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Students Metacognitive Awareness and Reading Comprehension for Eleventh Grade at SMAN 9 Bandar Lampung

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Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana kesadaran metakognitif siswa dalam pemahaman bacaan khususnya pada kelas sebelas SMA N 9 Bandar Lampung. Peneliti menggunakan desain metode campuran untuk menginterpretasikan data berdasarkan teori. Metode ini meliputi penggabungan atau pengintegrasian penelitian dan data kualitatif dan kuantitatif dalam studi penelitian. Penelitian ini menemukan bahwa terdapat hubungan negatif antara kedua sisi metakognitif siswa dan pemahaman bacaan. Selain hasil korelasi antara kesadaran metakognitif siswa dan pemahaman bacaan, penelitian ini menemukan bahwa tingkat korelasi yang signifikan dari variabel independen tersebut terhadap variabel dependen cukup menjanjikan.

Kata Kunci: *Kesadaran Metakognitif, Pemahaman Bacaan*

Abstract

This research aims to discover how students metacognitive awareness in reading comprehension especially for eleventh grade of SMA N 9 Bandar Lampung. The researcher used mix method design to interpret data based on theory. This method includes combining or integrating qualitative and quantitative research and data in research studies. This research found that there was a negative relationship between both sides of students' metacognitive and reading comprehension. Additionally the result of correlations between students metacognitive awareness and reading comprehension, the present study found that the significant level of correlations of those independent variables toward dependent variable was promising.

Keywords: *Metacognitive Awareness, Reading Comprehension*

INTRODUCTION

Reading known as window of knowledge, and this slogan we have often heard. It illustrates that reading provides the reader with a lot of advantages because it makes a human rich in knowledge. But lack of interest in reading is one of the problems faced in Indonesia. Interest in reading is a tendency of the soul that encourages someone to do something like read. People who have an interest in reading always fill their free time with reading. A data point from the result of an UNESCO survey is mentioned, the reading interest of the Indonesian people is low. In 2019, the result of a survey conducted by the program for International Student Assessment (PISA) for economic Co-operation and Development (OECD) stated that the literacy level of the Indonesian people is very low, and result from the survey show that Indonesian people reading interest is ranked 62nd out of 70 countries, or in the bottom 10 countries.

The data shows how apprehensive state interest of reading in our country because only being fond of reading someone will acquire knowledge. However, this data can also be an impetus for all parties to carry our evaluations and make movements so that all people like to read or have a reading tradition. Many Indonesia teenagers are not aware of importance in reading. Actually the teenagers are expected to be the next generation of nation who are able to think critically and broadly in order to compete with other regions and even countries. As one of fundamental language skill, reading plays an important role in expanding knowledge to access information and recognize meaning. Over the year, Indonesia government has committed to literacy, declaring that reading is the solution to improving literacy. According to curriculum of senior high school some objective of learning reading are to understand, apply and analyze factual, conceptual knowledge, and procedural knowledge based on their curiosity and processing, reasoning and presentation in the concrete and abstract domains of a given reading.

It means that student must learn a considerable amount of information from texts by knowing the metacognitive reading. In learning reading conducted so far only emphasized acquisition of cognitive concepts measured by objective written test and did not significantly increased the space for metacognition. According to Baker and Brown (1980), metacognition deals with meta meaning beyond, and cognition meaning mental action or process of achieving knowledge and understanding through experience, thought and sense. The definition of metacognition itself refers to how someone aims their cognition dealing with strategy and previous knowledge. Metacognitive skills in learning are an important indicator that can be measured. Metacognitive ability refers to students ability to think about their thinking processes (Livingston,1997).The thinking process leads to learn how students is

control the learning process, begin to plan actions, determining strategies, learning the right one according to the problem at hand, then monitoring progress in learning and error correction, as well as analyzing concepts and strategies for self — determined learning. Metacognition is important for someone because it relates to the process of planning, monitoring, and organizing ones thoughts and activities(Brown,1983).Metacognition skills do not come by themselves, but there is something driving them that is designed through an activity instructional (Bransfors et all,1999).

Based on the background above, this research aims to discover how students metacognitive awareness in reading comprehension especially for eleventh grade of SMA N 9 Bandar Lampung..

