

# The Relevance And Implications Of Metacognitive Strategy To Reading Comprehension In EFL Classroom

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**Abstract:** Metacognitive strategy plays a significant role in solving students' problem in learning English as a foreign language by being applied to some teaching and learning activities. Its strength is on realizing and optimizing students' awareness upon their own learning. By perceiving their own knowledge, students have control of what they have in mind and can regulate it to achieve certain purposes. This is how they can maximize their learning. In reading skill, students are always demanded to understand the texts they are reading. Thus, applying metacognitive strategy to reading activity will foster the students' comprehension respectively. This literature review discusses the relevance and implications of metacognitive strategy to reading comprehension in EFL classroom.

**Keywords:** Metacognitive Strategy, Reading Comprehension

## INTRODUCTION

Reading is a receptive skill which plays a very significant role in students' learning process. Since the very beginning of learning process, students are demanded to have the ability to read written material. This is aimed at gaining information and needed the knowledge to support their learning proces's. Pardede (2013)<sup>2</sup> asserted that for EFL students, reading is the most crucial skill to master because of several reasons. First, students mostly can perform reading skill better than other skills such as listening, speaking and writing. They can quite understand written material which they cannot discuss orally or write it with equivalent accuracy. Second, reading only needs minimum requirements<sup>3</sup>. Different from speaking skill which sometimes needs partner or writing skill which needs a lot of guidance and time to practice, all what is needed to perform reading skill is only a text and motivation to read. The third is, reading is a service skill. Once the students learn how to read effectively, it will help them to learn

<sup>1</sup> Devit Etika Sari and Muh Barid Nizarudin Wajdi, "The Effectiveness Of The Method of GI With Electronic Workbench Study To Improve Activities and Results Student," *Educatio : Journal of Education* 2, no. 1 (2017): 136–150, <http://www.ejournal.staimnglawak.ac.id/index.php/educatio/article/view/22>.

<sup>2</sup> Parlindungan Pardede, "A Review on Reading Theories and Its Implication to the Teaching of Reading," *UKI ELT and Edu*, (2013).

<sup>3</sup> Muh. Barid Nizarudin Wajdi, "المناهج التعليمية للغة العربية في تطوير المفردات لغير الناطقين بها," *At-Tajdid: Jurnal Ilmu Tarbiyah*; Vol 5 No 1 (2016): January 2016 (2016), <http://ejournal.stitmuhaapan.ac.id/index.php/tajdid/artide/view/15>.

effectively by reading<sup>4</sup>.

According to Floris and Divina (2009),<sup>5</sup> another important role of reading for EFL students is that it facilitates the improvement of English abilities and knowledge. Many studies have shown that EFL students who read English text more seem to acquire English much better than those who do not (Floris and Divina, 2009<sup>6</sup>; Hunt and Beglar, 2005<sup>7</sup>). Nation (1997)<sup>8</sup> stated that without being exposed much to reading materials in class, EFL students are not probable to make much progress. When these students read English textless, they are not well accustomed to English then they get difficulty in understanding English text once they have it<sup>9</sup>.

Even though students have already exposed to English text quite often, there is still a problem whether they understand the text they are reading or not. Most students have to read a certain text more than once to understand it. It will not be a problem if the purpose of reading is only to get specific information explicitly stated in the text. But this will be a problem if their purpose of reading is to get the main idea of the text, since it needs full understanding or commonly known as comprehension. Unfortunately, many students are unable to comprehend texts, even though they can decode or find the meaning of the texts fluently.<sup>10</sup> Most often the students are just doing the activity of reading as they are demanded to do so. This situation is not supportive of the students as they actually have to understand what they read to get the idea and needed information which will support their understanding of the text they are facing. Thus, learning to read with understanding or we can call as reading with comprehension is a very important skill to master. What the students need is to have good reading proficiency which will lead them to become a good strategic reader<sup>11</sup>.

Many strategies and techniques have been proposed as a solution to enhance students' reading comprehension skill, one of them is metacognitive reading strategy. The metacognitive reading strategy is considered effective to facilitate students reading comprehension in the field of second/foreign language studies.<sup>12</sup> Many research then attempted to create taxonomies of metacognitive reading strategy to facilitate reading comprehension.

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<sup>4</sup> Muh Barid Nizaruddin Wajdi, "Arabic Learning Skill," *AT-Tabdzib: Jurnal Studi Islam dan Muamalah* 3, no. 2 (2016): 32–47.

