

The Effect of Metacognition and Reading Strategies Awareness on Reading Comprehension



Sirmawan Agustinus Balsnimandra Telaumbanua¹, Sadieli Telaumbanua², Esra Perangin-angin³

^{1,2,3} Universitas Prima Indonesia, Medan, Indonesia

ABSTRACT: This study aims to explore the influence of metacognitive awareness and reading strategy awareness on the reading comprehension skills of senior high school students. A quantitative approach with a correlational method was used to explain the magnitude of the influence of the independent variables (metacognitive awareness and reading strategy awareness) and the dependent variable (reading comprehension skills). The students were 154 from six State Senior High Schools in Gunungsitoli City, North Sumatra. A questionnaire was used to obtain metacognitive and reading strategy awareness data. Meanwhile, data on reading comprehension skills were obtained using a test instrument. The data were analyzed using inferential statistics, namely multiple linear regression based on SPSS for Windows version 26. The research findings show (1) metacognitive awareness does not have a positive and significant effect on students' reading comprehension skills, (2) reading strategy awareness contributes positively and significantly to students' reading comprehension skills, and (3) metacognitive awareness and reading strategy awareness simultaneously contribute positively and significantly to students' reading comprehension skills. Based on these findings, reading comprehension ability can be explained by the variables of metacognitive awareness and reading strategy awareness by 24.70%. At the same time, the remaining 75.30% is explained by other variables. The findings of this study help learn reading comprehension in high schools. In other words, teachers must foster awareness of metacognitive and reading strategies among students. Further research can be conducted using other research designs and methods.

KEYWORDS-metacognitive awareness, reading strategy awareness, reading comprehension

I. INTRODUCTION

Reading is one of the language skills that learners must master at all levels of education. This is in line with the opinion of Lazarus and Anwalimhobor (2023) that reading is an essential skill in school learning. This receptive skill is very important because most information is obtained through reading activities (Telaumbanua & Telaumbanua, 2024). In the current educational curriculum, reading and viewing are one of the elements of Indonesian subjects in all educational units (Ministry of Education and Culture, 2022). This element of reading and viewing is a means of learning literacy for various purposes of communication in the socio-cultural context of Indonesia (Telaumbanua et al., 2023). Still, in the independent curriculum, it is explained that reading is the ability of students to understand, interpret, interpret, and reflect on texts according to their goals and interests to develop their attitudes, knowledge, skills, and potential (Ministry of Education and Culture, 2022).

Although reading skills are essential for learners and society, most students still consider reading problematic (Nala, 2023). A similar opinion was expressed by Lazarus and Anwalimhobor (2023), who stated that several research findings show that students have difficulty understanding reading texts. This view is strengthened by a study by Telaumbanua (2023) at one of the high schools in Medan City, which concluded that students had difficulty understanding reading texts. Likewise, research (Kholiq & Luthfiyati, 2020) concluded that the reading comprehension ability of Lamongan Regency High School students is relatively low. The same thing was stated by Sari & Setiawan (2023): since participating in PISA in 2000, it is known that the reading literacy ability of Indonesian students is still relatively low. At the higher education level, information was obtained that students' reading comprehension skills were not good enough (Fitriyani & Tussolekha, 2020; Toding Bua & Jhevraiyan Mangiri, 2023).

Similar findings were made by Harefa (2021) that the mastery of reading skills in classification texts of grade 10 students of SMA Negeri 1 Idanoi, Gunungsitoli Idanoi District, Gunungsitoli City, is still not optimal. Evidently, out of 34 students, only 12 achieved the minimum completeness criterion, 75. This shows that students' knowledge competence and skills in reading classification texts have not met the learning achievements. Likewise, Gulo & Harefa (2023) research that the problems faced by students in reading comprehension include (1) students' lack of interest and motivation in reading to understand negotiation texts; (2) students find it challenging to determine the structure of the negotiation text; (3) in general, many students are not serious

The Effect of Metacognition and Reading Strategies Awareness on Reading Comprehension

about learning when the learning process is carried out in groups; (4) the learning model applied by teachers is still not understood so that students are less active in the learning process; (5) The reading resources or books available in schools/libraries are still limited so that the needs of students, especially in learning materials to analyze the structure of negotiation texts, are still not met.