RESEARCH METHOD

The researcher used mix method design to interpretations of the data based on theory. According to (Creswell 2012) define mix — method include combining or integration of qualitative and quantitative research and data in research study. Qualitative data are usually open-ended without predetermined responses while quantitative data typically includes limited responses, such as found on questionnaires or psychological instruments.

In this research use explanatory design reverses the data collection procedure. The mix methods researcher first gather quantitative data and then builds on the analysis of it using qualitative data. The embedded design includes collecting a primary form of data and then a secondary form of data that plays a supportive role in the study. Both forms of data are often collected simultaneously. In addition, more complex mixed methods designs are becoming more frequently used in this form of inquiry(Craswell,2012).The researcher use mix method design because that combination of quantitative and qualitative approaches will result in a better understanding of the research problem than using one approach.

In this research there must be instruments used to collect data. The questionnaire will be used for descriptive detail about metacognition. Next use interview to know about index understanding about metacognition for each student and then reading test was done after giving questionnaire and interview.

The next step of research process after research design is to decide the participants or students to be included as the population and sample. The population of the research are students of eleventh grade at SMAN 9 Bandar Lampung. There are 72 students in total as the population and the sample of this research is all of students. In this research, the researcher took all of respondents based on the criteria. The students were selected

previously as a respondent with the criteria of being willing to participate in the interview, getting the highest improvement gap score and getting the lowest improvement gap score.

The technique of data collection is the step for collecting data in the research. In this research, the researcher use some techniques to collect the data. They are questionnaire, interview and reading test.

After collecting the data, the researcher analyzed the data. The quantitative and qualitative data were analyzed separately. The researcher used the following data analysis techniques to describe the data. Stage one could be analysis of data from questionnaire, then analysis of reading comprehension data and the last analysis of interview data and analysis of correlation of those two data. More specifically, the following stages are explored as below: Analysis of students metacognitive awareness, the data gained from interviews and questionnaires, purposed Mokhtary and Sheorey (2002) were analyzed by counting and finding the average of the frequency to determine the level of metacognitive used by respondent. The data also were provided in descriptive statistics, which consist of the percentage of the frequency by employing percentage procedure in SPSS. To interpret the findings further, the individual scores were added up to obtain the total average of each category of reading. Analysis of students reading comprehension, first the study will provide individual scores of reading comprehension. And next step analysis of correlation between metacognitive awareness and reading comprehension, moreover as a means to address two research questions to investigate the relationship between students metacognitive awareness and reading comprehension, SPSS 20 for analyzing those data. The results were presented as active data set table and were thoroughly explored as well.

RESULT AND DISCUSSION

Result

In this result of this research, the researcher divided this part into two parts. Firstly, there was quantitative result data, and secondly there was qualitative result data.

Quantitative Result Data

Linearity Data Between Students Metacognitive Awareness and reading Comprehension.

Particularly, the relationship between students metacognitive and reading comprehension were displayed in *linearity Data* table as follows.

Table 1. Linearity Data of Students Metacognitive Awareness and Reading Comprehension

		ANOVA Table					
			Sum of Squares	df	Mean Square	F	Sig.
		(Combined)	6533.333	51	128.105	.689	.857
READING * METACOG NITIVE	Between	Linearity	543.430	1	543.430	2.924	.103
	Groups	Deviation from Linearity	5989.903	50	119.798	.645	.895
		Within Groups	3716.667	20	185.833		
		Total	10250.000	71			

Based on table 1, It show the result of significance value from the data output. Linearity Sig.0.103>0.05 and for a deviation from linearity Sig. Is 0.895 > 0.05 higher than 0.05,it can be concluded that there is a significant linear correlation between metacognitive variables and reading comprehension.

Pearson Correlation of Student Metacognitive and Reading Comprehension

Table 2. Pearson Correlation of Student Metacognitive and Reading Comprehension

		Correlations	
		READING COMPREHENSION	METACOGNITIVE
READING	Pearson Correlation	1	-.230
	Sig. (2-tailed)		.052
	N	72	72
METACOGNITIVE	Pearson Correlation	-.230	1
	Sig. (2-tailed)	.052	
	N	72	72

Based on the table 2 It show the result of correlation between students metacognitive and reading comprehension which get significance 0,052.> 0.05 it means there is correlation both variables and the form of correlation was negative because of the score -.230.A degree of correlation both variables is weak.