<sup>5</sup> Flora Debora Floris and Marsha Divina, "A Study on the Reading Skills of EFL University Students," *TEFLIN Journal* 20, no. 1 (2009): 37–47.

<sup>6</sup> Ibid.

<sup>7</sup> Alan Hunt and David Beglar, "A Framework for Developing EFL Reading Vocabulary," *Reading in a Foreign Language* 17, no. 1 (2005): 23–59.

<sup>8</sup> I. S. P. Nation, "L1 and L2 Use in the Classroom: a Systematic Approach," *TESL Reporter* 30, no. 2 (1997): 19–27.

<sup>9</sup> Muh. Barid Nizaruddin Wajdi, "Pendidikan Ideal Menurut Ibnu Khaldun Dalam Muqaddimah," *JURNAL LENTERA: Kajian Keagamaan, Keilmuan dan Teknologi* 1, no. 2 (September 30, 2015): 272–283, accessed October 24, 2017, <http://www.ejournal.stainglawak.ac.id/index.php/lentera/article/view/49>.

<sup>10</sup> Joanna P. Williams and J. Grant Atkins (Eds.), *The Role of Metacognition in Teaching Reading Comprehension to Primary Students* (New York: Routledge, 2009).

<sup>11</sup> Arasy Alimudin et al., "The Factors Affecting Land Prices In Housing Location In Sidoarjo Regency," *International Journal of Society Development and Engagement* 1, no. 1 (2017): 2597–4777.

<sup>12</sup> Mohammad Reza Ahmadi, Hairul Nizam Ismail and Muhammad Kamarul Kabilan Abdullah, "The Importance of Metacognitive Reading Strategy Awareness in Reading Comprehension," *English Language Teaching* 6, no.10 (2013).

## RESULT AND DISCUSSION

### The Basic Concepts of Metacognitive Strategies

The term metacognition was first coined by Flavell referring to “one’s knowledge concerning one’s own cognitive processes.”<sup>13</sup> In line with this, Metcalfe and Shimamura (1994) describe it as the knowledge about how someone perceives, remember, think, and act upon what he/she knows. Other scholars define it as knowing about knowing. The first knowing represents the awareness of the second knowing, that is, the understanding of different factors to complete a certain task, such as the state of one’s knowledge and abilities.<sup>14</sup> So, it can be said that having the metacognitive ability, one can be said to have awareness, knowledge, and control of what he/she has in mind and can regulate it to achieve certain purposes.<sup>15</sup>

Metacognitive strategies are regarded as “high order executive skills that make use of knowledge of cognitive processes and constitute an attempt to regulate one’s own learning by means of planning, monitoring, and evaluating” (Hartman, 2001; Zhang and Seepho, 2013). Pang (2008) asserts metacognitive strategies as the “monitoring and regulative mechanism that readers consciously use to enhance comprehension.”<sup>16</sup> In reading, metacognitive strategies are self-monitoring and self-regulating activities which focus on both the process and the product of reading.<sup>17</sup>

The metacognitive process involves cognitive effort which consists of knowledge about and regulation of cognitive processing (Cubukcu, 2008). It affects the success of comprehension. Pang (2008) mentions about metacognitive strategic competence which reflects readers’ monitoring and control of reading strategies. Hartman (2001) asserts that students who are aware and in control of their metacognitive reading behaviors can take advantage because they can monitor their comprehension, clarify difficulties and restore the process when it fails.

### The Correlation between Metacognitive Strategies and Reading Comprehension

To apply the metacognitive strategies, the teacher should give the students systematic instruction about the concept of metacognition and learning strategies. This will help the students comprehend the new strategies better and know how to apply them to different reading tasks. This is in line with what Cubukcu (2008)<sup>18</sup> has investigated. He conducted a study which the students had been taught metacognitive strategies for reading. The results of the study have confirmed that reading comprehension could be developed through systematic instruction in

<sup>13</sup> J. H. Flavell, “Metacognitive Aspects of Problem-Solving,” In L. B. Resnick, *The Nature of Intelligence* 12, (1976): 231-235. Lawrence Erlbaum Associates.

<sup>14</sup> Sabina Kleitman, Lazar Stankov, Carl Martin Allwood, Sarah Young and Karina Kar Lee Mak, “Metacognitive Self-Confidence in School-Aged Children,” In M. M. C. Mok (Ed.), *Self-Directed Learning Oriented Assessments in the Asia-Pacific* (New York: Springer, 2013).

