

Metacognitive Reading Strategies in Reading Comprehension

Among Islamic Boarding Senior High School Students

in Rokan Hulu : A Correlational Study

THESIS

Submitted to State Islamic University of Sultan Syarif Karim Riau

In Partial Fulfillment of the Requirement for
the Degree of Magister in English Education (M.Pd)



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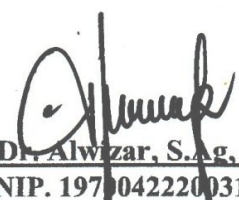
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the Name of Allah the Most Gracious and the Most Merciful

In the name of Allah, the Lord of the World. The Beneficent and the Most Merciful, Praises belong to Allah Almighty. By His guidance and blessing, the researcher has accomplished the final research paper asan academic requirement to finish her bachelor degree. Then, May shalawat and salam always be presented to the last messenger of Allah, Prophet Muhammad SAW who has inspired and lightened many people up all around the world.

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Finally, the writer realizes that there are many weaknesses on the thesis.

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Pekanbaru, 27th June 2024

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ABSTRACT

Cahaya Murni,2024 : Metacognitive Reading Strategies in Reading

Comprehension Among Islamic Boarding Senior High School Students in Rokan Hulu : A Correlational Study.

This research intended to investigate the correlation between metacognitive reading strategies and reading comprehension Among Islamic Boarding Senior High School Students. The researcher conducted the research at XI grade in Khalid bin Walid boarding school. This research used quantitative research method with correlational research design. This research has two variables, those are metacognitive reading strategies as an independent variable and reading comprehension as a dependent variable. The sample was selected by using total sampling. To get the data, the researcher gave questionnaire and reading comprehension test.

The result of this research is there is the significant correlation between metacognitive reading strategies and reading comprehension at XI grade in Khalid bin Walid Boarding School has the high mean value category ($r = 0.603$). Based on the result of the study, it can be concluded that metacognitive reading strategies can be applied in the reading learning activity to help the students in enhancing the reading comprehension.

KeyWords : Metacognitive and Reading Comprehension



ABSTRAK

Cahaya Murni,2024 : Metakognitif Dalam Pemahaman Membaca Dikalangan Santri Pesantren Rokan Hulu : Studi Korelasi.

Penelitian ini bertujuan untuk mengetahui hubungan antara strategi membaca metakognitif dan pemahaman membaca dikalangan siswa SMA pesantren. Peneliti melakukan penelitian pada kelas XI di Pondok Pesantren Khalid bin Walid. Penelitian ini menggunakan metode penelitan kuantitatif dengan desain penelitian korelasional. Penelitian ini mempunyai dua variable, yaitu strategi membaca metakognitif sebagai variable bebas dan pemahaman membaca sebagai variable terikat. Sampel dipilih menggunakan total sampling. Untuk mendapatkan data, peneliti memnerikan angket dan tes pemahaman bacaan.

Hasil dari penelitian ini adalah terdapat korelasi yang signifikan antara strategi membaca metakognitif dan pemahaman membaca pada kelas XI di Pondok Pesantren Khalid bin Walid mempunyai kategori nilai mean tinggi ($r=0,603$). Berdasarkan hasil penelitian, dapat disimpulkan bahwa strategi membaca metakognitif dapat diterapkan dalam kegiatan pembelajaran membaca untuk membantu siswa dalam meningkatkan pemahaman membaca.

Kata kunci : Metakognitif dan Pemahaman Membaca



CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading comprehension is one of the most complex cognitive activities in which humans engage, making it difficult to teach, measure, and research. It is the application of skill that develop for other purposes. Reading comprehension is more challenging and requires deliberate instruction. Comprehension involves the relating of two or more pieces of information. Those pieces of information can come from long-term memory (prior knowledge), but in reading comprehension at least one piece must come from the text. The pieces of information can be simple or quite complex ideas.

According to Nunan (2003, p. 68), reading is a fluent process in which readers integrate information from a text with their own prior knowledge to construct meaning. Meaning does not rest in the reader nor does it rest in text. The reader's background knowledge integrates with the text to create the meaning. In addition, Nunan (2003, p. 68) defines reading as comprising four components: the text, the reader, fluency, and strategies. Reading comprehension is considered one of the most complex activities humans can perform (Kendeou, McMaster, & Christ, 2016). Field (1997: 95) explain that becoming better readers, students need to become aware of how they are reading and what they could do to improve comprehension. They need to develop their level of metacognitive awareness. According to them, the term metacognitive comes from the field of cognitive



psychology and it is increasingly used in language teaching and learning.

The development of reading comprehension become crucial for students to achieve success in their academic life. The development of reading comprehension skills is of significant importance for students engaged in the process of learning the English language. The process is characterized by its dynamic nature, encompassing the activities of prediction-making, summarization of key ideas, questioning of one's predictions, and clarification of concepts that are not clearly understood.

Reading comprehension importance is not just about being able to read the words on a page, but also about understanding what those words mean. Research showed that reading comprehension is a complex process and students usually have difficulties in constructing meaning from writing text (Grabe & Stoller, 2002).

General study suggests that who starts to learn English language is most likely to have serious difficulties in constructing meaning and understanding of the texts. This difficulty has been focused by investigators for a long time and in recent years, they suggested that metacognitive reading strategies plays a significant role in enhancing reading comprehension among individuals (Salataki & Akyel, 2002). It is a dynamic process that involves making predictions, summarizing the main idea, questioning one's predictions, and clarifying unclear concepts. In line with the statements, it can be said that reading comprehension is an activity which is difficult to be done. This is the evident of the literacy levels of students is still quite low.

In fact, reading not a favourite subject for some students. It can be seen from



the way they behave when given a passage to read. Generally, in many schools, the teachers just ask the students to read and translate the passage. As a result, the teachers have to spend much time encouraging them to become interested in reading. The teachers, have to spend much time encouraging them to become interested in reading. According to the content of the 2013 Curriculum, students are expected to be able to comprehend several types of texts, viz: recount, descriptive, narrative and procedural. Those four types of texts or genre are taught intensively in order that the students are able to identify each type of text.

Moreover, the teaching of reading comprehension is one of the methods used to help students to answer questions related to finding the main idea of a text, getting specific information, comprehending the reading passage and understanding the vocabulary.

According to Ahmadi and Hairul (2012), reading comprehension is an important factor in EFL/ESL learning process and should be emphasized in different levels of education, for instance, reveals that an area of concern and indeed one of the top priorities of ESL/EFL students after completing elementary English courses is reading comprehension. Despite this, the teaching of reading comprehension strategy remains largely neglected in the field of English language teaching. Many students have —major difficulties with English reading comprehension even after years of learning the English language. The students can read a text while for recognizing or understanding the authors' message/messages often encounter with difficulties. Therefore, it requires the effective strategies in

reading comprehension. The process of learning itself nowadays does not only find out what they learn but also put the attention on finding out how and why students learn. Based on the explanation regarding the problem of low reading ability, then it is necessary to develop metacognitive strategy. Furthermore, this study present metacognitive strategies in reading comprehension among Islamic boarding Senior High School level.

In general, language learning strategies (henceforth: LLS) were elaborated into the three major classifications, which are "cognitive strategies" that relate to how students think about their learning. ex: I look for patterns in English), "metacognitive strategies" that refer to how students manage their own learning (ex: I plan my English course), and "social / affective strategies" that refer to how students interact with others through the language (ex: I practice my language with my peers). Cognitive processing activities are those thinking activities that people use to process learning content.

The students lead directly to learning results in terms of knowledge, understanding, skill and so on. Examples are: looking for relations among parts of the subject matter (relating), distinguishing main and minor points (selecting), thinking of examples (concretizing) and looking for applications (applying).

Affective learning activities are directed at coping with the feelings that arise during learning, and lead to an emotional state that may positively, neutrally or negatively affect the progression of a learning process. Examples are motivating oneself, attributing learning results to causal factors, attaching subjective





appraisals to learning tasks and getting blocking emotions under control.

However, the students struggle to make the transition from their previous study to the more independent required at higher education level. Higher education system requires students to take responsibility for their own learning, to be more self-directed, and to make choices about what they will concentrate on and how much time they will spend learning both within and outside the classroom. Hence, they need some learning strategies to make learning more effective and efficient that can lead them to success.

Learning strategy can be categorized as one of the most important factors in learning process. It helps students to overcome their weaknesses in learning. Besides, learning strategy will also strengthen the memory when they want to retrieve information stored in their memory. According to Richards & Schmidt (2002), language learning strategies are classified into four types: management, social, cognitive, and metacognitive.

Management strategies refers to variety of strategies used to keep students organized, orderly, and focused such as setting the properties that will be used and the time and place when studying a language. Meanwhile, they define social strategies are where the students seeking for friends or native speaker to share and to practice. Another strategy is cognitive strategies which are described as the process by which students compare and organize information. Lastly, metacognitive strategies are modes of thought that include planning, deciding on approaches, and evaluating.



Many strategies and techniques have been proposed as solution to enhance the students reading comprehension skill. One of them is metacognitive reading strategy. Metacognitive reading strategy is effective to facilitate students reading comprehension in the field of second/foreign language studies (Ahmadi et al., 2013). Many researches then attempted to create taxonomies of metacognitive reading strategy to facilitate reading comprehension. Metacognitive strategies are modes of thought that include planning, deciding on approaches, and evaluating.

Metacognitive regulation activities are directed at regulating the cognitive and affective learning activities and therefore indirectly lead to learning results. Examples are: orienting on a learning task, monitoring whether the learning process proceeds as planned, diagnosing the cause of difficulties and adjusting learning processes when needed. Some studies, such as Rubin (1981), OMalley and Chamot (1987), and Oxford (1990), have elaborated the classifications in various ways. However, among those strategies recent research shows that metacognitive strategies are the most important for developing learners' skills (Anderson, 1991, cited in Coskun, 2010). Goh (2002) added that the significance of metacognitive strategies can be related to successful learning in all learning contexts.

Metacognitive reading strategies facilitate the development of readers' active and critical interpretation skills in relation to material. These strategies help to expand and enhance the acquisition of knowledge within the scope of cognitive reading techniques. In addition, they assist in the regulation and monitoring of

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reading behaviors, which are significant obstacles faced by individuals who engage in digital reading (Ackerman & Lauterman, 2012; Lauterman & Ackerman, 2014). Metacognitive reading strategies are used before, during and after reading. These strategies are essential for individuals to manage their reading processes, recognize and correct their weaknesses, and enhance their effectiveness in the reading, comprehension, and learning processes.

Research of metacognitive strategies in reading comprehension began to be in demand in the 1990s. This study was conducted by Latifah (2017) The Use of Metacognitive Strategies in Reading and their Influence on Reading Comprehension of Junior High School Students in the Upland Region of Java. It was continued by Tazkiyah (2022) that investigate metacognitive in islamic boarding junior high school. the other research by Halim (2020) Enhancing Reading Comprehension through Metacognitive Reading Strategies and Peer Tutoring among Year 7 Students at a Home School Centre. The followed by Alatas (2018) The Use of Cognitive and Metacognitive Strategies Across Proficiency and Task Complexity . Another related study has done by Annury et all(2019) The use of Metacognitive strategies in EFL reading comprehension.

Metacognitive strategies has been conducted by some researcher while there have been limited studies on Senior high school students' s especially in Islamic Boarding School. However, there has been limited research involving English students in Islamic boarding schools, while it is known that there are many boarding schools, especially in Indonesia.

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There are plenty of studies in junior high school but for senior high school there are few in this field. In addition, the metacognitive strategies needed to comprehend the complexity of reading text especially for students in Senior high school. Where the text provided in senior high school is more complexity and critically. The students demand to share the idea and critically thinking during reading the text. To comprehend the text require appropriate strategies for students senior high school to prepared for college students task.

In the university or college level, reading takes on a central role as part of the approach of learning . The students can be easily followed when the students apply the appropriate strategies in reading comprehension.

The implementation of the metacognitive skill approach in Indonesia is faced with many challenges. One aspect to consider is the prominent role that teachers play as primary sources of knowledge within educational institutions. In order to encourage a more passive approach among students during the learning process. Another obstacles that is actually quite classic but difficult to solve is the students achievement assessment system which is based more on test that low level cognitive abilities. Students who are considered as smart or successful students are students who pass the exam. This is an old problem that is still a quite exciting polemic for the world of education in Indonesia. The current curriculum 2013 is actually quite conducive for the development of teaching metacognitive skills, because students as learning centre. However, the form of assessment carried out on students' performance still tends to follow the old pattern, namely the multiple

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choice question model which requires more students ability to memorize (Iskandar & Fitriyah, 2014). Students who metacognitively active will aware of their own cognition and demonstrate strategy consciously in the learning process in order to accomplish the learning goals.

Metacognitive reading strategies are higher order performance methods/techniques that refer to the planning, monitoring, and evaluating the success of a learning activity (Pressley & Afflerbach, 1995). According to O'Malley and Chamot (1990), "students without metacognitive approaches are essentially learners without direction or opportunity to review their progress, accomplishments and future directions" (p. 561). Awareness of metacognitive reading strategies is important since it involves the awareness of whether or not comprehension is taking place; it is the conscious application of one or more strategies to correct comprehension; —if learners are not aware of when comprehension is breaking down and what they do about it, they will not be able to use strategies strategically" (Carrell, 1989, p. 8). In fact, metacognition includes high thinking skills that students use to plan, monitor, and evaluate their own learning (Livingston, 1997).

It is believed that successful knowledge acquisition requires the use of metacognitive skills. A large number of studies have discussed the impact on implementing metacognitive strategies to students' behaviour and success. It also helps students improve their learning skills in formal educational settings. In the process of metacognitive strategy, the learners will organize their own plans,



monitor their progress in learning, and evaluate the learning process. For the above-mentioned reasons, this study intends to investigate the correlation between metacognitive reading strategies and students reading comprehension.

Based on all of the background of problem, students require the appropriate strategy in reading comprehension, This study used metacognitive strategies in reading comprehension. Where metacognitive reading strategies facilitate the development of readers' active and critical interpretation skills in relation to material. It can be easy by students to comprehend the text through metacognitive strategies. Many researchers have acknowledged that metacognitive strategies can improve students' reading comprehension, there are limited studies that have implemented this strategy in Islamic boarding schools, especially in Indonesia. Even though it is known that there are a lot of Islamic boarding schools in Indonesia with differences in environmental, subject and responsibility.

Therefore, the researcher interest to investigate further about the correlation between metacognitive reading strategies in reading comprehension among islamic boarding senior high school in Rokan Hulu , namely Khalid bin Walid Boarding School.

B. Statement of the Problem

The act of reading plays a crucial role in the acquisition of information, particularly within the context of learning. The deliberate application of reading techniques is expected to enhance reading proficiency as individuals acquire the ability to read with specific objectives and accomplish them properly.



Furthermore, it has been suggested that success in a particular reading context depends not only on the flexibility of using reading skills, but also on the capacity to monitor the progress of reading in order to correct the failures of comprehension (Brown, 1980).