Qualitative Result Data

In order to support the quantitative data, the interview section was conducted right after. The data from interview were got from 4 respondents from two classes of eleventh grade of SMA 9 Bandar Lampung, the categories of questions that were being asked were declarative knowledge, procedural knowledge, conditional knowledge , planning,

monitoring, informational management, debugging strategies and also evaluation. There were eleven questions given to the respondent.

How is students metacognitive in their reading comprehension?

Table 3. The Interview Data

No	Category	Question	Statement
	Declarative knowledge	How far do you know about your reading ability?	-In my opinion reading ability is about person expertise in understanding or spelling a sentence.(S.1) -I know so far about my reading ability because I really like to read books.(S.2) - I Know about my reading ability because quickly understand about the text.(S.3) -I know my reading ability because I can make a summary from the text.(S.4)
		Is your ability in reading good or not?	-Yes,my reading ability can be categorized as quite good.(S.1) -Yes, my reading ability can be categorized as medium.(S.2) -Yes, my reading ability can be categorized as not good.(S.3) -Yes, my reading ability can be categorized as medium.(S.4)
	Procedural Knowledge	Do you know about your reading strategies?	-Yes, I know my reading strategies.(S.1) -Yes, I know my reading strategies.(S.2)
		Mention the step that you considered when doing reading activities?	-first of all I understand the contents of each sentence and secondly I mark the main idea in each paragraph miss.so I can understand all the contents.(S.1) -first I choose a comfortable place for reading that place is not noisy with people,secondly doing skimming next I read the entire section until I understand the content miss.(S.2) -first I read the end of the passage afterward I headed to the beginning. So I know all the content inside.
		Did you use a strategy that you considered successfully before you were going to read another book?	-Yes, I did same strategy .(S.1) -Yes, I did same strategy(S.2) -Yes,I did same strategy that successfully before.(S.3)
		Why are you going to use that strategy?	-I use that strategy because I think makes it easier for me to understand the passage.(S.1)

		-I use that strategy because it is very good for me when doing reading activities(S.2)
Conditional knowledge	Do you know when the strategies you use in reading become effective?	-Yes, I do when reading become effective , where I understand overall meaning.(S.1) -Yes, I do when the reading strategies that use become effective.(S.2)
	Do you use your time well in reading with the aim of achieving understanding ? how did you managed?	-Yes, I do manage my time during reading for understanding the text. the way when I spend my time with reading, I always focus on each sentence in the paragraph so I get a good understanding. (S.1) -Yes, sometimes managed my time for understanding the text. when reading activities silently so it is easier for me to understand the contents of the text (S.2)
Planning	Do you have some strategies to help you understand the passage? tell me about your strategy?	-Yes, I have some strategies to help understanding the passage. the strategy is like for example I write down things that I think are important so that from that I can understand the reading text (S.1). -Yes, I have some strategies to help understanding the passage. the strategy is skimming over it after that I re-read each paragraph in order to get a good understanding (S.2)
Monitoring	Do you often translate English reading text to Indonesian, for helping you understand the text? How often it is, please explain it?	-Yes, I often translate English reading text to Indonesian for helping me understand the text.For example, every time I don't understand an English sentence, I always translate it into Indonesian. (S.1) -Yes, I often translate English reading text because without translate less understand the text.For example, I find sentences that are difficult to understand, I always translate them into Indonesian (S.2)
Informational Management	Do you often ask your friend about the texts that you dont understand?how often it is, please explain.	(S.2) -Yes, I often ask my friend to helping me understand the text.For example, I find it difficult to understand reading texts.I always ask my friends to make it easier for me to understand reading texts. (S.1) -Yes, I often ask my friend for helping me understanding text that I do not understand.for example, if I don't know the meaning of a sentence, I ask my friend to add to my understanding when reading.(S.2)

Debugging Strategies	Do you often make a summary after finished reading book?	-Yes, I often make a summary after reading book often like almost every finished reading material, I make a summary so that the knowledge I get can remembered properly miss.(S.1) -Yes, sometimes I make summary after finished reading book. Often it's like I always make summaries so that the new knowledge I get is easy for me to remember.(S.2)
Evaluation		

Based on the table above it show that first is declarative knowledge all of students they know or understand about their reading ability and some students felt their reading ability is good enough and also medium. According to Yilmaz and Yalcin (2012) declarative knowledge, known as open knowledge, is the knowledge that we are aware of and we can understand clearly.