<sup>15</sup> Dakwah Kultural, “DAKWAH KULTURAL, KARYA ‘ ULAMA INDONESIA Kajian Untuk Menangkal Radikalisme Agama Muh. Barid Nizaruddin Wajidi,” *Lentera* 1 (2016): 37–54.

<sup>16</sup> Jixian Pang, “Research on Good and Poor Reader Characteristics: Implications for L2 Reading Research in China,” *Reading in a Foreign Language* 20 no. 1, (2008):1-18.

<sup>17</sup> Lian Zhang and Sirinthorn Seepho, “Metacognitive Strategy Use and Academic Reading Achievement: Insights from a Chinese Context,” *Electronic Journal of Foreign Language Teaching* 10, no. 1 (2013): 54-69.

<sup>18</sup> Feryal Çubukcu, “How to Enhance Reading Comprehension through Metacognitive Strategies,” *The Journal of International Social Research* 1, no. 2 (2008).

metacognitive language learning strategies<sup>19</sup>. The model of instruction helped the students to know why, when, and how to use the strategies or known as declarative, conditional (conceptual) and procedural knowledge (Veenman, 2005,<sup>20</sup> Hartman, 2001<sup>21</sup>). Gradually, they start to think metacognitively about the strategies they could use to improve reading comprehension to become not merely readers but also strategic readers.

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 comprehenders. The process cannot occur automatically without being learned and practiced. Since readers are expected to comprehend the material they are reading, they need strategies to be applied to better comprehend the text.

In relation to reading comprehension, Forrest-Pressley and Waller (1984) mentioned that metacognitive aspects of comprehension which involve knowing when one has understood a text he/she has read, knowing what one does not understand, and being able to use this knowledge to monitor comprehension. Accordingly, Zhang and Seepho (2013)<sup>22</sup> asserted that metacognitive strategies in reading are those strategies designed to increase readers' knowledge of awareness and control upon their reading process, to improve their reading comprehension, and to evaluate whether they have succeeded in their attempt to comprehend. Forrest-Pressley and Waller (1984) mentioned that the ability to monitor comprehension depends on what a reader knows about his/her own comprehension processes. Thus, it can be said that metacognition is the trigger for other processes that are necessary for understanding.<sup>23</sup> Having this ability, students will know what strategies to be best used in certain condition and instruction, when, how and why using those strategies. Students will also have the ability to select the most appropriate reading strategy for different passages and eliminate what are unnecessary. This will save time and students can take the benefits of it for completing another task.

As previously mentioned, metacognitive strategies have positive effects on reading comprehension. Students can control their reading so they know what to do and what to avoid in maximizing their reading activity that it can attain what has been targeted before. It can also motivate and encourage the students to read more and understand better because they are in control of their reading activity, and thus promote reading comprehension.

Ahmadi et al. (2013)<sup>24</sup> stated that metacognitive strategies for reading which consist of

<sup>19</sup> Yuli Choirul Ummah and Muh Barid Nizarudin Wajdi, "Dismantling Paradigm Book Ta'limul Muta'allim," *Educatio: Journal of Education* 1, no. 2 (October 30, 2016): 1–10, accessed October 21, 2017, <http://www.ejournal.staimnglawak.ac.id/index.php/educatio/article/view/26>.

<sup>20</sup> M. V. J. Veenman, "The Assessment of Metacognitive Skills: What Can Be Learned from Multi Method Designs?" In C. Artelt, and B. Moschner (Eds), *Lernstrategien und Metakognition: Implikationen für Forschung und Praxis*, (2005): 75-97 (Berlin: Waxmann, 2005).

<sup>21</sup> Hope J. Hartman, "Developing Students' Metacognitive Knowledge and Skills," In Hope J. Hartman (Ed.), *Metacognition in Learning and Instruction: Theory, Research and Practice* (New York: Springer-Science Business Media, B.V., 2001).

<sup>22</sup> Zhang and Seepho, "Metacognitive Strategy Use and Academic Reading Achievement: Insights from a Chinese Context."

<sup>23</sup> Ruth H. Maki and Michael J. McGuire, "Metacognition for Text: Findings and Implications for Education", In T. J. Perfect and B. L. Schwartz (Eds.), *Applied Metacognition* (Cambridge: Cambridge University Press, 2004).

