

# BOOSTING STUDENTS' READING COMPREHENSION THROUGH METACOGNITIVE STRATEGY

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## Abstract.

Reading as a receptive skill can develop students' critical thinking. It can also material english knowledge and skill they account. Students are unlikely to make significant progress in the classroom without extensive reading material. It will be difficult for these students to comprehend when English texts provided they have not been texts before and are not accustomed to reading English. The metacognitive reading strategy is one of many solutions that have been proposed to assist students to improve their reading comprehension. This research method uses a quantitative method which uses pre-test and post-test questions to become student benchmarks. This current study discussed four mean issues. The first is how metacognitive strategies are implemented in reading class. The second is how students reading skills are before being taught using metacognitive strategies. The third is how students' reading skills are, after being taught using metacognitive strategies are. The Fourth is there a significant difference in students' reading comprehension before and after being taught using metacognitive strategies. This study took place in MA Futuhiyyah 01 Mranggen by involving 27 student's as the participant. The instrument were multiple-choice reading pre-test and post-test. The result shows that student's reading comprehension is significantly improved after being taught using metacognitive strategies. This result also are supported by the mean difference between pre-test and post-test score ( mean pre-test 62.22 and mean post-test 76.48 ). To conclude, metacognitive strategy can be a solution to help the teacher improve the student reading comprehension. This study result also implies that metacognitive strategies is an effective strategy to be applied reading comprehension.

**Keywords:** Metacognitive Strategy, Reading Comprehension, Descriptive text.

## 1. Introduction

There are four language skills, one of which is reading. Academic success is strongly associated with reading, and students who excel in the classroom tend to read more (Musarokah et al., 2022). Reading is the process of being able to extract meaning From the printed page, interpret the information accordingly by understanding the nature of reading itself, that is. text and how it is interpreted (Lestari & W, 2017). Reading as a receptive skill that can develop students' critical thinking can also develop their English skills and attention skills. It is difficult for these students to understand texts in English as long as they have never read texts and are not used to reading English. Metacognitive reading strategies are one of many solutions that have been proposed to improve students' reading comprehension. Metacognitive Reading Strategies

Facilitate Student Reading Comprehension in the Field of Second Languages (Ahmadi, et al., 2013). Following that, a number of studies attempted to establish taxonomies for metacognitive reading Strategies for better understanding. According to (Hartman et al.2001.), metacognitive strategies are defined as advanced management skills use knowledge of cognitive processes and efforts to coordinate independent learning through planning, monitoring and assessment . (Zhang et al., 2013) argues that readers consciously use monitoring and regulatory mechanisms to enhance understanding. According to (Pang & J., 2008) it is a metacognitive strategy. Metacognitive strategies in reading are self-monitoring and self-regulation activities that focus on reading processes and outcomes (Zhang & Seepho, 2013). In addition, (Cubukcu & F., 2008) describes metacognitive processes that involve cognitive efforts that contain information about cognitive processing attitudes. Metacognitive strategy competency indicates reader monitoring and mastery of reading strategies (Pang & J., 2008). According to (Hartman, 2001) students who are aware of and take responsibility for their metacognitive reading behavior can benefit because their can monitor their own understanding . English as a Foreign Language in Context examines the impact of metacognitive strategies on language learning. Moreover, (Hartman et al., 2001) agree that English proficiency is positively correlated with the adoption of metacognitive strategies, high achievers are highly aware of their needs, and seek additional opportunities to practice English. The purpose of this research is to find out how effective metacognitive strategies improve the reading understanding English as a Foreign Language (EFL). Students especially MA Futuhiyyah 01 Mranggen. The author chooses MA Futuhiyyah 01 Mranggen because he does not adopt metacognitive strategies for reading comprehension. In addition, the writer applies metacognitive strategies because metacognitive strategies offer many solutions to improve reading comprehension.

The knowledge in this study is knowledge about cognitive processes and specifically knowledge that can be used to control cognitive processes. Metacognitive strategies or arrangements refer to metacognitive experiences. (Ahmadi,. et al., 2013) concluded that learning can acquire the skills needed for effective English communication and metacognitive strategies in reading comprehension have a effect on language learning. In addition, the use of metacognitive strategies has been shown to improve reading comprehension and performance. Teachers must equip students with systematic instruction on metacognitive concepts and learning strategies so that they can implement metacognitive strategies. Students gain a better understanding of new strategies and learn to apply them to various reading assignments. This is in accordance with research (Cubukcu & F., 2008). They conducted a study in which students were instructed to read using metacognitive strategies. The results of this study demonstrate that systematic teaching of metacognitive language learning strategies can improve reading comprehension. With the help of learning models, students acquire declarative, conditional (conceptual) and procedural knowledge (Ahmadi,. et al.,2013). They gradually begin to think metacognitively about methods they can use to improve their reading comprehension and become more than just readers, but strategic for the readers. Based on the background of the study above, the authors formulated several problems

