mandra Saragih, S.Pd, M.Hum, head of the English Department, and Pirman Ginting, S.Pd, M.Hum, secretary of the English Department in FKIP UMSU, was critical in allowing and assisting the researcher in conducting the research.
4. Her supervisor, Selamat Husni Hasibuan, S.Pd., M.Hum. Has provided valuable thoughts, suggestions, comments, and support for the author to complete this research.

5. Mr. Esnur Ridwan S.Pd., M.Pd. Head of SMAN 1 Bahorok was always allowed to research the school and gave thousands of supports to complete this research.
6. Thank you to her boyfriend, who always supports her in writing this thesis, who has been willing to send me here and there to complete my thesis immediately.
7. Thanks to all her family for giving me motivation.

Finally, the researcher hoped that this study would be helpful from the academic perspective or others. The researcher also fully realized that this research is far from perfect, and thus any positive criticism is acceptable for improving this research in the future.

Wassalamualaikum Warahmatullahi Wabarakatuh

Medan, September 2021

Ade Fitria

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	iv
LIST OF TABLES	vi
CHAPTER I INTRODUCTION	1
A. Background of Study	1
B. The Identification of the Problem	4
C. Scope and Limitation	5
D. The Formulation of the Problem	5
E. The Objectives of Study	5
F. The Significances of Study	6
CHAPTER II REVIEW OF LITERATURE	7
A. Theoretical Framework	7
1. Reading	7
2. Types of Reading	10
3. Online Reading Strategies	12
4. Metacognitive Online Reading Strategies	13
B. Relevant Studies	18
C. Conceptual Framework	21

CHAPTER III METHOD OF RESEARCH	22
A. Research Design.....	22
B. Research Instrument.....	22
C. Research Respondent	25
D. The Techniques of Collecting Data	26
E. The Techniques for Analyzing Data	27
CHAPTER IV DATA AND ANALYSIS	28
A. Data	28
B. Data Analysis	29
CHAPTER V CONCLUSION AND SUGGESTION.....	37
A. Conclusion	37
B. Suggestion.....	38
REFERENCES	

LIST OF TABLES

Table 3.1 Validity Test.....	25
Tabel 3.2 Item-Total Statistics	26
Table 3.3 Research Sample	27
Table 4.1 Gender.....	29
Table 4.2 Ages	29
Table 4.3 Most Used Global Reading Strategies Variable By Student.....	30
Table 4.4 Independent Samples Test Global Reading Strategies	31
Tabel 4.5 Independent Samples Test Problem Solving Reading	32
Tabel 4.6 Independent Samples Test Support Reading Strategies.....	33

LIST OF APPENDICES

- Appendix 1** : Google Form Research of Metacognitive Online Reading Strategies in class XI SMAN 1 Bahorok
- Appendix 2** : Questionnaire Value
- Appendix 3** : Distribution of Respondents' Answers
- Appendix 4** : Permohonan Persetujuan Judul Skripsi
- Appendix 5** : Form K-1
- Appendix 7** : Form K-2
- Appendix 8** : Form K-3
- Appendix 9** : Berita Acara Bimbingan Proposal
- Appendix 10** : Lembar Pengesahan Proposal
- Appendix 11** : Berita Acara Seminar Proposal
- Appendix 12** : Surat Keterangan Seminar Proposal
- Appendix 13** : Surat Izin Riset
- Appendix 14** : Surat Bebas Pustaka
- Appendix 15** : Surat Balasan Riset
- Appendix 16** : Berita Acara Bimbingan Skripsi
- Appendix 17** : Surat Pernyataan Plagiat
- Appendix 18** : Lembar Pengesahan Skripsi

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is an essential competency for high school students. Reading is not always the single most influential ability but it is also a mixture of many talents resulting in the derivation of meaning (Burns et al, :1996). Patel (2008:113) defines "Reading means understanding what it means." Reading is an active process recognized by the capacity to understand the composition. Reading is an important activity to renew knowledge jointly. Reading skills are an essential means for academic success".

Reading is undoubtedly a critical activity to expand knowledge of one language. In addition, learning to test is not always easy and natural. Learning to examine is a complex linguistic fulfillment, and for many students, it requires additional effort and ability development (Moats:1999). In other words, learning is a complex linguistic competence. It wants different language elements to be mastered through the reader to recognize the text, vocabulary, grammar, pronunciation, etc. Reading is a linguistic talent essential in facilitating students' foreign language learning by reading. Students can find facts and main ideas and understand explicitly or implicitly the reasons for the content of the text.

In reading, students are no longer just reviewing the content of the text. Still, students must understand the content of the material and know the meaning of the text. Reading comprehension is a technique of extracting meaning

simultaneously through interaction and engagement with written language (Catherine 2002:11).

Comprehension strategies as "a comprehension process used by the reader with the ultimate goal of understanding what he or she is reading in his mind" Brantmeier (2002). Reading comprehension studies are designed to determine students' capacity for understanding various readings. Ratings are targeted at learning targets: regularly with the help of students, each exploring at school and home, explicitly studying stories/literary works and learning to reach and use facts. For each of these objectives, learn four methods of information: looking for points that explicitly, drawing conclusions, outlining and integrating thoughts and facts, filling in and viewing the content of the material, the use of language, and textual elements.

Like many other countries, universities in Indonesia have been closed since March 2020 due to the Covid - 19 pandemic, and educators have had to adapt to online learning. Due to students' lack of interest in reading during the Covid-19 pandemic, especially when done online, this study identified independent ways for students to learn to read online during the Covid-19 pandemic and saw significant differences between male and female students.

From the results of interviews with teachers conducted in class XI of SMAN 1 Bahorok, it can see that students have poor reading skills. Shows should that overall, and students have a low interest in reading. Student learning interest affects 33% of student achievement (Aryo Widiasmoro:2014). It can see from the higher achievement of students who have the allure to read. Then to overcome the

low learning ability of students, according to Iwai (2011), metacognition is the key to reading comprehension because it is essential in the development of several linguistic, cognitive, and social skills.

In this study, the researcher was to apply Metacognitive Online Reading Strategies. Metacognitive strategies are described as 'one's knowledge of one's cognitive product strategies or something related to it', managing 'planning, monitoring, and assessment of language learning activities (Flavell,1976:232). Several studies concluded that good metacognitive abilities would be strongly related to learning success (Veenman:1993; Peters:2000).

Metacognitive has been successfully proved effective in improving students reading comprehension. According to Moreillon (2007:19) that reading strategies include generating prior knowledge, using pictures, asking and answering, prediction and writing, determining correct understanding, and synthesizing. Some classifications, especially metacognitive as an essential aspect of using strategies, which consist of the following components: planning and preparing for compelling reading; deciding when to use specific reading strategies; and know-how to monitor, direct, and evaluate the use of various reading strategies (Anderson, 2003: 10).

Many studies have investigated the use of online reading strategies such as Vaiciuniene and Uzpaliene (2013), Marsauli Sitindaon and Urai Salam (2017), Ulu (2017), Ozturk (2018), Zhenita Delyana and Bambang Yudi (2020) but rarely discussed the use of metacognitive online reading strategies particularly during covid-19 for Indonesian EFL students. Online reading techniques are still

minimal, especially in Indonesia. Because the previous research was only available abroad, the researcher was interested in studying Indonesia's Metacognitive Online Reading Strategies during the coronavirus pandemic.

In conclusion, metacognitive plays an essential role in supporting students reading independence in learning and can also improve students' skills in learning to read online. Because with metacognitive strategies, students can specifically help understand and evaluate the goals that have been achieved in the learning and thinking process. The researcher was interested in investigating the students' metacognitive online reading strategies during covid-19, especially when there is still limited research in Indonesia that uses Metacognitive Reading Strategies, especially at the Senior High School level during this Covid-19 Pandemic Era.

B. The Identification of the Problem

With the background above, I found the following problems :

1. Metacognitive Online Reading Strategies used by students when Online reading.
2. The differences between males and females when online reading on Metacognitive Online Reading.
3. Examines students' reasons for using Metacognitive Online Reading Strategies when reading.

C. Scope and Limitation

In this study, the researcher focused on applying Metacognitive Online Reading Strategies used by the students when Online Reading. The scope of this research was online reading strategies. This research was used the Metacognitive Strategies method in class XI students of SMAN 1 Bahorok in the 2021/2022 academic year.

D. The Formulation of the Problem

Based on the background of the study, the research questions were formulated as follows:

1. What were the metacognitive online reading strategies used by the students when online reading?
2. Did male and female students' metacognitive online reading strategies differ significantly when online reading?
3. Why were the metacognitive online reading strategies used the way they were?

E. The Objectives of the Study

Based on the above problems, the objectives of this study are as follows:

1. To find out the metacognitive online reading strategies used by students when online reading.

2. To examine the differences between male and female students' metacognitive online reading strategies.
3. To explain the reasons why the students used particular metacognitive online reading strategies.

F. Significances of the Study

The results of this study were expected to be useful theoretically and practically.

1. Theoretically

This research is expected to assist in developing further research in the same field regarding the application of metacognitive online reading strategies and can be helpful for high school students. This study discussed student repression when learning to use metacognitive strategies in online reading.

2. Practically

This research is expected to increase students' knowledge about online reading strategies during the Covid-19 pandemic and improve students' virtual learning to read using metacognitive strategies during the Covid-19 pandemic. In addition, English teachers provide more knowledge and teach students about Metacognitive Online Reading Strategies. Then, allow teachers to monitor students using reading strategies and collect information about students' use of Metacognitive Online Reading Strategies.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting research, a theory needs to explain several concepts to explain some of the ideas applied in the study. These terms must make clear so as not to confuse the reader. The researcher will present several theories related to the survey to get clear points.

