

DEVELOPING STUDENTS' READING CULTURE FOR ACADEMIC READING LEVEL THROUGH METACOGNITIVE STRATEGIES

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ABSTRACT

The development of reading culture for this academic level used the metacognitive strategies. This research was a case study in which the data sources were randomly drawn from various print sources by cutting off the core of the text to be analyzed. The technique of data analysis was done with two steps. The first step was to identify each data based on the categories that contained in the cognitive domain. The second step was the results of the analysis of the cognitive domains viewed based on the metacognitive strategies that included the process of planning, monitoring, and evaluate. The results of the research are that reading culture at the academic level can be developed through metacognition strategy. The steps that can be done are the reader performs cognitive process starting from remembering, understanding, applying, analyzing, evaluating, and creating. Then, every cognitive process is reviewed that the Academic reading culture can be developed with metacognitive strategies that are the type of intensive reading includes, reading comprehension, reading critically, reading creatively, reading interpretative, and reading reflective.

Keywords: student's reading culture, metacognitive strategies, academic reading, intensive reading

INTRODUCTION

The culture of reading is one symbol that shows the progress of civilization of the nation. Nations that have a high reading culture will be able to master science, technology, and art. With high reading culture, the people will be able to solve various problems that are being faced by the nation and will be able to innovate and create in everything.

Indonesian civilization history is the civilization of storytelling or oral tradition; a common word for the mouth communication. When the reading and writing tradition are only introduced for a few centuries, a new oral tradition technology appears in the form of radio and television. The newly developed literacy tradition suddenly experiences a setback to the oral tradition once again. This is one of the reasons why the literacy tradition in Indonesia is not making any progress.

In such conditions, the culture of literacy must be built from the beginning and using the strategies that allow people to move from oral to literacy culture. This can be done by looking at the existing reality in the community before determining the chosen strategy. The Human Development Index (HDI) research results that released by UNDP in 2002

have stated that the literacy data of the Indonesian people rank in the 110th from 173 countries. The position goes down one level to 111 in 2009 (Iftanti, 2015).

In addition, in 2009, the results of the research by the Organization for the Economic Cooperation Development (OECD) have shown that the reading culture of the Indonesian people has the lowest ranking out of 52 countries in the East Asia (Jackson & Kiersz, 2016). The other alarming fact is the low reading index among the Indonesian people. The UNESCO's index of reading released in 2012 has shown that Indonesia's index of reading is at 0,001. It means that in every 1000 people in Indonesia, only one person has a good reading habit (Pranowo & Herujiyanto, 2015). The condition becomes dilemmatic and apprehensive. On the other hands, the modern oral tradition continues to grow, while the literacy culture which has not taken root is fading away.

The Indonesian people who have realized the importance of education must make efforts to foster the reading culture among the Indonesian community. Some factors which cause the low reading culture include the internal and external factors. For the internal factors, it is caused by the motivation, interest, habit, emotional states,

reading methods, prior knowledge, and intelligence. For the external factors, it is caused by the text's level of difficulty, socio-economic backgrounds, surrounding atmosphere and timing, and the influence of the oral culture (Pranowo & Herujiyanto, 2015).

By looking at the reality, Indonesian people must dare to seek a breakthrough to build a literacy culture. Indonesian people will continue to lack behind from the other nations without it. The first thing to do can be done by building a reading culture for the students who want to become teachers in the primary and secondary education. The students who choose the department of education should be familiarized with the culture of reading. This breakthrough needs to be done because they who are going to be teachers need to have good reading culture. While they are still students, the habits of reading culture are needed to be formed optimally, such as the habit of discussing the contents of the book, the habit of summarizing the contents of the book, the habit of reviewing the content of the book, and the habit of participating in a book-reading contest to challenge oneself. If such breakthroughs are not made immediately, the reading habit is not going to have developed because after they are being employed, they are going to be busy with the administrative tasks. For examples, they need to organize the school activities, preparing the lesson materials, and teaching many classes.

Second, to develop the reading habit is by reading in the academic level including the literal reading, reading comprehension, critical reading and creative reading, and interpretative reading (Owusu-Acheaw & Larson, 2014). The other reason for choosing to read academic texts is that after the students graduate and work as teachers in primary and secondary education, they must develop their students' reading culture to master science and technology.

In literal reading, the readers want to find the explicit information directly in the reading text. They immediately capture the meaning of the reading text from the information that is explicitly stated in the passage. According to Banner and Wang (2011), the literal reading is reading and understanding the content of the text that explicitly written in the passage.

The purpose of literal reading is sole to recognize the meaning that explicitly has stated in the text. The reader simply captures the literal information (reading the lines) in the text (Chiang, 2016). The reader does not attempt to infer (reading between the lines) or capture more information that implicitly states in the text. This type of literal reading is usually done in the academic reading level among the students in primary education. To develop the literal understanding, it is divided into two categories, such as the ability to recognize and the ability to paraphrase the contents of reading. The ability to recognize the contents of the reading is the ability to find the explicit meaning, while the ability to paraphrase is the ability to express the content of the reading text in their own words.