Based on several studies, information was obtained that there are at least three main problems in reading comprehension: language competence, reading strategies, and metacognition (Hoang & Nguyen, 2023). Reading is a complex process, namely a combination of perception, psycholinguistics, and cognition (Anastasiou & Griva, 2009). This view affirms that reading is a process of cognitive interaction, i.e. the reader constantly interacts with the text, the author forms hypotheses, tests predictions, and uses linguistic knowledge to build meaning (Al-Khresheh & Al Basheer Ben Ali, 2023; Garrett & M., 2018; Lazarus & Anwalimhobor, 2023).

The research that has been conducted related to factors that affect reading comprehension ability is innumerable. Several relevant studies about the research carried out can be described below. The research entitled Amir et al. (2019) concluded that reading strategies and frequency contribute to reading comprehension. The research of Raqqad et al. (2019) concluded that reading strategies do not affect reading comprehension. This study suggests that further research should be carried out by involving moderators or intervening variables. Likewise, the research by Banditvilai (2020) concluded that reading strategies positively influence reading comprehension skills. The findings of this study were obtained using quantitative and qualitative approaches. Meanwhile, the initial data analysis was with statistics (mean and standard deviation) and continued with qualitative analysis (interview data).

Then, the research of Hamiddin and Saukah (2020) concluded that successful readers have more knowledge, awareness, motivation, and metacognitive behaviour than less successful readers. The subject of this study involved eight students. No difference in understanding between Indonesian and English texts is an additional finding. Research by Andreani et al. (2021) concluded that genre awareness and reading habits simultaneously contribute positively and significantly to reading comprehension.

Furthermore, the study by Telaumbanua and Tarigan (2022), with addiction strategies as independent variables and reading comprehension ability as bound variables, concluded that discourse strategies have contributed to the reading comprehension skills of grade 11 high school students in Medan. Research that uses a quantitative-correlation approach suggests further research by applying discourse strategies with other methods (PTK or experimental). Al-Khresheh & Al Basheer Ben Ali's (2023) research concluded that participants' metacognitive awareness levels differed significantly based on gender for global strategies. There are also significant differences in global reading strategies based on senior and junior levels. The research of Manurung et al. (2024) concluded a positive and significant correlation between reading strategies and reading comprehension.

Of the eight studies presented above, this study has similarities: reading comprehension ability as a bound variable and research design, namely quantitative-correlational. The difference is (1) involving two independent variables, namely (a) metacognition awareness and (b) reading strategy awareness and one reading ability variable as a bound variable. Previous research has not tested these two strategies together; (2) previous research focused on English subjects; This study chose Indonesian subjects as the focus of study; and (3) This study involved all grade 11 students of State High Schools in Gunungsitoli City for the 2024/2025 school year. Previous research generally involved only one school.

Based on this description, this was done to obtain information about aspects that contribute to students' reading comprehension. Specifically, it aims to find and explain (a) the influence of metacognition awareness on students' reading comprehension, (b) the influence of reading strategy awareness on students' reading comprehension, and (c) the influence of metacognition awareness and reading strategy awareness together on students' reading comprehension ability.

II. RESEARCH METHOD

This study uses a quantitative approach. This approach is motivated by the data needed to test the hypothesis in the form of intervals (Papadopoulos & Papadopoulou, 2023). Correlational techniques are established as research methods. This aligns with Creswell's (2012) opinion that a quantitative approach with a correlational method seeks to explain the degree of relationship or association between several variables. In correlational research design, statistical tests can describe and measure the level of association (relationship) between two or more variables (Griffin & Hayler, 2016; Saro et al., 2023).

The population of this study is all grade 11 students of State High School for the 2024/2025 Academic Year in Gunungsitoli City. According to Bhardwaj (2019), multistage random sampling is used to determine the number of samples. Based on this model, three stages of sample determination are taken. The first stage is determined by school clusters based on sub-districts. At this stage, one State High School was selected for each sub-district. From the results of this election, four State High Schools were obtained, namely (a) SMA Negeri 2 Gunungsitoli in Gunungsitoli District, (2) Sukma Superior State High School in South Gunungsitoli District, (c) North Gunungsitoli State High School in North Gunungsitoli District, and (4) Gunungsitoli Idanoi State High School in Gunungsitoli Idanoi District. The second stage is to determine the class. Because grade 10 is still in the adjustment stage and grade 12 will focus on learning to prepare for exams, grade 11 was chosen as a research sample. Furthermore, the third stage was determined to have a sample of one class per school, totalling 168 students.