1. Reading

Reading is a crucial skill for foreign language learners to improve their language ability (Chiang, 2015). They were reading defined as "a fluent process of readers combining information from a text and their background knowledge to build meaning" (Nunan, 2003, p. 68). It provides opportunities for foreign language learners to expose to English in situations where language input is quite limited (Lao & Krashen, 2000; Wu, 2012). Thus, the reader should integrate text meaning. So that readers are fluent in combining information and learning from the text to construct the meaning they hear and write. In reading, students have an interactive process to help students become more active and creative. From a text, readers can construct meaning against their knowledge background.

Reading not only demands students to have high knowledge and abilities but also to have cognitive capacities. So, the reader can get meaning and information about what the writer means from word to word in the text. It will make it easy for the readers to comprehend the information. According to Zainiah

(2010), the provision of reading material appropriate to students' level of reading ability is also essential for the ease of reading for these children. Reading is a process that expects students to obtain information or knowledge by reading the text. When students read the text, they will get a lot of up-to-date knowledge and information.

Moreover, the reader will receive information or knowledge from various aspects, such as technology, newspapers, education, etc. So, reading can also perceive as a receptive communication skill between connecting experiences with readers and written information to produce knowledge. Additionally, when the readers read the text, it is not just read. However, the reader must understand explained in the text. Reading comprehension is the process of knowing and constructing meaning from a piece of text (Brown, 2007). According to Jonathan (2006), comprehension is when the person reads, pronounces the words, or casts the eyes from left to right across the page. So reading comprehension is a process of knowing, pronouncing words, and constructing the meaning of a text that the writer conveys.

Based on some of the definitions of reading described above, it can be concluded that reading is one of the language skills that are important to master to obtain information by activating previous knowledge so that it becomes broader with the meaning of the text. And with reading the text, people can broaden their horizons to be effective readers. Learners must develop a variety of reading skills as they can use them to get a complete understanding of what they read. Reading involves a variety of skills :

1. Skimming

Skimming is a speed reading designed to get the main details or main ideas from a text. Readers flip three to four times faster than usual Reading (Curnick, 2005). Meanwhile, according to (Brown 2004: 213), Skimming is the process of quickly reading material to determine the main points or main ideas. The motivation is not to examine necessary details but to find what data the reader is looking for and what needs to be examined more closely. Therefore, when exploring key components, readers need to continuously learn phrases and expressions that can cover the entire material while reading. For Skimming, the reader must quickly go through sections and skip sections to understand what it is.

2. Scanning

According to Brown (2001: 307), scanning finds fragments of information fragments in the text. Scanning is a reading technique to find specific information in the text quickly. Ignore its broader meaning and look for the main idea in the written text (Brown, 2001: 308). Quaker et al. (1998) pointed out that readers check carefully on a regular or fixed schedule without searching by quick checking without reading carefully.

3. Previewing

Preview refers to activities performed before reading to provide readers with the prior knowledge necessary to understand the next reading choice (Huang, 2009). For instance, at the point when we get a letter, we typically take a gander at the return address or the stamp to discover where it came from and who sent it. And then, by reviewing for only a couple of seconds, we can get a lot of data

about the content we will pursue. We can see any text, including joy known books, magazine articles, tests, and course reading tasks.

4. Closing Reading

Close reading is cautious thoughtfulness regarding every one of the words and sentences in a determination to comprehend its full importance (Laher and Osborn,2001:45). After skimming a source and intently understanding all or part of it, we read cautiously to grasp thoughts and record data.

5. Guessing from Context

Guessing the meanings of unknown words from context plays an essential role in vocabulary learning through reading and listening. Because it is the most frequent and preferred strategies when students try unfamiliar words in context (Cooper, 1999); Fraser, 1999; Paribakht and Wesche, 1999).

6. Paraphrasing

Richard and Schmidt (2002:384) express that reword is a declaration of the significance of a word or expression utilizing different words or phrases, regularly trying to make the importance more obvious—rewording halting toward the finish of a segment to check appreciation by rehashing the data and thoughts in the content.

2. Types of Reading

Nevertheless, several types of reading performance are typically identified as follows:

a. Extensive Reading

According to Palmer (1968), he is confident that long-form reading considers a speeding task. For him, extensive reading is reading books after books and paying attention to the actual content's importance, not the language. The reason for further reading is happiness and data.

b. Intensive Reading

Palmer (1968) pointed out that intensive reading means that the reader picks up a text, reads it line by line, and at the same time consults the text grammar in the dictionary.

c. Aloud Reading

The resurgence of reading aloud as a critical teaching method for early literacy became the book's focus "The Country Becoming Readers" (Anderson et al., 1985). It is also known as "the most important activity for developing the knowledge required for a successful final reading" (Cohen, 1968; Lane & Wright, 2007).

d. Silent Reading

Silent reading is the primary reading method for proficient readers. The reading speed of experienced readers in silent reading mode is often faster than spoken language (Rayner, 1998). However, children started oral reading before silent reading (Hiebert & Reutzel, 2010).

3. Online Reading Strategies

Understanding online reading strategies is essential for students because it provides data and horizons on adapting to online reading. Online-based reading as

a movement has become more popular among readers to obtain data such as breaking news, critical thinking, or information. In particular, educators can create modeling experiences by utilizing gadgets: Students will verbalize the methodology that drives educators' decisions to read online. During the guided practice stage, the educator will encourage students to retrain the assigned task. Finally, educators will advance reflection on actions to share different experiences and achieve goals (Carioli and Peru, 2016).

As far as guidance, the instructor's understanding of students' online reading systems is also essential because it will give them the best conditions for improving reading comprehension. Nowadays, online reading has become a source of information widely used by students, especially in scientific circles (Zarrabi, 2015). Meanwhile, according to Dreyer (1998), reading is the most needed to learn a foreign language. According to Richards and Renandya (2002), reading is a plan to overcome problems experienced by readers when developing reading problems.

Reading strategies are psychological and deliberate activities that build student differences, maintain implications, and understand writing while perusing reading (Kasemsap and Lee, 2015). There are so many studies exploring online reading strategies used by learners (e.g., Anderson, 2003; Marandi and Mokhtarnia, 2008; Ostovar-Namaghi and Noghabi, 2014; Ramli, Darus and Abu Puncher Dough, 2011; Vaičiūnienė and Užpalienė, 2013). One of the online reading strategies used by Anderson (2003) explores using strategies by EFL and ESL readers. There are three kinds of reading techniques based on Anderson

(2003): cognitive, metacognitive, and support strategies. Current studies are centered around differentiating the use of the metacognitive reading system during online reading. Because, in understanding perception, the reader must receive full attention simultaneously to have the option to read correctly. In addition, metacognitive reading strategies take a more significant part because students need to associate their strategies in learning while at the same time being locked in while doing online (Anderson, 2003).

4. Metacognitive Online Reading Strategies

Metacognitive strategies, according to Flavell (1976), are described as 'one's knowledge of one's cognitive product strategies or something related to it' (Flavell, 1976: 232), managing 'planning, monitoring, and assessment of language learning activities.' (Oxford, 1990:121). Metacognitive Online Reading strategies see as "the highest primary ability that utilizes information about the intellectual cycle and builds efforts to manage one' learning through organizing, observing, and assessing" (Hartman, 2001b; L. Zhang and Seepho, 2013). Metacognitive Online Reading Strategies guide understudies to conquer obstructions they may confront while managing writings shown on the Internet. Therefore, Metacognitive refers to thinking.

Metacognitive skills improve skills, which are critical factors in creating and maintaining successful learning, and enhance the quality of education (Sengul & Katrancı in Kurnia.PSD,2018). In Kurnia.PSD (2018), Suzana defines learning

with metacognitive skills instilling an awareness of designing, monitoring, and controlling what is known, needed, and how to do it. Therefore, the metacognitive theory involves pre-reading, during-reading, and post-reading activities that must pass during independent reading to promote understanding and learning (Carnine et al. (, 1990).

Metacognitive is key to reading comprehension since it is essential in developing linguistic, cognitive, and social skills (Iwai (2011). In addition, research on metacognitive online reading strategies has proven the advantages of this technique because students can choose their analytical problems, express their analysis and modify their learning techniques (Akyel & Erçetin, 2009; Huang, Chern, & Lin, 2009; Lan, Lo, & Hsu, 2014). Therefore, reading will help them understand because readers will be aware of ways to examine texts online through metacognitive strategies.

Anderson, Mokhtari, and Sheorey (2002) emphasize the use of metacognitive talents in reading. Metacognitive skills instill an educational focus in classical factor analysis (Carrell, 1998; Cohen, 2003; Cook, 2001).

The New South Wales Department of Education and Training (2010) defines metacognitive reading strategies as planned, intentional, goal-directed, and future-oriented mental activities and processes that help a reader think about and check how he progresses in fulfilling a cognitive task. In fulfilling a mission using Metacognitive, a learner plans and activates, monitors, controls, reacts and reflects (Pintrich, Wolters, & Baxter, 2000). O'Malley et al. (1990) suggest metacognitive strategies, including specific aspects of a learning task, planning

written or spoken discourse, monitoring current production information, and evaluating receptive and production language comprehension.

By using metacognitive strategies, learners know and control their efforts to use particular skills and techniques. The learners use their capacity to monitor and direct the success of the task at hand, such as recognizing that comprehension has a field, using fix-up strategies, and checking an obtained answer against an estimation (Jones et al., 1987, p.15). Therefore, learning metacognitive reading strategies skills can be one solution to the problem of poor reading comprehension, hence, the need for it to be developed and emphasized in the EFL teaching and learning processes. While most studies found positive correlations and effects of metacognitive strategies on reading comprehension, some found the opposite. In Indonesia, Pammu, Amir, and Maasum (2014) found that Indonesian EFL learners use different metacognitive reading strategies. Still, their use of metacognitive reading strategies did not bring corresponding improvements in the observed reading performances. Mehrdad, Ahghar, and Ahghar (2012) also found that cognitive and metacognitive instruction does not positively affect the EFL students' reading comprehension performance.