Although literal reading is an academic reading category, it should be recognized that reading the academic level through literal reading is devoted to the level of basic education. In the meantime, for the student level, it is usually using the comprehensive reading type. Comprehensive reading basically focuses on the comprehension and the process of building from the text (Durkin, 1989). It is a complex interaction between automated and strategic cognitive processes that allow the readers to create text representations (Broek & Espin, 2012).

The comprehension not only depends on the

characteristics of the reader, such as the knowledge and memory work, but also on language mastery, such as the basic reading skills, decoding, vocabulary, sensitivity to text structure, inference, and motivation. Understanding it also requires the efficient and effective strategies, such as the metacognitive strategies. For adult readers with their comprehension skills, they can read efficiently (Yovanoff et al., 2005).

Norris and Phillip (1987) have stated that reading does not simply say what is in the text, but also to think of what is in the text. The experts have admitted that reading involves thinking (Capps & Huang, 2015) because reading is the reasoning. Yu-hui, Li-rong, and Yue (2010) have stated clearly that reading is the process of thinking to build meaning. Concretely, the comprehension reading basically also performs the activities, such as understanding the meaning of words, terms, idioms, and the expressions that used in the text, capturing the explicit meaning that contained in the text, capturing the implicit meaning that contained in the text, drawing the conclusions on the content of the reading text, predicting what is going to happen after the text is read by the community, and being able to evaluate the content and the language that being used in the reading text (Medar & Kenchakkanavar, 2015).

Critical reading essentially seeks to show the advantages and disadvantages of the textual content that based on the data, arguments, examples, and then the consideration and positions the author's thought among the thoughts of the other authors. Thus, the critical reader is not seeking the weakness of the text content but providing the enlightenment to the other readers as well as to the author himself (Poornima & Kumari, 2015). The characteristics of critical reading are being able to examine the evidence and arguments that contained in the text, examining the effect of the evidence or arguments on statements, examining the limitations of the study design or the focus of the expressions of ideas through the texts, examining the interpretations, and deciding on the extent to which the readers are prepared to accept the arguments, opinions, or conclusions of the author of the text (Pranowo & Herijuyanto, 2015).

Based on these characteristics, a critical reader not only acknowledges what the text says but also how the text describes the discussed matter. The reader knows various ways that every reading text is a unique work from a unique author. In other words, the critical reader is already two steps ahead of the non-critical reader. It means that critical readers do not simply understand the content of the text. They will question whether the author offers an example, debates the author's opinion, try to attract the sympathy from the other readers, or makes a contrast to clarify the author's intention. Finally, the critical readers try to conclude the author's intention in the text thoroughly based on their analysis.

Creative reading is a reading activity to gain added value from the information that contains in the text by identifying the outstanding ideas or combining information that previously owned (Medar & Kenchakkanavar, 2015). It is not just reading to grasp the explicit meaning, but it is creatively able to apply the results of it to enrich their thinking and to create something new. In other words, the creative reading can be interpreted as the follow-up activities after reading. After the reading activity, readers do the other activities that are beneficial for the improvement of their life.

Interpretative reading is a skill of interpreting through the text. Sometimes, the text's meaning is not the same as the author's intention (Medar & Kenchakkanavar, 2015).

Therefore, to correctly interpret the author's intentions, the readers need to understand the aspects, for examples to recognize the author's traits and personality, cultural background, discipline, the point of view or ideology, and daily behavior. Nevertheless, the interpretation cannot be separated from the previous readers' background knowledge.

The purpose of interpretative reading is largely determined by the type of the reading texts. If it is a fictional type, the interpretation made by the readers should be considered to the intrinsic and extrinsic elements of the fictional work. In addition, the readers' point of view and discipline also determine its results. It can be seen by the cultural expert; the same work may yield different interpretations than when it is read by the reader who has a literary ecological background. Conversely, if the readings are an argumentative type, the readers should consider the data, arguments, the causal relationship, the reasoning technique, and the organizational structure of the text (Ibrahim, 2014).

Third, the development of a reading culture of the academic texts can be done by using various strategies. One of them is the metacognitive strategies. The term of metacognition is first raised by John Flavell in the late 1970s which means about the cognitive phenomena or more simply thinking about thinking. The term *meta* is derived from the Greek which is translated in English into after, beyond, with, and adjacent as the prefix to denote an abstraction of a concept. The metacognition is defined as the knowledge that based on reasoning and the associated with cognitive events dealing with a matter (Flavell, 1979). This metacognition is often called the cognition on cognition (thinking about thinking).

Flavell, Miller, and Miller (2002) have described two dimensions of metacognition that are related but differ in the concept, namely knowledge metacognition, and process metacognition. The knowledge of metacognition refers to the deep awareness and understanding of one's own processes and products, while the metacognition experience/process refers to one's ability to monitor or organize a reader's cognitive activities during a problem-solving process. Metacognition can also mean to know what people do not know or know what people know. This working process is like an executive who manages the organization or the work of a thinker that managing thoughts. As a strategy, the basic metacognition can be explained as connecting the new information to form other new knowledge, choosing to think deliberately with a strategy and planning, monitoring, and evaluating the process of thinking.

