

# STRATEGIES IN ANSWERING READING COMPREHENSION QUESTION: A CASE OF TWELFTH GRADE STUDENTS' OF SMAN 5 SEMARANG IN ACADEMIC YEAR 2020/2021

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## **Abstract:**

*The statement of this study is “what strategies did the students apply in answering reading comprehension questions” and “which strategy was mostly used by the students”. The objectives of the study are to find out the strategies the students applied in answering reading comprehension questions and determine the most strategies that students used. The data in this research are collected from a questionnaire and interview. The questionnaire uses a survey questionnaire called Survey of Reading Strategy created by Mokhtari and Sheorey (2002) by dividing 30 reading strategies into three subscales; 13 statements of Global Reading strategies, 8 statements of Problem Solving Reading strategies, and 9 Support Reading strategies. The purpose of this questionnaire is to find out the frequencies of reading strategies usage and interview to make sure the information and data from the questionnaire. The analytical procedures employed to explore the research questions strategies were computed using the SPSS version 16.0. The frequency of reading strategies used on the subject is considered as high-level. The mean score between the three subscales in using reading strategies was 3.74. The results reveal that these samples concern problem-solving reading strategies (PROB) with the mean 4.31 “Trying to stay focused on reading when losing concentration” and the Global Reading (GLOB) strategies, “Checking my understanding when new information comes” get 3.97 of the mean. Supporting strategies*

(SUP), there are two statements in highly use, those are “Asking oneself questions” and “Thinking about information in both English and mother tongue” which get 3.83 mean. Based on the processed statistical data, the most frequent reading strategies is Problem-solving.

**Keywords:** *Reading Comprehension, Metacognitive strategies, Reading Strategies*

## 1. Introduction

In Indonesia, there are several subjects that should be taught by a teacher at school; one of them is an English subject. English was developing as a determinant in assessing Junior and Senior High School students' at National Examination (UN), therefore, many students in Indonesia should be skillful in answering English questions. For answering English questions, the student is required to master four skills in English, those are reading, speaking, listening, and writing. On this occasion, the researcher discusses Reading skills. Reading is a simple activity which all students can do easily. Reading is an essential skill for students because reading activities are dominant in the classroom. If the student wants to get more knowledge, the student must read more information through a school lesson. Based on the researcher's experiences during the time spent in the Teaching Practice at SMAN 5 Semarang, many students were never known to apply techniques in reading comprehension, and most of them do not know how to answer questions correctly. They had problems in comprehending the text and getting the main idea of the text. To overcome this problem the teacher would be getting to know what strategies students' used for answering reading comprehension, and what strategies to support students for learning reading skills better. Nowadays, many researchers have conducted research focused on using reading strategies in answering reading comprehension. The first previous study was conducted by Sari (2017). They found that there was a significant correlation between the students' reading strategies used and their reading achievement. The second previous study is from Umar (2008). They understand reading comprehension questions and weren't found that the students' in answering reading comprehension in category easy and it was found the students were answering reading comprehension. Next previous study is from Utari (2017). They found there was a significant correlation between metacognitive awareness strategy and students' reading comprehension achievement. It means that the more metacognitive awareness the students have the better understanding they have in reading comprehension. Based on Mahmood (2005), the findings showed that problem-solving ways are additional

current among the scholars compared to support reading strategies and global reading strategies. To be additionally exposed to support reading ways and global reading strategies to more enhance their level of comprehension once reading tutorial texts. The last previous study is from Jafari, S.M. (2017), the result showed that there was a significant correlation between metacognitive awareness strategy and students' reading comprehension achievement. It means that the more metacognitive awareness the students have the better understanding they have in reading comprehension. In this recent study, the writer only focuses on investigating what reading strategies that students used in answering reading comprehension questions and which strategy was mostly used by the students. Besides, this study is to find out the strategies the students apply in answering reading comprehension questions and determine the most strategies that students' used.