Pookcharoen (2009) found that 46 out of 89 students used the only Problem-Solving strategies in online reading material. Their study concluded that there's a requirement to develop metacognitive online reading strategies so that students can critically evaluate information on the Internet. For example, when repeating a text to better understand it, and trying to find words that are not clear from a

particular situation, and resetting someone's reading speed level, then also read the text aloud or slowly to make it more intellectually meaningful and so on.

Finally, according to Anderson's (2003) research, the study of metacognitive strategies. Strategies as follows:

1. Global Reading Strategies prepare readers to read by setting goals, viewing text features, reading, predicting, and activating prior knowledge (Mokhtari; Reichard (2002). At the same time, Problem-Solving strategies solve problems that arise when text becomes challenging to read.
2. In Problem-Solving strategies, readers use actions to understand the text by guessing the meaning of a word or rereading it. Problem-Solving strategies, as the name suggests, are meant to overcome obstacles in perception. Several studies indicate a relationship between metacognitive comprehension procedures and comprehension scores (Batang, 2015; Guo, 2018). The purpose of the Problem-Solving strategies is to encourage students to think systematically and logically when solving problems. The skills and character of the students will grow. If they cooperate and learn interactively, it emphasizes communication to solve the issues. One of the advantages of Problem-Solving strategies is helping students develop new knowledge and assume responsibility in the learning process (Sanjaya, 2009: 220).
3. Support strategies-where readers use assistive tools to assist reading, such as online dictionaries or highlighting. Support strategies help readers who are reading. Support strategies include using external reference aids, the

retelling of reading, taking notes, and annotations (Mokhtari; Reichard (2002).

Furthermore, Mokhtari and Sheorey (2002) distinguished the following metacognitive strategies:

1. Global reading strategies: readers use techniques to carefully plan their reading, for example, one purpose and text preview. Sheorey and Mokhtari (2001) concluded that these strategies are usually encouraged as a pre-reading activity in the book, and teachers prefer students who are active "pre-knowledge" about the content of the text.
2. Problem-Solving strategies: readers work directly with the text to solve reading problems, such as adjusting the reading speed, guessing the meaning of unknown words, rereading the text, etc. In addition to Mokhtari and Sheorey's (2001) findings, students, when reading, prefer to apply the strategies of "guessing unknown words from the context" most often among Problem-Solving strategies approaches. If students face comprehension problems due to unfamiliar words, they generally train to apply these strategies.
3. Support strategies: readers use basic support mechanisms to help with reading, such as dictionaries, highlighting, and taking notes. These strategies refer to the supporting mechanisms or tools needed to clarify information in the text (e.g., using a dictionary, reading aloud, etc.). The limited use of support strategies may be that participants are unwilling to use a time-consuming procedure.

B. Relevant Studies

There were several studies related to this research that done before. The first study came from research by Vaičiūnienė and Užpalienė (2013) investigated metacognitive online-based perusing techniques utilized by 89 undergrad college understudies in online reading scholastic writings. Information was gathered through the Online Survey of Reading Strategies (OSORS) by recognizing systems used the most by understudies. The investigation found that Problem-Solving strategies had the highest use with a mean score of 3.43. They suggested that students adjust their reading speed, reread a problematic text, and guess the meaning of difficult words in online reading materials.

The second research conducted by Marsauli Sitindaon, Bambang Vijaya, and Urai Salam (2017) investigated the metacognitive reading strategies in online reading by 48 students in the sixth semester of an English language education program. The methods used are descriptive. Data results showed that students are using metacognitive reading strategies in online reading. The student's preferred strategies is a reading strategies for Problem-Solving strategies. The data also shows that 66.7% of students are middle strategists, 25% are high strategists, and 12.5% are low strategies.

The third research showed that Ulu (2017) focuses on problem-solving strategies, such as rereading and reading speed adjustments. Rereading passages and changing reading speed helps to understand the text read. Interviews as a critical strategy to obtain qualitative data support by Problem Solving Strategies

and Reading Strategies. Their study compared the application of male students (mean = 3.68); female students had a slightly higher average (i.e., Mean = 3.83).

The four surveys in Öztürk (2018) distinguishes the metacognitive web-based perusing techniques among understudy instructors of English in his examination. Members in his study were 147 first-year understudy instructors of English in Turkey, comprising of 93 females also, 54 guys. Öztürk (2018) utilized the Online Survey of Reading Strategies (OSORS) by Anderson (2003) to quantify the metacognitive perusing procedures among members, uncovering that critical thinking methodologies were the most generally utilized procedures among the members and backing methodologies as the most un-utilized techniques. Their examination discovers that essential thinking methodologies were used the most, following with global strategies, and the least were support systems.

The last survey by Zhenita Delyana, Bambang Yudi (2020) investigated the perception of metacognitive reading strategies between males and females. This research was conducted at the State University of Malang. This study was selected using subjects who were disproportionately classified at random. The participants of this study consisted of 53 EFL students (33 female and 20 male). In the second semester, 27 students (50.9%), and in the fourth semester, 26 students (49.1%). The data collection tool used in this study was a questionnaire. It was adopted from MARSI (Metacognitive Awareness Questionnaire for Reading Strategies) by Mokhtari et al. (2018). The obtained significance value is based on the independent sample t-test findings, which underpins each strategy subscale.224

($p > 0.05$) for the global reading strategy, 0.486 ($p > 0.05$) for the problem solving strategy, and 0.249 ($p > 0.05$) for the support reading strategy. The findings show that there are no significant gender differences in the use of metacognitive reading strategies. Female and male students are more aware of global reading strategies and problem-solving strategies, whereas female students are more aware of problem-solving and support reading strategies. The level of awareness of male students is 3.8 in terms of global reading strategies and problem-solving.

Online reading is also minimal, especially in Indonesia, because previously, it was only abroad. So that researcher are interested in researching Metacognitive Strategies in Indonesia during the coronavirus pandemic. Therefore, that all learning is done online, particularly online. So, all learning online too.

C. Conceptual Framework

Reading is an essential skill for international students to improve their language capacity. For many students, including researchers, reading is a must-have skill. Reading can help students easily understand what mean in a sentence. Due to the current conditions that require everyone to use online, online reading strategies are the right choice for this research.

Online reading strategies are part of a reading. Reading can help us understand ambiguous or dubious sentences, both in politeness and not easily understood sentences. Reading is essential in the world of school because it can help the writer protect his position. Therefore, it cannot easily refute the author's

claim. Reading can make sentences easy to understand, studied carefully by reading repeatedly, and for accounting.

Metacognitive online reading strategies guide students to overcome the obstacles they may encounter when managing works displayed on the Internet. Metacognitive refers to thinking. Therefore, the problem of online reading has led to the need to study "New digital and media literacy strategies."

This research studied the reading strategies of high school students in the context of online reading materials. This study examines Metacognitive Online Reading Strategies based on the theory of Mokhtari and Sheorey's (2002) and Anderson's (2003). During the covid-19 pandemic, the researcher took data online using a google form given to the students and used the data analysis techniques using quantitative a different test. The technical data analysis used in this study is the Independent-Sample T-Test. The Independent-Sample T-Test is used to test the significance of the average difference between the two groups (Trihendradi, 2013: 121).

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Design

This research are survey research. This research used the quantitive descriptive analysis. Quantitative descriptive analysis is a method used to describe the sensor characteristics of a product mathematically (Zook & Pearce, 1988). Measure the type and repetition of reading procedures performed by students. That way, students can see its usefulness when reading academic material in English (Mokhtari & Shorey, 2002).

The subject of this research was high school students' online reading during the covid-19 pandemic. This study investigated the researcher online reading strategies. Then, the researcher was classified using metacognitive strategies, and the researcher was conducted research conducted online using these strategies. Finally, compared was researcher the results to find out the comparisons generated by the metacognitive approach.

B. Research Instrumen

The current study was used a reading strategies questionnaire developed by Sheorey and Mokhtari (2001). Questionnaires obtained from google forms or web collected would increase students' perceptions of Metacognitive Online Reading Strategies. In addition, the questionnaire includes 15 items and 5 Like scales, for example:

- (1) means *“I never or seldom do this.”*
- (2) means *“I only do it occasionally.”*
- (3) means *“I do this to times.”*
- (4) means *“I usually do this.”*
- (5) means *“I always or almost always do this.”*

For each statement, students circle a number (1, 2, 3, 4, or 5) according to their level of agreement with the information (Jamieson, 2004). To test an instrument, declared valid or not, is to compare the count with the r table, if r count > from r table. The device is declared valid and can examine further, and vice versa. The test criteria are in this study r table for respondents N = 50 with a significance level of 0.273. Reliability testing carries out research using the Cronbach Alpha technique. If the instrument is 0.6, then the device is declared reliable/feasible. If the research instrument is below 0.6, then the research instrument is declared unreliable.

1. Validity Test

To test an instrument, whether it is declared valid or not, is to compare the count with the r table, if r count > from r table. The device is declared valid and can examine further, and vice versa. The test criteria were in this study r table for respondents N = 50 with a significance level of 0.273.

Table 3.1 Validity Test

	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
x11	.447	.731
x12	.467	.729
x13	.570	.719
x14	.656	.710
x15	.651	.710
x21	.488	.727
x22	.483	.728
x23	.617	.715
x24	.451	.732
x25	.514	.725
y1	.463	.730
y2	.696	.705
y3	.629	.713
y4	.590	.717
y5	.364	.742

From table 4.19, it can see that the validity test for all question items is the Corrected item-total Correlation that all of which are values above 0.273, meaning that in this study, all instruments were declared valid and could be investigated further.

