Journal of Research and Innovation in Language
ISSN (Online): 2685-3906, ISSN (Print): 2685-0818
DOI: https://doi.org/10.31849/reila.v6i1.15846
Vol. 6, No. 1, April 2024, pp. 59-73

Metacognitive Reading Comprehension Instructional Model on Narrative Text: A Mixed Method for Enhancing Students' Comprehension

Juliana Juliana & Risa Anggraini
Potensi Utama University, Medan, Indonesia
juliana@potensi-utama.ac.id

ARTICLE HISTORY

Received : 2023-08-24
Revised : 2024-02-14
Accepted : 2024-02-16

KEYWORDS

Metacognitive strategies
Reading comprehension
Instructional model
Narrative text
Educational practices
Literacy development

ABSTRACT

This study highlights the integration of metacognitive strategies in reading comprehension through a novel Three-phases instructional model, focusing on metacognitive strategies (pre-reading, while-reading, post-reading). This innovative model is distinct in its holistic approach to enhancing students' reading comprehension by activating their prior knowledge, engaging them actively in the reading process, and fostering reflective comprehension towards a successful strategic reading journey. Targeting narrative texts, the research was conducted with 70 junior school students from Tanjung Morawa, specifically selected for their lower proficiency in reading comprehension, highlighting the model's focus on addressing the needs of struggling readers. Through a mixed-method approach, employing both tests and questionnaires for data collection, the study demonstrated that the instructional model significantly boosts students' reading comprehension. The mean score improvement from 62.85 (pre-test) to 83.71 (post-test) underscores the model's effectiveness and its potential to significantly enhance students' reading comprehension skills. A survey of 35 students further validated the model's role in elevating their awareness and motivation for reading, with *making a prediction* which got 28 (80.0%) is the most commonly used, followed by *restating ideas* with 23 (65.7%) and *thinking aloud* with 21 (60.0%). These results not only bridge the existing gap in reading instruction but also carry significant implications for educational practices and literacy development. It serves as a testament to the potential of innovative instructional models in enhancing reading comprehension.

1. Introduction

Reading comprehension is a skill dealing with the Reading comprehension serves as a cornerstone in the edifice of knowledge acquisition, representing a fundamental skill that underpins successful learning endeavors among students. The ability to comprehend written material not only facilitates the assimilation of information but also lays the groundwork for critical thinking and knowledge application. Indeed, the essence of reading lies in the comprehension of textual content, where proficient readers engage with the material, extract meaning, and establish connections with the text (Garrison & Hynds, 1991; Zwaan, 199; Spivey, 1990). However, despite its pivotal role, many students struggle to monitor their understanding effectively and often fail to recognize when comprehension breaks down. This lack of metacognitive awareness can impede their ability to navigate complex texts and hinder overall learning outcomes (Hedgcock & Ferris, 2018).

This issue is particularly pronounced in educational contexts characterized by disparities in resources and learning environments, such as rural areas. Within the Indonesian educational landscape, rural schools often contend with limited access to educational resources and face challenges in providing quality instruction. Consequently, students in these settings frequently exhibit lower levels of reading achievement compared to their urban counterparts (Suprayitno, 2019). This disparity is evident in the significant gap observed in reading comprehension scores between students in provincial capital cities and those in rural areas, highlighting the pervasive nature of the challenge (Lubis, 2019). Despite efforts to address these discrepancies, a substantial portion of rural students continue to struggle to meet established proficiency benchmarks, with only a minority achieving adequate comprehension levels (Juliana, 2016).

Moreover, the complexity of English language texts further exacerbates the challenges faced by students, particularly in rural settings. Students often cite unfamiliar vocabulary and intricate grammatical structures as barriers to comprehension, further compounding their difficulties with reading (Nazurty et al., 2019). In this context, the process of comprehending English texts is perceived as daunting and inaccessible, hindering students' engagement and proficiency in the language.

To address these multifaceted challenges, educators and researchers have turned to metacognitive strategies as a potential solution. Metacognition, defined as the awareness and understanding of one's own thought processes, has been shown to play a crucial role in facilitating comprehension and learning (Silvén, 1992). By equipping students with metacognitive skills, educators aim to empower them to monitor, plan, and evaluate their comprehension effectively, thereby fostering independence and metacognitive awareness (Jacobs & Paris, 1987).

In examining the landscape of research on metacognitive strategies, a conspicuous gap emerges, particularly within the realm of narrative text comprehension, especially in rural educational settings. While various studies have delved into individual metacognitive techniques, a notable absence persists in terms of a comprehensive instructional model that seamlessly integrates these strategies for narrative text comprehension (Pressley, 2002; Klingner et al., 2008). Research indicates a positive correlation between the use of metacognitive reading strategies and English reading comprehension competence (Hammad, 2023), as well as improvements in reading comprehension skills through teaching practices employing these strategies (Eker, 2014). Moreover, the implementation of metacognitive strategies has been associated with enhanced reading comprehension achievement (Muhid et al., 2020).