## **2. Literature Review**

### **2.1 Reading**

Reading is decoding and understanding written texts. Studying of knowing writing machines into the spoken words, on the identical time examine which means or the messages of the text. English text is an important part. According to the job of becoming a teacher, there are many reasons why making students read, The teacher should encourage students to learn about vocabulary, grammar, or punctuation, construct good sentences and paragraphs, and teachers should encourage students to enjoy reading English texts. The researcher can conclude that second-language students want to research supposedly in English to read and examine correctly and effectively in English. We read for a variety of purposes, and according to Reading to skim, Reading for general comprehension. There are three kinds of teaching reading skills. This independent reading by the students has them read a text loudly, silently, and comprehensively. Then they read a text through independent reading. For this point, after the students have read a text then they are asked to read that text or tell another student about the content of the text, and after that, they can rewrite the text by using their own words.

### **2.2 Reading Comprehension**

Reading comprehension is a method during the process in which the reader needs to decide linguistic symbols and reconstruct them up to an important whole supposed by the author. Comprehension includes recognizing

and understanding the main plan and connected details, an honest recognition that several concepts are implied and he should browse between the lines to urge the complete meaning. Perhaps the foremost applicable generalization for this section is; comprehension is simpler if we can browse the words accurately and mechanically, however reading the words is simpler after we will perceive the message.

### **2.3 Assessment**

The process of assessment in the classroom is complex. Assessment includes a broad variety of activities and tasks that teachers use to judge student progress and growth daily. To add, the assessment information is needed by administrators, teachers, staff developers, students, and parents to assist in determining appropriate program placements and instructional activities as well as in monitoring student progress.

### **2.4 Metacognitive Strategies**

One of how reading talent specialists recommend readers to modify tough and complex tutorial reading is to have metacognitive awareness is that the conscious designing, monitoring, and evaluation done by a reader to comprehend a text he or she is reading. He says that the effectiveness of metacognitive strategy awareness in reading ways affects reading comprehension. The results of his analysis revealed that the scholars who used additional metacognitive ways scored higher on reading comprehension checks than the scholars who used fewer metacognitive strategies. Teaching reading has been elaborated by Susanto (2019) a syllabus design to enhance vocabulary and reading skills in computer assisted language learning.

### **2.5 Reading Strategies**

These reading strategies are often used at the same time on one reading material equivalent to the educational materials however some ESL Learners do not seem to be awake to those reading methods they need to be employed. The significance of using the Survey of Reading Strategies is to live awareness of ESL learners' reading strategy similarly to give suggestions to enhance their reading skills. This instrument will facilitate the learners' methods in comprehending and exploiting the tutorial text. SORS is classified into three completely different methods adore Global learning strategies, Problem-solving strategies, and Support strategies. Those strategies facilitate the readers to regulate, appraise,

and manipulate the reading materials throughout the method of reading. The researcher uses these three strategies from SORS to research what are the most strategies frequently used for answering reading comprehension.

### 3. Research Methodology

#### 3.1 Participants / Subject / Population and Sample

This research is using a simple random sample; the subjects of this study were 35 students of twelfth grade who came from the SMA N 5 Semarang.

#### 3.2 Instruments

The data come from the result of the rating scale questionnaire, these thirty questions were categorized into 3 aspects of reading methods comprising of Global reading strategies (13 items), Support strategies (9 items), and Problem-solving strategies (8 items) by Mokhtari and Shoerey (2002), this instrument is adopting formula from the work of Oxford (1995) and using semi-structured interview.

#### 3.2 Data Analysis Procedures

The method of this research is distributing a questionnaire for students via Google Form. Then, Interview with the students to get additive data. The analyses start from analyzing the result of the observation. Then, analyzing the result using descriptive statistics in terms of mean and std. deviation of the questionnaire regarding the Survey of Reading Strategies (SORS) by Mokhtari and Sheorey. After that, the analytical procedures using Statistical Package for Social Sciences (SPSS) version 16. So, the researcher interprets the result of the collected data questionnaire and interview.