Then, there is exists an argument positing that the capacity to monitor comprehension is dependent upon the reader's awareness of their own cognitive processes related to comprehension. Furthermore, the pedagogy of reading comprehension serves as a pedagogical approach employed to facilitate students' ability to respond to inquiries related to identifying the main idea of the text, getting specific information, comprehending the reading passage and understanding the vocabulary, references and inferences and so forth. Reading comprehension instruction in many classrooms focuses on teacher-generated questions or is based on textbook instruction, which measures comprehension of a specific text rather than metacognitive strategies for comprehending texts.

In fact, students who use metacognitive activity have an awareness of their own cognitive processes and intentionally employ strategies during the learning process to effectively achieve their learning objectives. Hence, metacognition will likely to give beneficial phases in the learning process, particularly by helping students to plan and use resource more effectively, to monitor their learning progress accurately, and to evaluate their performances but poor readers are less aware of effective strategies and of the counterproductive effects of poor strategies, and are less effective in their monitoring activities during reading.



Furthermore, there are two factors that contribute to the lack of passion and participation among students in reading classes. For starters, students' reading skills are lacking due to a lack of imagination, participation, and discipline. Second, instructors' tactics are less diverse and participatory. Although language instructors believe that students will develop metacognition on their own through experiences and age, metacognition can be taught.

It appears that the techniques and strategies currently used by instructors to teach reading comprehension are not very effective in enhancing students' abilities as readers. Teachers typically assess students' comprehension of a text by having them read it aloud and look up any unfamiliar words in a dictionary, followed by queries based on the text. In addition, the Curriculum only allots 40 minutes per session for each subject, including English, leaving students with frequently insufficient time to practise reading. Therefore, not all students have sufficient time to master the language.

Based on the problem, as well as the above explanations and the researchers' observations, reading comprehension need the strategy to overcome the students problem in learning process. The researcher thought that teaching reading comprehension using metacognitive strategies could get better reading comprehension results. Therefore, the researcher conducted this research study by analyzing metacognitive strategies in teaching reading comprehension to third year students of Senior High School in Khalid bin Walid Boarding School, Pasir Pengaraian.

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C. Limitation of Problem

Based on the statement of the problems above, metacognitive strategies implement to enhance reading comprehension. The aim of metacognitive strategies is to teach students how to set objectives and how to be effective and independent was emphasized by Baker (2002). To avoid the discussion becomes too general and for efficiency of time and resources, this study focus on how metacognitive strategies apply by students and the effectiveness of metacognitive strategies in enhancing reading comprehension in Senior High School in Islamic Boarding School.

D. Research Questions

Enhancing reading comprehension through metacognitive strategies is significant importance for students engaged in the process of learning the English language. Based on the limitation of the problem above, the research questions are formulated as the following questions:

1. How is metacognitive strategies used by the students in enhancing reading comprehension?
2. How is the students reading comprehension?
3. Is there any relationship between the use of metacognitive strategies and reading comprehension?



E. The Purpose of the Study

- a. To describe metacognitive strategies used in enhancing reading comprehension.
- b. To explain the students reading comprehension.
- c. To examine the relationship between using metacognitive strategies and reading comprehension.

F. The Significance of This Research

Theoretically, this research will contribute to the development of education.

This study will insight readers about used the metacognitive strategies in enhancing reading comprehension. this research is useful for supporting the theory about metacognitive strategy as a part of learning strategies used by students in learning the foreign language.

Practically, the results of this research can be used as the references for the next researcher who will concentrate on metacognitive strategies especially in Islamic Boarding School. This research can give the information for teachers about the level of students metacognitive readding strategies. Hopefully, this research can be reference for teacher in implement metacognitive strategy in reading comprehension. So, the teachers enhance the learning by choosing the appropriate strategies in English learning especially in reading comprehension.

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G. Definition of Key Terms

Reading comprehension according to Bamford & Day (1998) state reading is about understanding written texts and comprehension is the process of making sense of words, sentences and connected text. Reading comprehension involves both perception and thought. The reader is an active participant with the text, and through interpretive interactions between what the reader obtains from the text and what the reader already knows, the reader is able to comprehend how ideas based on the text relate to one another. Reading comprehension is the ability to comprehend or acquire information from a text.

Metacognitive which derive from word ‘metacognition’ can be described as ‘thinking about thinking’ or ‘cognition about cognition’. It can also refer to one’s awareness concerning to one’s own cognitive process. Metacognitive can be described as the way someone control over his/her own thinking process. These strategies include planning for learning, monitoring while learning process take place, and self-evaluation of learning after learning has been completed . Metacognitive is a key for success in reading. The purpose of metacognitive instruction is to help readers become more aware of their own thinking during the reading.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Reading Comprehension

Reading comprehension is one of the most essential English abilities that students need to develop in order to achieve academic success. According to Al Noursi (2014), cited by Ahmed (2016), the ability to read for a variety of purposes is a precursor for academic success in schools, colleges, and universities. According to Ahmed (2016), consider reading to be "the key facilitator of academic proficiency". Hence, not being able to develop effective reading can have adverse effects on learning across the curriculum, motivation to read, attitudes toward life, and performances in the workplace. Reading comprehension involves more than simply recognizing and comprehending words and their meanings. It entails a more complex cognitive process in which students comprehend the meaning of written language, link it to their prior knowledge, and construct a mental representation of the information they have read (Keenan et al., 2008; Takaloo & Ahmadi, 2017). Furthermore, Bamford & Day (1998) state reading is about understanding written texts and comprehension is the process of making sense of words, sentences and connected text. Reading comprehension involves both perception and thought. Readers will use background of knowledge, vocabulary, grammatical knowledge, and other strategies to help them to understand a written text. It means reading is a process of communication between the writer and the reader. The writer has a



message such feeling, facts, ideas, and arguments they want to share. Then, the researcher puts the message into the words.

According to Klingner (2007:8) reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text as well as variable related to the text. Based on the definition, it can be concluded that reading comprehension is a process of interaction between readers' background knowledge with the information from the text while they are reading.

Reading is indispensable for future success. Self-directed and motivated students are successful readers (Sanford, 2015, p. 182). The success of students' reading comprehension is indicated by their ability to respond to and apply the information conveyed in the text. This is the reason why students are often tested through a test with a list of reading texts where they are asked to answer some questions related to the texts. Koda (2005) identifies decoding, vocabulary knowledge, syntactic processing, text- structure knowledge, main idea detection, background knowledge, comprehension strategies as the aspects of reading comprehension. Considering the significance of reading ability in facilitating students' English mastery, it is necessary to identify students' difficulties with English reading comprehension. By identifying the difficulties, instructors will be able to devise an appropriate reading strategy that will help students improve their reading comprehension (Oberholzer, 2005).

Reading is a high-concentration activity that will improve students'



conversational skills. It will activate the brain and improve its performance.

Reading is a cognitive process or activity that seeks to find various information in writing. This means that reading is a mental process used to comprehend the content of the text read. Reading is thus more than just looking at a collection of letters that have formed words, groups of words, sentences, paragraphs, and discourse; it is also an activity of understanding meaningful symbols/signs/writing so that the message submitted by the author can be accepted by the reader.

Reading comprehension is considered one of the most complex activities humans can perform (Kendeou, McMaster, & Christ, 2016). This complexity hinders the development of a comprehensive theory that can make precise predictions across readers, texts, and discourse contexts (Kendeou & O'Brien, 2014; Perfetti & Stafura, 2014). Consequently, researchers have put forth models that focus on a limited set of components and processes of reading comprehension.

Next, we will describe process models, followed by components models.

“Process models” of reading comprehension aim to identify the various processes, linguistic and cognitive, necessary to construct a mental representation during reading (McNamara & Magliano, 2009).

Construction refers to the activation of information from the text and prior knowledge that resides in the reader’s memory. Activated information can come from four different sources: the current text input, the prior sentence, background knowledge, and recently read text. As this information is reactivated, it becomes integrated into an interconnected network of concepts. Integration refers to the



continuous spread of activation throughout this network until activation settles. After spreading activation settles, those concepts connected to many others are maintained in the network, whereas concepts that are less connected decay in activation and drop out of the network. Construction and integration processes operate within three layers of discourse: surface code, textbase, and situation model. The surface code is the actual words within a text; the textbase consists of propositions that represent the meaning of information in the text; the situation model represents all inferences that go beyond the propositions in the textbase (McNamara & Magliano, 2009). At the completion of reading, the reader's situation model is the mental representation of what the text is about (e.g., Kintsch, 1988).

One activity-level factor that may play an important role in deep comprehension is the relevance instructions provided to readers (e.g., McCrudden & Schraw, 2007), which have been shown to influence comprehension processes and learning from texts (McCrudden, Schraw, & Hartley, 2006). Future research could examine the complex interactions between reader characteristics, relevance instructions, and text properties. One potential means by which to examine these interactions is by using a "cluster approach," which involves systematically examining clusters of reader-level factors that tend to co-occur within the complex interactions between the reader and the text, followed up by more targeted experimentation (see Kendeou & O'Brien, 2018 for examples)

Reading strategy of metacognitive in reading comprehension metacognitive abilities are fundamental for reading achievement. The objective of Metacognitive

preparing to further develop readers become more aware of their own thoughts while reading. Educators give express preparing on the utilization of Metacognitive reading strategies that trainees or students can use while reading during guidance.

Express guidance of perception procedures starts with an educator plainly introducing and displaying the systems, trailed by a conversation regarding when and how a reader should utilize the technique while reading, and ultimately with scaffolded student practice of the strategies while reading. Modeling skills are frequently used by teachers using think-aloud approaches. This educational cycle allows for the progressive transfer or release of responsibilities from instructor to student. Students progressively gain the ability to begin and use that specific method on their own over time.

According to Upton and Thompson (2001), reading is not monolingual occurrence for second language readers to engage in the process of reading a second language text, they have to employ their native language as a strategy to comprehend the meaning. Reading comprehension is memory construction; in this case, it specifies comprehension as the consistency which the reader constructs an idea based on the author's intent, the connection between the reader's reinterpretation and the author's intended interpretation.

Janzen (2001) states that to improve reading, teachers should embed the following five features in the course syllabus: (a) explicit discussion of what reading strategies are, along with where, when, and how to use them; (b) teacher modeling of strategic reading behavior; (c) students reading and thinking aloud while





practicing targeted strategies;

(d) classroom discussion of possible strategies to use during reading; and

(e) adoption of a sustained area of content for the course (p. 369). The first four of these five features are essential for success in developing strategic readers. Note that the focus is not on reading strategies as such, but on the development of strategic readers.

B. A reader's interpretation identifies the implicit and explicit correspondence between author intentions. The criterion for determining whether a reader has effectively comprehended a text is whether the facts in the reading can be related to the interpretations they have made during the reading process (Lorch Jr. & Broek, 1997, p.224). Reading comprehension involves the coherence between the reading process and its product. In the course of reading, the reader expands and develops the meaning into a representation that can be used to achieve other objectives. Therefore, the implication of reading also plays a crucial role in the reading process. What a reader does during the reading process influences how he or she interprets the text after finishing it (Lorch Jr. & Broek, 1997, p.232). In the process of learning, the purpose of reading is to comprehend the text well; if readers do not actively participate in the reading process in order to improve their comprehension, then the objectives of learning will be ineffective.

C. Multiple factors influence conscious control awareness during reading

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comprehension (Collin, as cited in Yin & Agnes, 2001). The first factor is the textual features of the particular text read, such as syntax, vocabulary, clarity of the author's designation, and organization of ideas in the text. The reader's interest and familiarity with the text can also influence reading comprehension. The second factor, background knowledge of the text, will likely aid the reader in exercising greater control over their chosen strategies. The last factor is the maturity of the reader is also essential. In addition, the mature readers have the flexibility in applying reading skills, such as have the ability to use strategies of reading for a purpose. According to King and Stanley (2016:37), there are five components of reading comprehension, they are as follows:

- a. The students are able to identify main idea.
- b. The students are able to find factual information.
- c. The students are able to locate the meaning of vocabulary in context.
- d. The students are able to identify references
- e. The students are able to make inferences from reading text.

Reading in a foreign language is very complex and has many aspects that affect the reading process and students' comprehension of texts. There are five reading aspects, which help the students to comprehend the English text, they are :

- a. Determining Main Idea

The main idea is statement that tells the author's point about the topic. Main idea is called the topic sentence. Main idea is a key to understand a paragraph or



short selection. The main idea usually located in a sentence, it is usually the first sentence but it can be in the middle or in the last sentence, and sometimes stated at the beginning and again at the end of paragraph. Therefore, this can make the main idea more difficult to find. The students may get confused to see what the main idea of passage, and where the main idea located.

b. Specific Information

Specific information or supporting idea is developed from the main idea by giving the specific definitions such as examples, facts, comparison, cause and effect that is related to the topic sentence

c. Understanding Vocabulary

Vocabulary is stock of word are used by person. The students expand their knowledge of vocabulary while that they reading the passage, such as by find out new word meaning in dictionary and guessing the meaning from the context.

d. References

Reference is the words or phrase that used either before or after the reference in the reading text. They used to avoid unnecessary repetition of word or phrase. It means that such word are used to be as signal to the reader to find the meaning in other places in the text or sometimes called pronouns.

e. Making Inference

Inference is an educational guess or prediction about something unknown

based on available facts and information. The students were expected to comprehend the text to find the conclusion of the statements in the text. Kopitski stated that readers need to practice combining clues from the text with their background knowledge in order to make inferences. It means the clues in the text will help students to build assumption and draw conclusion. Therefore, they can answer the questions. Inference is made for accessing the information that is implicit in the text. Inference -making that is aimed at sustaining ones comprehension across the text means either referring to the prior knowledge or generation of the information during reading that is not originally provided in the text.

f. Specific Information

Specific information or supporting idea is developed from the main idea by giving the specific definitions such as examples, facts, comparison, cause and effect that is related to the topic sentence.

There are several stages to comprehending the content of the reading text. In the first stage, students need to recognize material that is mentioned in the text in order to demonstrate literal comprehension (Duncan et al., 2016). After passing through this stage, they can later move to the next level, which is inferential comprehension. It underlines the students' understanding of implicit information that may be stated. Inferential comprehension is a type of reading comprehension that focuses on understanding information that is implicitly presented in the text (Kocaarslan, 2016). Therefore, students need strategies in order to gather





information from the text. Students tend to use information that is stated explicitly in the text, prior knowledge, and their experience to create a hypothesis. Critical comprehension is the next stage of comprehending text. At this level, the ability to assess text material is required. Evaluative understanding is comparable to critical understanding (Bogan, King-Mckenzie, & Bantwini, 2012).

Students begin to analyze information from the text with certain norms, knowledge, and experience to assess the text. Furthermore, the highest comprehension stage is creative comprehension. Readers need to employ their imagination to obtain new ideas from the services of writers, Yavuz (2017) . It will be related to the psychological and aesthetic impact of the text on the readers, particularly students because it engages in reading cognitive elements. Reading comprehension is a remarkable accomplishment of balancing and organizing a wide variety of skills and fast routines, which makes comprehension seem effortless and enjoyable for fluent readers (Grabe, W., and Stoller, F, L., 2020). When reading a text, readers do the decoding process. They tend to acquire new knowledge as well as the new information discussed in the text. Thus, reading is one of the most important things to be done in order improve one's knowledge.