1. How is the implementation of using metacognitive strategies in teaching reading ?
2. The significance effect of metacognitive strategy in imprpving the students' reading comprehension

## **2. Literature Review**

### **Previous Studies**

In this section the researcher explains the results obtained so far. Metacognitive strategies for learning English have been the subject of research by several researchers. First, a study on the relationship between reading achievement and metacognitive strategies was conducted by (Sutiyanto & S, 2019) They discovered a significant correlation between reading achievement and metacognitive strategy, as indicated by produced moment ( $r = 0.721$  and the sig.0.000-0.05 indicates a significant relationship between reading achievement and metacognitive strategy. Second, according to (Amani & F, 2017), there was a significant connection between students' reading achievement and metacognitive strategy. The person product moment correlation formula was used to calculate her research's found, which showed that there was a strong relationship between the two variables with a 95% confidence level ( $p 0.05$ ) score of  $X 0.640$ . Third, (Lestari & W, 2017) found that the use of metacognitive strategies had a positive and significant effect on the reading comprehension of class X students of Madrasah Aliyah Muhammadiyah Metro. Furthermore, the score of the t-test was 10.20, whereas the score of the t-table was 2.042. As a result, it is possible to draw the conclusion that there was a significant relationship between the metacognitive strategy and students' reading achievement at the fifth. The data analysis chi-square formula shows that  $X^2$  observed 2.982 is higher than  $X^2$  t-table with significant levels of 5% = 5.99 and 1% = 9.21, and the data analysis result from t-test = 10.36 is higher than t-table with significant levels of 5% = 2.71156 and 1% = 2.42857. Regarding reading metacognitive strategies, it is very strategic for students because the majority of students now are also careless readers who misunderstand tone, pause, etc. Consequently, the writer investigate the metacognitive reading comprehension strategy.

Because reading comprehension and metacognitive strategies are important, this research was conducted to examine the effectiveness of applying metacognitive strategies in teaching reading comprehension in the Indonesian context. Since several studies from other countries have shown that using metacognitive strategies to improve reading comprehension is effective, this research examines whether it is also effective for Indonesian students. Self-check test In this study, student learning outcomes were used as an indicator of the effectiveness of using metacognitive strategies in teaching reading comprehension. Another difference between this study and previous studies is the metacognitive reading strategy used. There are many types of metacognitive reading strategies, and early learning uses a variety of strategies. The metacognitive reading strategy used in this study is based on adaptation Zhang & Seepho's (2013) statement that one of previous studies have used metacognitive reading strategies with students at various levels. high-skilled and low-skilled students . At the same time, this study did not focus on these differences. Research topics were confirmed by class teachers. Another difference is the reading comprehension test used. This study was tailored to address the top five reading comprehension skills that were used as the basis for the reading comprehension test items. According to (Louca & P., 2012) metacognitive thinking is thinking about knowledge, reflection, or action. This suggests that a mental process known as metacognition helps students solve their learning problems. Metacognition is a learning strategy that students use to plan and advance their learning in education, especially language learning. According to major studies (Juliana, 2011; Yaimin, 2011; Gustiana, 2012;) the most desirable learning strategy in language learning is the metacognitive strategy. This indicates that students have greatly benefited from using metacognitive strategies in language learning.

### **Metacognitive Strategies for Reading Comprehension**

Metacognitive strategy in learning reading comprehension are able to assist students in developing thinking processes, controlling during reading activities and being able to evaluate all activities that had been carried out. and then this strategy is able to foster the awareness and

independence students in learning especially in learning reading comprehension. according to (Tanjung et al., 2017) that a student can be declared as a skill and independent learner or has metacognitive abilities if know the learning objectives and know what is being taught. Knowing his or her learning goals, had their own learning strategy, monitoring their own learning progress, and evaluate their own learning strategy. To make it easier students understand a reading text. A student needs three steps in metacognitive strategy. Such as determining students planning before reading, monitoring their reading comprehension of the reading text, and evaluating their reading comprehension. Metacognitive strategies are very effective in English language teaching especially in reading comprehension, in addition, (Iwai & Y, 2011; Zhang & Seepho, 2013 Nurjanah, 2021) As previously mentioned, metacognitive strategies in the context of reading encourage students to engage in self-monitoring and self-regulating activities and focus on the reading process and outcomes.

