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The Effect of Students' Metacognitive Awareness and Reading Comprehension in Narrative Text of Second-Grade Students

Wina Putri Febiyola Sianturi[1], Nenni Triana Sinaga[2], Usman Sidabutar[3]
[1,2,3] *HKBP Nommensen University, Indonesia*

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ABSTRACT

This research aims to determine students' metacognitive and reading comprehension in narrative text. This study investigates whether metacognitive awareness affects students' reading comprehension of narrative text at SMA N 3 Binjai. This research applied a quantitative approach, the population was the second-grade students at SMA N 3 Binjai in the 2024 academic year, and the sample was XI MIA 1 and XI MIA 2. The first sample involves 34 students for the experimental group (XI MIA 1) and the second sample involves 36 students for the control group (XI MIA 2). The instruments for collecting data were tests and questionnaires. There were pre-tests and post-tests for collecting data and the researcher gave pre-tests and post-tests to both classes. Based on the data, it was found that the result of the t-test (t-calculated) was higher than the t-table value at a significance level of p = 0,05 (2,1 > 1,995). Therefore, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. This indicates that metacognitive awareness was significantly influence the reading comprehension achievement of second-grade students at SMA N 3 Binjai.

Keywords *Metacognitive Awareness, Reading Comprehension, Narrative Text.*

Corresponding Author : nenni.sinaga@uhn.ac.id

INTRODUCTION

Reading is one of the language skills that is so important to be learned by students. Through this activity, students can improve their language and experience. They will get information and ideas that they need to know. Even, they will be able to know what they did not know before. Reading involves more than simply deciphering words; it encompasses the process of creating meaning and comprehension (Weaver, 2002). Reading is a receptive skill. It does not demand that students produce language for this. They receive and understand it. Reading means to perceive a written text to understand its contents. With the ability to read, someone can perceive information and improve their knowledge. Thus, by reading, people can comprehend,

and follow what is happening in their surroundings, and even gain as much information as possible to develop their reading skills.

Several obstacles can limit students' ability to read, including *Language Skills,* students who lack language skills may struggle to comprehend passages that are more complex or have a wider vocabulary. *Cognitive Ability,* students with lower cognitive abilities may struggle to understand and recall information presented in reading passages. Reading Skill, poor reading skills such as slow reading, ignoring keywords, or not using comprehension strategies, may limit a student's ability to comprehend the passage. Reading is an interactive cognitive process wherein the reader engages with the text, continuously forms hypotheses, defines, and applies their vocabulary and language knowledge to derive meaning. Consequently, the effective utilization of reading strategies is acknowledged as a crucial method for enhancing reading comprehension. In essence, employing reading strategies holds great significance for university students as it enables them to navigate diverse academic texts and enhance their skills. The reader must engage in coping with challenging and complex academic texts to develop metacognitive awareness of reading strategies. Heilman (2005:237) stated that comprehension is a complex process influenced by numerous factors.

Reading comprehension is crucial for students as proficiency in reading comprehension is directly linked to academic achievement across all subjects. Students who can understand and interpret text effectively are better equipped to grasp complex concepts, follow instructions, and perform well on exams. *Critical thinking and* reading comprehension foster critical thinking skills. It requires students to analyze, evaluate, and synthesize information from text which are essential skills for problem-solving and decision-making in all areas of life. *Language development and* reading comprehension enhance language skills, including vocabulary expansion, grammar usage, and comprehension of different writing styles. Exposure to diverse texts broadens a student's linguistic capability. *Empowerment is* the ability to comprehend and empower students to access a wealth of information independently. This self-reliance is crucial in higher education and throughout someone's career. (Dadzie, 2008) defined reading as the ability to comprehend a text. He elaborated that reading involves not only understanding the literal meaning of words but also leveraging this understanding for personal learning.

Cognitive development engaging with text stimulates cognitive processes such as memory retention, attention span, and mental flexibility. It exercises the brain and enhances overall cognitive development. *Through cultural* awareness and reading comprehension, students can explore different cultures,

perspectives, and historical events. This fosters empathy, tolerance, and a broader worldview. *Life-long learning* developing strong reading comprehension skills lays the foundation for life-long learning. It encourages a habit of reading for pleasure and self-improvement which is beneficial beyond formal education. *Career readiness* in the professional world, effective communication and the ability to comprehend complex documents are highly valued skills. Strong reading comprehension opens the door to a wide range of career opportunities. Snow (2002), there are three main components to reading comprehension. First, there is the reader, which in this context refers to the student engaged in reading. To effectively comprehend text, students need strong cognitive skills and language comprehension. Comprehension assessments typically focus heavily on a few specific tasks, including reading for immediate recall, understanding main ideas, and interpreting or explaining word meanings (Paris, 2005).