The Effect of Metacognition and Reading Strategies Awareness on Reading Comprehension

The research variables show that three types of data are needed: (a) metacognition awareness, (b) reading strategy awareness, and (c) reading comprehension ability. The data collection techniques used to obtain the three data sets are questionnaires and reading comprehension tests. The metacognition awareness instrument is adapted from the Metacognition Awareness Inventory developed by Schraw & Dennison (1994), which has as many as 52 items. Because MAI was originally shaped right and wrong, researchers organized it into five choices based on the Likert scale. This instrument is divided into two main categories, namely (a) cognition knowledge (17 items) and cognition regulation (35 items). The reading strategy awareness instrument was adapted from the Survey of Reading Strategies (SORS) developed by Mokhtari & Sheorey (2002), with as many as 30 items and five choices based on the Likert scale. This instrument consists of three categories, namely global strategies (13 items), problem-solving strategies (8 items), and material support strategies (9 items). The reading comprehension instrument was compiled based on the 2013 Curriculum because the research sample school still had not implemented the independent curriculum. The preparation of the reading ability test begins with preparing a grid (Habib, 2016). Based on this grid, a reading comprehension test item of 40 items is arranged in an objective shape with four answer options (A, B, C, and D).

These three research instruments have been tested to ensure validity and reliability. This trial was carried out in grade 11 of SMA Negeri 1 Gunungsitoli (a school not selected as a research sample school), which 31 students attended on June 20-21, 2024. The test results of the three instruments using SPSS version 26 for Windows were declared valid and reliable.

The research data was analyzed using SPSS for Windows version 26-based double linear regression. This multies-linear regression analysis is aimed at testing the research hypothesis. To ensure the feasibility of the data, classical assumption tests were carried out, including (a) residual normality tests, (b) multicollinearity tests, and (c) heteroscedasticity tests (Mardiamotko, 2020). The results of the classical assumption test allow multiple linear regression statistics.

Furthermore, t-test statistics were used to determine the influence of metacognition awareness and partial reading strategies on reading comprehension. Meanwhile, the F-test statistics were used to determine the contribution of metacognition and reading strategy awareness to reading comprehension ability. Finally, R² is used to determine the magnitude of the influence of metacognition awareness and reading strategy awareness on reading comprehension ability..

RESULTS AND DISCUSSION

The questionnaire and test answer sheet returned amounted to 154 for each variable. This number is worth analyzing because it reaches 92% of the total sample (168). Before testing the hypothesis, it is necessary to state the basis for making the following decisions:

1. Based on t-test

If the value of sig < 0.05 or t calculated > t of the table, there is an influence of variable X on variable Y;

If the sig value > 0.05 or t calculated < t in the table, then the variable X does not influence the variable Y.

2. Based on the F test

If the value of the sig < 0.05 or F is calculated > F of the table, then there is a simultaneous influence of variable X on variable Y;

If the value is sig. > 0.05 or F calculated < F table, there is no simultaneous influence of variable X on variable Y

First Hypothesis

Based on the analysis results (table 1), it is known that the significance value of metacognition awareness is 0.538 > 0.05, and the t-count value is -0.617 < 1.655. The acquisition of this score indicates that Ha was rejected and Ho was accepted. So, metacognition awareness does not positively and significantly affect the reading comprehension ability of grade 11 students of State High School in Gunungsitoli City.

Second Hypothesis

The analysis results (table 1) show that the significance value of the reading awareness strategy is 0.00 < 0.05, and the t-count value is 5.849 > 1.655. Based on this score, Ha was accepted, and Ho was rejected. So, awareness of reading strategies has a positive and significant effect on the reading comprehension ability of grade 11 students of State High School in Gunungsitoli City.

Table 1 Correlation Coefficients

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
I	(Constant)	32.710	7.002		4.671	.000
	Metacognition Awareness	-.056	.091	-.056	-.617	.538
	Reading Strategy Awareness	.656	.112	.530	5.849	.000

Dependent Variable: Reading Comprehension Ability

The Effect of Metacognition and Reading Strategies Awareness on Reading Comprehension

Third Hypothesis

The results of inferential statistical analysis (Table 2) show that the significance value of metacognition awareness and reading strategy awareness simultaneously is $0.00 < 0.05$, and the F count has a value of $F_{24,731} > 3,060$. Based on this score, H_a was accepted, and H_o was rejected. Thus, it can be concluded that metacognition awareness and reading strategy awareness simultaneously positively and significantly affect the reading comprehension ability of grade 11 students of State High School in Gunungsitoli City.