1. Models of Reading

Models of reading as suggested by the researcher is diverse according to their perception about reading. Thus, there is no single acceptable reading models that consider as the truest one however model of reading generally used by many researchers include three categories: bottom-up, top-down and interactive (Ngabut,



2015) :

1. Bottom-up Model.

The bottom-up model is data-driven or text driven because it mostly depends on the information revealed by the written text. The meaningful information is processed from letter features to letters to words to meaning. This model of reading is considerably emphasized the lower-level reading process. Bottom-Up Self-Regulation : When self regulation is triggered by cues from the environment it is bottom up . Instead of beginning work with goals that are firmly established, it is feedback from the task and classroom reward structures that help to establish work orientations and generate changes in work styles. Boekaerts' model posits that students become concerned with emotional well-being when environmental cues signal that all is not well and that resources have to be redirected. At such a point, students explore the nature of the felt friction.

For example, when they feel bored, isolated, coerced, or insecure they may raise the priority of entertainment, belongingness, self-determination, or safety goals, respectively. A search for well-being implies that students are more concerned with maintaining or restoring positive feelings than with the pursuit of growth goals.

2. Top-down Model.

The reader's cognitive and language competence is a key role in top- down model because it relates in constructing meaning on printed material. In this model,



reading comprehension acquires through process of involving language cues as the basis of reader's prediction. Therefore, this model really depends on the graphic, syntactic and semantic cues in order to getting information. Grabe and Stoller (2011) explained that the top-down model highlights reading as a process of rebuilding meanings from the text rather than just decoding symbols of letters. Top-Down Self-Regulation: The mastery/growth process explains the pursuit of self-chosen learning goals or goals that increase academic resources. Mastery strivings are energised from the top down by motivation such as personal interest, values, expected satisfaction, and rewards.

The self regulation is top down also because students' adopted learning goals steer the process. Winne (1995) describes the cognitions, feelings, and actions of top-down self regulation as characteristic of self-regulated learners: When they begin to study, self-regulated learners set goals for extending knowledge and sustaining motivation. They are aware of what they know, what they believe, and what the differences between these kinds of information imply for approaching tasks. In this study the top down self regulation is chosen and Chamot & O'Malley's (1994)

Cognitive Academic Language Learning Approach (CALLA) is chosen to apply in the strategy training . The sequence of instruction in CALLA approach is a five-phase recursive cycle for introducing, teaching, practicing, evaluating, and applying learning strategies. In this approach, highly explicit instruction in applying strategies to learning tasks is gradually faded so that students can begin to assume greater responsibility in selecting and applying appropriate learning strategies. The



cycle repeats as new strategies or new applications are added to students' strategic repertoires.

The readers, in this case, look at the larger units at a time and match their own knowledge with the data they have just gained from the text rather than read every word in the text. Moreover, the top-down model is considered as a reading process in which a general prediction based on general schemata is required. Hence, the interpretation of each reader of the same text may be different depending on the reader's experience and background knowledge.

3. The interactive model

The interactive model is the most recognizable comprehension description of reading process because it combines both reading model: bottom-up and top-down approaches. Many scholars who consider the interactive model as the most effective and practical approach for reading believe that both bottom-up and top-down models are important for reading a text as each type of reading approach works independently or cooperatively.

Furthermore, the students require strategy in their reading comprehension. The strategies can be described as a method that can help someone to do something. Learning is a complex activity that someone does to get a knowledge. Learning strategy is a systematic way of communicating the content of the lesson to the students to achieve certain learning objectives (Fatkhurrokhman, Leksono, Ramdani, & Rahman, 2018:164). When the students learn about the material, they need strategy to help them understand about the material. Especially in language learning students often find problems in understanding the meaning of the



language.

According to Oxford (1990) stated that there are several categories of learning strategies (Richards & Renandya, 2002:121). The categories are as follow:

1) Cognitive

Cognitive strategies include the identification, retention, and retrieval of language elements. For example, students may use memory-enhancing strategies (e.g., the keyword method) to help them remember new words.

2) Metacognitive

Strategies of this type deal with the planning, monitoring, and evaluation of language learning activities. For example, student should devise a strategy for tracking their development by regularly comparing their current level of skill to the course goals established in the curriculum.

3) Affective

Affective strategies are those that serve to regulate emotions, attitudes, and motivation. For example, in order to build a good attitude toward reading materials, students may read linguistically simplified literature.

4) Social

These strategies refer to actions learners take to interact with users of the language. For example, students may actively seek opportunities to utilize the target



language with native speakers.

Here, some of the elements of Learning Strategies. According to Mansyur (1991) in Fatkhurrohman, Leksono, Ramdani, & Rahman (2018:164) there are four elements of learning strategies. The elements of learning strategies are mentioned below:

- 1) Set the specifications and qualifications for student behavior and personal changes in terms of what and how to achieve and be targeted from learning activities based on community ambitions and views.
- 2). Choose the main learning approach system that is most suited for achieving the goal, so that teachers can use it in carrying out their learning activities.
- 3). Choosing and setting procedures ,methods,and learning techniques that are thought to be the most effective and efficient for use as a handle by instructors in carrying out their duties.
- 4). . Create norms and minimum limits of success as teacher direction in implementing evaluation of learning outcomes, which will then serve as input for improvements to the overall instructional system.

Among learning strategies, metacog- nitive strategies have recently drawn the attention of educators and researchers as they are believed to enhance reading comprehension. In conjunction with the increasing popularity of metacognitive strategies, studies were conducted with the view of determining the effects of strategy use in comprehension. The strategies in reading process have been revealed



to be of paramount importance in learning of a second or foreign language. Reading strategies are defined as mental operations or comprehension processes (Abbott, 2006), the mental activities (Aebersold & Field, 1997), mental processes (Cohen, 1990), conscious mental action or series of actions (Gardner, 1987), intentional actions (Erlar & Finkbeiner, 2007) that readers choose and use in order to construct meaning (Gardner, 1987), to make sense out of what they read (Bamett, 1989), to overcome comprehension failures (Singhal, 2001), to facilitate reading at any level of pro- cessing (Erlar & Finkbeiner, 2007). Although, reading strategies are mainly categorized as metacognitive and cognitive reading strate- gies, recent research in reading strategies has focused on metacognitive strategies. Metacognitive strategies are stated as being awa- re of individual's his/her learning processes and knowing to control, monitor and evaluate these processes in learning 2000).

2. Reading Strategies

The use of reading strategies is also encouraged. These are beneficial for the majority of students. According to Baker and Boonkit (2004:8), reading strategies are the techniques and methods readers employ to be successful with their reading. Skimming, scanning, summarising, estimating, predicting, making, inference, underlying words or phrases, and taking notes are examples of reading strategies. Reading strategies are crucial components of language acquisition because they canhelp students overcome reading difficulties.

Reading strategies are those mental processes that rears consciously choose to use in accomplishing reading tasks. In the reading classroom, students usually

use a variety of strategies to complete their assignments. The students are responsible for a variety of tasks, including responding to inquiries after reading passages and drafting course topic summaries. The strategies used are varied, which is not only the processing skills of the reader but also with the knowledge domain and tasks involved. It also contributes to the improvement and development of reading comprehension and is more useful and beneficial for students who demonstrate a lack of knowledge in the reading domain, as well as those with lower reading ability; these students require reading strategies to achieve reading comprehension. Therefore, the continued use of reading strategies will result in the readers becoming proficient, and they will be able to utilize the acquired reading skills automatically.

Overall, the students reported to face six problems in reading academic texts.

The problems are (1) recognizing the words, (2) the grammatical structures, (3) relating the text to what they already know about the topic, (4) the sounds of the individual words, (5) pronunciation of the words, and (6) the organization of the text. The problems found are related to Young and Schartner (2014), who said that a wide range of academic difficulties can be correlated to academic literacy, language skills [poor English proficiency], and unfamiliar academic settings [the amount of reading the students had at the university]. Also, some of the problems are in line with Alghail and Mahfoodh (2016), who worked on how graduate students in a Malaysian university perceived reading difficulties. The study revealed that there were five academic reading difficulties: taking brief and relevant notes, using their own words in note taking, working out meaning of the difficult words,





identifying supporting ideas/examples, and managing their time for completion of reading academic materials (p. 369).

There are several strategies for reading comprehension (Brown H. D., 2004:188). The strategies are described as follow:

- 1) Identify the purpose in reading a text.

Efficient reading involves clearly identifying the purpose in reading the text. The readers will know the information they are looking and weed out potential distracting information by doing efficient reading. So, when the teachers teach a reading technique, they have to make sure that the students understand the purpose when reading something.

- 2) Apply spelling rules and conventions for bottom-up decoding.

Making correspondences between spoken and written English is one of the challenges pupils have when learning to read at the beginning levels of learning English. Many learners have become familiar with oral language and are having problems mastering English spelling conventions. Hints and explanations regarding certain English orthographic rules and peculiarities is needed.

- 3) Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.

If the students don't remember a word right away, one method for students to make guessing pay off is to examine it in terms of what they



know about it. There are several techniques are useful, such as, search prefixes, suffixes, roots that familiar, grammatical contexts, and semantic context for clues.

- 4) Guess at meaning (of words, idioms, etc.) when you aren't certain.

This is a very broad category. Learners can use guessing to predict the meaning of a word, a grammatical relationship, cultural reference, content message, a discourse relationship, and infer the implied meaning. To success the guessing, students have to make it reasonably accurate by encouraging the students to use effective compensation strategies.

- 5) Skim the text for the gist and for main ideas.

The most important reading strategies for learners as well as a native speakers are probably skimming and scanning. Skimming consist of quickly sunning one's eyes across a whole text (such as an essay, article, or chapter). Skimming can help the students to predict the purpose of the passage, the main idea, and supporting idea.

- 6) Scan the text for specific information (names, dates, key words).

Scanning can help the students to find the names or dates, definition of a key term, and to provide a specific number of supporting details. Scanning has the purpose to extract specific information without reading the whole text. Scanning also be important for academic

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English.

- 7) Use silent reading techniques for rapid processing.

This particular strategy will not apply for beginning level students, because they are still struggling with controlling a limited vocabulary and grammatical patterns. Students at the intermediate to advanced levels do not need to be fast readers, but they can improve their efficiency by learning a few silent reading techniques, such as: the students have to try to understand more than one word at a time, perceiving more than one word at a time visually, preferably phrases, and students are also advised not to pay too much.

- 8) Use marginal notes, outlines, charts, or semantic map for understanding and retaining information. Readers can become easily overwhelmed by a long string of ideas or occurrences. Readers can do some strategies to avoid those difficulties by using notes, outlines, charts, or semantic map to keep the important information from the text.

- 9) Distinguish between literal and implied meanings.

This requires the use of advanced top-down processing skills. The fact that not all languages can be properly translated by paying attention to its literal, syntactic surface structure places specific expectations on readers. Processing pragmatic information is frequently required to determine implied meaning.

- 10) Capitalize on discourse markers to process relationships

In English, any discourse markers indicate relationships between ideas

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represented through phrases, clauses, and sentences. A clear understanding of such markers can considerably improve learners' reading efficiency.

There is a model of metacognitive aspects espoused by Flavell (1979) which has two variables related to metacognition, namely-knowledge and experience. He pointed out that metacognition can be divided into three components: first, metacognitive knowledge; second, metacognitive experiences and third, cognitive monitoring and use of strategy.

In other hand, there are some factors affected reading comprehension :

Another factors that affect reading comprehension according to Duke & Pearson(2001) such as :

1) Motivation/purpose/goals/engagement

It deals with the choice individuals to make about which activity to do or not, their degree of persistence at the chosen activities and the amount of effort they put for doing the activity.

2) Vocabulary/word knowledge/background knowledge.

It is an important word which is used by the learners to major the foreign language. Students who have sufficient vocabulary will be easier to understand and comprehend the language.





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- 3) Automaticity of decoding It is the ability to construct and assign the meaning of the words through interaction and involvement with written language.
- 4) Fluent reading It is the ability to read rapidly with ease and accuracy. Fluent reading is reading with suitable expression and phrasing. The outcome of fluent reading involves a long incremental learning process and text comprehension.
- 5) Understanding and use of strategies employed by effective readers A good reader will apply reading strategy because it plays a significant role in reading comprehension and educational process. The use of strategy while reading process can be helpful for the readers.
- 6) The nature of the text itself (difficulty and interest) The difficulty and interest of reading text can influence the reader in comprehending a text or passage.
- 7) The type or genre of text (e.g., fiction, nonfiction, poetry) There are many types or genres of text. Especially in English, the readers will learn and read some types such as : procedure text, narrative, descriptive, recount and etc.
- 8) The amount of reading done It refers to how many texts or books that the readers have read in their daily life. Readers who read a lot will be familiar with the words.



Furthermore, testing of Reading Comprehension There are some kinds of testing in reading comprehension according to Cross (1991) are as follows :

1. Multiple choice reading test

The multiple choice format is a pure one when it is used for evaluating reading comprehension. It is because of there is no mixing of skills : both the text and the choices are in the foreign language, and both must be understood if the students is to get a high score.

2. Question and Answer Question and answer are test for reading comprehension by requiring students to write in the foreign language with marking problems. It is usually used WH questions form.

3. Short Factual Answer

The questions given below are better. It provides the students understand both the questions and the text and select just the word or too needed for a short answer.

4. Scrambled Texts Reading comprehension can also be assessed by asking learners to identify the order of scrambled sentences, taken from one paragraph. To save marking time as well as valuable classroom time, the students can write just the numbers of the sentences or paragraphs, not the whole of the passage.



Based on the explanations about kinds of test above, in this research, the researcher used multiple choice test to collect the data about reading comprehension.

3. Definition of Metacognition

Meta means after or behind, and cognition refers to the act or process of understanding perception. Metacognition is the comprehension of what supports or informs the knowledge and perception of readers. It is awareness and regulation of thought for learning. Strong metacognitive can influence student learning and performance.

Metacognition is one's ability to use prior knowledge to plan a strategy for approaching a learning task, take necessary steps to problem solve, reflect on and evaluate results, and modify one's approach as needed. It helps learners choose the right cognitive tool for the task and plays a critical role in successful learning. It can develop with time and practise, many students struggle to engage in metacognitive processes in a meaningful way. Supporting the development of metacognition is an effective strategy for promoting student success in learning. Strong metacognitive skills position students to learn more and perform better than their classmates who are still developing their metacognitive (e.g., Wang et al., 1990). In addition, terminology that is often associated with metacognition includes metacognitive awareness, self-awareness, self-regulation, and self-reflection (Pintrich, 2010). Metacognition includes the entire mental processes involving :

- a. Problem solving



- b. Gaining knowledge
- c. Thinking
- d. Being comprehensive

Students with well-developed metacognition are able to recognize concepts they do not comprehend and choose effective strategies for learning them. They are able to implement the chosen strategies and carry out their overall study plans. They are able to assess their strategies and modify their plans based on the outcomes.