Metacognition is the ability to be reflective of the thinking process and understand how the mind works. It involves understanding how we process information, make decisions, and interpret our experiences. Metacognition allows us to become more aware of our own weaknesses and strengths and can help us develop strategies to improve our thinking. Metacognition is an important skill for problem-solving, learning, and decision-making and can be particularly beneficial in education. Metacognitive awareness refers to the ability to understand and control one's own cognitive processes. It involves being aware of how you think, learn, and solve problems. This awareness allows individuals to monitor and regulate their thinking, adjusting as needed to improve their learning and performance. In essence, metacognitive awareness is the understanding of one's own thinking processes and the ability to reflect on and regulate them for better cognitive outcomes. Metacognition refers to an individual's ability to regulate their thinking processes in order to achieve specific cognitive goals (Asy'ari&Ikhsan, 2019).

Metacognition in reading strategies involves controlling, testing, setting, and evaluating students' reading strategies to enhance comprehension and achieve goals. It serves as a tool for bridging reasoning and reading strategies, which is crucial for learners to navigate complex reading challenges effectively. Regarding metacognition, it involves students' awareness of metacognitive reading strategies, which entails their ability to monitor and recognize suitable strategies that enhance their reading comprehension. Additionally, it involves students being cognizant of when to employ specific strategies and selecting the most appropriate ones to address reading situations effectively, thereby facilitating the development of their reading skills. Metacognitive reading

strategy awareness is defined as the deliberate planning, monitoring, and evaluation undertaken by the reader to comprehend the text they are reading. Characteristics of a proficient reader include their understanding of why and what they are reading, their ability to address problems encountered during reading, and their capacity to monitor comprehension.

The effectiveness of metacognitive reading strategy awareness significantly impacts reading comprehension. In essence, metacognitive reading strategy awareness is vital, as it equips students with the tools necessary to become cognizant of their thought processes, thereby enhancing their confidence in their ability to analyze and comprehend text. Studying reading strategies involves examining students' ability to employ various methods for extracting information from text and applying them in different contexts. Metacognition within reading strategies focuses on activating students' emotional understanding and exposure during reading. Student reading strategies encompass their capacity to utilize diverse methods for acquiring knowledge from text and applying these methods across various situations.

In a recent study involving the impact of using metacognitive strategies on reading comprehension (Razi&Salim, 2014), They provided metacognitive strategy training to 45 English college students and found that the experimental group demonstrated better reading comprehension compared to the control group. Similarly, Nejad et al. (2015) conducted research involving 111 intermediate EFL learners to explore the effects of metacognitive strategy training.

Metacognition is the understanding and control of the thinking process (Flavell 1976). Metacognition helps students understand what they learn, manage their time and resources, and evaluate their understanding of the subject matter.

RESEARCH METHODE

This research will employ a quantitative approach, it aims to find the impact of the independent variable (metacognitive awareness) and the dependent variable (students' reading comprehension). This research will be conducted using two randomized experimental and control groups. The research design will be implemented to compare the data obtained from both groups. In pursuance of Ary (1979:8), the research design is outlined in the Table below:

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Table 1.
Randomized Groups (Pre-test and Post-test Design)

Group	Pre-Test	Independent Variable	Post-Test
Experimental	X1	Z	X2
Control	Y1	-	Y2

The sample of this research is students in grades XI MIA 1 which involves about 34 students and XI MIA 2 which involves about 36 students. The total of the sample involves 70 students. The technique of sampling uses simple random sampling. The first sample involves 34 students for the experimental group and the second sample involves 36 students for the control group. The technique of collecting data employs tests with multiple choices.

Table 2.
List of Questionnaire Metacognitive Awareness

Categories	**Statements**	**Perception**				
		1	**2**	**3**	**4**	**5**
Global Reading Strategies (GLOB)	I read with a clear objective in mind.					
	I use my existing knowledge to help comprehend the material.					
	Before diving into the text, I get a general sense of its content.					
	I consider whether the material aligns with my reading goals					
	I initially assess the text by noting its features such as length and structure.					
	While reading, I choose what to focus on closely and what to overlook.					
	I use visual aids like tables, figures, and pictures to enhance my understanding.					
	I rely on context clues to improve my comprehension.					
	I pay attention to typographical					