2. Reliability Test

Reliability testing was carried out by research conducted using the Cronbach Alpha technique. If the instrument is 0.6, then the device is declared reliable/feasible. If the research instrument is below 0.6, then the research instrument is declared unreliable.

Tabel 3.2 Item-Total Statistics

	Scale Mean if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
GLOB	27.7600	.432	.797
PROP	28.7800	.556	.729
SUP	30.5800	.412	.633

From the table above, all research instruments declare reliable because they were all valued above 0.60, so they are worthy of further research.

C. Research Respondent

The respondent is the whole subject of research by Arikunto (2010: 173). The respondent in this study were students of class XI SMAN 1 Bahorok. The sample is part or representative of the respondent in the survey (Arikunto, 2002: 109; Furchan, 2004: 193). Arikunto (2003) recommends that if the respondent is below 100, it is better to take the entire respondent. If the respondent is under 100, it can be used 10-15% or 20-25%. The researcher took 20%, for specific 50 students operated as a sample.

The respondent in this study were students of class XI SMA Negeri 1 Bahorok. Class IPA1-4 and IPS 1-3 were randomly decided as an experiment based on some considerations, which were 25 males and 25 females. Where the level of English proficiency of males is lower than females, the sampling method for each class is taken as much as 20%, with data presented as follow :

Table 3.3
Research Sample

No.	Class	Total	Sample
1.	XI Ipa 1	36	8
2.	XI Ipa 2	36	7
3.	XI Ipa 3	36	7
4.	XI Ipa 4	36	7
5.	XI IPS 1	36	7
6.	XI IPS 2	36	7
7.	XI IPS 3	36	7
Total		252	50

Format word 2010

D. The Techniques of Collecting Data

In collecting data, the researcher used a questionnaire technique obtained from Google Forms. The step to collect data from a questionnaire containing questions is an open-ended action. The aim is to explore respondents' feelings and thoughts about flexibility (Creswell, 2003).

In this study, the researcher collected students who were the sample and then distributed the questionnaire through the WhatsApp group created by one of the students; the WhatsApp group researcher distributed the questionnaire link. Data collection was carried out in September by following up with the school several times to fill out the questionnaires effectively. Then in the study, there was no coercion from any party, and they were happy to take the time to fill out the questionnaire.

The students give a multiple-choice test from which is consists of 15 items on Google form. Then they give reasons why they chose that answer in the answer column before moving on to the next question. The researcher gave questions

form of a google form to all students were the samples studied. The questions were provided by applying the Metacognitive Strategies.

E. The Techniques for Analyzing Data

The data analysis technique used the Quantitative approach. This study uses a different test. The technical data analysis used in this study is the Independent-Sample T-Test. The Independent-Sample T-Test is used to test the significance of the average difference of the two groups (Trihendradi, 2013: 121) to answer questions 1 and 2, used strategies to identify which techniques were most commonly used in online reading to test whether they differed significantly in Global reading strategies, Problem-Solving strategies, and Support strategies. While, quantitative descriptive was to answer the question no. 3. Lastly, it was intended to see if there was any difference between males and females.

CHAPTER IV
DATA AND ANALYSIS

A. Data

In this research, the following was explained the data analysis technique from the questionnaire distributed, with a sample of 50 respondents. The identities developed were research, class, and gender.

1. Respondent Identity

Table 4.1 Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	25	50.0	50.0	50.0
	Female	25	50.0	50.0	100.0
	Total	50	100.0	100.0	

Table 4.1 showed the percentage of respondents' gender. In this study, there were 25 male and female respondents (50%).

Table 4.1 Ages

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15 years Old	15	30.0	30.0	50.0
	16 years Old	35	70.0	70.0	100.0
	Total	50	100.0	100.0	

Table 4.2 showed the percentage of respondents ages. Respondents aged between 15 years were 15 people (30%), respondents aged between 16 years were 35 people (70%).

B. Data Analysis

1. Metacognitive Online Reading Strategies used by students in Online Reading

Table 4.3
The Most Used Global Reading Strategies Variable By Student

Online Reading Strategies Used by Student		
Strategies	F	%
GLOB	18	36
PROP	27	54
SUP	12	24

The table above can see as the answer to the first question (**Metacognitive Online Reading Strategies Used By the Students When Online reading**). Metacognitive online reading strategies most used by the students when online reading was problem-solving strategies, followed by global reading strategies and support strategies. When reading, students prefer to utilize the strategies of "guessing new terms from context," the most frequently among Problem-Solving methods approaches, according to Mokhtari & Sheorey (2001). When pupils are having difficulty grasping new terms, they often employ these strategies. Setting goals, viewing text features, reading, predicting past knowledge, and activating global reading methods all help the reader prepare for reading (Mokhtari 2002; Reichard, 2002). Readers benefit from support strategies. External reference tools, reading, and retelling notes and comments are examples of support tactics (Mokhtari 2002; Reichard, 2002).

The most dominant strategies used by students was Problem Solving Strategies were with F 27 (54%), followed by Global Reading Strategies were

with F 18 (36%), and Support Strategies were with F 12 (24%). Metacognitive online reading strategies guide students to overcome the obstacles they may encounter when managing works displayed on the Internet. Metacognitive refers to thinking. Therefore, the problem of online reading has led to the need to study "New digital and media literacy strategies," this study examined the metacognitive online reading strategies based on the theory of Mokhtari and Sheorey (2002) and Anderson (2003). These findings are in line with by Vaičiūnienė and Užpalienė (2013) investigated metacognitive online-based perusing techniques utilized by 89 undergrad college understudies in online reading scholastic writings. Information was gathered through the Online Survey of Reading Strategies (OSORS) by recognizing systems used the most by understudies. The investigation found that Problem-Solving strategies had the highest use with a mean score of 3.43. They suggested that students adjust their reading speed, reread a problematic text, and guess the meaning of difficult words in online reading materials.

Furthermore, Marsauli Sitindaon, Bambang Vijaya, and Urai Salam (2017) examined the number of metacognitive reading methods used by 48 students in the sixth semester of an English language education program when reading online. The methods used are descriptive. Data results showed that students were using metacognitive reading strategies in online reading. The student's preferred strategies was a reading strategies for Problem-Solving Strategies. The data also showed that 66.7% of students were middle strategists, 25% were high strategists, and 12.5% were low strategies.

Students only used a few strategies that other students relatively commonly used, such as reading the text before reading, carefully evaluating what you read in the text, and pausing to think about the meaning of the text, out of the three metacognitive online reading strategies (Global Reading Strategies, Problem Solving Strategies, and Support Strategies). At the same time, they adjusted the speed of the voice pitch when reading to understand better.

2. The Difference Between Male and Female Student's Metacognitive Online Reading Strategies

The test results showed the differences between each strategies used by male and female students when online reading was showed in the table below:

Table 4.4
Independent Test on Global Reading Strategies

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Global Reading Strategies	Equal variances assumed	.038	.846	-.081	198	.935	-.04000	.49148	1.00920	-.92920
	Equal variances not assumed			-.081	197.983	.935	-.04000	.49148	1.00920	-.92920

The table above showed an F value of 0.038 and a Sig value of 0.846. In this study, in terms of the Global Reading Strategies, there was no difference in the Metacognitive Strategies of Online Reading used by male and female students

when online reading because the sig value was more extensive than $0.005 < (0.846)$.

Tabel 4.5
Independent Test on Problem Solving Reading Strategies

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Problem Solving Reading	Equal variances assumed	.009	.924	-.356	198	.722	-.18000	.50577	1.17739	-.81739
	Equal variances not assumed			-.356	197.981	.722	-.18000	.50577	1.17739	-.81739

The table above showed an F value of 0.009 and a Sig value of 0.924. There was no difference in the Metacognitive Strategies of Online reading used by males and female students when Online reading because the sig value was more extensive than the sig value $0.005 < (0.924)$.

Tabel 4.6
Independent Sample Test on Support Reading Strategies

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Support Reading Strategi	Equal variances assumed	14.233	.000	2.602	198	.010	.740	.284	.179	1.301
	Equal variances not assumed			2.602	173.481	.010	.740	.284	.179	1.301

The table above showed an F value of 14.233 and a Sig value of 0.000. In this study, in terms of Support Reading Strategies, there was a difference in In this study, there was a difference in the Online Reading Metacognitive Strategies used by males and female students in terms of Support Reading Strategies when online reading, because the sig value is lower than 0.005, < (0.000).

From the results of the Independent-Sample T-Test for the three variables Global Reading Strategies, Problem Solving Strategies, and Support Strategies From the tables 4.4, 4.5 dan 4.6 above, only support reading strategies had difference between males and females based on the sig value that lower than 0.05 < (0.000).

These findings are in line with research conducted by Abdo Mohammed Al-Mekhlafi (2018). This study used a sample of 74 EFL students with the method MARSII (Metacognitive Awareness of Reading Strategies Inventory), which shows significant differences between males and females in using support strategies while reading those support females with means for females and males 3.69 and 3.44, respectively. In Ozek and Civelek's (2006) study, female students also performed better than males in using specific strategies in the post-reading phase (e.g., rereading text to correct comprehension failures and classify words according to their meanings).

Furthermore, this research was also in line with Zhenita Delyana, Bambang Yudi (2020) investigated the perception of metacognitive reading strategies between males and females. This research was conducted at the State University of Malang. This study was selected using subjects who were disproportionately

classified at random. The participants of this study consisted of 53 EFL students (33 female and 20 male). In the second semester, 27 students (50.9%), and in the fourth semester, 26 students (49.1%). The findings showed that there were no significant gender differences in the used of metacognitive reading strategies. Female and male students were more aware of global reading strategies and Problem-Solving Strategies, whereas female students were more aware of Problem-Solving Strategies and Support Strategies. The level of awareness of male students is 3.8 in terms of global reading strategies and Problem-Solving Strategies.