Someone thinks and is responsible for what he/she does in determining when to use the metacognitive strategies. They choose a strategy to define the subject and find an alternative solution. The seekers of this solution are trying to overcome the time and the energy that constraints.

Someone plans, controls, and judges his/her own thoughts. He/she evaluates and decides when the issue is resolved to a satisfactory level or when the demands of everyday events will become a higher priority scale for a short or long-term (Baharuddin & Kadir, 2015).

In line with Flavell (1979), Huitt (2003) also has stated that the metacognition is a person's knowledge of his/her cognitive system, one's thought of one's thinking, and one's essential skills in learning to learn. Huitt (2003) further suggests that there are two components that include in the metacognition, namely what people know or do not know, and how people learn.

Simon & Brown (in Desoete, Roeyers, & Buysse,

2001) have divided metacognitive skills into two, namely the metacognition knowledge and metacognition skills. Metacognition knowledge is then elaborated into the three indicators, such as the declarative knowledge or the knowledge of something. The declarative knowledge includes the knowledge of self as a learner and the factors that are influencing one's knowledge. The declarative knowledge may differ in the topic and scope, e.g., knowing about the facts, generalizations, personal events, and personal attitudes. In addition, the facts can be organized into groups of facts, generalizations can be organized into the theories, and personal events can be composed of life history, procedural knowledge is the awareness of thought processes or the know-how to achieve the goals and the knowledge of how to be skillful and how to do it. Someone with the high level of procedural knowledge can be used to the different strategies to solve the problems. Conditional knowledge is an awareness of conditions that affect the learning and the knowledge of reasons, such as, why a strategy is used and why something is done.

Metacognition skills are defined as individual control of their thought processes. Metacognition skills are classified into four indicators. They are the prediction skill or a skill in making estimation or forecasts, planning skill is a skill to design something to be done, monitoring skills refers to one's consciousness in line with one's understanding and execution of the task, and the evaluation skill is a skill in assessing the product and process of a person's learning arrangement.

In general, the metacognition can be summarized as a person's ability in learning, which includes how good the learning is done, what is and has not been known. It can be divided into three stages; when to plan what to learn and how to learn it, how to monitor the learning process, and how to evaluate what has been planned, what has been done, and the result of the reading process. These three stages are called thinking about thinking, what people know or do not know and how to learn, and how to think reflectively. It can be seen in Figure 1.

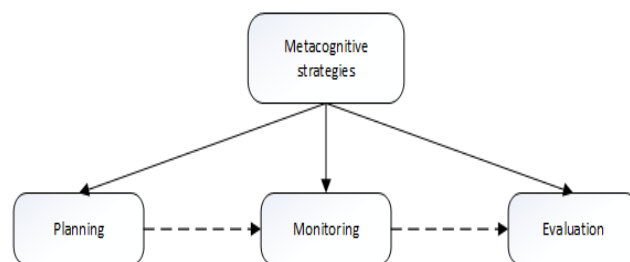


Figure 1 Procedure of Metacognitive Strategies

This application of metacognitive strategies in the development of reading culture through the academic reading can be done in accordance with these metacognitive processes. The development of reading culture through reading at the academic level requires planning metacognitive strategies. Planning in the metacognitive strategies for academic reading includes three procedures, namely pre-reading, reading, and post-reading practices.

Pre-reading practices are conducted through the surveys, such as reading titles, authors, table of contents, number of chapters, and indexes. This process is followed by reading the introduction, checking the outline of the

contents of each chapter, creating a resume of the contents of the reading text, and drawing the conclusions on the content of the reading text. These reading practices, e.g., reading comprehension, are done by silent reading to capture the meaning of the word (term, phrase, etc.), to grasp the explicit meaning, to infer the implicit meaning, to summarize, to predict, and to evaluate.

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Post-reading practice is done by outlining the contents of the reading text, arranging the reading schedule, reading frequency, and choosing the type of reading texts. At this stage, Schiff and Calif (2004) suggest that reading is done silently.

Thiede, Anderson, and Therriault (2003) believe that reading comprehension needs to be accurately monitored when a reader is reading for comprehension. The simplest monitoring procedure can be done by; (a) the lecturer assigns a structured task to the reader, (b) the duration / time required for reading is limited according to the number of reading materials, (c) the reading frequency is monitored by reporting the results of the reading activity, (d) student is tested upon completing the reading assignment, either objectively or descriptively.

This metacognition stage is used to monitor the learning process in the cognitive domain in accordance with the stages of remembering, understanding, applying, analyzing, evaluating, and creating. These four monitoring procedures are conducted to guide the reader to independently be able to learn the structured, manage the regular study time, and compile the reports of their reading assignments.

Self-evaluation strategy has shown that the reader's ability to self-evaluate in learning to read for comprehension. The metacognitive strategies state that this strategy is important to develop a text reading behavior which enables them to self-evaluate for the problem solving, self-monitoring, and self-control in learning. Therefore, Brown and Palincsar (1987) have proposed these two stages of academic reading, i.e., students read quickly without any attempt to understand the text and the students who read slowly and carefully to read better by monitoring all the activities to understand the content (reading slowly and attentively to be able to apply various cognitive strategies to understand the material).