	elements like bold and italic text to identify important information.					
	I critically examine and assess the information presented.					
	I verify my understanding when I encounter new information.					
	I make predictions about the content as I read.					
	I check the accuracy of my predictions.					
Problem Solving Strategies (PROB)	I read attentively and slowly to ensure comprehension.					
	I refocus when I find my attention drifting.					
	I adjust my reading pace based on the text.					
	When the text becomes challenging, I concentrate more.					
	I periodically pause to reflect on what I've read.					
	I visualize the information to aid in retention.					
	When faced with difficult passages, I reread them to improve understanding.					
	I infer the meaning of unfamiliar words or phrases as I read.					
Support Strategies (SUPP)	I take notes to support my comprehension.					
	When encountering difficult sections, I read aloud to aid understanding.					
	I underline or circle key information to help remember it.					
	I consult reference materials (e.g., dictionaries) to clarify meanings.					
	I paraphrase text to grasp ideas more clearly.					

	I move back and forth within the text to connect different ideas.					
	I pose questions to myself that I want to answered the text.					
	I translate text from English into my native language as needed.					
	I consider information in both English and my native language for better understanding.					

Questioner.

The validation of the instrument of this research is the reliability of the test. This research has one factor that will be fulfilled by tests before it can be used to obtain valid data. The forming and procedure of the aspect involve :

1. Reliability of Test

The reliability of the test is pivotal to giving a suitable result. To obtain the reliability of the test, the researcher applies Kuder-Richardson (KR-21) formula :

$$R = \frac{K}{K-1}\left(1 - \frac{M(K-M)}{KS^2}\right)$$

Where : R = The reliability of the entire test

K = Number items of test

S^2 = Variance of scores (squared standard deviation)

M = Mean of scores

1. To find the individual score of the students can be calculated by following formula:

M = $\frac{X}{N}$ x 100

Where: M = Individual score

X = The number of correct answers

N = The number of Items

2. To find out the sample respondents, and the level of the students' reading comprehension of narrative text, the following classification measurement is used.

No.	Score/ Range	Ability Level
1	80 -100	Excellent
2	70-79	Good
3	60 – 69	Fairly Good

4	50-59	Weak
5	0-49	Poor

3. The researcher used a test to find out the different mean of scores between experimental and control group as follows:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{\sum Dx^2 + \sum Dy^2}{Nx+Ny-2}\right]\left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

Where : t = The effect

Mx = Mean of the experimental group

My = Mean of the control group

$\sum Dx$ = Sum of standard deviation in the experimental group

$\sum Dy$ = Sum of standard deviation in the control group

Nx = Total sample of the experimental group

Ny = Total sample of control group

RESULT AND DISCUSSION

The research data were collected using tests and questionnaires, which included the Pre-test and Post-test. The sample consisted of two groups specifically an Experimental group and a Control group. There were 34 students in the experimental group and 36 students in the control group. The total both of groups was 70 students of second-grade students at SMA N 3 Binjai. The Experimental group was taught using a metacognitive strategy, whereas the Control group received instruction without this strategy. Only the Experimental group received the metacognitive strategy treatment. Both groups took the same Post-test to assess any differences. The tests consisted of 25 items.

Table 3.
The Pre-test and Post-test Scores of The Experimental Group

No.	Students' Initial Names	Pre-Test	Post-Test
		X1	X2
1.	AS	52	88
2.	AP	40	84
3.	ABS	64	80
4.	AN	76	80
5.	CSP	48	88
6.	FA	44	92
7.	FAAF	48	84
8.	FA	40	80

9.	FA	56	80
10.	HAS	56	76
11.	HAP	64	96
12.	IS	84	88
13.	MHA	90	92
14.	M	48	80
15.	MA	52	92
16.	MEIL	68	80
17.	MFS	80	84
18.	MRA	80	88
19.	NS	72	84
20.	NAS	80	84
21.	NCSAH	76	80
22.	NC	76	80
23.	PA	76	84
24.	RARBS	64	88
25.	RP	56	84
26.	RAF	48	76
27.	RFH	80	88
28.	RA	72	92
29.	RAN	44	84
30.	SAS	56	72
31.	SN	56	80
32.	SH	64	76
33.	TIP	68	80
34.	ZP	68	76
	Total	**2.146**	**2.840**
	Mean	**63,11**	**83,52**

The table above involve the summarize pre-test and post-test scores of students in the experimental group. The researcher gave pre-test and post-test for the experimental group, the lowest score of the pre-test was 40, while the highest score was 90. The total score in the pre-test was 2.146 with mean 63,11. Afterwards, the lowest score of post-test was 72 while the highest score was 96. Then the total score in the post-test was 2.840 with mean 83,52. The scores were considered so good.