Examining reader-text interactions, particularly the influence of different text and question types on cognitive skills, further underscores the significance of metacognitive strategies (Eason, 2012; Meniado, 2016). Studies have also highlighted the pivotal role of metacognition and inferential ability in bolstering reading comprehension (Tantowie et al., 2022). Additionally, explicit teaching of metacognitive strategies has been proven effective in improving reading skills among ESL and EFL learners (Rajasagaran & Ismail, 2022). The correlation between metacognitive reading strategies and reading comprehension, particularly among first-year EFL students, further substantiates the importance of metacognitive strategies in fostering reading comprehension (Maryam et al., 2019).

However, despite these insights, there remains a gap in the literature necessitating more comprehensive studies that specifically investigate the efficacy of a holistic instructional model tailored to narrative texts. Such research endeavors are crucial, particularly in addressing the unique needs of students in rural areas. Ultimately, these studies collectively underscore the vital role of metacognitive reading strategies in enhancing reading comprehension skills, emphasizing the urgency for further exploration within the context of narrative text comprehension among students in rural areas.

Therefore, drawing on insights from existing literature and pedagogical theories, the study seeks to develop an integrated approach that equips students with the necessary metacognitive skills to navigate narrative texts independently. Through a mixed-methods research design, the study aims to quantitatively measure improvements in comprehension while qualitatively exploring students' cognitive processes and experiences. The novelty of this research lies in its comprehensive and contextually tailored approach to narrative text comprehension instruction, which takes into account the unique challenges faced by students in rural settings. By bridging this gap in the literature, the study aims to contribute to the advancement of effective instructional practices in reading comprehension, ultimately enhancing students' learning outcomes and fostering metacognitive skills development. The findings are expected to offer valuable insights for educators, curriculum developers, and policymakers seeking to address the persistent challenges in narrative text comprehension instruction in diverse educational contexts.

2. Literature Review

2.1 Metacognition and Reading Comprehension

Metacognition, the awareness and control of one's cognitive processes, has become a focal point in cognitive development and literacy research, particularly concerning reading comprehension. Students' understanding of reading objectives, tasks, and strategies profoundly influences their ability to plan and monitor their reading progress (Baker & Brown, 1984). While metacognition's importance in executive management of reading is widely acknowledged, empirical studies investigating students' metacognitive awareness in reading remain limited (Baker & Brown, 1996; Carrell, 1989; Paris et al, 1984; Pressley, 1995; Sheorey & Mokhtari, 2001; Zhang, 2010; Brown, 2017). Next, Palincsar, 1986. highlights that metacognition acts as a problem-solving mechanism throughout the meaning-generation process from a text. Skilled readers employ various tactics to ensure thorough comprehension and rectify any comprehension hurdles. Brown (2017) theory suggests a strong correlation between L1

readers' metacognition and reading proficiency, echoed by findings showing a significant relationship between reading comprehension and childrenb's metacognitive awareness (Paris & Jacobs, 1984). Additionally, Zhang (2010) found that metacognitive awareness among Chinese EFL readers correlates with higher levels of EFL reading skills. These findings collectively suggest that proficient readers leverage metacognitive knowledge and monitoring to control their reading processes effectively, drawing from a repertoire of relevant methods (Macaro & Erler, 2008).

Further studies have explored the role of metacognition in reading comprehension, revealing its significant impact on understanding textual content. Longitudinal research by Cain (1999) identified comprehension monitoring as a key predictor of comprehension. This involves meta-comprehension, where readers evaluate text compatibility with prior knowledge and linguistic expectations (Schneider & Korkel, 1989; Morris et al., 2019; Hertzog & Dunlosky, 2011).

2.2 Metacognitive Reading Strategies

Reading comprehension is a cognitive process shaped by reader-text-context interaction (Flavell, 1979). Effective comprehension requires readers to deploy both tacit and deliberate strategies consciously. Skilled readers distinguish themselves by their metacognitive awareness of various reading strategies and their strategic utilization. Understanding readers' metacognitive knowledge and strategies is crucial for fostering active, responsive reading habits.

Metacognitive reading strategies enable readers to monitor their reading processes and assess strategy effectiveness. These strategies encompass planning reading approaches, experimentation, and adjustment based on learning goals and time constraints (Devine et al., 1993). Next, Sheorey and Mokhtari (2001) classify metacognitive reading strategies as supportive actions like utilizing dictionaries, note-taking, and text highlighting. Auerbach and Paxton (1997) emphasize that strategic reading's efficacy hinges on metacognitive techniques, such as goal-oriented reading. Brown (2017) underscore metacognition's pivotal role in reading, highlighting its significance in understanding one's cognitive processes during reading activities. Effective readers engage in strategic thinking, employing metacognitive control to navigate comprehension challenges (Carrell et al., 1998).