Each reading stage is performed using the cognitive categories. Thus, for each stage for the reader to understand the content of the reading text, it is necessary to use the six cognitive categories. However, the required category will only be used for the information that is not too difficult. The same thing also happens to the indicator. Not all the

indicators contained in each category will be applied in any reading comprehension activity. Only the necessary indicators will be used to understand the content of the reading text. The cognitive category indicators along with their operational verbs (Anderson & Krathwohl, 2001) can be seen in Table 1.

Table 1 Cognitive Category and Operational Verbs

Cognitive Domains	Operational Verbs
Remembering	Recognize, recall, describe, identify; write a text, send messages, talk.
Understanding	Classify, compare, interpret, argue; talk, contribute.
Applying	Perform procedures, implement, disseminate; post, blog, answer.
Analyzing	Attribute, organize, integrate, validate; ask, review.
Evaluating	Check, critique, hypothesize, experiment; discuss, comment, argue.
Creating	Generalize, design, produce, re-plan; negotiate, moderate, collaborate.
Creating is categorized as the higher order thinking skill	

METHODS

This study is a case study. The sources of research data are randomly drawn text from three print sources, namely *Tempo* magazine, *Kompas* newspaper, and *Sindo* news. The data collection techniques are done by cutting off the core of the text to be analyzed. The data collection techniques are done by cutting off the excerpts of the text to be analyzed. The data analysis technique is done in two steps.

The first step is to identify each of the data based on the categories contained in the cognitive domain, such as the remembering stage. It defines the meaning of difficult words, phrases, and terms used in the text. The understanding stage, i.e., to grasp the meaning contains in the data by one or several indicators, such as comparing and interpreting. The stage of applying that is applying theoretical concepts in accordance with the procedure and implementing the concept. The analyzing stage is describing an object into smaller manageable tasks, for example validating and reviewing. The evaluating stage is re-checking or criticizing something based on certain criteria. The last is creating something new or modifying something that already exists into something else, such as criticizing, arguing, and so on. In the second step, the results of the analysis based on the cognitive domains are then viewed according to their metacognitive strategies including the process of planning, monitoring, and evaluating. Schematically, the work of metacognitive strategies is against the cognitive domain can be described in Figure 2.

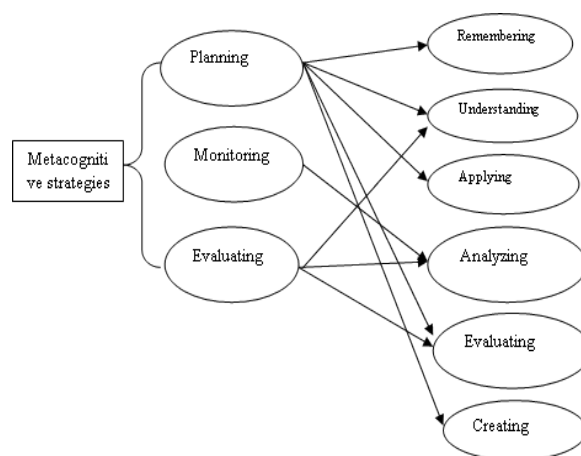


Figure 2 The Implementation of Metacognitive Strategies in the Cognitive Categories

RESULTS AND DISCUSSIONS

Reading culture at the academic level can be developed through the metacognitive strategies in the several steps. First, the reader performs the cognitive process of reading the text starting from remembering, understanding, applying, analyzing, evaluating, and creating. Each category can be spelled out through the operational verbs as indicators. However, each category translation may not use all the indicators. Second, each cognitive process is then reviewed using the metacognitive strategies to yield the cognitive thinking outcomes ranging from planning, monitoring, and evaluating (reflection).

To develop the process of remembering, the reader is presented with an excerpt of an academic text to understand the meaning of words, terms, idioms, and so on. It can be seen from the example; (1) *Gunung es Pelemahan* KPK (the tip of the iceberg in the attempts to weaken of Corruption Eradication Commision/KPK). (2) *Perubahan ini tidak transparan dan tidak mengikuti prosedur*. (The amendment of KPK law is not transparent and does not follow the established procedures). (3) *KPK harus berpedoman pada lima asas, yakni kepastian hukum, keterbukaan, akuntabilitas, kepentingan umum, dan proporsionalitas*. (KPK must be guided by five principles of legal certainty, transparency, accountability, the public interest, and proportionality). (4) ... *yang melahirkan "tarung cicak versus budaya"* ... (which gave rise to the famous gecko vs crocodile dispute between the KPK and the police).

Before the reader moves on to the next step, one must first understand the meaning of the word or phrase that is being used by the author in the text he or she reads. The meaning of phrases such as *gunung es* (iceberg), *tarung cicak versus buaya* (dispute between gecko and crocodile) cannot be understood lexically. The phrase *gunung es* should be understood that the problem is actually very large, but what appears on the surface seems small and not dangerous. However, if the peak is dismantled, the other issues that do not appear previously are far more numerous and large. Likewise, *cicak versus buaya* should be understood that the gecko is a small animal even though its shape resembles a crocodile. Meanwhile, the crocodiles are big and savageous. Therefore, geckos will never win against crocodiles. KPK as a corruption eradication commission is considered as a gecko, while the police force is like a crocodile, it is a very big institution compared to KPK.