Second is procedural knowledge all of students they have strategies for reading and also they have different strategies for doing reading activities additionally the students implementing the strategies that their considered successfully to read another book. And also procedural knowledge is the knowledge that related to perform an action with clear procedure (Yilmaz and Yalcin 2012).

Third is conditional knowledge the students use that strategy because it is very good actions for doing reading activities, and also understand when their strategies become effective and where they can understand overall meaning of the text. According to Flavell 1976 conditional knowledge is knowledge that student know when and why they implementing certain strategies or procedure.

Fourth is planning each students feel they can manage their time well for reading book for get understanding from the text. According to Flavell (1976) Planning involves the students to choosing correct reading text that will enhance their understanding.

Fifth is Monitoring, all of students they have some strategies to get understanding from the text, and every students they have different strategies to fix the problem. Monitoring involve the students to analyze reading text based on their understanding. (Flavell 1976).

Sixth is Informational Management, each students sometime translate their reading English to Indonesian to get more understanding from the text. Additionally they translated to Indonesia to make it easy for get understanding. Information management Skills and strategy sequences used to process information more efficiently (Flavell 1976).

Seventh is Debugging strategies, all of students were enthusiastic for asking their friend for get index understanding about the text that they do not know before. According to debugging strategies used to correct comprehension and performance errors (flavell 1976).

Eighth is Evaluation, some students make a summary after they finished read a book because they can write anything information from the text. According to Flavell(1976) Evaluating is processes measure the students comprehension purposefully to know develop the students comprehension.

Discussion

Is there any relationship between students metacognitive awareness and reading comprehension?

From the analysis of quantitative data, for the first question of this study was intended to investigate the relationship between metacognitive awareness(independent variables) and reading comprehension (dependent variable). At the first step the researcher conducted linearity test data .Based on the calculation in Table 4.1.1 shows the result of significance value from the data output Linearity Sig. $0.103 > 0.05$ mean it is higher than 0.05 and for a deviation from linearity Sig. Is $0.895 > 0.05$ higher than 0.05 it can be concluded that there is a significant linear relationship between metacognitive variables and reading comprehension. Meanwhile the pearson product moment was determine the relationship both variables. Based on the data in Table 4.1.2 according to the result of correlation between students metacognitive awareness and reading comprehension which get significance $0,052. > 0.05$ it means that the score higher than 0.05. It show that there is correlation between students metacognitive awareness and reading comprehension. However the correlation is weak, because get score -0.230 . Does indicate the students with higher in reading comprehension sometimes has lower score in metacognitive awareness. It called negative correlation.

The students metacognitive awareness in their reading comprehension.

Here is the explanation of data analysis that the researcher obtained from the interview. In this section, the researcher described the students metacognitive in their reading comprehension. There are eighth categories that can be seen: Declarative knowledge, procedural knowledge, conditional knowledge, planning, monitoring, Informational management, Debugging strategies and evaluation.

1. Declarative Knowledge

Declarative knowledge refers to what an individual know about appropriate approach in gaining information. It involves factual information and is the state of knowledge referred to as (Maggioni & Alexander 2010) based on interview the researcher firstly asked about how far they know about their reading ability. All of the students gave good responses, they agreed that they know about their reading ability. Here are some students answers.

Yes miss I know about my reading ability. In my opinion reading ability is about person expertise in understanding or spelling a sentence. (S.1)

I know so far about my reading ability because I really like to read books. Sometime I spent my free time by reading book. (S.2)

Then from those responses, we can see that the students know about their reading ability, for them reading ability is about person expertise in understanding the text. For second question of declarative knowledge is about their reading ability is good or not. All of students give good responses, here are some students answer.