### 4. Findings

4.1. What strategies did the students apply in answering reading comprehension questions?

Table 4.1 Use of each strategy category

Categories of strategies	Mean	Std. Deviation	Level
GLOB	3.63	0.94	High
SUP	3.65	1.11	High
PROB	3.95	0.87	High
Total	3.74	0.973	High

In keeping with Oxford and Burry-Stock (1995), learning strategy usage scores averaging 3.5 - 5.0 are known as high; 2.5 - 3.4 are selected moderate strategy use; and scores starting from 1.0 - 2.4 are typically assigned as low strategy utilization. Based on categorizing the three categories, the researcher obtained as shown in Table, four strategies were reported as moderate usage, twenty-six were reported as high usage, and none were reported as low usage.

#### 4.1.1. Based on questionnaires

No	Category	Reading Strategies	Mean	Std. Dev.	Level
1	GLOB	Setting purpose for reading	3.77	0.843	High
2	SUP	Taking notes while reading	3.2	1.023	Moderate
3	GLOB	Using prior knowledge	3.91	0.781	High
4	GLOB	Previewing text before reading	3.83	0.923	High
5	SUP	Reading aloud when text becomes hard	3.6	1.218	High
6	GLOB	Checking how text content fits purpose	3.71	0.86	High
7	PROB	Reading slowly and carefully to make sure I understand	4.26	0.741	High
8	GLOB	Noting text characteristics (e.g., length, organization)	3.09	1.011	Moderate
9	PROB	Trying to stay focused on reading when losing concentration	4.31	0.718	High
10	SUP	Underlining information in text to help me remember it	3.71	1.202	High
11	PROB	Adjusting reading speed	3.8	0.901	High
12	GLOB	Determining what to read	3.54	1.039	High

13	SUP	Using reference materials (e.g., dictionary)	3.77	1.114	High
14	PROB	Paying close attention to reading when text becomes difficult	4.09	1.067	High
15	GLOB	Using text features (e.g., tables, figures)	3.29	1.296	Moderate
16	PROB	Pausing and thinking about reading	3.63	0.942	High
17	GLOB	Using context clues	3.66	0.968	High
18	SUP	Paraphrasing (restate ideas in my own words) for understanding	3.51	1.401	High
19	PROB	Visualizing information read	3.8	0.933	High
20	GLOB	Using typographical features (e.g., bold, italics)	3.2	1.079	Moderate
21	GLOB	Analyzing and evaluating what is read	3.57	0.739	High
22	SUP	Going back and forth in text to find relationship among ideas	3.66	0.873	High
23	GLOB	Checking my understanding when new information comes	3.97	0.785	High
24	GLOB	Predicting or guessing text meaning	3.77	0.91	High
25	PROB	Re-reading for better understanding when text becomes difficult	4.11	0.758	High
26	SUP	Asking oneself questions	3.83	0.857	High
27	GLOB	Confirming predictions	3.86	1.004	High

28	PROB	Guessing meaning of unknown words	3.57	0.884	High
29	SUP	Translating into a native language	3.77	1.239	High
30	SUP	Thinking about information in both English and mother tongue	3.83	1.043	High

There are twenty-six strategies that most highly used by the twelfth grade students of SMAN 5 Semarang were “Setting purpose for reading”, “Using prior knowledge”, “Previewing text before reading”, “Reading aloud when text becomes hard”, “Checking how text content fits purpose”, “Reading slowly and carefully to make sure I understand”, “Trying to stay focused on reading when losing concentration”, “Underlining information in text to help me remember it”, “Adjusting reading speed”, “Determining what to read”, “Using reference materials (e.g., dictionary)”, “Paying close attention to reading when text becomes difficult”, “Pausing and thinking about reading”, “Using context clues”, “Paraphrasing (restate ideas in my own words) for understanding”, “Visualizing information read”, “Analyzing and evaluating what is read”, “Going back and forth in text to find relationship among ideas”, “Checking my understanding when new information comes”, “Predicting or guessing text meaning”, “Re-reading for better understanding when text becomes difficult”, “Asking oneself questions”, “Confirming predictions”, “Guessing meaning of unknown words”, “Translating into a native language”, “Thinking about information in both English and mother tongue”.