Metacognition enables students to think with greater expertise and to learn more effectively and efficiently. Students can stimulate metacognition in one another while collaborating in small groups, leading to improved outcomes. Despite this enthusiasm, instructors confront a number of obstacles when attempting to use metacognition to improve student learning and performance. Metacognitive consists of metacognitive knowledge and regulation. It is students' awareness of their own thinking and learning strategies, whereas metacognitive regulation is how they regulate their thinking for learning.

a. *Metacognitive knowledge*

Metacognitive knowledge is understanding that people have of how their brains work, the various methods for learning and solving problems, and the requirements of a specific learning activity. Metacognitive strategies are one of the coordinate methodologies that may be employed in acquiring English data, particularly in reading comprehension (Razak et al., 2017). There are three kinds

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of metacognitive knowledge, they are :

1. Declarative Knowledge

Declarative knowledge involves knowing about yourself as a learner, the demands of the task, and what learning strategies exist. In the sense of declarative knowledge, metacognitive knowledge can be divided into three types: the knowledge that focuses on the learner, the knowledge that focuses on the learning task, and the knowledge that focuses on the learning process.

In the literature, these three categories are called person knowledge, task knowledge, and strategy knowledge. Person knowledge refers to the information and resources a person requires to undertake a task and task knowledge refers to the information and resources available to complete a task, and strategy knowledge. I.e., the knowledge regarding the strategies which are likely to be effective in achieving goals and undertaking tasks (Flavell, 1976).

2. Procedural knowledge involves knowing how to use learning strategies.
3. Conditional knowledge involves knowing when and why to use particular learning strategies.

Anderson et al.'s (2001) category of Mc knowledge "bridges the cognitive and affective domains" (p. 259). They defined knowledge of cognition in general as well as awareness and knowledge of one's own cognition. They subdivided Mc knowledge as follows: Strategic knowledge; knowledge about cognitive tasks, including appropriate Contextual and Conditional knowledge; and Self knowledge.

Their categories of Strategic knowledge; knowledge about cognitive task; and Selfknowledge correspond respectively to Henri's (1992) and Flavell's (1987) categories of Strategies; Task and Person.

b. Metacognitive regulation

Metacognitive regulation involves the actions of students take in order to learn. It refers to adjustments individuals make to their processes to help control their learning, such as planning, information management strategies, comprehension monitoring, and evaluation of progress and goals.

1. Planning involves deciding what strategies to use for a future learning task and when you will use them.
2. Monitoring involves assessing your understanding of concepts and the effectiveness of your strategies while learning.
3. Evaluating involves appraising your prior plan and adjusting it for future learning.

In conclude, metacognitive knowledge, located in the long- term memory, is what a person knows about his/her own cognitive process, whereas metacognitive control, functioning in individuals' working memory, is reflected as one's ability to use metacognitive knowledge to achieve certain goals through various cognitive activities, such as planning, making decisions, and monitoring (Batha & Carroll, 2007; Westby, 2004; You & Joe, 2001).





Reading comprehension is significantly influenced by metacognition.

Research on metacognition reveals that less proficient learners are unaware of the purpose of reading and tend to focus on word- by-word reading rather than reading for meaning. Poor readers frequently complete reading passages without realizing they have not comprehended them. In addition, poor readers are less capable of adjusting their reading speed according to the purpose of the reading.

When they fail to comprehend the test, poor readers are less adaptable than good readers in their use of various problem- solving strategies. Poor readers monitor their comprehension of the material they read less effectively or lack metacognitive skills. Moreover, Pressley (2006:245) emphasized that excellent readers employ metacognitive strategies to focus their attention automatically. It is concluded that since metacognitive strategies are potentially conscious and potentially controllable, students with good metacognition are able to monitor and direct their own learning processes quite efficiently, to derive meaning, and to make adjustments in reading.

c. Metacognitive Strategies

Metacognitive strategies is a technique used to assist students in comprehending how they learn. It encourages students to comprehend how they learn most effectively by organizing how the brain must organize information in order to learn it, store it in memory, and retrieve it when necessary. It actually encourages students to organise information in ways that enhance their memory. Metacognitive strategies are modes of thought that include planning, deciding on



approaches, and evaluating. It strategy training involves explicitly teaching and coaching students in the thinking skills that will allow them to improve their learning. Proficient readers use one or more metacognitive strategies to comprehend text. The use of such strategies has developed over time as the reader learns which ones are best suited to aid in comprehension (Pressley, Wharton-McDonald, Mistretta- Hampston, & Echevarria, In addition , Oxford categorizes metacognitive strategies as "centering your learning, arranging and planning your learning and evaluating your learning" (Oxford 1990:138-40).

Metacognitive strategies make language learners more CAPE-able, hence the acronym CAPE. "Centering your learning" assists students in maintaining their concentration on specific language tasks, activities, skills, or materials. These strategies include activities such as overviewing and making connections with previously learned material, focusing on specific aspects of the language or situational details, and delaying speech production in order to concentrate on listening. Included in "Organizing and Planning Your Learning" are techniques for gathering information about language learning, organizing, setting goals and objectives, determining the purpose of a language task, planning for a language task, and seeking practice opportunities. —Evaluating your learning, by applying self monitoring such as identifying errors in understanding or producing is used the new language or by self- evaluating by checking one's progress in a certain month or week.

In the same light, Tavakoli (2014) and Tobias and Everson (2002) also claim

that metacognition refers to higher order thinking skills which require one to process knowledge cognitively, evaluate what lesson they have learnt and have not learnt, and constitute an attempt to regulate their own learning.

In general, there are three mental activities involved in metacognition; awareness, monitoring, and regulating. Simply put, metacognitive strategies are the strategies which intend to raise one's awareness and control of their thinking processes whether or not they can comprehend the lesson learnt, to improve learning skills and comprehension, and to evaluate whether or not the comprehension have been successful.

One reason why metacognition is significant is that if learners are not aware of when comprehension is breaking down and what they can do about it, strategies introduced by the teacher will fail. As O'Malley et al. have pointed out: — students without metacognitive approaches are essentially learners without direction or opportunity to review their progress, accomplishments, and future directions (1985:561). Further, Pressley, Snyder and Cariglia (1987) suggest that metacognition helps students to be consciously aware of what they have learned, and to recognize situations in which it would be useful, and progress in using it.

Reading, whether in L1 or L2, is a —cognitive enterprise, which occurs in part as a result of the interaction among the reader, the text, and the context in which reading takes place (Flavell, 1979). Furthermore, to accomplish the task of comprehending the text successfully, the reader must utilize metacognitive knowledge and must invoke conscious and deliberate strategies. The readers'





metacognitive knowledge about reading may be influenced by a number of factors, including previous experiences, beliefs, culture-specific instructional practices, and, in the case of non-native readers, proficiency in L2, and it may be triggered, consciously or unconsciously, when the reader encounters a specific reading task. The readers' metacognitive knowledge about reading includes an awareness of a variety of reading strategies and of the fact that the cognitive enterprise of reading is influenced by this metacognitive awareness of reading strategies. It is the combination of conscious awareness of reading, strategic reading processes, and the actual utilization of reading strategies that distinguishes skilled from unskilled readers.

In the reading classroom, students often apply some set of strategies in order to have their tasks done. The learners are responsible for a variety of assignments from answering questions after the reading passages to writing summaries of the course topic. The strategies used are various which is not only the processing skills of the reader but also with the knowledge domain and tasks involved. Therefore, in Indonesian context, a number of investigations have been done in employing metacognitive strategies to teach several skills in English language including reading, listening, and writing. Most of the researches showed a positive result on the use of metacognitive strategies to students in higher level of education.

According to Lessard-Clouston, language learning strategies give rise to students' development of the communicative competence (1997: 3). Therefore, a language teacher aiming at developing students' communicative competence

should be acquainted with these strategies. Furthermore, Oxford states that language learning strategies —are especially important for language learning because they are tools for activities, and self-directed movement, which is essential for developing communicative competence (1990: 1).

Metacognition in reading can distinguish skilled and unskilled readers. Skilled and unskilled readers are differentiated based on their comprehension ability, which employs their general world knowledge to understand and draw valid inferences from literary texts, and uses their comprehension monitoring to repair strategies (Mokhtari & Reichard, 2002). Therefore, skilled readers are aware of the text they read, know the reason for reading it, and set strategies to handle problems and monitor their comprehension of information. Unskilled readers are limited in their metacognitive knowledge about reading. They focus on reading as a decoding process rather than as construction of meaning. Most importantly, all of the components of metacognition play a role in activating each other to achieve comprehension and influence the learner's performance in using reading skills.

In addition, there are several strategies that students need to do in order to be skilled readers. The activities are: (1) clarifying the purposes of reading (i.e., understanding the task demands), (2) identifying the important aspects of the message, (3) allocating attention to relevant information, (4) monitoring activities continuously to determine if comprehension is occurring, (5) engaging in review and self-testing, (6) taking corrective action when failures in comprehension is occurred, and (7) recovering from distractions and disruptions (Brown, 1980).





In principle, conscious control awareness during reading comprehension is influenced by several factors (Collin as cited in Yin & Agnes, 2001). The first factor is textual features of the particular text read, such as the syntax, vocabulary, clarity of the author's designation, arrangement ideas in the text, and the reader's interest and familiarity with the text may influence reading comprehension. The second factor is background knowledge of the text will likely facilitate reader to have greater control of strategies use. The last factor is the maturity of the reader is also essential. In addition, the mature readers have the flexibility in applying reading skills, such as have the ability to use strategies of reading for a purpose.

The metacognitive aspects of these advanced strategies involve knowing that the readers will read differently depend on the situation, that there are several ways to help retention, and that some strategies are more appropriate and efficient than other in any particular situation (Forrest-Pressley & Walter, 1984). Pressley et al. (1987, as cited in Brunning et al. 2004) explained that there are five criteria that need to be possessed by skilled readers.

The first criterion is to know and to apply the two types of strategies, which are *domain-specific strategy*, for example, the readers are able to know the content or the topic of the texts, and *higher order strategy*, when the reader can control the use of other strategies. For clearer example is when a skilled reader is able to sequence strategies while reading. Skims before starting to read, then selectively focusing on important information, then do monitoring and the last is reviewing.

Therefore, it is important to have knowledge how to coordinate related

strategies in order to be good strategy users to regulate their learning efficiently.

The second criterion mentioned by Pressley et al. is about *self-awareness and the ability to self-regulate*. The skilled readers are not only to know *how* to do something but also they need to know *when* or *where* to use particular strategy.

Being able to determine the text is about based on the title and how to find the important information on the text is the example of this second criterion.

The third criterion of a good strategy user, probably is the most important one, is *a broad of prior knowledge*. Pressley et al. argued that prior knowledge is a base component to make new information restored in the memory. It is also important to promote strategy use and balance for lack strategies. The fourth criterion is what called by Pressley et al. as *action control*. This is where the skilled readers are able to motivate themselves, adjust distractions and allocate their progress to effort. The fifth criterion is that good strategy users achieve all of these criteria *automatically*. It is essential because the automated learners are able to allocate the resources to higher order regulation of learning, they use the resources for constructing meaning and supervising their learning. Conversely, non-automated learners are only allocated their resources to basic regulation of learning such as perception, attention, recalling information from long term memory, and selecting strategies.

Based on Forrest-Pressley and Walter's study (1984), they concluded that performance on advanced reading skills such as comprehension and strategies expands with level and reading ability, and the ability to monitor comprehension





(also to predict efficiency) and to apply appropriate strategy about comprehension develops with level and reading ability. Moreover, Devine (as cited in Imtiaz, 2004) who investigated second language readers' perception about their reading in second language suggested that less skilled readers tend to focus on reading as decoding process.

Therefore, novice readers need to be trained to use appropriate strategies since the goal of strategy use is to —affect the learner's motivational or affective state or the way in which the learner selects, acquires, or organizes, or integrates new information (Imtiaz, 2004, p. 35).

d. The Component of Metacognition

There are two components of metacognitive reading strategies : analytic-cognition and pragmatic-behavioral (Taraban, Rynearson, & Kernerason, 2004).

1. The analytic-cognition

The analytic-cognition is component plays a crucial role in reading comprehension and includes :

- a. Identifying the purpose of reading
- b. Evaluating the process or the text,
- c. Making inferences and predictions.

2. The pragmatic-behavioural



The pragmatic-behavioural component which includes the abilities to control the reading environment, underline and highlight significant passages, taking notes and visualize descriptions. According to Mokhtari & Reichard, 2002; Singhal, 2001). In The pragmatic- behavioural component Students allow :

- a. Interpret the text
- b. Use context cues to find the meaning of unfamiliar words
- c. Identify the main idea of the text and the author's purpose
- d. Explore the details of significance
- e. Remember the relate prior knowledge to new information
- f. Derive new information that is not explicitly conveyed in the text
- g. Make inferences with the aid of analytical-cognitive and pragmatic-behavioural skills (Mokhtari & Reichard, 2002; Singhal, 2001).

Taraban et al (2004) pointed out that the analytic- cognitive and pragmatic-behavioural were consistent with the existing literature and research on reading strategies that students read to comprehend and to remember. In addition to influencing reading motivation, metacognitive reading techniques help readers.

According to Taraban, Rynearson, and Kerr (2004) who developed the Metacognitive Reading Strategy Questionnaire (MRSQ), found that the metacognitive reading strategies within the questionnaire comprised an *analytic-*

cognitive component aimed at reading comprehension, and a *pragmatic-behavioural* component aimed at studying and academic performance. The analytic-cognitive component particularly assessed students' efforts to comprehend a text. The strategies such as evaluating reading goals and inferring information were the examples of the analytic- cognitive components. The pragmatic-behavioural components involved the physical action and included strategies such as underlining and highlighting.

e. The Role of Metacognition in Reading Comprehension

In accordance with metacognition, Oxford (2013), as cited by Al Shammari (2015), states that "metacognitive strategy helps students in determining how they conduct their thinking processes." The process of metacognitive strategy should aid students in recognizing their abilities.

Metacognitive strategies have crucial roles in helping students to solve problems. When students have been instructed in a set of procedures and strategies, they will be able to employ specific approaches when encountering obstacles (Dole, 2003). Problem solving tasks will be much easier for students when they have metacognitive strategies in which allowing students to set the goals of the tasks, to manage their thoughts, and to put them in the right direction. According to Ahmadi, Ismail, and Abdullah (2013), metacognitive strategy in language acquisition, particularly in reading, is effective in fostering students' academic achievement. Hartman (2001) asserts that students who are aware and in control of their metacognitive reading behaviour can take advantage because they can monitor their



comprehension, clarify difficulties and restore the process when it fails.