3. Reasons why the students used particular metacognitive online reading strategies)

Students' most used online reading strategies was Problem-Solving strategies, which was the most commonly used for reading fluency. It was based on the distribution of responses from respondents who consistently scored higher than other metacognitive reading strategies. This strategies was more widely used probably because most students could solve their problems in online reading, reread the text if they did not get the meaning or purpose of the text, and stopped for a moment to think about its meaning while reading. They adjusted the pitch of the voice while reading for better understanding. Male and female students were different in capturing learning in class. It can be seen in the learning process, most female students who took part in the lesson looked enthusiastic and mastered the material presented by the teacher in the learning process in the classroom. In

contrast, most male students seemed less interested and did not master the material presented by the teacher in the lesson (Dina; 2017, p 2).

Furthermore, there were differences between female and male students in using Support Strategies. This is probably because female students always used additional references such as books and dictionaries to read and discuss important information with others while reading. In contrast, male students were more likely to read aloud when the text was difficult to read and adjust the voice pitch while reading for better understanding. Reading aloud is often used to associate sounds with written word symbols by combining the sounds of individual letters or groups of letters, or by deciphering entire words (e.g., Eysenck, 1990: 297-299; Eysenck & Keane, 1990: 329-330; Rayner & Pollatsek, 1989).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. Of the three strategies used by students (Global Reading Strategies, Problem Solving Reading, and Support Reading Strategies), students did all of those metacognitive online reading strategies. The most used by the student was Problem Solving Reading based on questionnaire answers.
2. From the results of the Independent-Sample T-Test for the three variables Global Reading Strategies, Problem Solving Strategies, and Support Reading Strategies, male and female students had only differences in support reading strategies based on independent t-test.
3. They only used a few strategies that other students used pretty frequently, such as reading before reading, carefully evaluating what you read in the text, and pausing to consider the text's meaning. Simultaneously, they adjusted the speed of the voice pitch when reading to improve comprehension. Furthermore, female students always used additional reference materials such as books and dictionaries to read and discuss important information with others while reading. On the other hand, male students were more likely to read aloud when the text was difficult to read and adjust their tone of voice while reading for better comprehension.

B. Suggestion

1. It is proposed that schools find out what tactics students employ to absorb the content they read better, particularly when reading online.
2. Future researchers are expected to use other methods or increase the number of samples because this research only examined high school students in a local private school. The next researcher is also expected to investigate the higher level or educational subject such as college students.

REFERENCES

- Affiant, D. A. The Effect of Skimming and Scanning for the Eighth Grade Students' Reading Comprehension.
- Agustina, N. (2020). The Relationship Between Self-Concept and Student Resilience at Sma Negeri 1 Batanghari, East Lampung, Academic Year 2019/2020 (Doctoral dissertation, Universitas Muhammadiyah Metro).
- Ahmadian, M., & Pasand, P. G. (2017). EFL learners' use of online metacognitive reading strategies and its relation to their self-efficacy in Reading. *The reading matrix: an international online journal*, 17(2), 117-132.
- Ahmed, R. M. (2020). Investigating EFL Learners' Awareness of Cognitive and Metacognitive Reading Strategies of Students in Different Disciplines. *Arab World English Journal*, 11(3), 294-304.
- Ali, A. M., & Razali, A. B. (2019). A Review of Studies on Cognitive and Metacognitive Reading Strategies in Teaching Reading Comprehension for ESL/EFL Learners. *English Language Teaching*, 12(6), 94-111.
- Al-Mekhlafi, A. M. (2018). EFL Learners' Metacognitive Awareness of Reading Strategies. *International Journal of Instruction*, 11(2), 297-308.
- ANGGRENI, K. P., Marhaeni, M. P. A. N., & Dantes, G. R. (2013). *The Effect of Directed Reading Thinking Activity (DRTA) Strategy on Social Attitudes and Ability to Read English Comprehension of Class VIII Students of Dharma Wiweka Middle School Denpasar* (Doctoral dissertation, Ganesha University of Education).
- Asmuni, A. (2020). Problems of Online Learning during the Covid-19 Pandemic and Solutions to Solve it . *Jurnal Paedagogy*, 7(4), 281-288.
- Azmuddin, R. A., Nor, N. F. M., & Hamat, A. (2017). Metacognitive Online Reading and navigational strategies by science and technology university students. *GEMA Online® Journal of Language Studies*, 17(3).
- Bahmani, R., & Farvardin, M. T. (2017). Effects of different text difficulty levels on EFL learners' foreign language anxiety and reading comprehension.
- Basar, A. M. (2021). Distance Learning Problems During the Covid-19 Pandemic: (Case Study at SMPIT Nurul Fajri–West Cikarang–Bekasi). *Edunesia: Jurnal Ilmiah Pendidikan*, 2(1), 208-218.
- Becirovic, S., Brdarevic-Celjo, A., & Sinanovic, J. (2017). The use of metacognitive reading strategies among students at international Burch university: A case study. *European Journal of Contemporary Education*, 6(4), 645-655.

- Cahyani, A., Listiana, I. D., & Larasati, S. P. D. (2020). Learning Motivation of High School Students in Online Learning During the Covid-19 Pandemic IQ (Science of the Qur'an): *Journal of Islamic Education*, 3(01), 123-140.
- Cairolis, s., & Peru, a. (2019). Teaching online reading strategies using the think-aloud technique. *Italian journal of educational technology*, 27(3), 279-294.
- Chevalier, T. M., Parrila, R., Ritchie, K. C., & Deacon, S. H. (2017). The role of metacognitive reading strategies, metacognitive study and learning strategies, and behavioral study and learning strategies in predicting academic success in students with and without a history of reading difficulties. *Journal of learning disabilities*, 50(1), 34-48.
- Chutichaiwirath, K., & Sitthitikul, P. (2017). The metacognitive awareness of reading strategies in Thai EFL learners. *Journal of Nusantara Studies (JONUS)*, 2(2), 1-14.
- Deliany, Z., & Cahyono, B. Y. (2020). Metacognitive reading strategies awareness and metacognitive reading strategies use of EFL university students across gender. *Studies in English Language and Education*, 7(2), 421-437.
- Dewi, K. S., & Sahiruddin, S. (2020). Online Reading Culture among Indonesian EFL Students at Tertiary Education Level. *Studi Budaya Nusantara*, 4(2), 104-117.
- Dina Faramita Agustin. (2017) *Differences in Interests and Learning Achievements of Male and Female Students in Dance Subjects at SMPN 1 Yogyakarta*, (eprint.uny.ac.id).
- Efriana, L. (2021). Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution. *JELITA*, 38-47.
- ERAWATI, N. L. P. E. P. (2012). A Comparative Effect Of Metacognitive Self-Monitoring Strategies On Students Reading Competency Based On Text Types. *Jurnal Pendidikan dan Pembelajaran Bahasa Indonesia*, 1(1).
- Erdem, C. (2021). Problems, transformations, application examples, and detections for gifted students in the Polish education system in the Covid-19 process. *Journal for the Education of Gifted Young Scientists*, 9(1), 37-45.
- Ghaith, G., & El-Sanyoura, H. (2019). Reading comprehension: The mediating role of metacognitive strategies.
- Girli, A., & Öztürk, H. (2017). Metacognitive Reading Strategies in Learning Disability: Relations between Usage Level, Academic Self-Efficacy and

- Self-Concept. *International Electronic Journal of Elementary Education*, 10(1), 93-102.
- Gustiana, P. A., Afriazi, R., & Puspita, H. P. (2018). The Comparative Study Between Reading Strategies Used By Successful And Unsuccessful Students. *Journal of English Education and Teaching*, 2(4), 15-31.
- Hanapi, H. The Listen, Read, Discuss (Lrd) Strategy In Improving The Student Reading Skill Of Recount Text At Smp N 2 Buru.
- Hasibuan, S. H., Manurung, I. D., & Ekayati, R. (2021). Investigating Public Speaking Anxiety Factors Among EFL University Students Through Online Learning. *Applied Research on English Language*.
- Hasibuan, S. H. (2018). The Effect of Using Literacy Integrated Method on The Students' Reading Achievement in Narrative. *IJET (Indonesian Journal of English Teaching)*, 7(2), 118-130.
- Iklima, P. S. (2020). The Effect of Previewing Text as Pre-reading Activity on Freshmen Reading Comprehension Skill in English Education Department of the University of Islam Malang.
- Islam, M., & Eltilib, H. (2020). Reading aloud to first-grade students: A case study of Saudi Arabia. *Cogent Education*, 7(1), 1832646.
- Kharizmi, M. (2015). Difficulties of elementary school students in improving literacy skills. *Jurnal Pendidikan Dasar (JUPENDAS)*, 2(2).
- Kim, Y. S. G., Petscher, Y., & Vorstius, C. (2019). Unpacking eye movements during oral and silent reading and their relations to reading proficiency in beginning readers. *Contemporary Educational Psychology*, 58, 102-120.
- Kung, L. Y., & Aziz, A. A. (2020). An action research on metacognitive reading strategies instruction to improve reading comprehension. *International Journal of English Language and Literature Studies*, 9(2), 86-94.
- Manalu, T., & Wirza, Y. (2021, April). Metacognitive Strategies by Low Achieving Students in Reading Multimodal Texts. In *Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)* (pp. 600-605). Atlantis Press.
- Molnár, G., & Csapó, B. (2018). The efficacy and development of students' Problem-Solving strategies during compulsory schooling: Log File Analysis. *Frontiers in psychology*, 9, 302.
- Morse, J. M. (2010). Simultaneous and sequential qualitative mixed-method designs. *Qualitative Inquiry*, 16(6), 483-491.