## 4.2 Which strategy was mostly used by the students?

### 4.2.1 Based on questionnaire

**Table 4.2.1 The most highly used strategy**

No	Category	Reading Strategies	Mean	Std. Dev.	Level
19	GLOB	Checking my understanding when new information comes	3.97	0.785	High
22	SUP	Asking oneself questions	3.83	0.857	High



26	SUP	Thinking about information in both English and mother tongue	3.83	1.043	High
7	PROB	Trying to stay focused on reading when losing Concentration	4.31	0.718	High

On the first Global Reading strategies, this “Checking my understanding when new information comes” gets 3.97 of mean. Next strategy is from Supporting strategies, there are two statements in highly used, those are “Asking oneself questions” get 3.83 mean with 0.857 standard deviation, and “Thinking about information in both English and mother tongue” get 3.83 mean and 1.043 of standard deviation. The last strategy is from Problem Solving strategies, there is one statement of strategy in highly used. “Trying to stay focused on reading when losing concentration” is in highly used with mean 4.31 and standard deviation 0.718.

#### 4.2.2. Based on interviews

The second half deals with interviewing issues faced by the student once English learning in class once using reading comprehension. Analysis findings are explained as follows:

The researcher has conducted interviews once giving questionnaires regarding the application of reading strategies to answering English reading comprehension in class XII IPA 6. Therefore data retrieval victimization interviews can even support data from the form to solve problems that arise in implementation reading strategies. The researcher needs a direct response from students regarding those reading strategies.

The researcher explained about responses of the students about Q1 that “Does your teacher give some questions in reading comprehension text form?” Responding to this R1, R2, R3, R4, R5 said that “Yes, it does. The teacher gives reading questions based on reading text comprehension books or by the teacher itself. The student has not already joined the TOEFL test, but they found Reading comprehension questions in the exam test for upgrading class. Next question is going to Q2 “Are you interested when your teacher assesses your reading skill by using reading comprehension text?” Based on respondent R2 said that “Not truly, because we should read a lot of words and we should understand all of the text, in other hand the text was long paragraphs or there are a lot of uncommon words.” But for other respondents R1, R3, R4, and

R5 responded with another comment “We interested any teacher who gives about reading comprehension text rather than giving us grammar or writing questions.”

Based on the interview’s next question Q3 “Do you know that there are some strategies to answer reading comprehension text?” all of the respondents said they already know that to answer reading comprehension questions they can use any strategies, R1, R3, R4 said “we can read the question first before reading the text, so we can propose what we read.” But R2 and R5 said that they were not sure about the name of the strategy.

The researcher will explain the next question Q4 “What are the strategies that you know about the strategies to answer reading comprehension text?” All of the respondents answered that they did not know yet the name of the strategies. So, in this case the researcher explained three reading strategies; Global reading strategy, Support strategy, and Problem-solving strategy.

Last questions after the researcher explained those three reading strategies, Q5 “What are the most strategies you used to answer reading comprehension text?” The respondent R1 said “I prefer choosing Global Reading Strategy because I have a purpose to read a text just for answering a question, which is not suitable with my question, I will pass the part.” Other respondents R2, R4, R5 have two strategies in answering reading comprehension “Global reading and Problem-solving strategy, I choose both because they continue each other, purposing what we read, and crosscheck the right meaning.” Respondent R3 said “Support strategies, because I have to know what it means in order to answer the questions, and I understand the text and question correctly.” R4 and R5 told “We choose global reading strategy and problem-solving strategy, because to save time when we do a test, we should read the question first, after that if we can’t answer it and still be confused, we take a time to re-read and read it carefully.”