In addition, the readers must also understand the meaning of the word used in the text. Most of the difficult

words used in the text are loan words from a foreign language or a local vernacular language. The words transparent, accountability, and proportional (balanced) are the loan words. However, if there are too many loan words or phrases, the understanding of the text will be hindered.

In the recalling category in relation to the planning aspect of the metacognitive strategy, the reader should consider the known and the unknown. If a reader still does not know the meaning of the word or phrase used in the text, it is likely that the reader will have much trouble understanding the content or information in the text. In terms of metacognitive aspects of monitoring, a reader should always look at words or phrases that are still difficult to understand, any meaning of the words or phrases that have not been understood, and it can complicate the understanding of the text content. And finally, at the stage of evaluating (reflecting), the reader must think of the texts that must be studied or read and think about why there are still many unknown words or phrases. This issue should be solved, and the root causes must be sought after.

The next cognitive process in reading is understand. The understanding category in the cognitive domain can be seen through these indicators, i.e., classify, compare, interpret, argue, and talk. From the many indicators, none of all the indicators must be done. What must be done are some aspects of understanding the text that fit and are directly related to the process of understanding. Based on the text being read, for example, the aspects that are considered important for the reader to make them understand the content of the text are those of classifying, comparing, interpreting, and arguing. The text below shows the steps of understanding in reading.

Tiga kali ditabrak, dua kali kena dan sekali salah orang. Novel Baswedan tak percaya ketiga insiden yang menimpa dirinya kebetulan belaka. Dalam dua kali penabrakan yang tepat sasaran, Novel tersungkur dari sepeda motornya. Beruntung, penyidik utama Komisi Pemberantasan Korupsi itu hanya terluka. (Being hit by a car three times, two of which targeted him and the other one was the wrong target, Novel Baswedan did not believe the three incidents that happened to him was a coincidence. In the two incidents in which he was the target, Novel fell from his motorcycle. Luckily, the chief investigator of the Corruption Eradication Commission only suffered minor injury).

Insiden terakhir menimpa Novel ketika menangani dua kasus kakap pada pertengahan tahun lalu. Pagi itu, berangkat menuju kantor KPK di kawasan Kuningan,

Jakarta. Novel keluar dengan sepeda motor dari rumahnya di kawasan Kelapa Gading. Di jalan yang membelah kawasan pertokoan, tak jauh dari rumah Novel, sebuah mobil Avanza menyeruduk. (The last incident struck Novel when he handled two big cases in the middle of last year. That morning, when he was heading to his KPK office in Kuningan, Jakarta, Novel rode his motorcycle from his home in Kelapa Gading area. On the road that separated from the shopping areas, not far from Novel's house, an Avanza car struck his motorcycle from behind).

Novel terpelantak dari tunggangannya hingga berguling-guling di jalan. Sedangkan si penabrak langsung kabur begiti targetnya jatuh. Walhasil selama beberapa hari Novel tertatih-tatih masuk kantor karena kaki kanannya terluka akibat tertimpa sepeda motor. "Jalan masih lengang, kalau tak sengaja, rasanya tak mungkin", kata Novel beberapa hari setelah insiden itu (Tempo, 3-9 April 2017). (Novel fell from his motorcycle and sprawled on the asphalt after rolling over. It was a hit-and-run as the car sped away after hitting Novel off from his motorcycle. As a result, for several days Novel hobbled into the office because his right leg was injured due to the accident. "The road was still empty from cars. It would have been impossible to think that the car hit him by accident", Novel said a few days after the incident.) (Tempo, edition of April 3rd – 9th, 2017).

That text is classified as an excerpt of an opinion article. Much of the contained information in the article is the writer's prior knowledge that he/she has read or heard before. For example, the terrors that are experienced by Novel Baswedan, the conflict between the KPK and the Police, various attempts to weaken the Corruption Eradication Commission, and the failure of the Corruption Eradication Commission to examine police officers allegedly involved in corruption. Thus, the ordeal experienced by Novel Baswedan in which he is doused with acid cannot be separated from his duty as the KPK's chief investigator.

In relation to the metacognitive strategies, the reader will think that any profession which demands the high degree of honesty and integrity will always have risks. Novel Baswedan has chosen the profession as a police officer that assigned in the KPK. Therefore, the risk is part of a consequence of his duty. However, the reader can think, whether the investigators like Novel Baswedan should be given protection to be safe in carrying out their duties.

The comparing indicator shows that the article compares the KPK with the police and the District Attorney. One of the reasons for the establishment of KPK institutions is because the existing institutions, namely police and prosecutors, are considered to have failed to eradicate the corruption. In fact, someone in the police and the prosecutor's office is also involved in the corruption. In terms of metacognitive strategies, through comparison, a reader can see many aspects as indicators that every major corruption case involving an institution that is supposed to oversee the combating corruption, someone or a group of individuals with always vested interested to weaken the KPK in various ways.