<sup>24</sup> Ahmadi et al, "The Importance of Metacognitive Reading Strategy Awareness in Reading

planning, monitoring, and evaluation can be utilized to promote the monitoring and regulation of the student's cognitive ability. Cognitive and metacognitive ability is closely related because metacognitive ability, like metacognitive strategies, regulates and monitors cognitive ability. Chamot and Kupper (1989)<sup>25</sup> proposed some cognitive strategies which can be applied for reading, they are: predicting based on prior knowledge, analyzing text organization by looking for specific patterns, self-questioning, making a summary, taking notes by writing down the main idea and specific points, translating, making inference, and transferring. Some cognitive strategies are similar to metacognitive reading strategies, as Hartman (2001)<sup>26</sup> suggests, they are skimming, activating relevant prior knowledge, constructing mental images, predicting, self-questioning, comprehension monitoring, summarizing and connecting new material with prior knowledge.

### **The Implications of Metacognitive Strategy to Reading Comprehension**

Israel et al (2005)<sup>27</sup> related reading comprehension with cognitive and metacognitive strategies by defining it as a constructive process which readers use to comprehend a text. Other research (Allen, 2003<sup>28</sup>; Evans, 2008)<sup>29</sup> suggest a framework of metacognitive reading strategies, which includes pre-reading, while-reading and post-reading activities. Oxford (1990)<sup>30</sup> proposed three sets consisting of centering, arranging and planning, and evaluating. While Pintrich (1999)<sup>31</sup> offered planning, monitoring, and regulating. Accordingly, O'Malley et al. (1985)<sup>32</sup> stated that "metacognitive strategies involve thinking about the learning process, planning for learning, monitoring of comprehension or production while it is taking place, and self-evaluation of learning after the language activity is completed". Other researchers (Hartman, 2001; O'Malley and Chamot, 1990; Zhang and Seepho, 2013) simplified it to planning, monitoring, and evaluating. These are in line with what Lems, Miller, and Soro (2010)<sup>33</sup> proposed about reading comprehension, which requires the use of strategies before, during and after reading. In metacognitive strategies, these three phases are integrated with planning, monitoring, and evaluating.

#### **1. Planning**

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Comprehension."

<sup>25</sup> A. U. Chamot and L. Kupper, "Learning Strategies in Foreign Language Instruction," *Foreign Language Annals* 22, no. 1 (1989): 13-24.

<sup>26</sup> Hartman, "Developing Students' Metacognitive Knowledge and Skills."

<sup>27</sup> Susan E. Israel, Cathy Collins Block, Kathryn L. Bauserman and Kinnucan-Welsch, Kathryn, *Metacognition in Literacy Learning* (New Jersey: Lawrence Erlbaum Associates Publishers, 2005).

<sup>28</sup> S. Allen, "An Analytic Comparison of Three Models Reading Strategy Instruction," *International Review of Applied Linguistics* 41 (2003): 319-338.

<sup>29</sup> S. Evans, "Reading Reaction Journals in EAP Courses," *ELT Journal* 62, no. 3 (2008): 240-270.

<sup>30</sup> Rebecca L. Oxford, *Language Learning Strategies* (Massachusetts: Heinle & Heinle Publishers, 1990).

<sup>31</sup> P. R. Pintrich, "The Role of Motivation in Promoting and Sustaining Self-Regulated Learning," *International Journal of Educational Research* 31, (1999): 459-470.

<sup>32</sup> J. M. O'Malley et al, "Learning Strategies Applications with Students of English as a Second Language," *TESOL Quarterly* 19, (1985): 285-296.

<sup>33</sup> Kristin Lems, Leah D. Miller and Tenena M. Soro, *Teaching Reading to English Language Learners: Insights from Linguistics* (New York: The Guilford Press, 2010).

According to Zare-ee (2008)<sup>34</sup>, planning involves the selection of appropriate strategies and the allocation of resources that affect performance. This benefits the students to prepare before reading a text. O'Malley and Chamot (1990) categorized that this phase into advance organizers, directed attention, functional planning, selective attention, and self-management. Some researchers offer some activities in this phase. Ahmadi et al (2013)<sup>35</sup> suggested making a prediction before reading, sequencing reading strategy, and allocating time or attention before beginning a task. Schmitt (2005)<sup>36</sup> proposed previewing, predicting, questioning and activating prior knowledge activities. Pintrich (1999) suggested setting goals, skimming, and generating questions before reading a text. The activities chosen should be based on what it is that the students need to achieve. As O'Malley and Chamot (1990) stated that more specific activities in planning may be influenced by the goals which were seen as most useful for performing a task.