### **4.3. Sub Findings**

In the Findings section, summarize the collected data and the analysis performed on those data relevant to the issue that is to follow. The Findings should be clear and concise. It should be written objectively and factually, and without expressing personal opinion. It includes numbers, tables, and figures (e.g., charts and graphs). Number tables and figures consecutively in accordance with their appearance in the text.

## 5. Discussion

From the research findings, the researcher collected the data from the questionnaire and an interview to support the data. In this part, the researcher will present the interpretation and discussion after getting the result of the study. After getting the data, the result was known after analyzing it. The researcher will analyze three types of reading strategies. Those are the student's responses reading strategies in answering reading comprehension. The areas of students learning activities are influenced twelfth grade SMAN 5 Semarang. Strategies in Answering Reading Comprehension Question: A Case of Twelfth Grade Students" of SMAN 5 Semarang in Academic Year 2020/2021. The analysis findings are explained as follows:

According to the findings, the research question has to do with the reading methods that twelfth grade students use once reading comprehension strategies in English. The findings discovered that the participants were moderate strategy users, which failed to support a number of the sooner research conducted in SMAN 5 Semarang especially twelfth grade students learning contexts. The results showed the students are highly used to reading strategies (26 strategies). One potential for this result is that using metacognitive reading strategies is neither trained nor mandatory for SMA N 5 Semarang twelfth grade students.

Another possible explanation is that the participants of this study had learned English in SMA N 5 Semarang that is associate English was developing as a determinant in assessing Senior High School students' at National Examination (UN), therefore, many students in Indonesia should be skillful in answering English questions, English is not used for their daily communication, because it employed in associate UN.

Therefore, these students don't have to be compelled to implement strategies compared with other students. This highly used of strategies in extrasensory perception reading tasks among twelfth grade students in SMA N 5 Semarang may well be the result of transferring of L1 reading ability to L2 reading tasks.

There are twenty-six strategies in highly level usage, it was divided into; eight strategies in Problem-solving, eight strategies in Supporting, and last ten strategies in Global Reading strategies. This high level in this section was possible for this result, because the reading text is using metacognitive reading strategies is neither trained nor mandatory for twelfth grade students of SMA N 5 Semarang. The high frequency of use for those strategies may be due to a number of factors, including the type of students used, native language, context learning, participant's ability or unwillingness to use those strategies and possibly other factors.

With reference to every reading strategies category, the foremost often used category of the reading strategies was Problem-solving strategies, because from eight statements was fulfillment eight statements in high level, followed by ten Global-reading strategies from thirteen statements, and eight from nine in Supporting strategies. It also was obtained by the students responding in highly usage in Problem-solving strategies based on table 4.1.4, the mean of Problem-solving strategies was 3.95, Supporting strategies was 3.65, and Global Reading strategies was 3.63.

According to the results, the researcher would take three most strategies highly used from each Global Reading Strategies (GLOB), Supporting strategies (SUP), and Problem-solving strategies (PROB) (see table 4.1.4). Twelfth grade students of SMA 5 Semarang are terribly accustomed to those three strategies and conjointly they seem to be tuned in to a way to use those strategies. In particular, on the first Global Reading strategies, this "Checking my understanding when new information comes" get 3.97 of mean. Next strategy is from Supporting strategies, there are two statements in highly used, those are "Asking oneself questions" get 3.83 of mean with 0.857 standard deviation, and "Thinking about information in both English and mother tongue" get 3.83 of mean and 1.043 of standard deviation. The last strategy is from Problem Solving strategies, there is one statement of strategy in highly used. "Trying to stay focused on reading when losing concentration" is highly used with mean 4.31 and standard deviation 0.718. Based on the results, they focused on checking what they read and then checking their understanding from new information that they get, after that they ask themselves a question: what is the result of this reading comprehension question. Some students might need to know the meaning of each word, so they compared English language to their mother tongue. Next, to comprehend the reading text and questions the student needs to stay focused on what they read when they are losing their concentration. In addition, they are encouraged to use the Problem-solving strategies for understanding reading comprehension text, if they currently understand the text, they could answer it correctly. Maybe it could be wasting time if they immediately read the questions and read based on the questions, because if they do not immediately understand then they have to read the text again. Besides, they compared the new information to get the best answer by using Global Reading strategies, then compared the English language and their mother tongue to find an unknown meaning, after that the students asking their-self, "Is it the correct answer for answering the reading comprehension question?"