### **Descriptive Text**

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

1. Identification introduction: Describes people, places, animals, and objects.
2. Explanation: describe an animal, thing, place, or person by describing its features, shapes, colors, or other things related to what the author is describing.

### **Method**

This study used a pre-experimental study consisting of a group pre-test and post-test design. In this investigation he had three steps. Pre-test, treatment, post-test. In this study , there was only one class as the the subject. This mean that this class was the only class which was taught using metacognitive strategy in reading class. According to(Mujere & N, 2016; Rahayu et al., 2022 ; Putri et al., 2023), this sample is representative of the entire Population. Because this is pre-experimental study, the researcher requirer one classes to serve as the sample. the population includes tenth grade the total members 27 students in MA Futuhiyyah 01 Mranggen during 2022/2023 academic year. In this study, cluster sampling was used as sampling technique because the sample was drawn for a spesific research purpose. Mujere & N, (2016). Furthermore, a random sample of cluster was taken from the Population using cluster sampling and all participants in each chosen cluster were invited. This sample of this research is ten grade 27 student of MA Futuhiyyah 01 Mranggen in the academic 2022/2023. The instrument used to collect data in this study was a descriptive text reading test. Tests were performed before and after treatment, and there were pre test and post test.

1. Pre-test : The pre-test was administered before treatment by asking 30 multiple-choice questions on reading comprehension and descriptive writing. It is intended to determine a

student's reading comprehension prior to teaching metacognitive strategies. The researcher asked the student to comprehend and read the text given by the researcher over a pre-prepared descriptive text, and he was given 30 minutes to edit and read.

2. Post-test : The post-test is given after the treatment by giving 30 multiple-choice questions about reading comprehension and descriptive text. This aims to determine students' reading comprehension after being given metacognitive strategies. The researcher asked the students to understand the text again by using metacognitive strategies and reading the text given by the researcher using the strategies that had been prepared but for multiple choice questions and a different text from the multiple choice questions and the previous text and giving them 30 minutes to work on and read.

Some step were done in analyzing the data

1. Analyzing the score of the pre-test

The researcher gave a pre-test to determine students' reading comprehension by giving students multiple-choice questions to become a benchmark before explaining metacognitive strategies in reading comprehension.

2. Classifying the pre-test score

Researchers classify pretest scores to assess students' reading comprehension by providing students with multiple-choice questions that measure their reading comprehension before researchers describe metacognitive strategies for reading comprehension. determine power.

3. Analyzing the score of post-test

The researcher gave a post-test to determine students' reading comprehension by giving students multiple-choice questions to become a benchmark for reading comprehension after explaining metacognitive strategies in reading comprehension.

4. Classifying the post-test score

The researcher classifies the post-test scores to determine students' reading comprehension by giving students multiple-choice questions to become a benchmark for reading comprehension after the researcher explains metacognitive strategies in reading comprehension.

5. Measuring pre-test and post-test using IMB SPSS Statistic

Researchers used IMB SPSS statistics to calculate data when there was a significant difference between results before and after tests performed by researchers. According to Table 1, the null hypothesis ( $H_0$ ) was rejected because the t-test values were greater than the calculated t-table values. The alternative hypothesis ( $H_a$ ) is accepted because there was a significant improvement between pretest and posttest before and after applying the strategy in the reading learning process .

Table 1 The Classifying of Testing used to accept or reject the hypothesis

Testing	Null Hypothesis ( $H_0$ )	Alternative Hypothesis ( $H_a$ )
T-test > T-table	Rejected	Accepted

T-test < T-table	Accepted	Rejected
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(Gay, 2011)

After adequate and reliable data have been collected using appropriate research methods, the next step is to extract relevant and useful information hidden in the data for further processing and interpretation. It's called data analysis. Word analysis refers to activities closely related to summarizing and organizing the information gathered to answer questions. In simple terms, this means examining data for embedded facts. During data collection, data is sorted categorically and chronologically and continuously checked and coded. for this research. The researcher analyzed the participants' statements and provided an overview of their strategies for understanding literacy through metacognitive strategies.

### 3. Finding and Discussion

#### 1. The Implementation of metacognitive strategies in teaching english reading comprehension.

In this research, researchers provided metacognitive strategy methods in reading comprehension.

First, researchers did not provide materials for an explanatory class approach to learning. In the experimental design, researchers attend seven meetings to collect data. At the first meeting, researchers conducted a pre-test to examine students' reading comprehension by asking them multiple-choice questions before the researchers explained metacognitive strategies in reading comprehension.