## 2. *Monitoring*

Monitoring is a strategy which analyzes the information as the reading is in progress.<sup>37</sup> The purpose is to improve the efficiency and effectiveness of the reading. In this monitoring activity, students can check whether their reading is on the track. This is what O'Malley and Chamot (1990) called as self-monitoring. They can decide whether they will maintain their reading activity as it is or make changes related to how well the reading strategies they use support their comprehension. Schmitt (2005) offered some activities to be conducted; they are confirming predictions, making new predictions, checking understanding, noticing mismatches and problem-solving. Pintrich (1999) suggested tracking of attention while reading a text and self-testing using questions about the text material to check understanding. Monitoring activity is so important that Weinstein and Mayer (1985)<sup>38</sup> regarded all metacognitive activities as part of monitoring comprehension where students check their understanding of goals they make by themselves.

## 3. *Evaluating*

Evaluating is the appraising of the conclusion and regulatory process of the students' reading.<sup>39</sup> It is examining the whole reading process students have conducted. In this phase, students can check what they have accomplished, how they accomplished, what they have not accomplished, why they could not accomplish, what they should do upon their reading, and so on. This is a self-evaluation stage (O'Malley and Chamot, 1990). Through this,

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<sup>34</sup> A. Zare-ee, *The Relationship between Cognitive and Meta-Cognitive Strategy Use and EFL Reading Achievements* (The First Regional Conference on English Language Teaching and Literature (ELTL-1), Tehran, Iran: Faculty of Foreign Language and Literature, Islamic Azad University, Roudchen Branch, 2008).

<sup>35</sup> Ahmadi et al, "The Importance of Metacognitive Reading Strategy Awareness in Reading Comprehension."

<sup>36</sup> Maribeth Cassidy Schmitt, "Measuring Students' Awareness and Control of Strategic Processes," In S. E. Israel et al (Eds.), *Metacognition in Literacy Learning* (New Jersey: Lawrence Erlbaum Associates, 2005).

<sup>37</sup> Ahmadi et al, "The Importance of Metacognitive Reading Strategy Awareness in Reading Comprehension."

<sup>38</sup> C. E. Weinstein and R. F. Mayer, "The Teaching of Learning Strategies," In M. C. Wittrock. (Ed.), *Handbook of Research on Teaching* (3<sup>rd</sup> ed) (New York: Macmillan, 1985), 315-329.

<sup>39</sup> Ahmadi et al, "The Importance of Metacognitive Reading Strategy Awareness in Reading Comprehension."

students can investigate what strategies which best work during reading activity and evaluate whether they have achieved their reading goals. The students can fulfill these tasks by rereading the text to confirm (problem solve), self-correcting errors, attempting/rejecting solutions, and deliberate problem solving.<sup>40</sup> Other activities are re-evaluating personal's aims and conclusion.<sup>41</sup>

### The Framework of Metacognitive Strategies in Reading Comprehension Process

Lems et al (2010)<sup>42</sup> suggested reading comprehension activity to use three strategies of before, during, and after reading, which by Zhang and Seepho (2013) and Ahmadi, et. al. (2013) are integrated into metacognitive reading strategies of planning, monitoring, and evaluating. Look at the table below.

Metacognitive process & its sub-categories	Metacognitive strategies in the academic reading comprehension process
<p style="text-align: center;"><b>Planning (Pre-reading)</b></p>	<p><i>Advance Organizer</i> Determine the nature of the reading task Set one's reading goals Plan the objectives of reading sub-tasks</p>
	<p><i>Organizational Planning</i> Plan the content of each task, the parts of specific reading tasks Plan the strategies for completing the tasks Elaborate the prior knowledge connected with the reading tasks</p>
	<p><i>Selective Attention</i> Focus on a specific task by sequencing the strategies to complete the tasks Select the appropriate reading strategies for the specific tasks</p>
	<p><i>Self-Management</i> Apply one or more specific reading strategies relevant to the specific task Adjust reading strategies for achieving goals</p>
<p style="text-align: center;"><b>Monitoring (While reading)</b></p>	<p><i>Comprehension Monitoring</i> Check one's understanding, accuracy and appropriateness of the over-all reading task/process Check one's own abilities and difficulties in each reading task</p>
	<p><i>Production Monitoring</i> Check whether the reading strategies learned from class can solve the comprehension problems Trace the selected reading strategies and adopt alternatives when it</p>

<sup>40</sup> Schmitt, "Measuring Students' Awareness and Control of Strategic Processes."