Metacognition refers to an individual's comprehension of any cognitive process. It is commonly believed that the context of reading involves two types of cognition: first, an individual's comprehension of strategies for learning from texts, and second, readers' control over their own actions when reading for various purposes. Successful readers monitor their reading and learning progress, employing methods, modifying effort as necessary, and evaluating the efficacy of their ongoing comprehension efforts (Brown, Armbruster, & Baker, 1986). So that metacognition plays a crucial role in reading comprehension.

f. Metacognitive Reading Strategy

Metacognitive skills are essential for reading success. The goal of metacognitive instruction is to increase readers' awareness of their own thought processes during the reading process. Teachers provide explicit instruction on metacognitive reading strategies that students can employ while reading during instruction. The explicit instruction of comprehension strategies begins with a teacher clearly describing and modelling the strategies, followed by a discussion of when a reader should employ the strategy while reading, and finally by providing scaffolded student practice of the strategies during reading. It often occurs through teacher think-aloud methods. This instructional cycle allows for the gradual transfer or release of responsibility from instructor to student. Gradually, students develop the ability to autonomously initiate and employ this strategy. The cycle is repeated with a new tactic.





Researchers found out that metacognitive reading strategies usage develops students reading comprehension level (Eilers and Pinkley, 2006). According to these studies, not only does the use of strategies increase academic achievement, but accomplished students also employ strategies while reading. For effective learning, it is crucial for students to employ reading comprehension strategies when studying academic materials.

Metacognitive strategies increase readers' meaning construction, monitoring of text and reading comprehension, and their ability to evaluate the text they are reading. This metacognitive reading framework should be familiar to teachers who integrate before, during, and after reading processes when teaching students effective comprehension strategies (Pressley, 2006:564). Through the use of metacognitive strategies, students can organise, plan, and assess their own learning. It used to coordinate the learning process. Strategies also involve thinking about learning, monitoring one's own production, and evaluating comprehension. comprehend what they read to using cognitive skills (Başaran, 2013). This strategies promote academic achievement and reading and comprehension quality, allowing students to actively participate in satisfying reading experiences. As a result, they like reading more and are more ready to engage in reading activities. This demonstrates that motivational and cognitive elements are both important for reading and reading comprehension (Wang & Guthrie, 2004; Yldz & Akyol, 2011).

According to Mokhtari and Sheorey (2002), there are three metacognitive reading strategies: Global Reading, Problem-Solving, and Support Reading. Global



Reading strategies assist the reader in identifying the purpose of their reading, which influences vocabulary development and the comprehension of particular topics. Problem-solving strategies concern the way readers solve the problem encountered in reading a difficult text by adjusting the reading speed, rereading the text, reading aloud, and guessing the meaning of the difficult words. Support reading strategies provide the reader with additional reading techniques to apply to their reading through the use of various reference materials.

Abu-Snoubar (2017) state that metacognitive reading strategies imply that the reader actively regulates and monitors his or her reading comprehension. In the first stage of reading, which can be assumed to consist of pre-reading activities, readers regulate their reading through global reading strategies. Furthermore, according to O'Malley and Chamot (quoted in Mbato, 2013), stress the importance of students' use of a wide range of reading strategies that match their purpose for reading and teach them how to do the right ways should be a prime consideration in the reading classroom. Moreover, to successfully conquer the complexity of reading materials, the readers should be able to employ metacognitive knowledge and should adduce conscious and think about the strategies. Metacognitive knowledge of the readers here includes awareness a variety of reading strategies and of the fact that metacognitive awareness of reading strategies influences cognitive enterprise of reading (Kabalaei, 2011).

Graves, Juel, & Graves (2001 as cited in Mbato, 2013, p. 31) argue that good readers are metacognitive; the readers are able to monitor their understanding of



reading text, and they can focus on what they want to gain; they can also distinguish if they do not understand the context of the reading in order to find the solutions to understand the reading text better.

The metacognitive reading strategies employed in reading are used to enhance learners' awareness and control, improve reading comprehension, and determine if their effort has been met (Zhang & Seepho, 2013). It is believed that successful knowledge acquisition requires the use of metacognitive skills. A large number of studies have discussed the impact on implementing metacognitive strategies to students' behaviour and success. It also helps students improve their learning skills in formal educational settings. Metacognitive learning strategies refer to students' capacity to monitor and be aware of their learning process, the majority of metacognitive learning strategies literatures are related to self-management skills. (Pintrich, 2002) In the process of metacognitive strategy, the learners will organize their own plans, monitor their progress in learning, and evaluate the learning process.

g. Metacognitive Reading Strategies and Comprehension

There has been growing recognition that metacognitive reading strategies are crucial to understanding and linked to learners' success. As a result of metacognition, students are able to use reading strategies more effectively and competently than their unsuccessful peers (Carrell, 1989; Sheorey & Mukhtari, 2001; Zhang, 2001; Zhang and Wu, 2009). Based on Sheorey and Mukhtari (2001), skilled and unskilled readers differ primarily in their awareness of strategy reading



processes and actual use of strategies. A skilled reader uses metacognitive strategies effectively, while a less proficient reader has little metacognitive awareness.

According to Brown (1980) and Flavell (1979), the primary difference between skilled and unskilled readers lies in their ability to—engage in deliberate activities that require planful thinking, flexible strategies, and periodic self-monitoring (Paris & Jacobs 1984, cited in Sheorey & Mokhtari 2001, p. 433).

In light of these findings, researchers have examined the effectiveness of teaching metacognitive strategies to all readers. As part of his research, Barnett (1988) examined the effects of metacognitive awareness and reading strategies on reading comprehension. According to the study findings, the use of strategies is linearly associated with reading comprehension. There is a greater benefit for students who use different strategies in reading in comparison to those who do not. Many different studies of metacognition have been linked to an extensive variety of positive academic outcomes for students including improved test scores and performance on intelligence tests.

The increase in reading comprehension achievement is ensured by supporting, monitoring and controlling the cognitive process with metacognitive strategies. In short, metacognitive reading, planning strategies, reading, editing, monitoring, whether or not the necessary processes for reading have been developed regularly, changing and renewing the application steps when there is no need, correcting by noticing the wrong or incomplete, and keeping the mind constantly awake during these actions. Metacognitive reading is that the individual can manage his own

learning at the reading point and be able to master his learning (Sulak & Behriz, 2018, p. 395). It strategies are allowing students to monitor and read their own reading process, allowing them to organize reading processes (Özen & Durkan, 2016, p. 571). allow the individual to regulate or direct the reading process (Phakiti, 2003, p. 651).

Reading function, prereading, reading order and post- reading stages of the process, including the individual's cognitive skills to be aware of himself and the process to control and finally be able to evaluate by taking feedback can be evaluated as metacognitive activities in the individual (Cakiroğlu & Ataman, 2008, p. 4).

These metacognitive skills; it is possible to list the preliminary information as reading, making inferences, reading between texts, reading comprehension strategies and meaning tracking. The use of metacognitive skills during reading plays a major role in reading comprehension (Kuruyer & Özsoy, 2016, p. 773). A reading comprehension process supported by metacognitive skills is considered as a system that conveys the perception of the textual equipment of the individual to the metacognitive level (Hacker, 2004, p. 761). Considering that reading is also a purpose (comprehension), it is spontaneous that it is only possible to reach the aim of reading by strategic reading (Başaran, 2013, p. 227). If readers do not develop and use their metacognitive skills, they do not have the opportunity to plan their learning, to observe their progress, to revise what they have acquired, and to focus on new knowledge to be learned (O'Malley & Chamot, 1990, p. 8). In this sense,



the instructors provide their students with the ability to use metacognitive strategies to understand what they are reading, to improve their reading skills, to be able to transfer what they have learned outside the classroom and to become lifelong learners (Barbe- Clevett, Hanley & Sullivan, 2002, p. 13).

h. Teaching Reading by Using Metacognitive Strategies

There are several steps in metacognitive strategy which are used in teaching reading comprehension. According to Zhang and Shepo (2013) metacognitive strategies are divided into three categories, they are: planning, monitoring, and evaluating. These steps are discussed below :

a. Planning Strategies (pre-reading)

Planning strategies are metacognitive strategies that the reader does early on in the reading process (before reading) to increase reading comprehension. Planning strategies are used before reading activity; stimulating learners' background knowledge to get prepared for reading. In addition, planning is a process of thinking about and organizing a reading activity in order to achieve a desired goal. For instance, previewing a title, picture, illustration, heading or subheading can help readers to have the overview of the text.

In addition, previewing a title, image, illustration, heading, or subheading can aid readers in grasping the text's overall structure. The structure and fundamental information of the text can also be previewed. Students are able to determine if their reading material has a particular text structure, such as cause and effect, query and





answer, or compare and contrast. In addition, establishing a reading objective can be categorized as a planning strategy. This means that planning is a fundamental property of intelligent behavior to achieve certain goals and in Planning have several sub- categories, namely:

1. Advance Organizer
2. Organizational Planning
3. Selective Attention
4. Self- Management

The pre-reading strategies, which are intended to be gained as a priority for primary school students, are to create a goal and to review the text (Baydik, 2011, p. 304). Having a metacognitive reading plan can be considered as an ability to develop and implement decisions that will shape the reading process that can be used throughout a person's life. At the estimation stage of metacognitive reading, the individual designs the reading process after predicting the reading process and skills.

At this stage, what the student does is similar to the planning of the teacher's lessons. The target group and competences, needs, learning subject and objectives are known. The next step is to determine which methods and techniques will be used, which tools will be used, and to plan the teaching process by estimating the number of feedbacks that can come from the target group. The individual in the reading process, like this, knows the purpose, object and duration of reading.



The remaining methods and techniques of reading, when and how to use learning technologies will be designed (Özbay & Bahar, 2012, p. 169). With planning strategies, the reader can decide what to learn before starting to text (Edizer, Dilidüzgün, Başoğul, Karagöz & Yücelşen, 2018, p. 483). In the planning stage, strategies such as setting goals, reviewing and reading speed are included (Karatay, 2009, p. 60). Cognitive and metacognitive strategies to be used to make sense of the text are determined according to the schematic and content diagram of the text based on the text type. Two criteria are used in the classification of text types: structural and functional (İşeri, 2017, p. 148). The planning phase is a study draft in the intellectual sense, it is a mental preparation (Cemiloglu & Ogur, 2016, p. 134)

i. Monitoring Strategies (during reading)

Monitoring strategies—usually occurring during the reading of a text help the reader pay attention to meaning construction as well as correct breakdowns in comprehension. It refers to personal conscious awareness of comprehension and text performance. Some examples of these strategies are comprehension of vocabulary, self-questioning, summarizing, and inferring the main idea of each paragraph.

Therefore, monitoring facilitates the readers keeping the work on track, and helps them to know when things are going wrong. Monitoring strategies include self-questioning vocabulary comprehension (reflecting on whether they have comprehended what they have read thus far), summarizing, and inferring the main

idea of each paragraph (Israel, 2007:450). In addition, readers can identify and concentrate on key information or key words, such as but, however, on the other hand, additionally, in addition, and finally.

Determining which part of the passage should be emphasized or ignored based on the task's purpose is another monitoring strategy. Soto et al (2019) concluded that metacognitive students are able to monitor their understanding of a text and adjust their strategies accordingly. They also conclude that the combined findings from the research emphasize the importance of both inferential skills and metacognitive knowledge of reading strategies, particularly related to metacognition regulatory process of evaluation, in enhancing reading comprehension. Monitoring helps students to determine whether resources are adequate and are being used well. Thus, monitoring also refers to personal awareness of the understanding and performance of texts. It also includes the ability to exercise periodic self-control while reading. monitoring has several sub-categories, namely:

1. Comprehension Monitoring
2. Production Monitoring

In the second stage of metacognitive reading, the student monitors the validity of their estimates and reads according to the reading plan, and asks them questions to see how much they understand when they read it and to see their communication with the text. In this process where the realization rate of understanding is noticed by paying attention to the structure of the text, good readers control the



understanding process at the time of reading and intensify their attention at important points in order to realize the understanding, connects their predictions to the results appropriate to the text, and tries to analyze the complex expressions (Özbay & Bahar, 2012, p 169). With monitoring strategies, it can control the comprehension action and lead to the formation of structures (Edizer, Dilidüzgün, Başoğul, Karagöz & Yücelşen, 2018, p. 483).

During the monitoring phase, there are strategies such as highlighting important information, using dictionary, taking notes (Karatay, 2009, p. 60). It is designed to review the reading strategies that can be applied in the text, to determine the appropriate strategies, to try to understand the structure of the text, to search for ways of making inferences, to be stored in memory that may be necessary in the subsequent arrangements, to use resources such as dictionary, spelling guide, encyclopedia and Schiff and Calif (2004) stated that monitoring in reading is implemented for checking intertextual features that include stylistic features, complex sentence features, and markers in order to integrate novel material for reading comprehension. There are other metacognitive strategies including think-aloud, self-questioning, and self-regulating associated for monitoring of learners' reading and comprehension :

1. Think-Aloud Strategy

Newell and Simon (1972) developed this strategy for evaluation comprehension of the students. Block (1986) called this strategy as problem solving for readers to read and comprehend well by participating in reading actively. Think



aloud supports readers to learn through this cognitive strategy related to metacognitive strategies to help students for better performance through thinking and comprehending the text. According to Rosenshine and Meister (1992) think-aloud is a scaffolding device for imparting cognitive strategies to make sure of its modeling in comprehension by articulating students' thoughts and their reading loudly to be heard by all peers in class. Further, Rosenshine and Meister (1992) asserted that while learners do practice by questioning through reading task; they are given support by their teachers who model their thinking practices aloud by allowing them to verbalize in the presence of class. Block (1986) considered think-aloud as a strategy to observe the material directly for better reading practices. Anderson (1991) illustrated think-aloud practices that students employ this cognitive strategy for summarizing and clarifying difficult material in the class.

2. Questioning Strategy

Questioning Strategy is used to support students to evaluate their comprehension, to find alternatives, and to raise promising generalities when applying their knowledge freshly learned in class. Benchmarkeducation (2011) stated that expert students are trained to question in terms of the content of material and elaborate their knowledge accordingly. Similarly, Collins and Smith (1982) explained that questioning strategy is used to correct misunderstandings in the reading of the text and in comprehension. However, Livingston (2003) observed that questioning strategy in reading is used to select cognitive knowledge for monitoring the metacognitive activity of reading and comprehension. Rawson,



O'Neil, and Dunlosky (2011) suggested Self-analysis having twofold advantages that include:

- 1) It develops monitoring accuracy of students resulting effectively by controlling the learning and comprehension of the readers.
 - 2) It improves recollection method for collecting or retaining previous concepts learned by readers to be used at the time of need correctly.
- a. Self-Regulating Strategy

This approach denotes the capability of students to control their learning of reading and comprehension. According to Zimmerman and Pons (1986) Self-Regulating strategy involves actions directed towards certain goals of the students in order to obtain new knowledge in terms of better comprehension. Further, Gall, Gall, and Borg (2010) observed cognitive strategies and informed that these strategies develop text reading behavior of students and make them self-regulatory for using problem solving methods, self-evaluation, and self-control in learning. Similarly, Brown and Palincsar (1982) proposed two level of reading that includes:

- 3) Students read fast without any efforts without trying for comprehension the text.
- 4) Students read slowly and laboriously for better reading by monitoring the whole activity for excelling their comprehension.