The interpreting indicator is characterized by a person's ability to interpret the author's intention about the information he/she writes. The ability to interpret cannot be separated from the prior knowledge that has been owned. The prior knowledge still has a big effect on the interpretation of the text it reads. It can be considered from the data below.

Hasil Pilkada DKI mengukuhkan efektivitas ikatan berbasis identitas sosial dalam mempengaruhi

keputusan pemilih. Dalam kondisi ini, rasionalitas pilihan yang disandarkan pada kinerja ataupun program yang ditawarkan pasangan calon kepada daerah bukan jadi penentu terbesar (Kompas, 20 April 2017). (The result of DKI Jakarta elections confirms the effectiveness of social identity-based ties in influencing voters' decisions. Under these circumstances, the rationality of choice based on the performance or program offered by the candidate pairs to the regions is not the greatest determinant (Kompas, April 20th, 2017).

That utterance, based on who is Ahok and who is Anies, can be interpreted that regardless of what Ahok has done to prove his commitment as the incumbent Governor of DKI and despite his good performance and concrete programs, it is not guaranteed that the voters will choose Ahok. Due to his Chinese ethnicity and non-Muslim minority, it is difficult to convince the people to vote for him. Ahok has two major sins that he does against the prospective voters. First, Ahok is considered to have tarnished the Islamic people by citing Al Maidah verse 51. Second, Ahok is considered harsh and abusive characters, which are considered unacceptable to run as the candidate of Jakarta Governor, a position mostly dominated by Javanese ethnic group. Meanwhile, although Anies as a newcomer, he comes from the Javanese ethnicity and always presents himself as a polite and devout Muslim.

If it is associated with metacognitive strategies, the gubernatorial election of DKI Jakarta is a star battle between each candidate. Ahok and Anies are equally good. However, regardless of any attempts to polish Ahok, through monitoring Ahok's movements against his political opponents, as well as evaluating the balance between Ahok and Anies, ultimately the voters will still choose Anies because Anies has no political sins that are known publicly by the people. This is approximately how the metacognitive strategies play their role in the minds of the Jakarta citizens.

The next cognitive process is apply. The applying category means one's ability to apply a theoretical concept to the actual form of everyday actions. This category has indicators, such as operating procedures, implementing, and disseminating. The indicators can be seen based on the following data.

Pada 2004, Susi memutuskan membeli sebuah pesawat Cessna Caravan seharga Rp 20 miliar menggunakan pinjaman bank. Melalui PT ASI Pudjiastuti Aviation yang ia dirikan, satu-satunya pesawat yang ia miliki itu ia gunakan untuk mengangkut lobster dan ikan segar tangkapan nelayan di berbagai pantai di Indonesia ke pasar Jakarta dan Jepang. Call sign yang digunakan Cessna itu adalah Susi Air. Dua hari setelah gempa tektonik dan tsunami yang melanda Aceh dan pantai barat Sumatera pada 26 Desember 2004, Cessna Susi adalah pesawat pertama yang berhasil mencapai lokasi bencana untuk mendistribusikan bantuan kepada para korban yang berada di daerah terisolasi (Kompas.Com. Kompas.com, 27/10/2014)). In 2004, Susi had decided to buy a Cessna Caravan aircraft for Rp 20 billion using bank loans. Through PT ASI Pudjiastuti Aviation which she founded, she used the only plane she had to transport lobsters and fresh fish that caught by many fishermen in various Indonesian beaches to Jakarta and Japan markets. The call sign used by the Cessna is Susi Air. Two days after the tectonic earthquake and tsunami struck Aceh and the west coast of Sumatra on December 26, 2004, Susi's Cessna was the first aircraft to reach the disaster sites to distribute aids to the victims in isolated area.

Peristiwa itu mengubah arah bisnis Susi. Di

saat bisnis perikanan mulai merosot, Susi menyewakan pesawatnya itu yang semula digunakan untuk mengangkut hasil laut untuk misi kemanusiaan. Selama tiga tahun berjalan, maka perusahaan penerbangan ini semakin berkembang hingga memiliki 14 pesawat, ada 4 di Papua, 4 pesawat di Balikpapan, Jawa dan Sumatera. Perusahaannya memiliki 32 pesawat Cessna Grand Caravan, 9 pesawat Pilatus Porter, 1 pesawat Diamond star dan 1 buah pesawat Diamond Twin star. Sekarang Susi Air memiliki 49 dan mengoperasikan 50 pesawat terbang beragam jenis. (The event changed the direction of Susi's business. As the fishing business began to decline, Susie leased the aircraft that was originally used to transport the seafood for humanitarian missions. For the past three years, the airline has grown to 14 aircrafts, 4 in Papua, 4 others in Balikpapan, Java and Sumatra. The company had 32 Cessna Grand Caravan aircrafts, 9 Pilatus Porter aircrafts, one Diamond star and one Diamond Twin star. Now Susi Air has 49 aircrafts and operates 50 different types of aircraft).