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Table 4.
The Pre-test and Post-test Scores of The Control Group

No.	Students' Initial Names	Pre-Test	Post-Test
		Y1	Y2
1.	AS	40	76
2.	AMBS	68	80
3.	ACS	68	76
4.	ABS	80	84
5.	BRSS	64	76
6.	CW	64	84
7.	CCM	76	80
8.	DRR	72	80
9.	FM	84	88
10.	FAP	44	76
11.	FR	60	96
12.	GTBS	52	72
13.	HL	52	76
14.	HDGP	60	80
15.	KW	56	72
16.	KMAB	80	84
17.	LD	80	92
18.	LA	76	84
19.	LBKS	48	76
20.	MAN	56	80
21.	MFA	68	72
22.	MG	60	72
23.	MMAPH	72	80
24.	M	72	96
25.	N	84	92
26.	PA	72	80
27.	RY	76	96
28.	RE	48	72
29.	RDA	80	84
30.	RGS	68	76
31.	RA	60	72
32.	SFA	56	76
33.	SR	72	80
34.	TATP	76	80

35.	YA	64	76
36.	ZA	60	72
	Total	**2.368**	**2.888**
	Mean	**65,77**	**80,22**

The researcher provided the pre-test and post-test to the control group and then evaluated the students' results. For the control group, the lowest pre-test score was 40 and the highest was 84. The total pre-test score was 2.368, with the mean score of 65,77. Afterwards, the lowest post-test score was 72 and the highest was 96. while the total post-test score was 2.888, with the mean score of 80,22. The results for the control group are detailed in the table above. Based on the table 4.1 and 4.2, the difference scores between the pre-test of experimental and control group was 2,66 and the difference scores between the post-test of experimental and control group was 3,3.

The researcher analyzed the data from control group and experimental group. From the data, the reseacher found the calculation total score of experimental and control group. The calculation score of experimental and control group can be seen in table below.

Table 5.
The Calculation of Experimental Group

No.	Students' Initial Names	Pre-Test	Post-Test	D(X)	Dx^2
		X1	X2	(X2-X1)	
1.	AS	52	88	36	1.296
2.	AP	40	84	44	1.936
3.	ABS	64	80	16	256
4.	AN	76	80	4	16
5.	CSP	48	88	40	1.600
6.	FA	44	92	48	2.304
7.	FAAF	48	84	36	1.296
8.	FA	40	80	40	1.600
9.	FA	56	80	24	576
10.	HAS	56	76	20	400
11.	HAP	64	96	32	1.024
12.	IS	84	88	4	16
13.	MHA	90	92	2	4
14.	M	48	80	32	1.024
15.	MA	52	92	40	1.600
16.	MEIL	68	80	12	144

17.	MFS	80	84	4	16
18.	MRA	80	88	8	64
19.	NS	72	84	12	144
20.	NAS	80	84	4	16
21.	NCSAH	76	80	4	16
22.	NC	76	80	4	16
23.	PA	76	84	8	64
24.	RARBS	64	88	24	576
25.	RP	56	84	28	784
26.	RAF	48	76	28	784
27.	RFH	80	88	8	64
28.	RA	72	92	20	400
29.	RAN	44	84	40	1.600
30.	SAS	56	72	16	256
31.	SN	56	80	24	576
32.	SH	64	76	12	144
33.	TIP	68	80	12	144
34.	ZP	68	76	8	64
	Total	**2.146**	**2.840**	**694**	**20.820**
	Mean	**63,11**	**83,52**	**20,41**	

Table 6.
The Calculation of Control Group

No.	Students' Initial Names	Pre-Test	Post-Test	D(Y)	Dy^2
		Y1	Y2	(Y2-Y1)	
1.	AS	40	76	36	1.296
2.	AMBS	68	80	12	144
3.	ACS	68	76	8	64
4.	ABS	80	84	4	16
5.	BRSS	64	76	12	144
6.	CW	64	84	20	400
7.	CCM	76	80	4	16
8.	DRR	72	80	8	64
9.	FM	84	88	4	16
10.	FAP	44	76	32	1.024
11.	FR	60	96	36	1.296
12.	GTBS	52	72	20	400
13.	HL	52	76	24	576