However, Chapman (1993) suggested that active readers read slowly with



great attention by applying different approaches of cognitive strategies in order to comprehend the material; this depends on individual dissimilarities in reading based on monitoring level.

b. Evaluating Strategies (post-reading)

Evaluation strategies used after reading that allow the reader to think critically about the text and make a cognitive or affective judgment. The last step is evaluating which takes place after the main activity of reading. Evaluating strategies are applied after reading. It looks at what students set out to do, what students have accomplished and the way they accomplished it. For example, after reading a text the readers may have better perspective of the situation in the text than they did at first.

Evaluating looks at what learners set out to do, what students have accomplished and the way they accomplished it. For example, after reading a text the readers may have better perspective of the situation in the text than they did at first. The form of evaluation can be in the form of summative and formative tests. In evaluating it has sub-categories, namely:

- i. Self-assessment.
- ii. Self – evaluation
- iii. Self -reflection

The third and last stage of an metacognitive reading is about the reading and



reading activity, in which the individual evaluates the reading activity, in which he determines the approaches, methods and techniques that will be adopted in the future readings, where the missing and superior points in reading are discussed, it is the stage where the results appear (Özbay & Bahar, 2012, p. 170). They can compare and analyze what they get from the text through evaluation strategies.

Thus, both mental activities become active and meaning structures can be formed in a healthy way and language skills can develop (Edizer, Dilidüzgün, Başoğul, Karagöz & Yücelşen, 2018, p. 483). In the evaluation stage, strategies such as summarizing, checking validity in daily life and research are included (Karatay, 2009, p. 60). To able to understand the implications of reading text, to understand whether the homework is appropriate for homework, to understand the main sense or plot, to look at the results of the cognitive strategies applied at the time of reading, to compare the situations reached with previous information, to correct the mistakes, to share the results with other people, to the teacher reaching a general judgment on the success of cognitive strategies related to receiving and eventually reading texts (Cemiloğlu & Ogur, 2016, p. 136).

Jacobs and Paris (1987) also provide management skills of metacognitive reading strategies into three essential skills as follows; planning (The students make a preview what reading material will be about. They also forecast those upcoming materials by using previous knowledge or experience. It refers to the selective coordination of a cognitive means to a cognitive goal. For example,



making predictions before reading, strategy sequencing, and allocating time or attention selectively before beginning a task (Ahmadi, 2013)) , monitoring (The readers use the strategies to analyze the information as a project progresses. It is aimed to increase the effectiveness and efficiency of reading activities. It also refers to individual awareness of using strategies while facing written text.

Self-monitoring thinking requires an individual to monitor some progresses and then revise or modify plans and strategies depending on how well they are working. It also allows the reader to regulate or rearrange the step based on the needs), and evaluation (The process of appraisal in what the readers have conducted. The readers assess their work in order to look over the difficulties or obstacles faced in reading activities. For instance, readers can evaluate their own understanding as they pause, paraphrase, answer question, or summarize the information in text).

Evaluating plays a vital role in reading for several purposes. In a few words it is an art of judging the text for specific meaning to be utilized for certain objectives. Fries - Gaither (2012) proposed five important factors of evaluation in reading and comprehending material to determine readers with possibility of power in:

- 1) The importance attained from written manuscript
- 2) Accuracy in reading and credibility in comprehension
- 3) Appropriate material



4) Personal attachment with text for enjoyment

5) Self progress in reading

3. Cognitive and Metacognitive

O'Malley and Chamot who are the researcher in learning strategies proposed the three significant strategies of language learning strategies: cognitive, metacognitive and social/affective. Cognitive strategies are the strategy that involve direct manipulation or transformation of the material or text. This strategy usually intends to enhance comprehension, acquisition or retention. Metacognitive strategies can be described as the way someone control over his/her own thinking process. These strategies include planning for learning, monitoring while learning process take place, and self- evaluation of learning after earning has been completed.

What differs metacognitive and cognitive are in term of use. Metacognitive which derive from word 'metacognition' can be described as 'thinking about thinking' or 'cognition about cognition'. It can also refer to one's awareness concerning to one's own cognitive process. Whereas cognitive which derived from the word 'cognition' can be defined as mental process that encompassed memory, attention, producing and understanding language, reasoning, problem solving and decision making. They sometimes have closer meaning, yet at the same time has different purposes and use. Metacognition designates following and controlling cognition. Whereas cognitive processes facilitate the transformation of learning materials and they are directly related to learning goals.

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Based on Pressley, Borkowski, and Schneider (1987 as cited in Bruning, Schraw, Norby, & Ronning, 2004) a good strategy user are , a wide-ranging selection of strategies, metacognitive knowledge about why, when, and where to use strategies, a broad knowledge base, ability to ignore distractions, and automaticity in the four components described earlier.

In addition, Pressley et al. (1987, as cited by Brunning et al., 2004) outlined five characteristics that experienced readers must possess. The first criterion is to know and to apply the two categories of strategies, which are domain-specific strategy, for example, the readers are able to know the content or the topic of the texts, and higher order strategy, when the reader can control the use of other strategies. A clearer illustration of this is when a skilled reader can sequence strategies while reading.

Therefore, it is essential to understand how to coordinate related strategies in order to be effective users of strategies for regulating learning.

The second criterion mentioned by Pressley et al. is about self-awareness and the ability to self-regulate skilled readers are not only to know how to do something but also they need to know when or where to use particular strategy. Being able to determine the text is about based on the title and how to find the important information on the text is the example of this second criterion.

Prior knowledge breadth is the third, and possibly most important, criterion for an effective strategy user. Pressley et al. argued that prior knowledge is essential for restoring new information to memory. it is also important to promote strategy



use and balance for lack strategies. The fourth criterion is what called by Pressley et al. as action control. This is where proficient readers are able to self-motivate, manage distractions, and attribute their progress to effort. This is where proficient readers are able to self-motivate, manage distractions, and attribute their progress to effort. The fifth criterion is that good strategy users inherently meet all of these criteria. It is crucial because automated learners are able to allocate resources to higher-order regulation of learning; they use these resources to construct meaning and monitor their learning. Conversely, non- automated learners are only allocate their resources to basic regulation of learning such as perception, attention, recalling information from long term memory, and selecting strategies.

According to McMahan (2009) claims that we can get a lot of advantages from the use of metacognitive strategies in learning. Beside that, he also notes several disadvantages of using these strategies. According to him, metacognition strategies provide self-monitoring, which is a step-by- step process of evaluation during the learning process. In addition, metacognitive strategies develop higher learning and problem solving skills. In addition, St. Clair, (n.d.) says that metacognition enhances and enriches the learning experience. In line with those two experts, Papaleontein-Louca (2008) also states that applying metacognitive strategies such as self- awareness and self monitoring can develop independent learners who can control their own learning and learn how to learn for life. By contrast, there are also many statements about the disadvantages of these strategies. McMahan (2009) has said that metacognitive strategies can create poor self-esteem and difficulty in problem solving for students. He also adds that these

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strategies can create poor reading comprehension, poor language and communication skills and difficulty in obtaining success in society.

In other hand, there are some factors affecting reading comprehension. According to Morgan (2003), there are two major factors that affect reading comprehension, they are vocabulary and prior knowledge. Vocabulary plays a vital role in reading comprehension. It has long been established that vocabulary knowledge is critical to successful reading comprehension. Nash and Snowling (2006) describe vocabulary as the knowledge of words and their meanings. To sum up, vocabulary is an essential element of reading and it will greatly influence the students' reading comprehension ability.

The existing literature has a lot to offer in terms of the benefits of metacognitive strategies on learning process. The most renowned one is metacognitive strategies will shape students becoming more independent on their learning process (Van Velzen, 2016). In line with this, Shanon (2008), Goctu (2017), and Cher (2019) support that metacognitive strategies with metacognitive instructions encourage students to become more self-directed and autonomous who are able to plan, monitor, and evaluate their learning as well as keeping their comprehension on track. Therefore, the students will become more successful in the long run. Clearly, vocabulary mastery and comprehension are closely connected skills.

Prior Knowledge similar to vocabulary mastery, prior or background knowledge also plays a crucial role in reading comprehension. Anderson and Pearson (1984) in Pearson (ed) (n.d.) propose three ways in which prior



knowledge may affect comprehension. First, it enables students to make inferences about what they are reading. Second, it draws their attention to important information in a knowledge domain. And lastly, it can provide a plan for recall. These attributes are not mutually limiting. Indeed, prior knowledge affects comprehension in all of these ways. Since prior knowledge is different in different places and different cultures, teachers should be sensitive to the types of prior knowledge that are needed by the readers to understand the text and to the types of prior knowledge that the students concerned can be expected to have.

There are some recommends that teacher guide students in using metacognition to comprehend reading materials effectively

1. Explicit teaching

Begin by explicitly teaching students what metacognition is and how it can be applied to improve reading comprehension. Provide clear explanations and examples to help students understand the concept.

2. Goal- setting: Encourage students to set reading comprehension goals.

Discuss the importance of having clear objectives while reading and how it can help them monitor their understanding.

3. Monitoring and self -reflection: Teach students how to monitor their own comprehension while reading. Encourage them to ask themselves.

4. Metacognitive strategies : Introduce students to specific metacognitive strategies, such as previewing the text, summarising key points, making



connections, and asking questions. Demonstrate how these strategies can be applied during reading.

5. Think- aloud : Model metacognitive thinking for students by doing think alouds show them how you think through a text, use strategies and monitor comprehension.
6. Metacognitive reading journals : have students keep reading journals where they record their thoughts, reflections, and the strategies they used while reading. This will help them become more aware of their thinking process.
7. Group discussion : Encourage students to discuss their reading experiences and share the strategies that worked best for them. Group discussions can foster a supportive learning environment and provide opportunities for peer learning.
8. Differentiation : consider the varying abilities of students in the classroom and adapt metacognitive strategy training to meet individual needs. Some students may require more guidance and support, while others may be ready for more advance strategies.
9. Feedback and assessment : Provide regular feedback to students on their metacognitive approach to reading comprehension. Use formative assessment to gauge their progress and make adjustments as needed.
10. Integration into curriculum : integrate metacognitive strategy training

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into the overall curriculum, not just in reading lesson. Students can apply these strategies in other subject areas and real life situations.

11. Encourage autonomy : encourage students to take ownership of their learning and apply metacognitive strategies independently.
12. Teacher training : provide professional development for teachers to understand the importance of metacognitive strategy training and how to effectively implement it.

There are several suggested metacognitive strategies that teachers used to foster students' metacognition in reading comprehension :

- a. Matrix Organizer

Matrix organiser basically consists of rows and column that can be filled by students to organize information and compare different information in one or two categories (Peteranetz, 2016). This strategy allows students to easily compare and contrast the information from a given text, to observe differences and similarities that they want to investigate further, and to comprehend what they are reading. By doing this, the students will be able to remember information easily and see relationships within the information.

- b. Mind-mapping

Mind mapping is known as the effective technique in teaching any subject. According to Buzan and Buzan (2002), mind mapping is an activity to map and record information to make it stored properly in memory using colours, images, and symbols.

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In keeping with given definition, mind mapping is also defined as a technique for drawing relationships between concepts which lets students to make pictures, draw a line, and play with colours (Farrand, Hussain, & Hennessy, 2002). Davies (2011) also adds that pictures and diagrams in colour are easier to understand the complex topic than words, to make learning more fun, to organize the ideas, interpret the concepts and to facilitate meaningful learning.

5. Descriptive Text

In applying metacognitive strategies to reading comprehension, the researcher uses a type of reading text, namely descriptive text. (Siregar et al., 2020) states that descriptive text is illustrative in nature, describing what a person or thing is like. Their goal is to provide information and knowledge about a particular person, place or issue. (Pardiyono, 2016) adds that descriptive text talks about a certain thing, place, person or event. In addition, (Mark et al., 2008) added that descriptive text is text that describes the characteristics of a person, place or object, often providing a visual experience through the use of adjectives and adverbs. As we can see, it is a text that describes how someone or something came into being, what it does, how much it costs, etc. The purpose of the description is clear. Its purpose is to describe, describe, or represent a person or thing, whether abstract or concrete.

According to Pardiyono (2016:19), descriptive text is a text that clearly describes the image to the user with the purpose of providing details about an object. In addition, according to Faisal and Suwandita (2013:242), descriptive text refers to representation of something or someone that consists of sensory



information characteristics and provides the reader with a picture. Descriptive Text is one of the styles of text from form of text, according to Stanley (1988), mentions the definition says the presence of items in the material, they are artifacts, people or tell something can share as information. In other words, a particular person, place or thing is described in detail in this composition. From the above description, it can be inferred that descriptive text is a text to explain a great deal the author, the object, the location, and the case, and describe all that the writer sees in detail. According to Pardiyono (2016:20), there are two components of the general form of Descriptive Text :

1. Identification; Introducing about the subject or thing that will be described, whereas, description is brief details about who, or what of the subject.
2. Description; describing the phenomenon in parts, qualities, characteristics, condition, and part build the detailed description of object and subject.

Knapp and Watkins (Masitoh and Suprijadi, 2015:41), report that the concise document has several grammar features as follows :

- a. In descriptive text, the present tense is predominantly used.
- b. Although present tense may be used in literary description, it is past tense that tend to dominate.
- c. Relation verbs are used when classifying and



describing appearance/qualities and parts/function of phenomenon.

- d. Action verbs are used when describing behaviors/users.
- e. Mental verbs are used when describing in literary description.
- f. Adjective are used to add extra information to nouns and may be technical, every day, or literary, depending on the text.
- g. Personal and literary description generally deal with individual things.

Rugayamanan (2012), states that there are some of the language features

of descriptive text as guide to know the characteristic of this text are :

- a. Using Simple Present Tense.
- b. Using action verb.
- c. Using adverb.

It can be concluded that descriptive text is used to describe everything, which is seen by writer in detail and to give information for the reader.

D. The Relevant of Study

Relevant of study required to observe some previous researchers conducted by other researcher in which they are relevant to our research itself (Syafi_i, 2012).

To avoid plagiarism, it is necessary to see the relevant studies related to the title discussed. Besides, the writer have to analyze what the point that was focused on, inform the designs, finding and conclusion of the previous research:



The first related studies, done by Latifah et al. (2017) this study will identify the types of metacognitive strategies used in the reading process by 55 Junior High School students in the upland region of Java, and it will analyze the influence of these strategies on students' reading comprehension. In this study, a think-aloud procedure was applied to identify the types of metacognitive strategies students used during the reading process. The fact that junior high school students in the upland region of Java only use two types of high-level metacognitive strategies, while junior high school students in Bogor use three types of high-level metacognitive strategies indicates that cultural context and social environment play a role in student use of metacognitive strategies. The result of the statistical test of research data in the upland region of Java also proves the influence of metacognitive strategies on reading comprehension. The results of this study align with the results of other studies (Williams & Atkins, 2009; Kolić-Vehovec, et.al, 2010). The findings of this study indicate that the use of metacognitive strategies of students in the upland region of Java needs to be further improved to achieve better reading comprehension.

Similarly, Usman et al. (2017), the studies done in Junior High School level.