- Mudra, H. (2018). Metacognitive online reading strategies among pre-service EFL teachers in Indonesia. *Educational Process: International Journal (EDUPIJ)*, 7(2), 151-164.
- Muhid, A., Amalia, E. R., Hilaliyah, H., Budiana, N., & Wajdi, M. B. N. (2020). The Effect of Metacognitive Strategies Implementation on Students' Reading Comprehension Achievement. *International Journal of Instruction*, 13(2), 847-862.
- Mukhlif, Z., & Amir, Z. (2017). Investigating the metacognitive online reading strategies employed by Iraqi EFL undergraduate students. *Arab World English Journal (AWEJ) Volume*, 8
- Öztürk, S. Y. (2018). Use of metacognitive online reading strategies by student teachers of English. *European Journal of Foreign Language Teaching*.
- Perfetti, C. (2007). Reading ability: Lexical quality to comprehension. *Scientific studies of Reading*, 11(4), 357-383.
- Rasekh, Z. E., & Ranjbar, R. (2003). Metacognitive strategies training for vocabulary learning. *Tesl-Ej*, 7(2), 1-18.
- Sadeghi, M., & Izadpanah, S. (2018). Barriers in teaching reading to ELLs and ways of overcoming those obstacles. *Journal of Language Teaching and Research*, 9(2), 295-301.
- Sani, R. A., & Nasution, S. R. The Effect Of Integrated Character Education In Problem-Solving Strategies To Students Responsibility And Physics Problem-Solving Strategies Competency. *Inpafi (Inovasi Pembelajaran Fisika)*, 5(3).
- Sasao, Y., & Webb, S. (2018). The guessing from the context test. *ITL-International Journal of Applied Linguistics*, 169(1), 115-141.
- Sembiring, L. K. B. Students Metacognitive Abilities In Learning Mathematics During The Era Of Pandemic Covid-19.
- Senjaya, A. J. (2018). A critical review of the term mixed methods in social research. *Risalah, Journal of Islamic Education and Studies*, 4(1, March), 103-118.
- Setyadi, B. (2016). *Language Learning Strategies Questionnaire*. Yogyakarta: GRAHA ILMU.
- Song, K., & Cho, B. Y. (2021). Exploring bilingual adolescents' translanguaging strategies during online Reading. *International Journal of Bilingual Education and Bilingualism*, 24(4), 577-594.
- Sukarno, S., & El Widdah, M. (2020). The Effect of Students' Metacognition and Digital Literacy in Virtual Lectures during the Covid-19 Pandemic on

- Achievement in the "Methods and Strategies on Physics Learning" Course. *Jurnal Pendidikan IPA Indonesia*, 9(4), 477-488.
- Syarifah, L. (2015). The Application Of Pq4r (Preview, Question, Read, Reflect, Recite, Review) Strategies To Improve Students' Reading Comprehension of The Eighth Years Students of Mts Nu Salatiga In The Academic Year 2015/2016 (*A Classroom Action Research of the Eighth Years of Mts NU Salatiga in the Academic Year of 2015/2016*) (Doctoral dissertation, IAIN Salatiga).
- Syatriana, E. (2011). Developing the students' reading comprehension through cognitive reading strategies of the first-year students of SMAN 16 Makassar. *Unpublished master's thesis*. Indonesia.
- Tanjung, F. A. (2017). *The Effect of Applying Metacognitive Strategies on the Students' Achievement in Reading Comprehension* (Doctoral dissertation).
- Thoyyibah, W. (2017). *The Use of Top-Down Strategies to Improve Students' reading Comprehension of The Eighth Grade Students Of Mts N Susukan In The Academic Year 2017/2018* (Doctoral dissertation, IAIN SALATIGA).
- T Yaghi, E. (2021). The Impact of Metacognitive Online Reading Strategies on Online Reading Disposition of Saudi EFL Learners. *Arab World English Journal (AWEJ) Special Issue on Covid*, 19.
- Trihendradi. (2013). *Langkah Mudah Menguasai SPSS 2*, Yogyakarta. ANDI
- Utami, Y. Application Of The Blended Learning Method As An Effort To Solve Mathematics Learning Problems In The Covid-19 Plague.
- Vaičiūnienė, V., & Užpalienė, D. (2013). Metacognitive online reading strategies in foreign language learning context at university. *Social Technologies*, 3(2), 316-329.
- Wulandari, W. (2018). The Effect of Applying OK4R (Overview, Key Ideas, Read, Recite, Review, Reflect) Method On Students' Achievement In Critical Reading Comprehension.
- Yaghi, E., & Abdullah, A. (2020). Understanding Online Reading Dispositions from the Perspective of Saudi EFL Learners.
- Yüksel, İ., & Yüksel, İ. (2012). Metacognitive awareness of academic reading strategies. *Procedia-Social and Behavioral Sciences*, 31, 894-898.
- Zhussupova, R., & Kazbekova, M. (2016). Metacognitive strategies as points in teaching reading comprehension. *Procedia-social and behavioral sciences*, 228, 593-600.

APPENDIX 1 THE QUESTION OF GOOGLE FORM

THE QUESTION OF GOOGLE FORM

➤ Global Reading Strategy (GLOB)

1. Do you have a purpose when reading?

(Apakah ketika membaca kamu memiliki sebuah tujuan?)

Answer :

- (a) I never or seldom do this.
- (b) I only do it occasionally.
- (c) I do this to times.
- (d) I usually do this.
- (e) I always or almost always do this.

2. Do you look at the text before reading?

(Apakah sebelum membaca kamu melihat teks nya terlebih dahulu?)

Answer :

- (a) I never or seldom do this.
- (b) I only do it occasionally.
- (c) I do this to times.
- (d) I usually do this.
- (e) I always or almost always do this.

3. Do you predict or guess the meaning of a text?

(Apakah kamu memprediksi atau menebak maksud dari sebuah teks?)

- (a) I Never or seldom do this.
- (b) I only do it occasionally.
- (c) I do this to times.
- (d) I usually do this.
- (e) I always or almost always do this.

4. Do you use text features, examples such as tables, italics, or bold lines in reading text to make it easier to understand?

(Apakah kamu menggunakan fitur text, contoh seperti table, garis miring, atau garis tebal dalam membaca teks agar lebih mudah memahaminya?)

Answer :

- (a) never or seldom do this.
- (b) I only do it occasionally.
- (c) I do this to times.
- (d) I usually do this.
- (e) I always or almost always do this.

5. Are you critical (carefully) in evaluating what you read in the text?

(Apakah Anda kritis (hati-hati) dalam mengevaluasi apa yang Anda baca dalam teks?)

Answer :

- (a) never or seldom do this.
- (b) I only do it occasionally.
- (c) I do this to times.

- (d) I usually do this.
- (e) I always or almost always do this.

➤ **Problem Solving Reading (PROB)**

6. Do you read slowly and very carefully when reading the text?
(Apakah kamu membaca dengan perlahan lahan dan sangat hati hati ketika membaca sebuah teks?)

Answer :

- (a) never or seldom do this.
- (b) I only do it occasionally.
- (c) I do this to times.
- (d) I usually do this.
- (e) I always or almost always do this.

7. Do you reread the text if you don't get the meaning or purpose?
(Apakah Anda membaca ulang teks jika anda tidak mengerti maksud atau tujuannya?)

Answer :

- (a) never or seldom do this.
- (b) I only do it occasionally.
- (c) I do this to times.
- (d) I usually do this.
- (e) I always or almost always do this.

8. Do you pause to think about the meaning of the text as you read?
(Apakah kamu berhenti sejenak untuk memikirkan maksud dari teks ketika membaca?)

Answer :

- (a) never or seldom do this.
- (b) I only do it occasionally.
- (c) I do this to times.
- (d) I usually do this.
- (e) I always or almost always do this.

9. Do you adjust the pitch of your voice when you read to understand better?
(Apakah kamu menyesuaikan kecepatan nada suara ketika membaca agar lebih paham?)

Answer :

- (a) never or seldom do this.
- (b) I only do it occasionally.
- (c) I do this to times.
- (d) I usually do this.
- (e) I always or almost always do this.

10. Do you guess the meaning of words you don't recognize when reading?
(Apakah kamu menebak arti kata yang tidak kamu kenali ketika membaca ?)

Answer :

- (a) never or seldom do this.
- (b) I only do it occasionally.
- (c) I do this to times.
- (d) I usually do this.
- (e) I always or almost always do this

➤ **Support Reading Strategies (SUP)**

11. Do you take notes for better understanding while reading?

(Apakah kamu membuat sebuah catatan untuk pemahaman yang lebih baik ketika membaca?)

Answer :

- (a) never or seldom do this.
- (b) I only do it occasionally.
- (c) I do this to times.
- (d) I usually do this.
- (e) I always or almost always do this.

12. Do you underline or circle text messages that are very important while reading to make it easier for you to get information?

(Apakah kamu menggarisbawahi atau melingkari pesan teks yang sangat penting pada saat membaca agar memudahkan kamu untuk mendapatkan informasi?)

Answer :

- (a) never or seldom do this.
- (b) I only do it occasionally.
- (c) I do this to times.
- (d) I usually do this.
- (e) I always or almost always do this.

13. Do you use additional reference materials such as books, dictionaries for reading comprehension?

(Apakah kamu menggunakan bahan referensi tambahan seperti buku, kamus untuk memahami bacaan?)

Answer :

- (a) never or seldom do this.
- (b) I only do it occasionally.
- (c) I do this to times.
- (d) I usually do this.
- (e) I always or almost always do this.