Yes miss my reading ability can be categorized as quite good because I can get a lot of information from the text. (S.1)

Yes my reading ability can be categorized as medium. (S.2)

Yes miss my reading ability can be categorized as medium miss for me (S.3)

Then from those responses it showed that students can be categorized them self into some categories for their reading ability, and they can get a lot of information from what they read.

From all the statement we can see that the students in declarative knowledge clearly understand in what certain level of reading ability they are, some students are categorized them self as in medium level and quite good.

2. Procedural knowledge

According to Flavell (1976) procedural knowledge refers to knowledge about doing things. Much of this knowledge is represented as heuristics and strategies. This category is about the students understanding the knowledge that related to perform an action with clear. Based on the interview, the students were asked about their reading strategies and one of All of students give good responses, here are students answer.

Yes Miss, I know my reading strategy for me strategy is very important for me because we can get a lot of information from what we read before. first of all I understand the contents of each sentence and secondly I mark the main idea in each paragraph miss. so I can understand all the contents (S.1)(S.2)

Yes Miss I know my reading strategy, for me strategy is key of success in reading. first I choose a comfortable place for reading that place is not noisy with people,secondly doing skimming next I read the entire section until I understand the content miss (S.3). first I read the end of the passage afterward I headed to the beginning.So I know all the content inside.(S.4)

The statement above can it showed that the students were known their reading strategies.And some students has different strategies.Students felt interested in conducted their reading strategies.For second question of procedural knowledge is about use of strategy that they felt successfully for read another book. All of students give good responses,here are some students answer.

Yes, I did same strategy that I felt successfully for read another book(S.1)

Yes, I did same strategy for read another book because I can get information more quickly from the text.(S.2)

The statement above it showed that students use same strategy they felt successfully before.Each students clarified that use same strategy for helping them understanding the text.

From all the statement we can see that students in procedural knowledge students known about their reading strategies and some students has different strategies.for them having strategy is key of success in reading,And they also use same strategy they felt successfully before.

3. Conditional knowledge

According to Flavell 1976 conditional knowledge is knowledge that student know when and why they implementing certain strategies or procedure.Based on the interview, the students were asked about why are you going to use that strategy.All students give a good responses.Here are students answer

- I use that strategy because I think makes it easier for me to understand the passage.(S.1),(S.2),(S.3)

- I use that strategy because it is very good for me when doing reading activities(S.4)

The statement above it showed that three students use same strategies for make easier for understanding the text.Additionally one of the students said that strategy is very good for her self.For second question of conditional knowledge is about did they know when the strategies they use in reading become effective.Here are students answer

Yes,I do when reading become effective where I understand overall meaning(S.1)

Yes,when reading become effective where I get a lot information.(S.2)

From the statement it can be concluded students know about when their strategies become effective. And for them reading becomes effective where they get a lot of information.

From all the statement we can see that students in conditional knowledge they students have different strategies for understanding the text. Additionally the students know about when their reading becomes effective.

4. Planning

According to Flavell (1976) Planning involves the students to choosing correct reading text that will enhance their understanding. Based on interview the researcher asked about managing time well during reading with the aim of achieving understanding. All of the students gave good responses. Here is one of students answer :

Yes, I do manage my time well during reading for understanding the text. the way when I spend my time with reading, I always focus on each sentence in the paragraph so I get a good understanding..(S.1),(S.2),(S.3)

Yes, I do manage my time well during reading for get new knowledge or information from the text. When reading activities silently so it is easier for me to understand the contents of the text (S.4)

Based on the statement above students can manage their time well. However they have different way for managed their time for get index understanding about the text. all of students felt they can manage they time during reading some book. It can be seen from their responses.

From all the statement it can be concluded that students in planning they can managed their time well during reading for get a lot of information or knowledge.

5. Monitoring

Monitoring involve the students to analyze reading text based on their understanding. (Flavell 1976). Based on interview the researcher asked about did they have some strategies to help their understanding. And the students explain about their strategies. All of the students gave good responses. Here is some of students answer:

- Yes, I have some strategies to help me understanding the passage. the strategy is like for example I write down things that I think are important so that from that I can understand the reading text (S.1),(S.2)
- Yes, I have some strategies to help understanding the passage. the strategy is skimming over it after that I re-read each paragraph in order to get a good understanding (S.3),(S.4)

Then from those statement each students know about some strategies to help their understanding about the passage. And the students have different strategies. Additionally they can explain about their strategies.