This research discusses the use of metacognitive strategies to improve students' reading comprehension. The data was obtained from 50 students from two classes and the instruments used for collecting the data were tests (a pre-test and a post-test) and a questionnaire. This research was conducted at SMP Unggul, Pidie Jaya. The result show that metacognitive strategies increased the students' awareness so that they became more engaged in the teaching-learning processes. Moreover,

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the strategies also created a better teaching- learning atmosphere in the classroom. these strategies also improved their knowledge and they learnt to use various ways to find the correct answers. In addition, during the application of these strategies, the learning atmosphere in the classroom was more positive and the students became more active. So, it can be concluded that the students were better motivated to learn reading comprehension by using these strategies.

In another study done in an Iranian, this studies done by Masoodi (2019), The presented article reports on an empirical and comparative study that aimed at investigating the overall level of metacognitive awareness of Iranian and Lithuanian university students, as well as its weakest and strongest sub-components and related metacognitive awareness inventory (MAI) items. To obtain a detailed measure of the levels of metacognitive awareness of the two groups, with a total sample size of 755, Schraw and Dennison's (1994) MAI was used. Data comparisons show that Lithuanian university students have a medium level of metacognitive awareness, while a low level has been detected in Iranian students. The students completed a questionnaire consisting of two sections, a demographic part and the MAI, a questionnaire developed by Schraw and Dennison (1994) to measure metacognitive awareness.

Following the analysis of the data gathered, it was concluded that the Iranians have a low level of metacognitive awareness, which was in parallel with the research results obtained by Sperling et al. (2004), whereas the Lithuanians have a medium level of metacognitive awareness.

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Another study in Indonesia done by Rahmati & . Widowati (2017), This study designed to know the students' difficulties, both from high and low level achievement in reading academic text and and what metacognitive strategies the students used to overcome their problems in reading academic text. This study employed two questionnaires to collect the data respectively; the MRAQ (Metacognitive Reading Awareness Questionnaire) and the MRSQ (Metacognitive Reading Strategies Questionnaire). This study found that each group of students with different level of reading achievement described the various different metacognitive strategies to overcome problem in reading academic text. To know the problems faced by the students in reading comprehension academic texts, the researchers distributed the questionnaires to the students of class C and D of third semester of English Department at

University of Islam Malang. The frequency and the percentage of the metacognitive strategies, consisted of Analytical and Pragmatic used by the students in reading comprehension.

In the study conducted by Tazkiyah & Dewi (2022) in Exploring metacognitive strategies for English Reading Comprehension in Islamic Boarding Junior High School where in several aspects this school is different from public schools. Using a qualitative descriptive design, this study describes the results through reading comprehension tests, MARSI questionnaires and semi-structured interviews. The results showed that students had good awareness in the use of metacognitive reading strategies. However, there is no significant relationship

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when it comes to reading comprehension results. This is because several other factors such as interest, background knowledge of students and the role of the teacher also have a major influence on students' reading comprehension.

Then, the study with the title “Using Metacognitive Reading Strategies to Improve Students’ Reading Comprehension Skill” (Dianti, 2021). This study was conducted by Indah Rif’ah Dianti in Islamic Senior High School in Indonesia. The participants in the study was eleventh grade students of Science 1 at Miftahussalam Islamic Senior High School in Demak. This study applied descriptive qualitative study to describe the metacognitive strategy in improving students’ reading comprehension.

Researchers argued that metacognitive process should be taught in order to improve metacognitive knowledge, monitoring and control of all readers and also to create active, strategic and proficient comprehends. The process cannot occur automatically without being learnt and practiced. Since readers are expected to comprehend the material they are reading, they need strategies to be applied to better comprehend the text. Most findings of a great number of studies conducted in Public School especially in Junior High School.

It have been limited studies on Senior High School especially in Islamic Boarding school which involved English Students in Islamic Boarding School although it is so many boarding schools in Indonesia. So, the researcher have a chance to know the correlation students metacognitive strategies in reading comprehension. In relation to extend the metacognitive strategies helps students



in enhancing their reading comprehension and to know how the effectiveness of metacognitive strategies in reading comprehension.

E. Operational Concept

The operational concept is a concept is needed to avoid misunderstanding about the thesis content by other readers, scientifically in this research. There are two variables used in this research. They are: variable X as the metacognitive reading and variable Y as the reading comprehension.

1. Variable X

Variable X is independent variable. In this research of metacognition includes thinking about the thinking process, self awareness, understanding and memory techniques and learning characteristics.

According to Zhang and Sheepo (2013) metacognitive strategies are divided into three categories, they are: planning, monitoring, and evaluating.

2. Variable Y

Variable Y is dependent variable. According to King and Stanley (2016:37), there are five components of reading comprehension : main idea, factual information, vocabulary , references and inferences from reading text.

F. Hypothesis

H_0 : there is no significant correlation between students' metacognitive

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strategies and their reading comprehension.

H_a: there is a significant correlation between students' metacognitive strategies and their reading comprehension in descriptive text.

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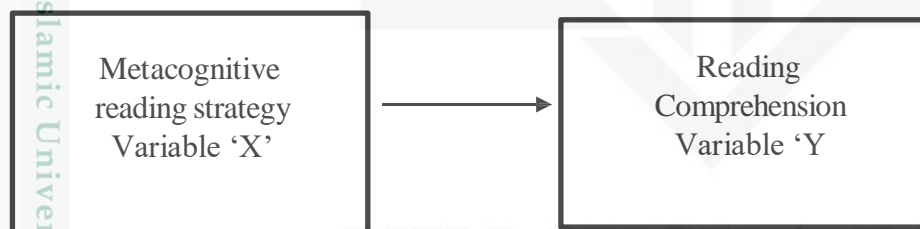


CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, the researcher used a correlation research design. According to Fraenkel, Wallen, and Hyun (2012:331), the correlation study mainly focuses on the possibility of relationships between only two or more variables investigated without any attempts to influence them. The researcher used correlation research design to find out the correlation between two variables, explain, and interpret the result that may appear. The procedures were; first, the students' metacognitive strategies were identified by using questionnaire. Second, Reading test was used the test (descriptive text) . Third, the researcher found the correlation and influence between variables was analyzed through Statistical Package for Social and Science (SPSS) based on the results of the questionnaire and reading test. Last, explanation and interpretation of the results was discussed. The following is the research design:





B. Location and Time of the Research

This research was conducted at Islamic Boarding School in Pasir Pengaraian.

This school were chosen for several reasons. First, accessibility. Second, Khalid bin Walid boarding school is famous boarding school which has a program like language class. Third, the school is located in the same district. The location of this school is on Jl.Pesantren 2 Pasir Pengaraian The time will be in March until June 2024.

1. Subject of the Research

The subject of this study was XI grade (man and female) of Senior High School on Khalid bin Walid Boarding School students.

2. Object of the Research

The object of this study was Metacognitive Reading Strategies in reading comprehension.

C. Informant/Participant of the Research

To find a deeper understanding metacognitive strategy in reading comprehension for senior high school in Islamic boarding school, the researcher will focus on at XI grade (man and female) of Senior High School in Khalid bin Walid Boarding School student. This grade level need the appropriate strategy which demand critical thinking in reading comprehension and the reading task is more complexity. So, metacognitive strategies will increase readers' meaning construction,

monitoring of text and reading comprehension, and their ability to evaluate the text they are reading. It has two classes with 47 students. The specification of the population can be seen in the below:

Table 3.1 The Total of Students

No	Class	Total
1.	XI A	21
2.	XI B	26
TOTAL		47

Total sampling is the best way to obtain a representative sample. Although no technique, not even random sampling, guarantees a representative sample, the probability of achieving one is higher for this procedure than for any other. In this research, the sample of population all of the twelfth grade students of Senior High School . According to Arikunto (2006) if the total population is less than 100, the researcher took all population as a samples. So based on the statement above, the researcher took all the students from population.

D. Technique of Collecting data

To collecting the data, the researcher applied some techniques as follows:

a. Questionnaire

According to Arikunto (2006, p. 151) defines questionnaire as the list of written questions to get information from respondents about their personality or something

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that they know. Then, Arifin (2012, p. 228) states that questionnaire is an instrument which contains a series of questions or statements to collect data and information that must be answered by the respondents freely based on their opinion. There are several answers that have been provided by the researcher. The students must answer the questions by giving checklist (√) of the answer.

The questionnaire was adapted from Mbato (2013, p. 150) and Chamot, Barnhardt, El-Dinary, and Robbins (1999) comprising 15 items of Likert-type statements that accommodate three essential skills of regulation of cognition. The score of each statements has been determined as follows :

Table 3.2. The Elements of Metacognitive Reading Strategy

No	The elements	Sub elements	Indicators	Statement	5	4	3	2	1
1.	Planning (pre-reading)	Advance organizer	Students identify reading objective.	I decide in advance what my reading purpose is, and I read with that goal in mind.					
		Organizational planning	Students plan specific information.	I decide in advance specific aspects of information to look for, and I focus on that information when I read.					
		Selective	Students focus on	Before I read, I think					

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<p>2. Dilarang mengemukakan dan</p>	<p>1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.</p>	<p>Attention</p>	<p>specific task.</p>	<p>of what I already know about the topic.</p>					
<p>1. Dilarang mengemukakan dan</p>	<p>Monitoring during reading</p>	<p>Comprehension monitoring</p>	<p>While reading, the students periodically check if the material makes sense to them.</p>	<p>I work with classmates when reading English texts or solve problems.</p>					
<p>2. Dilarang mengemukakan dan</p>	<p>1. Dilarang mengemukakan dan</p>	<p>Production monitoring</p>	<p>When the students encounter a difficult or unfamiliar word, they try to work out its meaning from the context.</p>	<p>When I encounter a difficult or unfamiliar word, I try to work out its meaning from the context surrounding it (such as other words or pictures).</p>					
<p>2. Dilarang mengemukakan dan</p>	<p>1. Dilarang mengemukakan dan</p>		<p>The students use references from the material such as dictionary, textbook, or</p>	<p>I identify what I don't understand in the reading, and I ask a precise question to solve the problem.</p>					



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							website to help solve a comprehension problem.	I use reference materials (such as a dictionary, textbook, or website) to help solve a comprehension problem.				
								I check to see if my prediction is correct.				
3. Evaluating (post-reading)	Self - management						The students make an assessment of whether one success in the reading goal.	I summarize (in my head or in writing) important information that I read.				
								I evaluate my comprehension by reflecting on how much I understand what I read				
							Self - evaluation	After reading, the students decide whether the strategies used help them understand.	After reading, I decide whether the strategies I used helped me understand, and think of other			



		strategies that could have helped						
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No	The elements	Sub elements	Indicators	Statement	5	4	3	2	1
		Self – reflection	The students check whether they have accomplished their goal for reading.	I check whether I have accomplished mygoal for reading					
				I focus on keywords, phrases,and ideas.					
				I write down important words and Concepts.					

Table 3. The Scoring of students' metacognitive reading strategy

Statement	Always	Often	Sometimes	Seldom	Never
1-5	5	4	3	2	1

c. Test

Test are assessment instruments that pose problems for students to solve. The researcher gave a test to obtained the students' reading comprehension in Descriptive Text and consisted of 10 questions. The test used was the objective test. The blue print



of reading comprehension test is as follows.

Table 3.4. Blue Print of Multiple Choice

Question Indicators	Question Number
The students are able to identify main idea	1 & 6
The students are able to find factual information	2 & 7
The students are able to locate the meaning of vocabulary incontext.	3 & 8
The students are able to identify references.	4 & 9
The students are able to make inferences from reading text	5 & 10

Table 3.5. The Category of Students Reading Comprehension

The Score Level Scale1-100	Category
86-100	Very Good
71-85	Good
56-70	Enough
41-55	Less
<40	Fail

A. Data Analysis Technique

Data analysis is done by organizing data, describing it into units, arranged into patterns, choosing which ones are important and which will be studied, and



making conclusions. It is the process of systematically searching and compiling data obtained from observation and documentation by organizing data into certain categories, describing it into units, arranging into patterns, choose which ones are important and which will be studied, and make conclusions so that can be easily understood by the writer and the others.

For the data students' metacognitive reading strategy, the writer used a formula as follows:

$$P = \frac{f}{N} \times 100$$

Note :

P = percentage

Fo = the total value

N = The ideal score of the highest value (Sundjana, as cited in Zainu, 2014).

Then, for the data of reading comprehension, the score was scored by using formula:

$$\text{Reading test score} = \frac{\text{total correct answer}}{\text{total item}} \times 100$$

To analyze the correlation between metacognitive reading strategy

and reading comprehension, the writer used Pearson product moment

correlation

(r) by using SPSS 29.0.

Table 3.6 Correlation Coefficient Interpretation of r

Coefficient Interval	Correlation Level
0.80 – 1.00	Very Strong
0.60 – 0.799	Strong
0.40 – 0.599	Average
0.20 – 0.399	Weak
0.00 – 0.199	Very Weak

Therefore, below are the steps that will be taken to analyze the data:

- a. First, the researcher will provide the questionnaire sheet for students consist of pre-reading, during reading, and post reading.
- b. The students answer the questionnaire sheet directly
- c. The researcher share the descriptive text for students
- d. The students read and answer the question that provide in the paper while the researcher observe the students process by checklist the observer paper.
- e. Classify the data that has been obtained from the result of questionnaire and test.
- f. Describing and interpreting the results of data that have

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been classified to answer the research problem in chapter one.

g. Conclusion, the results of data analysis and evaluation that have been taken during this study.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Referring to the data analysis and data presentation in chapter IV, finally the researcher concludes that the answers of the formulation of the problem are as follows. Metacognitive strategy help students to focus and organize their cognitive, as the researcher explained before. This strategy can help students become independents learner and have flexibility thinking. It was concluded that if students have a good metacognitive, they will pass the reading comprehension test with the good score. It plays a crucial part in achieving reading comprehension. This strategy can help students become independents learner and have flexibility thinking. In conclude that if students have a good metacognitive, they will pass the reading comprehension test with the good score. Metacognitive strategy plays a crucial part in achieving readers' comprehension.

The aim of this research is to find out whether there is a significant correlation between metacognitive reading strategies and reading comprehension at XI grade in Khalid bin Walid boarding school. Based on the results of the research that has been described in the previous chapter, it can be concluded as follow:

1. The result of the correlation test used Pearson Product Moment showed that there is positive significant correlation between metacognitive reading strategies and reading comprehension at XI grade in Khalid bin Walid boarding school. The sample in this study (N = 47) with the $r_{table} = 0.294$



and r value = 0.603. Meanwhile, the correlation value was categorized as high category. So, H_a is accepted and H_0 is rejected.

It can be known that metacognitive reading strategies that was applied by students has the high mean value category . This variable has three indicators those are planning (pre- reading), monitoring (during reading) and evaluating (post reading) which have the different mean value. The indicator with the highest mean value was monitoring with the mean 3.72 categorized high category. Then, evaluating with the mean 3.68 and the last was indicator planning (pre reading) with indicator 3.61.