<sup>41</sup> Ahmadi et al, "The Importance of Metacognitive Reading Strategy Awareness in Reading Comprehension."

<sup>42</sup> Lems et al, *Teaching Reading to English Language Learners: Insights from Linguistics*.

Metacognitive process & its sub-categories	Metacognitive strategies in the academic reading comprehension process
	is not working
<b>Evaluating (Post-reading)</b>	<i>Self-Assessment</i> Make an assessment of whether one succeeds in the reading goal
	<i>Self-Evaluation</i> Evaluate how well one learned to read Evaluate the reading strategy use
	<i>Self-Reflection</i> Reflect one's own problems whether he/she needs to go back through the reading process for a better understanding

There are some metacognitive reading strategies proposed by Zhang and Seepho (2013)<sup>43</sup> which were adapted from Chamot and O'Malley (1989)'s which are then divided into three steps of planning, monitoring, and evaluating which consist of nine main categories, they are Advance Organizer, Organizational Planning, Selective Attention and Self-Management for planning step, Comprehension and Production Monitoring for monitoring step, and Self-Assessment, Self-Evaluation and Self-Reflection for evaluation step.

Advance Organizer category consists of determining the nature of the reading task, setting one's reading goals, and planning the objectives of reading sub-tasks. In implementing these reading strategies in class, there are some activities which can be done, for example by considering the previous success with the similar tasks and identifying the purpose of the assigned tasks, activating the background knowledge to get a general idea, previewing the questions or the instructions, and trying to predict the contents of the text from the title.

Organizational Planning category consists of planning the content of each task, planning the strategies for completing tasks and elaborating the prior knowledge connected with the reading tasks. These strategies can be done by some activities, for example by coming up with a list of reading strategies which will probably be used, scanning the text first and concentrate on what will be read, reading the task before reading the text, and reading the text before reading the task.

Selective Attention category focuses on a specific task by sequencing the strategies to complete the tasks and select the appropriate reading strategies for the specific tasks. These can be done by determining the major points which will be paid attention to, such as the headings and sub-headings, the topic sentence, and the text structure, and recalling weak points in reading comprehension and trying to comprehend when reading begins.

Self-Management category consists of applying one or more specific reading strategies which are relevant to the specific task and adjusting reading strategies for achieving goals that have been set before. These can be done by locating the task questions in the specific paragraph

<sup>43</sup> Zhang and Seepho, "Metacognitive Strategy Use and Academic Reading Achievement: Insights from a Chinese Context."

of the text and planning before reading. Other activity can be also by writing additional information or details which can help the students comprehending the texts.

Comprehension Monitoring category consists of checking one's understanding, accuracy and appropriateness of the overall reading task/process and checking one's own abilities and difficulties in each reading task. There are some activities which can be done to complete these strategies, for example, first reading for the general ideas of the text, paying Selective Attention to the information predicted and required in the task, verifying inference of the previous paragraph and predicting what will come in the next paragraph, finding ways to overcome the problems when get stuck with difficult vocabulary, finding ways to concentrate on reading even when there are many distractions around, refocusing concentration on reading through the text and task, underlining the difficult sentences and words and trying to understand them, skipping words or sentences which are not understood, translating sentence by sentence while reading, focusing on one specific goal at a time, keeping reading even if having difficulty and constantly checking the understanding of the text, and regulating reading speed according to the given time and length of the text.

Production Monitoring category consists of two strategies, they are checking whether the reading strategies learned from class can solve the comprehension problems, and tracing the selected reading strategies and adopting alternatives when it is not working. These strategies can be done by some activities, for example using reading strategies to help comprehend the text better, searching for the answers for the task questions, thinking of ways to solve reading problems even when they are very difficult, considering whether the reader understand the beginning and the ending of the text correctly, choosing appropriate reading strategies to solve immediate reading problems, and changing the strategies if they cannot help in accomplishing the reading comprehension task.