Based on the excerpt, cognitively the text indicates that Susi Pujiastuti (SP) is capable of carrying out the procedures she has in mind: (a) buying Cessna Caravan aircraft for business; (b) using aircrafts for humanitarian missions; and (c) leasing aircrafts for humanitarian relief efforts. In addition, SP also applies her business procedure plan to increase her fleet, which increases the number of aircraft to 14 aircrafts, then increases to 32 aircrafts, and finally increases to 49 aircrafts. Similarly, distribution indicators are 14 aircrafts, 4 in Papua, 4 aircrafts in Balikpapan, Java and Sumatra. The company has 32 Cessna Grand Caravan aircrafts, 9 Pilatus Porter aircrafts, 1 Diamond star and 1 Diamond Twin Star.

Regarding the metacognitive strategies, the applying category with the indicators of performing the procedures is a well-conceived planning process and has been considered as the underlying theoretical concepts. Of course, the application of theoretical concepts is also closely monitored. Each applied theoretical concept is always carefully evaluated so that the business can progress rapidly.

The analysis category can be interpreted as the ability to decipher an element into more detailed parts. Some of the analysis indicators are including attributing, organizing, integrating, validating, asking, and reviewing. Although the indicator for analyzing varies, not every analysis always uses all indicators. One of the elements that is found in the following data is the validating element.

Pakar ilmu kelautan dari Institut Teknologi Bandung (ITB), Muslim Muin, mengatakan, posisi-posisi menteri strategis yang terkait pengembangan kemaritiman dalam Kabinet Kerja Jokowi diisi oleh orang yang tidak tepat. (The expert marine science from Bandung Institute of Technology (ITB), Muslim Muin, said that the position of strategic ministers related to the development of maritime in Jokowi's Kabinet Kerja is not filled with the right man on the right place).

Pengangkatan Susi Pudjiastuti sebagai Menteri Kelautan dan Perikanan, misalnya, dinilai Muslim tidak tepat. Susi memang sukses dalam mengembangkan industri pengolahan hasil laut serta transportasi antar-pulau. Namun, menurut Muslim, itu tak cukup. (Muslim claimed that the appointment of Susi Pudjiastuti as the Minister of Marine Affairs and Fisheries, for example, it is considered inappropriate. Even though Susi is a successful business woman in developing a seafood processing industry as well as an inter-island transportation. However, according to Muslim, it is not enough).

Muslim mempertanyakan apakah Susi paham mengenai teknologi kelautan, marine products economics, coastal processes, dan underwater technology. Menurut Muslim, kepakaran Susi hanyalah tentang penangkapan dan penjualan ikan. (Muslim questioned whether Susi understood the marine technology, marine economy product, coastal processes, and underwater technology. According to Muslim, Susi's expertise is limited to catching and selling fish).

"Kelautan bukan hanya urusan ikan," katanya. "Pengangkatan Susi sebagai Menteri Kelautan dan Perikanan menandakan Jokowi tidak paham laut. Cita-cita dia, Indonesia jadi poros maritim dunia, tidak akan tercapai," imbuh Muslim. ("Marine is not just a fish business," he said. "The appointment of Susi as the Minister of Maritime Affairs and Fisheries indicates that Jokowi does not understand the sea," he added. Under Jokowi, Indonesia aspires to be a maritime axis of the world. "It will not be achieved," Muslim added.)

....."Kalau tidak, ikan akan terus dieksploitasi. Kita kelihatan hebat karena produksi ikan kita tinggi, tetapi ikan kita habis. Apakah Susi paham itu?" ujar Muslim. Menurut Muslim, menyerahkan kursi menteri kepada seorang pengusaha ikan adalah keputusan yang salah. (Kompas.com, Monday, Oktober, 27-2017). ("On the contrary, the fish will continue to be exploited. Indonesia will look great as if our fish productions were high, but the truth is that our fish is gone. Does Susi understand that?" Muslim said. According to Muslim, handing over a minister's chair to a fish business woman is a wrong decision. (Kompas.com, Monday 27/10/2014).

Based on the analyzing category with the validating indicator, Muslim Muin makes hasty and invalid statements. He tries to validate his own perception without basing it on empirical data. The validation is very assumptive. In fact, there is an element of envy in his statements. He forgets that every minister always works in a team and is assisted by skilled staff with various expertises.

Muslim Muin's fear that fish in the Indonesian sea will be wiped out by illegal fishing is wrong and invalid. Muslim has stated that "Indonesia will look great as if our fish productions were high, but the truth is that our fish is gone. Does Susi understand that?" The foreign ships that are stealing the fish in the Indonesian waters are arrested, and the vessels are drowned, which has never been done by ministers in the previous cabinets. This means that Muslim Muin's statement is groundless.

When viewed from the metacognitive strategy in the planning aspect, Muslim Muin's perspective is not worth reconsidering. As a marine expert, he must be able to think comprehensively and not partially to prevent him from making invalid validation. From the monitoring aspect, Muslim Muin needs to monitor every idea that wants to express. Otherwise, he will be publicly humiliated. From the evaluation aspect, Muslim Muin should give everyone a chance. It is not ethical for an academician to undermine a minister who has not even begun to work.

The cognitive category domain that evaluates using the indicators in the form of operational verbs, such as checking, critiquing, hypothesizing, experimenting, discussing, commenting, and arguing. Some of these indicators can be used as an evaluation marker. Consider the evaluating data below with the critiquing indicators.