The distinction between cognitive and metacognitive reading strategies lies in deliberate action versus monitoring and regulation, respectively. Successful comprehension strategy implementation aims to streamline reading processes into habitual, fluid actions, reducing the need for conscious problem-solving (Anderson et al., 2009; Block & Pressley, 2007). The ultimate goal is to integrate strategic thinking seamlessly into reading practices, minimizing the reliance on conscious intervention.

2.3 Three-Phase Instructional Model

Pre-Reading Activities Phase (Planning Strategy)

In the pre-reading activity phase, the researcher executed various activities to ensure the students' readiness for the subsequent phases. Planning, as the initial step toward goal achievement, involves selecting appropriate tactics and allocating resources (Hedgcock & Ferris, 2018). Students were prompted to activate their prior knowledge to make predictions, survey essential information, and establish reading objectives. Activating prior knowledge aids in establishing connections between the text and existing knowledge, while predictions facilitate engagement with new information (Lipson, 1982). Surveying important information, such as the generic structure, aids in understanding text structure and supports subsequent writing activities (Jian, 20011). Finally, setting reading goals reduces confusion and enhances comprehension (Schunk, 1989; Broek et al., 2001).

While Reading Activities Phase (Monitoring Strategy)

The monitoring phase involves analyzing information to improve reading comprehension Juliana, J. (2018) Students engaged in comprehension tactics and strategies like thinking aloud, skimming, scanning, and note-taking to improve comprehension. Thinking aloud enhances fluency, comprehension, confidence, and encourages strategic reading (Tarchi, 2021). Skimming and scanning help grasp general and specific information, while note-taking supports retention and assignment completion (McKeown & Gentilucci, 2007). These strategies also aid in developing problem-solving skills when difficulties arise (Burhansyah et al., 2022) and in focusing thinking to boost comprehension (Hakim & Fitri, 2022).

Effective readers can better monitor their comprehension and use strategies flexibly (Block, 1986). The think-aloud strategy is notably effective for readers with comprehension issues, revealing internal reading processes (Sönmez & Sulak, 2018; Zayed, 2021). Skimming and scanning also enhance comprehension in reading tasks (Basri et al., 2022), with familiar methods like think-aloud supporting learning and metacognitive strategy development (Kymes, 2005). Overall, these strategies significantly enhance the ability to monitor comprehension, reading fluency, and confidence.

Post-Reading Activities Phase (Evaluation Strategy)

The post-reading phase, especially through evaluation strategies, is key to enhancing reading comprehension by improving metacognitive knowledge and planning. Activities such as clarifying, linking, summarizing, and assessing comprehension are effective in synthesizing information and

evaluating understanding (Muhid et al., 2020; Yulitasari & Munir, 2022). Yulitasari & Munir's (2022) assessment rubric evaluates students' understanding through narrative analysis, message interpretation, and retelling, offering a thorough framework for comprehension assessment. Research indicates that metacognitive awareness of reading strategies varies between native and non-native readers, underscoring the need to account for these differences in evaluation strategies (Sheorey & Mokhtari, 2001). Furthermore, assessing metacognitive awareness aids reading research and instruction, highlighting the importance of metacognitive strategies in comprehension assessment (Mokhtari & Reichard, 2002). In summary, the post-reading evaluation strategy, using various activities and rubrics, is crucial for enhancing metacognitive skills and promoting effective reading comprehension.

3. Method

A mixed-methods study was employed in this investigation to examine the impact of a three-phase metacognitive reading strategy teaching model on students' reading comprehension of narrative texts. Quantitatively, the research utilized a quasi-experimental design with a non-equivalent (pre- and post-test) control group. Quasi-experimental research, as noted by Creswell (2008: 309), involves allocating participants to groups without randomization, and in this case, participants were purposively sampled to include students with low proficiency in reading comprehension. Participants were selected from a single private school in Tanjung Morawa, North Sumatra, with 35 students in both the experimental (VIII-A) and control (VIII-B) classes. The experimental group received instruction in metacognitive reading skills through a three-phase instructional model (pre-, during, and post-reading), while the control group received standard educational treatment. The narrative texts used in the study were themed around North Sumatran folklore, such as the legend of Lake Toba and Putri Hijau (Tashakkori & Creswell, 2007).