Self-Assessment consists of making an assessment of whether one succeeds in the reading goal. This strategy can be done by realizing that the major concern is coming with the better understanding by accomplishing the task, checking to see if the reading strategies are helpful for the text comprehension, enjoying discussing with classmates for the difficult points and exchanging the reading experience to get a more effective reading method to achieve the goal, and using the reader's own reading plan for judging how well he/she read.

Self-Evaluation consists of two strategies; they are evaluating how well one learned to read and evaluating the reading strategy use. These strategies can be done by referring to the reading goal to evaluate if the reader achieve it, setting a higher reading goal such as comprehension level for next time based on what works best this time and what the reader thinks he/she should keep or change and being able to use the characteristics of a good reader as criteria to evaluate the reader's own reading.

The last category of metacognitive reading strategy is Self-Reflection, which consists of reflecting one's own problems whether he/she needs to go back through the reading process for a better understanding. This strategy can be done by some activities, for example, spending time to motivate the reader him/herself to improve the reading even if he/she finds that he/she does a poor job, spending time reflecting on the reader's reading performance, and recalling and summarizing the reading strategies to see what might the reader keep or change to make an

improvement on his/her reading next time.

As previously mentioned, the nine categories of metacognitive strategies are grouped into three steps of planning, monitoring, and evaluating. Each step of metacognitive strategy benefits reading comprehension process if they are organized and done appropriately. Pintrich (1999:461)<sup>44</sup> mentions that planning activity functions to “help the learner plan their use of cognitive strategies and also seem to activate or prime relevant aspects of prior knowledge, making the organization and comprehension of the material much easier”. In planning activity, there is predicting which involve activating prior knowledge of the reader. This is one of the top-down processes which helps the reader to construct pre-understanding upon the text he/she is going to read. This can benefit the reader to prepare his mental state to face reading text. Another activity besides predicting is setting up goals before reading, which is considered as most useful for performing a task (O'Malley and Chamot, 1990)<sup>45</sup> since the reader is aware of what he/she is going to accomplish by performing the task. When the reader has goals to accomplish, he/she seems able to extract and remember specific information from a text with little incidental learning (Forrest-Pressley and Waller, 1984)<sup>46</sup> because the focus of reading activity has been previously decided. However, in the absence of goals, the information remembered is variable and likely to change.

Monitoring activity enables students to check whether resources and knowledge they have are sufficient and being well used, whether their ability is sufficient and appropriate and whether they are doing what they have planned before.<sup>47</sup> In this phase, students can check whether their reading is on the track. When they find some activities are not appropriate, they can do several things to get it back on track. For example, as Lems et al (2010)<sup>48</sup> suggested, by doing rereading, retelling, paraphrasing, looking for alternative explanations, looking for a connection to our experience, looking forward or backward in a text, checking the illustration, or stopping and asking questions to them.

The last is evaluating. This step is when the evaluation of all strategies takes place. In this phase, students can evaluate whether they have achieved the goal of their reading, whether they have applied the strategies appropriately, and whether they need to go back reading for a better understanding. This phase correlates a lot with the planning phase because this phase determines whether the planning has been arranged and organized well or not. This phase also determines whether the whole reading activity meets its target and considered successful or not.

## CONCLUSION

Based on the explanation above, we could conclude that metacognitive strategy had impact on students' reading comprehension achievement. It promoted students' reading

<sup>44</sup> Pintrich, “The Role of Motivation in Promoting and Sustaining Self-Regulated Learning.”

<sup>45</sup> J. Michael O'Malley and Anna Uhl Chamot, *Learning Strategies in Second Language Acquisition* (Cambridge: Cambridge University Press, 1990).

<sup>46</sup> Donna-Lynn Forrest-Pressley and T. Gary Waller, *Cognition, Metacognition, and Reading* (New York: Springer-Verlag, 1984).

<sup>47</sup> B. D. Slife and C. A. Weaver, “Depression, Cognitive Skill, and Metacognitive Skill in Problem-Solving,” *Cognit. Emotion* 6, (1992): 1-22.

<sup>48</sup> Lems et al, *Teaching Reading to English Language Learners: Insights from Linguistics*.

performance as well as their ability to maximize their reading effectively. By accustoming using metacognitive strategy in their reading activity, students would become skilled and were in their process to become good and strategic readers. Strategic readers had the ability to plan, monitor, and evaluate their reading automatically, as represented by three steps of metacognitive strategy activities. By doing so, they get the most from their reading and further achieve the targeted score.

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