Table 2 Statistical Analysis of Test F

ANOVA ^a		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1523.897	2	761.948	24.731	.000 ^b
	Residual	4652.285	151	30.810		
	Total	6176.182	153			

a. Dependent Variable: Reading Comprehension Ability

b. Predictors: (Constant), Reading Strategy Awareness, Metacognition Awareness

Interpretation of the Coefficient of Determination

Based on table 3 below, it is known that the R Square value is 0.247. This value means that the simultaneous contribution of metacognition awareness (X1) and reading strategy awareness (X2) to reading comprehension ability (Y) is 24.70%. In other words, reading comprehension ability can be explained by the variables of metacognition awareness and reading strategy awareness by 24.70%. At the same time, the remaining 75.30% is explained by other variables outside this study's variables.

Table 3: R Square Values

Model Summary

Model	R	R Square	Adjusted Square	Std. Error of the Estimate
1	.497 ^a	.247	.237	5.551

a. Predictors: (Constant), Reading Strategy Awareness, Metacognition Awareness

b. Dependent Variable: Reading Comprehension Ability

Regression Equation

The regression equation in this study is: $Y = a + bX_1 + bX_2$. Table 1 shows a value of 32.710 was obtained, X1 (metacognition awareness) was -0.56 and X2 (reading strategy awareness) was 0.656. So, the regression equation is as follows.

$$Y = 32,710 - 0,056X_1 + 0,656X_2$$

The regression equation can be explained as follows.

1. A constant of 32.710 means that if metacognition awareness and reading strategy awareness both have a value of 0, the result of reading comprehension ability is 32.710 or 32.71%
2. The X1 coefficient is - 0.056, which means that if metacognition awareness increases by as many as one point with a fixed level of awareness of reading strategies, the results of the ability reading comprehension decreased by - 0.056 or 5.6%
3. The X2 coefficient of 0.656 means that if the awareness of reading strategies increases by one point with fixed metacognition awareness, the result of reading comprehension ability increases by 0.656 or 65.60%
4. By the regression line equation obtained, the change in the level of variable Y (reading comprehension ability) that occurred in grade 11 of State High School in Gunungsitoli City will be in line with the change in variable X2 (awareness of reading strategies) because the regression coefficient is marked positive. Meanwhile, the change in variable X1 (metacognition awareness) does not align with variable Y (reading comprehension) because the regression coefficient is negatively signed. However, judging from the amount of the coefficient of 0.056 (5.6%) is not significant.

Metacognition Awareness

The study's findings related to the influence of metacognition awareness on reading comprehension, while not overwhelmingly positive, do hold promise. The data suggests that while the reading comprehension ability of 11th-grade students of State High

The Effect of Metacognition and Reading Strategies Awareness on Reading Comprehension

School in Gunungsitoli City is not directly bolstered by their metacognitive awareness, there is potential for improvement. This indicates that readers' high awareness of metacognition could, with the right strategies, contribute to enhancing reading comprehension.

The absence of this correlation is likely due to two things. First, rushing to fill out the questionnaire. This means many sample students are not careful when filling out the questionnaire according to the conditions. Based on the researcher's observations, many sample students completed the questionnaire in less than five minutes. The absence of contribution or correlation of metacognition was affirmed by Tsamago and Bayaga (2024), who said that several studies show the absence of a positive correlation between students' metacognitive skills and conceptual understanding.

Second, the metacognition awareness questionnaire, adapted from the Metacognition Awareness Inventory developed by (Schraw and Dennison, 1994), with 52 items written in English, may not fully resonate with Indonesian-speaking students. While the author made efforts to rephrase it in Indonesian and it was tested for validity and reliability, it's clear that some concepts do not align with the psychosocial conditions of Indonesian-speaking students. This highlights the need for more culturally sensitive research tools in educational psychology.

Although mental awareness in this study did not contribute positively to the reading comprehension ability of State High School students in Gunungsitoli City, the findings of the same study revealed a positive influence on reading comprehension. Research (Hamiddin & Saukah, 2020) on metacognition knowledge in reading comprehension skills informs the success of metacognition awareness readers. As previously described, the findings of this study do not contribute to the reading comprehension of grade 11 students of State High School in Gunungsitoli. This difference in findings is likely due to the design of the study. Hamiddin and Saukah use a qualitative design that involves students as a data source. This study uses a quantitative-correlational design involving high school students as a data source.