14.	HDGP	60	80	20	400
15.	KW	56	72	16	256
16.	KMAB	80	84	4	16
17.	LD	80	92	12	144
18.	LA	76	84	8	64
19.	LBKS	48	76	28	784
20.	MAN	56	80	24	576
21.	MFA	68	72	4	16
22.	MG	60	72	12	144
23.	MMAPH	72	80	8	64
24.	M	72	96	24	576
25.	N	84	92	8	64
26.	PA	72	80	8	64
27.	RY	76	96	20	400
28.	RE	48	72	24	576
29.	RDA	80	84	4	16
30.	RGS	68	76	8	64
31.	RA	60	72	12	144
32.	SFA	56	76	20	400
33.	SR	72	80	8	64
34.	TATP	76	80	4	16
35.	YA	64	76	12	144
36.	ZA	60	72	12	144
	Total	**2.368**	**2.888**	**520**	**10.592**
	Mean	**65,77**	**80,22**	**14,44**	

Based on the table above, we can see the calculation total score of the experimental group in the pre-test and post-test was 694 with a mean score was 20,41. Then, the quadrate of calculation total score in the experimental group in the pre-test and post-test was 20.820. The calculation total score of the control group in pre-test and post-test was 520 and the mean score was 14,44. The quadrate of the calculation total score in the control group in the pre-test and post-test was 10.592.

Testing the Hypothesis

The base theory in testing the hypothesis is that Ha (alternative hypothesis) is accepted if the t-calculated is higher than the t-table (t-calculated > t-table). The testing hypothesis was aimed to know whether the metacognitive strategy is accepted or rejected. Based on the calculation of

the t-test, it was found that t calculated (2,1) was higher than t- table (1,995) for the degree of freedom (df) = N1 + N2 – 2 = 34+36 –2 = 68 at the level significant p = 0,05. It can be seen as follows:

T –calculated > t- table (p = 0,05) with df = 68

2,1 > 1,995 (p = 0,05) with df = 68

Thus, it can be said that Ha is accepted and Ho is rejected. In other words, it can be said that there was a significant impact of metacognitive awareness on students' reading comprehension.

Testing the Reliability of Test

The researcher conducted a test on the students. The researcher gave the test forms to XI MIA 1. The test scores are calculated to find out the reliability of the test. The reliability of the test was established related to examining the hypothesis to answer the research problem. From the data above, it was obtained that the mean score 20,41. The square of the standard deviation of the total test score was 20.820 and the reliability of the test was 1,03. The coefficient of correlation will be classified according to the following criteria.

Where :

0,00 – 0,2 = the reliability is low

0,41 – 0,60 = the reliability is fair

0,61- 0,80 = the reliability is high

0,81 – above = the reliability is so high

The researcher found the value reliability of the test was 1,03 so it means that the reliability of the test is so high and the test used in this research was reliable. Other researchers have shown considerable interest in exploring metacognitive awareness in reading, focusing on its impact on academic achievement among undergraduate business students. The study conducted by Mokhtari and Reichard (2002) aimed to investigate the relationship between metacognitive awareness of reading strategies (MARS) and academic success. It categorized these strategies into global strategies, problem-solving strategies, and support reading strategies. The research involved 571 male and female undergraduate business students from both private and public universities in Karachi. Results highlighted a significant predictive link between MARS and academic performance, suggesting that workshops or training sessions could enhance students' focus during reading and improve their learning outcomes.

This research aimed to determine whether metacognitive awareness influences the reading comprehension achievement of second-grade students at SMA N 3 Binjai. After applying the strategy, the results indicated a significant impact of metacognitive awareness on students' reading comprehension. This is evident from the difference in mean scores between the two groups. Based on

the problem of this study, firstly there was no significant relation between students' metacognitive awareness and reading comprehension. It can be seen that the calculation mean score in the experimental group was 20,41. Then, the mean score in the control group was 14,44. The standard deviation was 195,7. The result of the t-test (t-calculated) was also higher than the t-table at the level of significant p = 0,05 (2,1 < 1,995). The metacognitive awareness was significantly affected on the 1,995. Thus, it can be said that Ha is accepted and Ho is rejected. It means that metacognitive significantly affects the student's achievement in reading comprehension. Secondly, the relationship between metacognitive awareness and reading comprehension worked successfully. It can be said that applying metacognitive awareness in the learning process in the class was more effective. It could be seen in students' scores after the researcher gave the post-test to students in the class, the post-test scores were higher than the pre-test scores.

CONCLUSION

After the researcher examined the data, it was determined that metacognitive awareness has a significant impact on the students' reading comprehension. The post-test mean score for the experimental group was 83,52 with a standard deviation of 195,7 which was higher compared to the control group's post-test mean score of 80,22 with a standard deviation of 85,58. Additionally, the t-test result (t-calculated) was higher than the t-table value at a significance level of p = 0,05 (2,1 > 1,995). This indicates that metacognitive awareness significantly influenced the reading comprehension achievement of second-grade students at SMA N 3 Binjai. Therefore, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

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