It can be concluded that students with good ability in reading comprehension have high average of the using metacognitive reading strategies, especially strategies by the theory of Mokhtari & Sheorey (2002:10) that actually intended for students. In conclude, metacognitive reading strategy employed in enhancing reading comprehension. This strategies plays vital role fostering reading as invaluable strategy in reading comprehension.

B. Sugesstion

This research focus at XI grade (man and female) of Senior High School in Khalid bin Walid Boarding School student. Based on these findings, researchers offer some recommendations for teacher, English students, and future researchers.

1. Recommendation for teachers

The teacher should increase students' metacognitive strategy in teaching



and learning process in all skills, especially reading comprehension by giving motivation or taking care of them. The teacher also should aware about their students' ability in reading, so they can know who is students that have less metacognitive strategy. So, the teacher can increase students' metacognitive strategy while learning.

2. Recommendation for the students

The students should know their capability in teaching and learning process. They should aware about themselves while learning. If they already aware, they can be more focus and concentration about their reading text.

3. Recommendation for the next researcher.

The next researcher may extend this research to investigate what other skills that may influence by metacognitive strategy. Then, the next researcher may investigate what factors that can be influence between students' metacognitive strategy and reading comprehension.

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c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed

299883525.

Asymp. Sih (2-tailed) $0.200 > 0.05$. it was a normal distribution.

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
READING * METAKOGNITIV	Between (Combined) Groups	8240.244	19	433.697	2.195	.042
	Linearity	4504.981	1	4504.981	22.796	<.001
	Deviation from Linearity	3735.263	18	207.515	1.050	.453
	Within Groups	4150.000	21	197.619		
	Total	12390.244	40			

The deviation from linearity value is $0.453 > 0.05$. research data shows a significant linear relationship between the dependent and independent variables.

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KORELASI PEARSON

Correlations

		METAKOGNIT	GNITIVE
		READING	
METAKOGNIT	Pearson	1	.603**
	Correlation		
	Sig. (2-tailed)		<.001
	N	41	41
READING	Pearson	.603**	1
	Correlation		
	Sig. (2-tailed)	<.001	
	N	41	41

** . Correlation is significant at the 0.01 level (2-tailed).

Correlation Coefficient Interpretation of r

Coefficient Interval	Correlation Level
0.80 - 1.00	Very Strong
0.60 - 0.799	Strong
0.40 - 0.599	Average
0.20 - 0.399	Weak
0.00 - 0.199	Very Weak

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DISTRIBUSI NILAI r_{tabel} SIGNIFIKANSI 5% dan 1%

N	The Level of Significance		N	The Level of Significance	
	5%	1%		5%	1%
3	0.997	0.999	38	0.320	0.413
4	0.950	0.990	39	0.316	0.408
5	0.878	0.959	40	0.312	0.403
6	0.811	0.917	41	0.308	0.398
7	0.754	0.874	42	0.304	0.393
8	0.707	0.834	43	0.301	0.389
9	0.666	0.798	44	0.297	0.384
10	0.632	0.765	45	0.294	0.380
11	0.602	0.735	46	0.291	0.376
12	0.576	0.708	47	0.288	0.372
13	0.553	0.684	48	0.284	0.368
14	0.532	0.661	49	0.281	0.364
15	0.514	0.641	50	0.279	0.361
16	0.497	0.623	55	0.266	0.345
17	0.482	0.606	60	0.254	0.330
18	0.468	0.590	65	0.244	0.317
19	0.456	0.575	70	0.235	0.306
20	0.444	0.561	75	0.227	0.296
21	0.433	0.549	80	0.220	0.286
22	0.432	0.537	85	0.213	0.278
23	0.413	0.526	90	0.207	0.267
24	0.404	0.515	95	0.202	0.263
25	0.396	0.505	100	0.195	0.256
26	0.388	0.496	125	0.176	0.230
27	0.381	0.487	150	0.159	0.210
28	0.374	0.478	175	0.148	0.194
29	0.367	0.470	200	0.138	0.181
30	0.361	0.463	300	0.113	0.148
31	0.355	0.456	400	0.098	0.128
32	0.349	0.449	500	0.088	0.115
33	0.344	0.442	600	0.080	0.105
34	0.339	0.436	700	0.074	0.097
35	0.334	0.430	800	0.070	0.091
36	0.329	0.424	900	0.065	0.086
37	0.325	0.418	1000	0.062	0.081

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Kantor Ditinjau Undang-Undang

Nomor :
 Lamp :
 Hal :

B-1060/Un.04/Ps/HM.01/03/2024

Pekanbaru, 20 Maret 2024

Izin Melakukan Kegiatan Riset Tesis/Disertasi

Kepada
 Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
 Satu Pintu Prov. Riau
 Pekanbaru

Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: Cahaya Murni
NIM	: 22190123884
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: VI (Enam) / 2024
Judul Tesis/Disertasi	: Metacognitive Reading Strategies in Reading Comprehension Among Islamic Boarding Senior High School Students in Rokan Hulu

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang diperlukannya dari Pondok Pesantren Khalid bin Walid

Waktu Penelitian: 3 Bulan (20 Maret 2024 s.d 20 Juni 2024)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



Wasalam
 Direktur,

Prof. Dr. H. Ilyas Husti, MA
 NIP. 19611230 198903 100 2

Tembusan:
 Yth. Rektor UIN Suska Riau

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
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PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
 Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPSTP/NON IZIN-RISSET/64470
 TENTANG



**PELAKSANAAN KEGIATAN RISSET/PRA RISSET
 DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : B-1060/Un.04/Ps/HM.01/03/2024 Tanggal 20 Maret 2024**, dengan ini memberikan rekomendasi kepada:

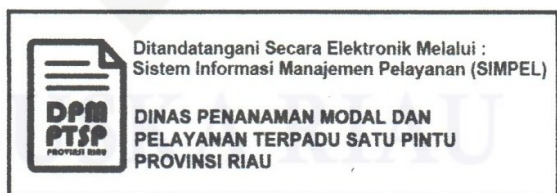
- | | | |
|----------------------|---|---|
| 1. Nama | : | CAHAYA MURNI |
| 2. NIM /KTP | : | 22190123884 |
| 3. Program Studi | : | PENDIDIKAN AGAMA ISLAM |
| 4. Konsentrasi | : | BAHASA INGGRIS |
| 5. Jenjang | : | S2 |
| 6. Judul Penelitian | : | METACOGNITIVE READING STRATEGIES IN READING COMPREHENSION AMONG ISLAMIC BOARDING SENIOR HIGH SCHOOL STUDENTS IN ROKAN HULU |
| 7. Lokasi Penelitian | : | PONDOK PESANTREN KHALID BIN WALID |

Dengan ketentuan sebagai berikut:

- Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
- Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
- Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 1 April 2024



Tembusan :

Disampaikan Kepada Yth :

- Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
- Bupati Rokan Hulu
 Up. Kaban Kesbang dan Linmas di Pasirpangaraian
- Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
- Yang Bersangkutan

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Innovative: Journal Of Social Science Research
 Universitas Pahlawan Tuanku Tambusai

LETTER OF ACCEPTANCE (LoA)

No: 1567/INNOVATIVE/XII/2024

The Editor in Chief of Innovative Journal has been received the article:

In the name of : Cahaya Murni¹
Title : Metacognitive Reading Strategies in Reading Comprehension Among Islamic Boarding Senior High School Students in Rokan Hulu : A Correlational Study
Institution : ¹Pascasarjana Pendidikan Bahasa Inggris, Universitas Islam Negeri Sultan Syarif Kasim

And pleased to inform you that the article has completed its review and will be published in the **Innovative: Journal Of Social Science Research** Volume 5 Number 2 of 2025 (E- ISSN 2807-4238 and P-ISSN 2807-4246). This journal is indexed by Sinta 5, Moraref, One Search, Base and Google Scholar. Thus, this letter of statement is prepared to be used properly.

Bangkinang, December 22th 2024
 Signed below,



Putri Hana P, M.Pd

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Sertifikat

Komite Penjaminan Mutu Pascasarjana Universitas Islam Negeri Sultan Syarif Kasim Riau Menerangkan Bahwa :

Nama : Cahaya Murni

NIM : 22190123884

Judul : Metacognitive Reading Strategies Is Reading Comprehension Among Islamic Boarding Senior High School Students In Rokan Hulu : A Correlational Study

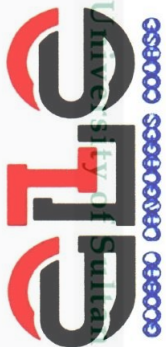
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Dr. Perisi Nopel, M.Pd.I
NUPN. 9920113670



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 ID Number : 1406034201970002
 Test Date : 30-01-2024
 Expired Date : 30-01-2026

achieved the following scores:

Listening Comprehension : 53
 Structure and Written Expression : 52
 Reading Comprehension : 52
 Total : 523



Linati Marta Kalisah, M. Pd
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اختبار كفاءات اللغة العربية لغير الناطقين بها

يشهد العلق بأن:

سيد/ة : Cahaya Murni
 رقم الهوية : 1406034201970002
 تاريخ الاختبار : 31-01-2024
 الصلاة : 31-01-2026

قد حصلت/ت على النتيجة في اختبار الكفاءات في اللغة العربية لغير الناطقين بها

الاستماع : 48
 القواعد : 45
 القراءة : 44
 المجموع : 457



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Pekanbaru, 22 Februari 2024

Nomor : S-0802/Un.04/Ps/PP.00.9/02/2024
 Lamp. : 1 berkas
 Perihal : Penunjukan Pembimbing I dan
 Pembimbing II Tesis Kandidat Magister

Kepada Yth.

1. Dr. Promadi. Ph. D (Pembimbing Utama)
2. Dr. Bukhori. S. Pd. I. M. Pd (Pembimbing Pendamping)

di
 Pekanbaru

Sesuai dengan musyawarah pimpinan, maka Saudara ditunjuk sebagai Pembimbing Utama dan Pembimbing Pendamping tesis kandidat magister a.n :

Nama : Cahaya Murni
 NIM : 22190123884
 Program Pendidikan : Magister/Strata Dua (S2)
 Program Studi : Manajemen Pendidikan Islam
 Semester : VI (Enam)
 Judul Tesis : Metacognitive Reading Strategies In Reading Comprehension
 Among Islamic Boarding Senior High School Students in Rokan
 hulu

Masa bimbingan berlaku selama 1 tahun sejak tanggal penunjukan ini dan dapat diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan adalah sebagai berikut:

1. Penelitian dan penulisan tesis;
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3. Perbaikan hasil penelitian etelah Seminar Hasil Penelitian;
4. Perbaikan tesis setelah Ujian Tesis; dan
5. Meminta ringkasan tesis dalam bentuk makalah yang siap di submit dalam jurnal.

Bersama dengan surat ini dilampirkan blanko bimbingan yang harus diisi dan ditandatangani setiap kali Saudara memberikan bimbingan kepada kandidat yang bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.



Wasalam,
 Direktur,

Prof. Dr. H. Ilyas Husti, MA
 NIP. 19611230 198903 1 002

Tembusan:

1. Sdr. Cahaya Murni
2. Arsip



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NAMA	CAHAYA MURNI
NIM	22190123829
PROGRAM STUDI	Pendidikan Bahasa Inggris
KONSENTRASI	Bahasa Inggris
PEMBIMBING I / PROMOTOR	Dr. H. Promadi, MA, Ph.D
PEMBIMBING II / CO PROMOTOR	Dr. Bukhori, S.Pd, M.Pd
JUDUL TESIS/DISERTASI	Metacognitive Reading Strategies in Reading Comprehension Among Jefami bawidin Senior High School

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No.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Pembimbing / Promotor	Keterangan
1.	20/08/2024	Bab 1 Research Question Operational Concept		
2.	20/11/2024	Bab IV - Questionnaire - Hypothesis		
3.	15/12/2024	Bab IV - Explaining table - Data description - Calculating		
4.	16/12/2024	Bab IV - Reading test - Data description		
5.	17/12/2024	Review for Final exam.		
6.	27/12/2024	Acc for Final Exam		

Catatan :
*Coret yang tidak perlu

Pekanbaru, 27/12/.....2024

Pembimbing I / Promotor*

Dr. H. Pridawati, M.A., Ph.D.

No.	Konsultasi	Materi Pembimbing / Promotor / isun Co Promotor	Pembimbing / Promotor / isun Co Promotor
1.	20/08/2024	Bab 1 Research design Bab II Research question	
2.	16/11/2024	Bab IV - Research question - Bab III (Research Design) - Bab IV Data description	
3.	5/12/2024	Bab IV - data descriptive (questionnaire, test) (table and calculate)	
4.	16/12/2024	Bab IV - questionnaire result - test result	
5.	18/12/2024	Acc for final exam	
6.			

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**KARTU KONTROL MENGIKUTI SEMINAR PROPOSAL / TESIS / DISERTASI
PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : CAHAYA MURNI
NIM : 22150123804
PRODI : PAI
KONSENTRASI : pendidikan bahasa Inggris

NO	HARI/TGL	JUDUL PROPOSAL / TESIS / DISERTASI	PESERTA UJIAN	PARAF SEKRETARIS
	2/2/2023	Student perception on sources googling classroom in the learning english english borrowing a case study → SMK Negeri	Yunus Khatun	[Signature]
	2/7/2023	the implementation of think pair structure (TPS) technique in teaching reading at language development center (UIN)	Sulastri	[Signature]
	2/4/7/2023	Teacher believe about english or language foreign language a case of english teacher of MA Al-Ihsan Bandung school implementasi kurikulum terpadu dalam	Winda Okt Sapri	[Signature]
	3/3/2023	pembelajaran PAI di SDIT kecamatan menauli kab. Bengkalis	Sri meharini	[Signature]
	4/5/2023	Konsep ahlay dalam tafsir buya Hafke dan ramossinga dalam pentuhan karakter	Itim Novriah	[Signature]

Pekanbaru, 20
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

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NAMA : CAHAYA MURMI
 NIM : 2450123884
 PRODI : PAI
 KONSENTRASI : Pendidikan Bahasa Inggris

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NO	HARI/TGL	JUDUL PROPOSAL / TESIS / DISERTASI	PESERTA UJIAN	PARAF SEKRETARIS
	Sabtu / 4-3-2023	Problemstika. Nihon Sini / anadir UUD nu. 1 tahun 1974 Perkembangan dan menegemen UUD kelurga Islam Malaysia.	Hendri kantiu.	
	Sabtu / 4-3-2023	Pengembangan wahas related Cafunding pada Serembi 2 muhammadul Riau dan prospektif muha hid syeniah	Hendri	
	Sabtu / 2-3-2023	Exploring the implementation of Autmar learning throughs the use of ICT learning engalish of smk perpejeren Riau	Aun Hossanah	
	Sabtu 2/3-2023	the effect of teaching techniques (role play) repetition and speaking anxiety on Student speaking ability	Ruvic septari	
	Jumat 2/2-2023	Student digitalizat pac- and their motivation to read narrative text at Islamr junior high school al-hateD? Pekanbaru	Ratnaya ndr Prima.	

Pekanbaru, 4 Maret 2023.
 Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
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