Likewise, the research on metacognition awareness of reading strategies conducted (Al-Khresheh & Al Basheer Ben Ali, 2023) concluded that the use of metacognition awareness about reading strategies was in a moderate range. These findings show that metacognition awareness positively impacts understanding of reading texts. A similar thing was stated by Khellab et al. (2022) that students who have a high metacognition awareness have a significant effect on reading comprehension.

The basic concept of metacognition consciousness in the form of "thinking about thinking" has implications for a person's personality, namely self-regulation. This means that students fully aware of the meaning of learning activities such as reading always prepare themselves by exerting their potential (e.g., increasing interest and motivation, focusing their attention, and other preparations) before, during and after learning (Bagci & Unveren, 2020).

The main aspects of metacognition awareness are metacognition knowledge awareness and metacognition regulation awareness. Students who are aware of metacognition will utilize their knowledge to understand new concepts/knowledge. Students know the most appropriate strategies to understand the reading text. In this context, declarative, procedural, and conditional knowledge is essential to develop conceptual knowledge (content knowledge).

Metacognition regulation awareness, the student's general ability to manage, direct, regulate, and guide their learning, is crucial. This includes planning, monitoring, and evaluation. When students are aware of their knowledge and the management of their thinking process, they can achieve encouraging results. This aligns with Allah's (2017) opinion that metacognition awareness can significantly contribute to improving reading comprehension skills, empowering students to take control of their learning process.

Reading Strategy Awareness

Another thing that needs to be stated in this discussion is the awareness of metacognition and reading strategies. Some researchers combine these two concepts. Bagci and Unveren (2020) use a metacognition awareness reading strategy in their research. This means that metacognition awareness research is focused on reading strategy awareness. Students who have metacognition awareness will use various reading strategies when mastering reading texts. The instrument used was awareness of reading strategies adapted from the Survey of Reading Strategies (SORS) developed by Mokhtari and Sheorey (2002). Likewise, Dangin (2020) researched students' metacognition awareness by focusing on problem-solving strategies (PROB), global reading strategies (GLOB) and Support Strategies (SUP).

This study distinguishes between metacognition awareness and reading strategy awareness. In addition to referring to theoretical studies, the distinction is intended so that the two concepts have their roles in language learning, especially the ability to read reading texts. Reading strategy is interpreted as a conscious action that readers use to perfect their understanding of the text. Another definition is an action that is deliberately used to monitor the effort to understand the text being read (Banditvilai, 2020; Par, 2020)

This study's findings align with the theory initiated by Mokhtari and Reinhard (2022) and Schaw and Dennison (1994). Readers who consciously use specific reading strategies can affect their ability to understand the text perfectly. In this case, students (students and students) need to increase awareness of the importance of reading strategies. Without this awareness, students will lose direction or the opportunity to understand precisely and quickly important ideas in a reading text.

This study supports awareness of mastery of global reading strategies, problem-solving, and other proponents, such as those proposed by Mokhtari and Reinhard (2022) and Schaw and Dennison (1994). This emphasizes that students must equip

The Effect of Metacognition and Reading Strategies Awareness on Reading Comprehension

themselves with reading comprehension strategies through reading objectives. In terms of reading comprehension, there are a lot of effective strategies to help students understand the concepts/ideas/ideas contained in the reading text. In short, awareness of reading strategies can help students master or understand reading texts appropriately and quickly.

Other studies that have a common thread with awareness of reading strategies, such as Amir et al. (2019), Raqqad et al. (2019), Banditvilai (2020); Andreani et al. (2021); Telaumbanua & Tarigan (2022); Manurung et al. (2024) are in line with the findings of this study. Students aware of reading strategies will take advantage of them when they get a reading task. The use of various reading strategies has an impact on reading comprehension.

The awareness of reading strategies revealed through this study is limited to problem-solving strategies, global reading strategies, and support strategies. These findings are still general. Therefore, the development of understanding of reading comprehension strategies needs to be continued by introducing reading techniques such as skimming techniques, scanning, intensive reading, extensive reading, schematic techniques, SQ3R and its variants, as well as PQ3R and its variants (Beatrice S. Mikulecky & Jeffries, 1996)

Reading Comprehension Ability

The findings on the reading comprehension ability of grade 11 students of State High School in Gunungsitoli City had an average of 79.55 and elementary school 6,354. This score is acquired based on the reading comprehension competency text based on the 2013 curriculum. These findings show that student competencies are in the medium to high range. In other words, students as research samples have the competence or skills of reading comprehension as mandated by the theory of reading comprehension, especially the taxonomy of reading comprehension.