From all the statement it can be concluded the students they have different strategies for helped them understanding the text.

6. Informational Management

Information management Skills and strategy sequences used to process information more efficiently (Flavell 1976) Based on interview the researcher asked about did the students often translate English reading text to Indonesian for helping them understanding the text. Here is some students answer

- Yes, I often translate my English reading text to Indonesian for helping me understand the text. For example, every time I don't understand an English sentence, I always translate it into Indonesian. (S.1)(S.2)(S.3)
- Yes, I often translate English reading text because without translate less understand the text. For example, I find sentences that are difficult to understand, I always translate them into Indonesian (S.4)

From the statement above we can see that students often translated English reading text to Indonesian for helping them understand the text.

For all the statement it can be concluded that students in informational management s translated their English reading to Indonesian for helped them understanding the text.

7. Debugging Strategies

Debugging strategies used to correct comprehension and performance errors (flavell 1976) Based on interview the researcher asked about did they often ask to their friend about the texts that do not understand. Here is one of students answer

- Yes, I often ask my friend for helping me understand the text. For example, I find it difficult to understand reading texts. I always ask my friends to make it easier for me to understand reading texts. (S.1)(S.2)(S.3)
- Yes, I often ask my friend for helping me understanding text that I do not understand. for example, if I don't know the meaning of a sentence, I ask my friend to add to my understanding when reading. (S.4)

Based on interview above the students ask their friend for getting understanding about the text that they do not understand before. Additionally if they felt difficult. From all the statement it can be concluded that students often ask their friends for helping understanding the text. And if they felt difficult for understanding.

8. Evaluation

Evaluating is processes measure the students comprehension purposefully to know develop the students comprehension.(Flavell 1976)Based on interview the researcher asked about how often make a summary after finished reading book here is one of students responses:

- Yes, sometimes I make a summary after finished reading some book.like almost every finished reading material, I make a summary so that the knowledge I get can remembered properly miss.(S.1)(S.2)(S.3)
- Yes, sometimes I make summary after finished reading book. Often it's like I always make summaries so that the new knowledge I get is easy for me to remember. (S.4)

From those statement it showed that the students sometimes make summary after finished reading. From all the statement that students sometimes make a summary after finished their reading for remembered what they got from the books or from the text.

CONCLUSION

This study sought to investigate the metacognitive awareness in their reading and the relationship with reading comprehension. The study found that there was negative relationship between both side students metacognitive and reading comprehension. Additionally the result of correlations between students metacognitive awareness and reading comprehension,the present study found that the significant level of correlations of those independent variable toward dependent variable was promising.From the calculation on the linearity result data showed the result of significance value from the data output Linearity Sig.0.103>0.05 and for a deviation from linearity Sig. Is 0.895 > 0.05 higher than 0.05, it can be concluded that there is a significant linear relationship between metacognitive variables and reading comprehension.and for analyze the correlation both variables this study use pearson product moment and this Is the result of correlation between students metacognitive and reading comprehension which get significance 0,052.> 0.05 it means there is correlation both variables and the form of relationship is negative because get score, -230 however the correlations is weak.That is supported most of the students responses in the interview that how the students metacognitive awareness in their reading comprehension.

In term of Declarative knowledge most of students knowing about their reading ability and they can categorized them self into their ability during reading.In term of procedural knowledge the students knowing about their strategies for reading and also they can use same strategy to read another book,where that strategy successfully

before. In term of conditional knowledge the students can know why they use that strategies And also knowing when they strategies become effective during reading. In term of planning the students can manage their time well during reading for get index understanding of the text. In term of monitoring the students have strategies for helping them understand during reading. and they can explain it. In term of informational management the students sometimes translate their English reading for helping students understand the text. In term of debugging strategies the students asking their friend when they do not understand the text about. and when the text become difficult. In term of evaluation the students sometime make a summary when they finished reading some book to remember what they got from the reading material.

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