Second and third meetings, the researcher explains the first stage, Planning. Planning strategies are used by students before reading activities and stimulate students' background knowledge to prepare for reading. Besides students, planning is thinking about the nature of reading and organizing reading activities to achieve the desired goals. For example, previewing a title, image, illustration, title, or subtitle can help readers get an overview of the text. From the researcher giving the text to the students, then the students began to read the text carefully and the researcher told students to understand the first few points related to the title of the reading. Then the researcher asked the students to underline the main points of the reading to understand more about the reading text. At first, the students had difficulty. Even though the students looked a little confused but the students could follow the lesson well.

At the forth and fifth meetings, the researchers described metacognitive strategies for monitoring the second level of reading comprehension. Surveillance strategies occur during reading activity. Monitoring refers to personal perception of text comprehension and performance. Examples of these strategies include understanding vocabulary, asking yourself questions, summarizing, and closing out the main idea of each paragraph. Therefore, researchers monitor student reading by facilitating reading comprehension of the text so that the student can understand the text and stay on course. Students are required to understand the essence of each reading section given by the researcher, as well as to rewrite difficult-to-interpret vocabulary. Researchers help students know the texts they read. This is a new class that allows students to understand the read-aloud text presented by the researcher about the problem, as the researcher directly monitors the student and gives instructions when the student understands and reads the question. .

At the sixth meeting, researchers described metacognitive strategies for reading comprehension that were re-evaluated in relation to those described by researchers. Evaluate strategies

implemented after reading, starting with planning and monitoring, applied to students by researchers. During the assessment, we look at what the student has claimed against what they have achieved and how they have achieved it. For example, after reading a text, the reader may have a better understanding of the text's context than at the beginning. They initiated the planning and monitoring that the researchers carried out. At the time of this phase of reassessment, students were following along well. At first, the students still struggled to understand the texts. Now students can fully understand it. After assessment, researchers are given metacognitive strategies in a reading class and then conduct post-test activities to measure student comprehension.

At the seventh meeting, researchers administered a posttest to measure students' reading comprehension after being taught to use metacognitive strategies in reading. Ask and understand. For multiple-choice questions, it was clear that students were able to easily answer the question posed by the researcher.

## 2. The significance effect of metacognitive strategy in improving the students' reading comprehension

The researcher presents the data in a table and uses the SPSS program to calculate the scores, showing the student's post-test reading score rating, the student's mean score, and the student's standard deviation. The outcomes are shown in the table below :

**Table 2 paired sample statistic**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	62.22	27	6.554	1.261
	Post-test	76.48	27	4.964	.955

The mean value on the pre-test is 62.22, included in the proper classification. The pre-test was given a reading in the form of multiple choice to the student in the experimental class without using metacognitive strategies for the meetings. In the second and third meetings, the researcher explained it to the students metacognitive strategies for reading comprehension in stage one about planning. At the fourth and fifth meetings, the researcher explained metacognitive strategies in reading comprehension in stage two about monitoring. At the sixth meeting, it was re-evaluated related to what the researcher explained, starting with the second to the fifth meeting. In the seventh meeting, after being taught metacognitive strategies in reading comprehension by asking students multiple-choice questions, researchers administered posttests to measure students' reading comprehension. The learning process resulted in an average posttest score of 76.48, according to Table 4.3. This result is the result of applying metacognitive strategies to reading throughout the learning process. Researchers found that students' reading comprehension improved significantly from pre-test to post-test on reading comprehension tests using metacognitive strategies.

**Table 3 Paired Samples Correlations**

	N	Correlation	Significance	
			One-Sided p	Two-Sided p
Pair 1 Pre-test & Post-test	27	.722	<.001	<.001

4.

The learning process results we can see in table 4.3 refers to when the hypothesis is less than  $< 0.05$  is accepted and more than  $> 0.05$  is rejected to assess whether there is a relationship between the pre-test and post-test that the researcher has done. The researcher processed data from SPSS, where the correlation results between the pre-test and post-test were 0.01. The correlation between the pre-test and post-test results is accepted because they are less than  $< 0.05$ .

**Table 4 Paired Samples Test**

	Mean	Std. Deviation	Paired Differences		T	Df	Significance		
			Std. Error Mean	95% Confidence Interval of the Difference			One-Sided p	Two-Sided p	
				Lower					Upper
Pair 1 Pre-test Post-test	-14.259	4.537	.873	-16.054	-12.464	-16.331	26	<.001	<.001

As shown in table 4.4, the learning process results refer to the hypothesis when less than  $< 0.05$  is accepted, and if more than  $> 0.05$  is rejected, the result is  $< 0.01$  accepted. The value that the presenter has calculated through SPSS is that this metacognitive strategy can be a way to add reading comprehension to students. We can see from the results of the paired sample test table 4.4, which states that this method can increase the value of reading comprehension of students.