Praktik korupsi di Indonesia banyak dilakukan oleh para pejabat dan masih sulit diberantas. Padahal, mereka seharusnya justru memberi contoh agar tidak korupsi.

Faktor penyebab terjadinya korupsi, antara lain kelemahan moral, tekanan ekonomi, lemahnya aturan, tradisi peninggalan pemerintahan kolonial, gaji yang rendah, pengetahuan yang tidak cukup dari bidangnya, dan tradisi mencari tambahan penghasilan. (The practice of corruption in Indonesia is mostly done by the officials and it is still difficult to eradicate. The officials are expected to set good examples to avoid corruption. The factors that causing the corruption including; moral weakness, economic burden, weak rules, traditions of colonial rules, low salaries, insufficient knowledge of the field, and the tradition of seeking additional income).

Based on that data, there is the various factors that needed to be evaluated by criticizing each of the items. For example, the moral weakness. This factor seems to be the dominant cause of corruption. If the officials have good morals, they will not try to corrupt no matter what happens. For someone who has good morals, every attitude, action, and behavior are always for the glory of God. Take this simple example; a person who has good morality always adheres to the principle of never earning a living through unlawful (*haram*) means to support their family. If the principle is held fast, he will not be tempted to seek the additional income through any means which is against his/her conscience, even though there is an opportunity to do that.

In terms of the metacognitive strategies, the planning of the text is less well-planned and the details are not elaborated clearly. When monitored, the text above needs to be refined so that the reader can get the information more thoroughly. Thus, a well-meaning message can be conveyed in its entirety. From the aspect of metacognitive evaluation, the text needs to be completely revised. For example, the description of each factor causing corruption is discussed one by one exhaustively. And at the end of the discussion, the author takes a stand against the corruption to provide alternative solutions.

The creating category is a person's ability to produce something new or modify something that already exists into something else. These indicators for the creating category among others, to generalize, to design, to produce, to re-plan, to negotiate, to moderate, and to collaborate. It can be considered in this next data.

Tanggal 31 Maret 2017 baru saja kita lewati. Hari terakhir program tax amnesty telah kita tutup. Saya sangat menghargai para wajib pajak yang telah mengikuti amnesti pajak untuk memulai tradisi kepatuhan membayar pajak sesuai ketentuan UU. (March 31, 2017 has just passed. We have just ended the last day of the tax amnesty program. I really appreciate the taxpayers who have followed the tax amnesty to start the tradition of tax compliance in accordance with the provisions of the Tax Law).

Kami akan teruskan upaya membangun Indonesia yang adil dan sejahtera melalui kepatuhan. Membayar pajak oleh masyarakat Indonesia dan membangun institusi pajak yang bersih, profesional dan kompeten. (We will continue to build a fair and prosperous Indonesia through tax compliance. It can be achieved through the participation of the Indonesian people to pay taxes and to build a clean, professional and competent tax institution).

Amnesti pajak merupakan bagian dari keseluruhan langkah untuk mereformasi perpajakan mulai dari perbaikan aturan dan perundang undangan, perbaikan organisasi dan proses bisnis, perbaikan sumber daya manusia dan perbaikan sistem informasi dan database (Sindonews, 1/4/2017). (Tax amnesty is part of the overall

measures to reform the Indonesian taxation, which starts from the improvements of rules and legislation to the improvements of organization and business processes, human resources and information systems, and databases. (Sindonews, 1/4/2017).

Based on the data, Sri Mulyani is able to create a new program called tax amnesty. The contents of the program are, among others (a) entrepreneurs willing to pay taxes with arrears are not subject to fines, (b) after paying taxes, they are allowed to do business in Indonesia, (c) after paying taxes, they are also allowed to participate in project auctions in Indonesia, and (d) promise to be taxable in the following years taxable. For those who remain stubborn will be subject to a fine of unpaid tax arrears and are not allowed to participate in project auctions in Indonesia.

When it is viewed from the metacognitive strategies, such as the creative thinking ability shows that Sri Mulyani has well-conceived and measurable planning. She is also able to create a system to monitor the program to run according to the plan. At the end of the program, Sri Mulyani can evaluate the tax amnesty results because the incoming tax turns out to reach trillions of rupiah. With the program, stubborn businessmen who evade taxes eventually will pay it.

CONCLUSIONS

Based on the results, some conclusions can be drawn as follows; (1) The cognitive domains consist of remembering, understanding, applying, analyzing, evaluating, and creating if applied to academic reading, many textual information can be understood by the readers. (2) To understand the content of the reading text, each operational verb may not always be used as the indicators because only an indicator which is suitable for the content that can be used. (3) The metacognitive strategies through planning, monitoring, and evaluation can sharpen the comprehension of the reading content of each text. And (4) If reading through the metacognitive strategies is done, the reader's academic reading culture will flourish.

Although it is not sufficiently supported by the complete data, the results of this study have been able to provide an overview of how the metacognition strategies will work from planning, monitoring, and evaluation. Thus, the cognitive domains that consist of categories of remembering, understanding, application, analysis, evaluation, and creation have been seen from the metacognition aspect of thinking about thinking.

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