14. Do you discuss important information with others while reading?

(Apakah kamu mendiskusikan informasi penting dengan orang lain ketika membaca ?)

Answer :

- (a) never or seldom do this.
- (b) I only do it occasionally.
- (c) I do this to times.
- (d) I usually do this.
- (e) I always or almost always do this.

15. Do you read aloud when the text is difficult to read?

(Apakah kamu membaca dengan keras ketika teks terasa sulit ketika membaca?)

Answer :

- (a) never or seldom do this.
- (b) I only do it occasionally.
- (c) I do this to times.

(d) I usually do this.

(e) I always or almost always do this.

APPENDIX 2 *Questionnaire Value*

Questionnaire Value	
Statement	Skor
I never or seldom do this	1
I only do it occasionally	2
I do this to times	3
I usually do this	4
I always or almost always do this	5

APPENDIX 3 *Distribution Answers*

A. Distribution Answers For Global Reading Strategy Variable.

Respondent Answers For Global Reading Strategy Variable

No. Item	Never		Occasionally		Sometimes		Usually		Always	
	F	%	F	%	F	%	F	%	F	%
1	3	6	21	42	5	10	17	34	4	8
2	1	2	9	18	6	12	24	48	10	20
3	10	20	19	38	3	6	15	30	3	6
4	10	20	17	34	7	14	15	30	1	2
5	8	16	13	26	6	12	21	42	2	4

The Explanation from the table above is :

- 1) For the statement (Do you have a purpose when reading), most respondents answered I only do it occasionally, namely, 21 people (42%), meaning that respondents rarely read with a goal in this study.

- 2) For the statement (Did you read the text before reading), most respondents answered I usually do this, namely, 24 people (48%). That means that in this study, respondents often read the text before reading.
- 3) For the statement (Are you predicting or guessing the meaning of a text), most respondents answered I only do it occasionally, namely 19 people (38%). That means that in this study, respondents rarely predict or guess the meaning of a text.
- 4) For statements (Do you use text features, examples such as tables, slashes, or bold lines in reading text to make it easier to understand), most respondents answered I only do it occasionally, namely 17 people (34%). That means that in this study, respondents rarely use text features, for example, tables, slashes, or bold lines, in reading text to make it easier to understand.
- 5) For the statement (Are you critical (carefully) in evaluating what you read in the text), the majority of respondents answered, I usually do this, namely 21 people (42%). It means that in this study, respondents are often critical (careful) in evaluating read in the text.

A. Distribution Answers For Problem Solving Reading Variable

Respondent Answers For Problem Solving Reading Variable

No. Item	Never		Occasionally		Sometimes		Usually		Always	
	F	%	F	%	F	%	F	%	F	%
1	1	2	13	26	11	22	18	36	7	14
2	2	4	6	12	10	20	24	48	8	16

3	4	8	8	16	7	14	27	54	4	8
4	7	14	9	18	5	10	24	48	5	10
5	16	32	19	38	3	6	10	20	2	4

- 1) For the statement (Do you read slowly and very carefully when reading a text), most respondents answered, I usually do this, namely 18 people (36%). It means that in this study, respondents are often read slowly and very careful when reading a text.
- 2) For the statement (Do you reread the text if you don't get the meaning or purpose of the text), most respondents answered I usually do this, namely, 24 people (48%). It means that in this study, respondents often reread the text if they don't get the meaning or purpose of the text.
- 3) For the statement (Do you pause to think about the meaning of the text while reading), most respondents answered, I usually do this, namely 27 people (54%). It means that in this study, respondents are often pausing to think about the meaning of the text while reading.
- 4) For the statement (Do you adjust the speed of the voice pitch when reading to understand better), most respondents answered, I usually do this, namely 24 people (48%). In this study, respondents are often adjusting the speed of the pitch of voice when reading to understand better.
- 5) For the statement (Do you guess the meaning of words you don't recognize when reading), most respondents answered I only do it occasionally, namely 19 people (38%). It means that in this study, respondents seldom guessed the meaning of words they didn't recognize when reading.

B. Distribution Answers For Support Reading Strategy Variable

Respondent Answers For Support Reading Strategy Variable

No. Item	Never		Occasionally		Sometimes		Usually		Always	
	F	%	F	%	F	%	F	%	F	%
1	13	26	17	34	6	12	12	24	2	4
2	8	16	10	20	9	18	21	42	2	4
3	10	20	21	42	4	8	13	26	2	4
4	5	10	20	4-	4	8	18	36	3	6
5	23	46	11	22	4	8	10	20	2	4

- (1) For the statement (Do you take notes for better understanding when reading), most respondents answered I only do it occasionally, namely 19 people 17 (34%). It means that in this study, respondents are seldom taking notes for better understanding when reading.
- (2) For the statement (Do you underline or circle text messages that are very important while reading to make it easier for you to get information), most respondents answered, I usually do this, namely 21 people (42%). In this study, respondents are often underline or circle text messages that are very important while reading to make it easier to get information.
- (3) For the statement (Do you use additional reference materials such as books and dictionaries for reading comprehension?), most respondents answered I only do it occasionally, namely 21 people (42%). It means that in this study, respondents seldom use additional reference materials such as books and dictionaries for reading comprehension.

- (4) For the statement (Do you discuss important information with others while reading), most respondents answered I only do it occasionally, namely 20 people (40%). It means that in this study, respondents are seldom discussing important information with others while reading.
- (5) For the statement (Do you read aloud when the text is difficult to read), most respondents answered I never or seldom do this, namely 23 people (46%). It means that in this study, respondents never read aloud when the text is difficult to read.

APPENDIX 4 Permohonan Persetujuan Judul Skripsi



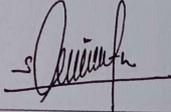
UMSU
Unggul | Cerdas | Terpercaya

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Muchtar Basri No .3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

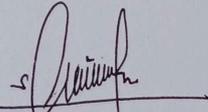
Dengan ini saya:

Nama Mahasiswa : Ade Fitria
 NPM : 1702050004
 Program Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Investigating High School Students' Metacognitive Online Reading Strategies During the Covid-19 Pandemic.	

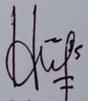
Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing


 (Selamat Husni Hasibuan, S.Pd., M.Hum)

Medan, 24 Maret 2021

Hormat Pemohon


 (Ade Fitria)

Appendix 5 Form K-1



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
 Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

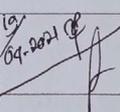
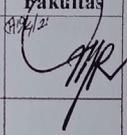
UMSU
 Unggul | Cerdas | Terpercaya

Form : K-1
 Kepada Yth: Bapak Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal: **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Ade Fitria
 NPM : 1702050004
 Prog. Studi : Pendidikan Bahasa Inggris
 Kredit Kumulatif : 136 SKS IPK = 3,49

Persetujuan Ket/Sekret. Prog. Studi	Judul yang Diajukan	Disahkan Oleh Dekan Fakultas
19/04/2021 	Investigating High School Students' Metacognitive Online Reading Strategies During the Covid-19 Pandemic	
	The Analysis of Reading Difficulties in Online Learning Faced by Students of SMP Swasta Karyawan Turangie	
	The Effect of Listening Method on Students' Speaking at SMP Swasta Karyawan Turangie	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 24 Maret 2021
 Hormat Pemohon,


 (Ade Fitria)

Keterangan:
 Dibuat rangkap 3 : - Untuk Dekan Fakultas
 - Untuk Ketua/Sekretaris Program Studi
 - Untuk Mahasiswa yang bersangkutan

Appendix 6 Form K2



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

Form : K-2

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Ade Fitria
NPM : 1702050004
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

“ Investigating High School Students’ Metacognitive Online Reading Strategies During the Covid-19 Pandemic ”

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Selamat Husni Hasibuan, S. Pd., M.Hum.

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 24 Maret 2021
Hormat Pemohon,


(Ade Fitria)

Keterangan:

Dibuat rangkap 3

- Untuk Dekan Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

Appendix 7 Form K3



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
 Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 1061 /IL.3/UMSU-02/F/2021
 Lamp : ---
 Hal : Pengesahan Proyek Proposal
 Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Ade Fitria
 N P M : 1702050004
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : Investigating High School Students' Metacognitive Online Reading Strategies During The Covid-19 Pandemic

Pembimbing : Selamat Husni Hasibuan, S.Pd, M.Hum

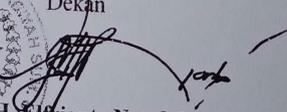
Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 29 April 2022

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :
 Medan, 18 Ramadhan 1442 H
 30 April 2021 M

Dekan



Prof. Dr. H. Elfrianto Nst, S.Pd, M.Pd.
 NIDNAN 0115057302



Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
 WAJIB MENGIKUTI SEMINAR

Appendix 9 Lembar Pengesahan Proposal


UMSU
 Unggul | Cerdas | Terpercaya

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
 Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id



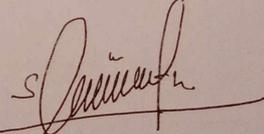
LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa dibawah ini :

Nama Mahasiswa : Ade Fitria
 NPM : 1702050004
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : Investigating High School Student's Metacognitive Online Reading Strategies During the Covid – 19 Pandemic

Sudah layak untuk diceminarkan.

Medan, 07 Juli 2021
 Disetujui Oleh
 Pembimbing


 (Selamat Husni Hasibuan, S.Pd., M.Hum.)