The first finding concerns about implementing metacognitive strategies in teaching reading comprehension in MA Futuhiyyah 01 Mranggen. In the reading class, the researcher carried out planning, monitoring, and evaluation stages of metacognitive methods. At the planning stage in implementing metacognitive strategies there are three activities that take a lot of time, namely making a list of possible reading strategies, scan the text first, focus on what you are reading, read the text before reading the assignment . (Muhid et al., 2020). In this current research, the researcher asked the students to choose the text that the researcher had provided. Then, the students would determine the topic of the selected reading. At the monitoring stage in implementing metacognitive strategies, self-monitoring or awareness helps improve self-learners who can plan their studies for the rest of their learning process (Sutiyanto & S, 2019). In this current research, the researchers asked students to read selected texts and identify them based on the beginning, section description, and conclusion. At Assessment is the least used by students when implementing metacognitive strategies during the assessment phase. Students seemed to have trouble assessing how well they had learned to read and applying reading strategies (Muhid et al., 2020). At this stage, researchers evaluate what has been explained to students to help students understand the steps of metacognitive strategies used in reading-learning activities, starting with planning and monitoring.

The second findings is student reading comprehension before and after class using metacognitive strategies. Researchers gave students a question as a benchmark before giving them material on metacognitive strategies in reading comprehension - test results show that students scored lower than the maximum score . When doing homework, the students looked



very confused and bored because there were too many reading texts. Afterwards, the researcher explained strategies in reading comprehension, in this case, the metacognitive strategy. The test results before and after students were given the material on which metacognitive strategies influenced learning shows significant differences, specifically after applying metacognitive strategies in reading comprehension. (Muhid et al.,2020) Metacognitive strategies positively impacted students' reading comprehension achievement. Thus, attention should be paid to using metacognitive strategies in reading comprehension activities. Teachers and practitioners can start by raising awareness, training students on metacognitive strategies, and training students to adopt metacognitive strategies. Students can recognize learned metacognitive strategies and use them consciously. Many factors are involved in the learning process and can unconsciously influence the student and the learning process itself. Student psychological factors such as perceptions, motivations, beliefs, and beliefs are taken into account during metacognitive strategy training to anticipate potential challenges, overcome potential difficulties, and promote effective application of strategies. need to be sure.

At the end of the study, researchers found that students' reading comprehension needs to be improved. Students who use metacognitive reading comprehension strategies are more likely to achieve desired outcomes once they begin to understand the meaning of the text. Metacognitive strategies for reading comprehension help students improve reading comprehension related to reading content. (Muhid et al.,2020) There are several advantages to using metacognitive strategies. First, students' reading performance maximizes adopting metacognitive strategies in reading activities can help you read effectively. Second, students become proficient and in the process become strategic for the readers. They can plan, monitor and evaluate your reading. This way they got the most out of their reading and also achieved their target score . Metacognitive is a problem-solver in learning and developing reading comprehension. The results of this study indicate that metacognitive strategies are one of the most effective reading comprehension strategies for reading comprehension for students. According to (Entika Fani Prastikawati, 2021) explains that the only way educators interact with students. Indeed, changes are needed for educational institutions to implement such adjustments. Overall the results of this research conducted by the researchers have significant impacts. Students can understand and analyze texts about problems by using metacognitive strategies.

## **Conclusion**

1. In learning comprehension related to reading, there are several strategies, one of which is a metacognitive strategy. This strategy is very effective when applied to students because students can understand the reading text carefully. In this strategy, there are three stages: the first is planning, the second is monitoring, and the third is re-evaluation.
2. The results of this study indicate that the metacognitive strategy is one of the most effective reading strategies for student reading comprehension. Overall, the results of this study conducted by researchers have important implications. Students are able to understand and analyze question texts with the help of metacognitive strategies
3. The reading ability of the students in MA Futuhiyyah 1 Mranggen Class X for the 2022/2023 school year is acceptable when comparing the average scores before and after the test. Pre-test score average of 62.22 and post-test average of 76.48. The results show that students' use of metacognitive strategies in reading comprehension improves their reading comprehension, with significant differences before and after pre test and post test.

4. There is a significant difference in students' reading comprehension before and after using pretest and posttest metacognitive strategy calculations. There were still many students who fell below the maximum score on the pretest itself, and there was a significant difference in posttest scores when they were coached on metacognitive strategies. This method can improve students' reading comprehension.

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