Regarding this reading comprehension ability, Elleman and Oslund (2019) say that reading comprehension is one of the most complex cognitive activities that makes it challenging to teach, measure, and research. Elleman & Oslund's opinion can be seen from the student's reading ability level. Kholiq & Luthfiyati Research (2020), Sari & Setiawan (2023), and Toding Bua & Jhevraiyan Mangiri (2023) concluded that students and students are still not able to show reading comprehension skills well.

It is undeniable that there are quite a lot of factors that affect reading comprehension. Factors such as interest and penchant for reading, reading anxiety, difficulties in linguistic aspects, limitations of books and readability levels, learning models, and so on (Beatrice S. Mikulecky & Jeffries, 1996; Liu & Luo, 2021; Manguilimotan et al., 2024). Therefore, teachers are mainly responsible for improving the reading-learning process in schools.

CONCLUSIONS

The effect of independent metacognition awareness on the reading comprehension ability of high school students tends to be negative because the correlation value is $0.538 > 0.05$, the t-count value is $-0.617 < 1.655$, and the regression coefficient t is harmful, which is -0.056 . Meanwhile, the awareness of independent reading strategies has a positive and significant effect on the reading comprehension ability of high school students because the correlation value is $0.00 < 0.05$. The t-count value is $5.849 > 1.655$, and the regression coefficient is positive, 0.656 . On the other hand, the effect of metacognition awareness and reading strategy awareness simultaneously on the reading comprehension ability of high school students is classified as positive and significant. This is supported by a correlation value of $0.00 < 0.05$, and F calculation has a value of $F 24.731 > 3.060$.

In addition, the value of R Square is 0.247 or 24.70%. This value can be interpreted as reading comprehension ability, which can be explained by the variables of metacognition awareness and reading strategy awareness by 24.70%. While the rest, 75.30%, is explained by other variables outside this study's variables. The findings of this study have implications at the theoretical level. The theory of metacognition and the theory of reading strategy awareness are the basis of the research theory. They are supported by data that can be strengthened, especially the theory of reading strategy awareness.

The findings of this study need to be implemented by teachers in reading learning classes. In other words, teachers must cultivate metacognition and reading strategy awareness among students. Further research can be carried out using other research designs and methods.

ACKNOWLEDGMENT

The researcher expressed their gratitude to the Principal of the State High School in Gunungsitoli City, Nias, North Sumatra Indonesia for giving us the opportunity to carry out research.

REFERENCES

- 1) Aflah, M. N. (2017). The Role of Metacognition in Reading Instruction. *Jurnal Pendidikan Bahasa*, 6(1), 211–221. <https://doi.org/10.1080/0031383920360304>
- 2) Al-Khreshheh, M. H., & Al Basheer Ben Ali, R. (2023). A mixed method study on the metacognitive awareness of reading strategies used by Saudi EFL students. *Journal of Pedagogical Research*, 7(4), 30–47. <https://doi.org/10.33902/JPR.202321535>

The Effect of Metacognition and Reading Strategies Awareness on Reading Comprehension