Appendix 10 Berita Acara Seminar Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. KaptenMughtarBasri No .3 Telp. (061) 6619056 Medan 20238
 Website :<http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Sabtu tanggal 10 Juli 2021 telah diselenggarakan Seminar Proposal Program Studi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Mahasiswa : Ade Fitria
 NPM : 1702050004
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : Investigating High School Students' Metacognitive Online Reading Strategies During the Covid – 19 Pandemic

No.	Masukan / Saran
JUDUL	Investigating High School Students' Metacognitive Online Reading Strategies During the Covid – 19 Pandemic
BAB I	Background of Study
BAB II	Types of Reading, Online Reading Strategies, Metacognitive Online Reading Strategies
BAB III	Research Design, Research Instrumen
LAINNYA	
KESIMPULAN	<input type="checkbox"/> Disetujui <input type="checkbox"/> Ditolak <input type="checkbox"/> Disetujui Dengan Adanya Perbaikan

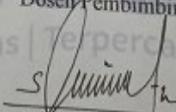
Dosen Pembahas



Pirman Ginting, S.Pd., M.Hum

Medan, 10 Juli 2021

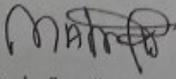
Dosen Pembimbing



Selamat Husni Hasibuan, S.Pd., M.Hum

PANITIA PELAKSANA

Ketua



Mandra Saragih, S.Pd., M.Hum

Sekretaris



Pirman Ginting, S.Pd., M.Hum

Appendix 11 Surat Keterangan Seminar Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. KaptenMughtarBasri No 3 Telp. (061) 6619056 Medan 20238
 Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

SURAT KETERANGAN



Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa :

Nama Mahasiswa : Ade Fitria
 NPM : 1702050004
 Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsipada :

Hari : Sabtu
 Tanggal : 10 Juli 2021
 DenganJudul Proposal : Investigating High School Students' Metacognitive Online Reading Strategies During the Covid -19 Pandemic

Demikianlah surat keterangan ini kami keluarkan/diberikan Kepada Mahasiswa yang bersangkutan,semogaBapak/IbuPimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik kami ucapkan banyak terimakasih.Akhirnya selamat sejahteralah kita semuanya.Amin.

Dikeluarkan di : Medan
 Pada Tanggal : 10 Juli 2021

Wassalam
 Ketua Program Studi
 Pendidikan Bahasa Inggris

MandraSaragih, S.Pd.,M.Hum.

Appendix 12 Surat Izin Riset


PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN STABAT
 Jln. Kapt. Pattimura No.01 Kwala Bingai Stabat Kab. Langkat KP. 20811
 Email : cabdisstabat@gmail.com

Stabat, 13 September 2021

Nomor : 421.3/1202 /Cabdis-Stabat /IX/2021
 Sifat : Penting
 Lampiran : -
 Hal : Rekomendasi Izin Penelitian/Pengambilan Data di Sekolah SMAN 1 Bahorok

Kepada Yth,
Ka. SMAN 1 Bahorok
 di -
Tempat

Dengan hormat,

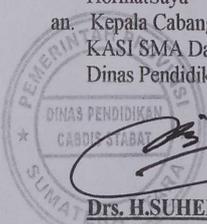
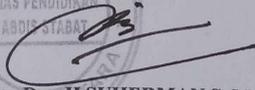
Berdasarkan Surat UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA Fakultas Keguruan dan Ilmu Pendidikan Nomor: 2096/ II. 3-AU/ UMSU-02/ F/ 2021 tanggal 09 September 2021, Perihal Permohonan Surat Rekomendasi Izin Penelitian.

Dengan ini kami sampaikan bahwa pada prinsipnya kami bersedia / berkenan dan dapat menyetujui permohonan saudara tersebut untuk Melakukan Penelitian di SMA Negeri 1 Bahorok sepanjang tidak bertentangan dengan ketentuan yang berlaku, adapun identitas Mahasiswa yang kami terima untuk Melakukan Penelitian sebagai berikut :

Nama : **ADE FITRIA**
 NIM : 1702050004
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : **Investigating High School Student's Metacognitive Reading Strategies During The Covid 19 Pandemic**
 Tempat : SMA Negeri 1 Bahorok

Demikian Surat Rekomendasi ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Hormat Saya
 an. Kepala Cabang Dinas Pendidikan Stabat
 KASI SMA Dan PK Cabang Dinas Pendidikan Stabat
 Dinas Pendidikan Provinsi Sumatera Utara



Drs. H.SUHERMAN,S. M.Pd
PEMBINA
 NIP. 196512051996031004

Appendix 13 Surat Bebas Pustaka

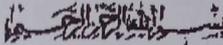


MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT PERPUSTAKAAN

Alamat : Jalan Kapten Mukhtar Basri No.3 Telp. 6624567 –Ext. 113 Medan 20238
 Website : <http://perpustakaan.umsu.ac.id> Email : perpustakaan@umsu.ac.id

Bila menjawab surat ini, agar disebutkan nomor dan tanggalnya

SURAT KETERANGAN
 Nomor :2350/KET/IL3-AU/UMSU-P/M/2021



Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : Ade Fitria
NPM : 1702050004
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 03 Rabiul Awal 1443 H
 09 Oktober 2021 M

Kepala UPT Perpustakaan


Muhammad Arifin, S.Pd, M.Pd

Appendix 14 Surat Balasan Riset


PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 1 BAHOROK
 Jl. Berdikari No. 114 Kel. Pekan Bahorok, Kecamatan Bahorok, Kabupaten Langkat
 Email : smansa.bahorok@gmail.com Kode Pos 20774

SURAT KETERANGAN MELAKSANAKAN PENELITIAN
 Nomor : 423.1 / 157 / X / 2021

Yang bertanda tangan di bawah ini :

Nama : **ESNUR RIDWAN, S.Pd, M.Pd**
 NIP : 19660626 198811 1 001
 Pangkat/Gol/Ruang : Pembina Tk.I, IV/b
 Jabatan : Kepala SMA Negeri 1 Bahorok

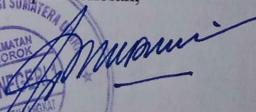
Dengan ini menerangkan bahwa :

Nama : **ADE FITRIA**
 NIM : 1702050004
 Universitas : Universitas Muhammadiyah Sumatera Utara
 Program Studi : Pendidikan Bahasa Inggris
 Alamat : Jl. Kapten Mukhtar Basri No. 3 Medan

Benar Nama tersebut diatas telah melaksanakan Penelitian yang berjudul : “Investigating High School Student’s Metacognitive Reading Strategies During The Covid 19 Pandemic” yang dilaksanakan pada :

Tanggal : 28 s.d 29 September 2021
 Pukul : 09.00 WIB s/d 12.00 WIB
 Tempat : Gedung SMA Negeri 1 Bahorok

Demikian Surat Keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan menurut perlunya, atas kerja sama yang baik diucapkan terima kasih.

Bahorok, 04 Oktober 2021
 Kepala sekolah,

ESNUR RIDWAN, S.Pd, M.Pd
 NIP. 19660626 198811 1 001



Appendix 15 Berita Acara Bimbingan Skripsi



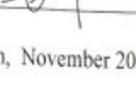
MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. KaptenMughtarBasri No.3 Telp. (061) 6619056 Medan 20238
 Website :<http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

Unggul | Cerdas | Terpercaya

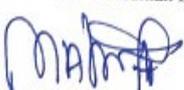
بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN SKRIPSI

PerguruanTinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog.Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Ade Fitria
 NPM : 1702050004
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Investigating High School Students' Metacognitive Online Reading Strategies During the Covid-19 Pandemic

Tanggal	Deskripsi Hasil Bimbingan Skripsi	TandaTangan
19/10/2021	- Abstrak - Background of study - Method of Research	
	- Data and Analysis - Conclusion - Suggestion	
27/10/2021	- Abstrak - Methodology of research	
2/11/2021	- Abstrak - conclusion - Data analysis - suggestion	
16/11/2021	- Data analysis - conclusion	
23/11/2021	- Data analysis - conclusion.	
26/11/2021	Acc	

Diketahui/Disetujui
 Ketua Prodi Pendidikan Bahasa Inggris



Mandra Saragih, S.Pd., M.Hum.

Medan, November 2021

Dosen Pembimbing



Selamat Husni Hasibuan, S.Pd., M.Hum.

Appendix 16 Surat Pernyataan Plagiat



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Saya yang bertandatangan dibawah ini :

Nama	: Ade Fitria
N P M	: 1702050004
Program Studi	: Pendidikan Bahasa Inggris
Judul Penelitian	: Investigating High School Student's Metacognitive Online Reading Strategies During the Covid-19 Pandemic

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong plagiat
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

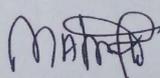
Medan, 07 September 2021

Hormat saya
Yang membuat pernyataan



 (Ade Fitria)

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris



Appendix 17 Lembar Pengesahan Skripsi



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mochtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

UMSU
Unggul | Cerdas | Terpercaya

LEMBAR PENGESAHAN SKRIPSI

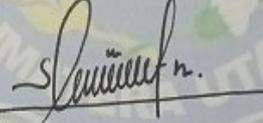
بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

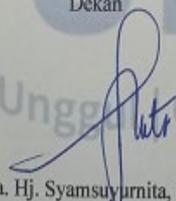
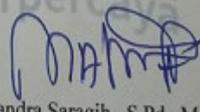
Nama Lengkap : Ade Fitria
 NPM : 1702050004
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Investigating High School Students' Metacognitive Online Reading Strategies During the Covid - 19 Pandemic

Sudah layak disidangkan

Medan, 26 November 2021
 Disetujui oleh:
 Pembimbing


 Selamat Husni Hasibuan, S.Pd., M.Hum

Diketahui oleh:

<p>Dekan</p> <p> Dra. Hj. Syamsuyurnita, M.Pd.</p>	<p>Ketua Program Studi</p> <p> Mandra Saragih., S.Pd., M.Hum</p>
--	---

UMSU

Unggul | Cerdas | Terpercaya