On the other hand four least frequently used strategies in moderate usages into the two categories; Supporting strategies and Global Reading Strategies. The researcher focused on the moderate frequent strategies, it was obtained by one

Supporting strategies “Taking notes while reading”, this way seems to waste a lot of time in answering reading comprehension questions, because the student will focus on answer not to decoding words. Other three categories, first “Noting text characteristics (e.g., length, organization)” seems like they did not care about the text characteristics, because the questions just need one answer, they did not need to analyze the text. “Using text features (e.g., tables, figures)” this strategy will waste the time management in answering reading comprehension questions, after reading the text they will make a table or figure if they need. Last strategy “Using typographical features (e.g., bold, italics)” typographical is not needed in comprehending the text based on students’ interviews because they still understand the text without underlining or bolding the text.

The triangulation used in this research is source triangulation and technique triangulation. Triangulation of sources is done by checking information / data obtained through interviews with informants. Then the data is asked of other informants who are still related to one another. The use of this triangulation method was carried out to obtain clearer answers, as seen in the examples of the results of the interviews with the findings above. The researcher’s triangulation technique was conducted to check the information / data between the interview results and the documents, as shown in the findings section.

Students are encouraged to use the Problem-solving strategies for understanding reading comprehension text, if they currently understand the text, they could answer it correctly. Maybe it could be wasting time if they immediately read the questions and read based on the questions, because if they do not immediately understand then they have to read the text again. Supporting strategies are sometimes needed because asking their-self a question is the true answer then they make a great answer, after that when they lose their concentration when reading the text comprehension then the students get focused back.

## **6. Conclusion**

Based on the discussion of research findings in the previous chapter, it can be concluded like the following, the findings of the study pedagogical implications can be made. English teachers from twelfth grade in SMAN 5 Semarang are the role of all metacognitive reading strategies. Based on an interview question between the researcher and the students Twelfth grade students especially XII IPA 6 class did not already know the metacognitive strategies (e.g., global, support, and problem reading strategies). The researcher found out that those strategies did the students apply in

answering reading comprehension questions not already known as the name of those strategies.

Global reading strategies, Support strategies, and Problem-solving strategies were applied by the students in answering reading comprehension questions based on questionnaires in Google form. Based on findings of the study, the high overall mean of metacognitive reading strategies in this study showed that the students of twelfth grade in SMA N 5 Semarang were using the full range of suitable reading strategies.

The high use of problem solving strategies as found from trying to stay focused on reading when losing concentration is the most strategy that students used, followed by supporting strategies such as asking oneself questions and thinking about information in both English and mother tongue, the fourth strategy that highly used each strategy is from global reading strategies like checking my understanding when new information comes.

The strategy mostly used by the students is Problem-solving strategy. Therefore the students notice that using reading strategies especially Problem-solving strategy helps them in comprehending texts and helps them in watching and dominant their comprehension. Nor, the moderate use of Global reading strategies like note the text characteristics (e.g., length, organization) as rumored in this study implies that the students ought to emphasize their comprehension, besides it will take time. To answer reading comprehension questions the students should comprehend the text based on the meaning and context not based on text characteristics.

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