- 3) Amir, A. (2020). The Effect of Reading Strategies and Speed Reading on Students' Reading Comprehension Skill in Higher Education. *Advances in Social Science, Education and Humanities Research*, 485(Iclle), 214–217. <https://doi.org/10.2991/icla-18.2019.68>
- 4) Anastasiou, D., & Griva, E. (2009). Awareness of reading strategy use and reading comprehension among poor and good readers. *Elementary Education Online*, 8(2), 283–297.
- 5) Andreani, S., Muniroh, S., Suharyadi, Astuti, U. P., & Yulizar. (2021). The contribution of genre awareness and reading habits towards students' reading comprehension. *Indonesian Journal of Applied Linguistics*, 11(2), 463–476. <https://doi.org/10.17509/ijal.v11i2.35260>
- 6) Bagci, H., & Unveren, D. (2020). Investigation the Relationship between Metacognitive Awareness of Reading Strategies and Self-Efficacy Perception in Reading Comprehension in Mother-tongue: Sample of 8th Graders. *International Journal of Educational Methodology*, 6(1), 83–98. <https://doi.org/10.12973/ijem.6.1.83>
- 7) Banditvilai, C. (2020). The Effectiveness of Reading Strategies on Reading Comprehension. *International Journal of Social Science and Humanity*, 10(2), 46–50. <https://doi.org/10.18178/ijssh.2020.v10.1012>
- 8) Beatrice S. Mikulecky, & Jeffries, L. (1996). More Reading power: Reading Faster, Thinking Skills, Reading for Pleasure, Comprehension Skills. In Longman (p. 307).
- 9) Bhardwaj, P. (2019). Types of sampling in research. *Journal of the Practice of Cardiovascular Sciences*, 5(3), 157. https://doi.org/10.4103/jpcs.jpcs_62_19
- 10) Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating, Quantitative and Qualitative*. In Pearson Education, Inc (Fourth Edi).
- 11) Dangin, D. (2020). Students' Awareness of Metacognitive Reading Strategies in Academic Reading. *Journal of English Teaching and Learning Issues*, 3(1), 33. <https://doi.org/10.21043/jetli.v3i1.7145>
- 12) Elleman, A. M., & Oslund, E. L. (2019). Reading Comprehension Research: Implications for Practice and Policy. *Policy Insights from the Behavioral and Brain Sciences*, 6(1), 3–11. <https://doi.org/10.1177/2372732218816339>
- 13) Fitriyani, D., & Tussolekha, R. (2020). Membaca Pemahaman Mahasiswa Menggunakan Metode Sq3R Untuk Menemukan Gagasan Utama Dalam Teks Deskripsi. *Jurnal Bahasa & Sastra*, 5(1), 1–5.
- 14) Gulo, I. P., & Harefa, N. A. J. (2023). Peningkatan Kemampuan Siswa Menganalisis Struktur Teks Negosiasi Menggunakan Model Inkuiri Di Smk Negeri 3 Gunungsitoli. *Lingua Franca: Jurnal Bahasa, Sastra, Dan Pengajarannya*, 7(2), 164. <https://doi.org/10.30651/lf.v7i2.19929>
- 15) Hamiddin, & Saukah, A. (2020). Investigating metacognitive knowledge in reading comprehension: The case of Indonesian undergraduate students. *Indonesian Journal of Applied Linguistics*, 9(3), 608–615. <https://doi.org/10.17509/ijal.v9i3.23211>
- 16) Harefa, T. (2021). Peningkatan Keterampilan Membaca Teks Klasifikasi Menggunakan Metode SQ3R dengan Media Gambar. *Jurnal Edumaspul*, 5(1), 658–664.
- 17) Hoang, T. T., & Nguyen, U. T. (2023). An investigation into the difficulties in reading comprehension skills experienced by first-year English-major students at school of foreign languages. *American Journal of Education and Learning*, 8(1), 53–62. <https://doi.org/10.55284/ajel.v8i1.866>
- 18) Capaian Pembelajaran pada PAUD, Dikdas, dan Dikmen pada Kurikulum Merdeka, Badan Standar, Kurikulum, dan Asesmen Pendidikan (2022).
- 19) Khellab, F., Demirel, Ö., & Mohammadzadeh, B. (2022). Effect of Teaching Metacognitive Reading Strategies on Reading Comprehension of Engineering Students. *SAGE Open*, 12(4), 1–19. <https://doi.org/10.1177/21582440221138069>
- 20) Kholiq, A., & Luthfiyati, D. (2020). Tingkat Membaca Pemahaman Siswa Sma Kabupaten Lamongan. *KREDO : Jurnal Ilmiah Bahasa Dan Sastra*, 4(1), 17–32. <https://doi.org/10.24176/kredo.v4i1.3535>
- 21) Lazarus, K. U., & Anwalimhobor, N. B. I. (2023). Metacognitive Awareness of Reading Strategies as Predictors of Reading Comprehension Achievement among Students with Learning Disabilities in Nigeria. *IJDS Indonesian Journal of Disability Studies*, 10(1), 83–94. <https://doi.org/10.21776/ub.ijds.2023.010.01.07>
- 22) Liu, C., & Luo, X. (2021). Impact of Affective Factors on Senior High School Students with Low English Reading Ability. *English Language Teaching*, 14(12), 91.

The Effect of Metacognition and Reading Strategies Awareness on Reading Comprehension

<https://doi.org/10.5539/elt.v14n12p91>

- 23) Manguilimotan, R. P., Zabala, J. T., Encog, C. A., Padillo, G. G., & Capuno, R. G. (2024). Factors Affecting the Reading Comprehension Skills of Grade 3 Learners. *International Journal of Social Science Research and Review*, 7(3), 96–108. <https://doi.org/10.47814/ijssrr.v7i3.1930>
- 24) Manurung, S., Ariyanti, A., Yana, D., Sinaga, J. B., & Adam, A. (2024). The Correlation between Reading Strategies and Reading Comprehension. *Cahaya Pendidikan*, 9(2), 221–231. <https://doi.org/10.33373/chypend.v9i2.5975>
- 25) Mokhtari, K., & Reichard, C. A. (2002). Assessing students' Metacognitive Awareness of Reading Strategies. *Journal of Educational Psychology*, 94(2), 249–259. <https://doi.org/10.1037/0022-0663.94.2.249>
- 26) Nala, R. (2023). Difficulty in Reading Comprehension and Writing Among Grade Six Learners: Basis for an Intervention Plan. *PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL*, 15, 655–674. <https://doi.org/10.5281/zenodo.10351035>
- 27) Papadopoulos, I., & Papadopoulou, E. (2023). *Pedagogical and Research Perspectives on Language Education*. Nova Science Publishers, Inc.
- 28) Par, L. (2020). The relationship between reading strategies and reading achievement of the EFL students. *International Journal of Instruction*, 13(2), 223–238. <https://doi.org/10.29333/iji.2020.13216a>
- 29) Raqqad, Y. M. Al, Ismail, H. H., & Raqqad, K. M. Al. (2019). The Impact of Reading Strategies on EFL Students: A Research Review. *International Journal of English Literature and Social Sciences*, 4(6), 2042–2048. <https://doi.org/10.22161/ijels.46.65>
- 30) Sari, D. A. K., & Setiawan, E. P. (2023). Literasi Baca Siswa Indonesia Menurut Jenis Kelamin, Growth Mindset, dan Jenjang Pendidikan: Survei PISA. *Jurnal Pendidikan Dan Kebudayaan*, 8(1), 1–16. <https://doi.org/10.24832/jpnk.v8i1.3873>
- 31) Schraw, G., & Dennison, R. S. (1994). Assessing metacognitive awareness. *Contemporary Educational Psychology*, 9, 460–475.
- 32) Telaumbanua, S. (2023). Membaca Pemahaman dengan Strategi Kewacanaan. In *Penerbit Lakeisha* (Vol. 8, Issue 5). Penerbit Lakeisha. www.penerbitlakeisha.com
- 33) Telaumbanua, S., Atmaja, H., Rosadi, A., & Soulisa, I. (2023). Pendidikan Bahasa yang Inklusif dan Aksesibel bagi Semua Siswa (I). PT. Literasi Nusantara Abadi Grup.
- 34) Telaumbanua, S., & Tarigan, C. (2022). THE CONTRIBUTION OF DISCOURSE STRATEGIES TO THE READING COMPREHENSION. *International Journal of Current Advanced Research*, 11(05), 908–916. <https://doi.org/http://dx.doi.org/10.24327/ijcar.2022//dx.doi.org/10.24327/ijcar.2022.908.0207>
- 35) Telaumbanua, S., & Telaumbanua, S. A. B. (2024). PEDAGOGI GENRE DAN METAKOGNISI, Model Pembelajaran Bahasa Indonesia (Kemampuan Reseptif). Penerbit Lakeisha. www.penerbitlakeisha.com
- 36) Toding Bua, M., & Jhevriyan Mangiri. (2023). Kemampuan Membaca Pemahaman Mahasiswa di Masa Pandemi. *Jurnal Elementaria Edukasia*, 6(2), 529–540. <https://doi.org/10.31949/jee.v6i2.5260>
- 37) Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 37 Tahun 2018 Tentang Perubahan Atas Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 24 Tahun 2016 Tentang Kompetensi Inti Dan Kompetensi Dasar Pelajaran Pada Kurikulum 2013, Jakarta (2018).
- 38) Keputusan Kepala BSKAP Nomor 033/H/KR/2022 tentang Capaian Pembelajaran pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah Pada Kurikulum Merdeka, Jakarta (2022).



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0)

(<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.