The conceptual framework of this study integrated models proposed by Jacob and Paris (1987), Laverrick (2002), and Pressley (2002), focusing on the three phases of metacognitive reading strategies: planning, monitoring, and evaluative tactics. Planning involves pre-reading activities such as stimulating prior knowledge, making predictions, and setting reading objectives. Hedgcock and Ferris (2011) emphasized the importance of providing input during language learning, which aligns with the pre-reading phase. The monitoring phase requires students to engage in activities such as thinking aloud, skimming for main ideas, and taking notes. Lee & Reeve (2012). Further, Jansen, et al. (2017) suggested note-taking aids in retention and facilitates revision. Students are encouraged to focus on relevant information rather than the entire text.

Finally, the evaluative phase prompts students to summarize, think critically, and make connections between reading and writing. This phase, as supported by Hedgcock and Ferris (2011), enhances post-reading comprehension by allowing students to monitor their understanding. Figure 1 illustrates the steps involved in teaching reading based on Jacob and Paris (1987); Laverrick (2002); Pressley (2002) studies.

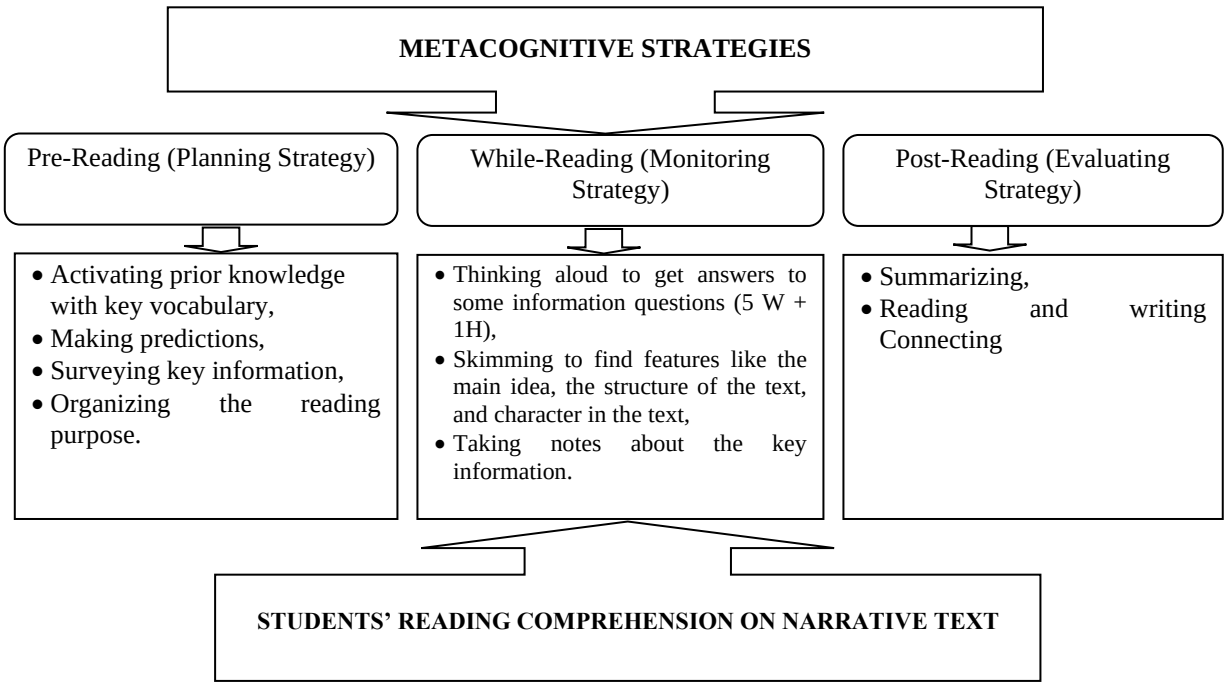

Figure 1. Three-Phase Metacognitive Reading Instructional Model

Figure 1 presents a visual model of the Three-Phase Metacognitive Reading Instructional Model. It breaks down into three sequential strategies that students are encouraged to apply for effective reading comprehension:

Pre-Reading (Planning Strategy):

- *Activating Prior Knowledge:* This involves using what students already know about a topic, along with key vocabulary, to create a foundation for new information.
- *Making Predictions:* Students are encouraged to anticipate what they will learn, which primes their engagement with the text.
- *Surveying Key Information:* Looking over headings, subheadings, and other guideposts within the text to get an overview of the content.
- *Organizing the Reading Purpose:* Setting clear objectives for what the student aims to achieve by reading the text.

While-Reading (Monitoring Strategy):

- *Thinking Aloud:* Vocalizing thoughts to process and understand the content actively.
- *Skimming:* Quickly reviewing the text to identify the main ideas, the structure of the text, and characters (for narrative texts).
- *Taking Notes:* Writing down essential information to enhance retention and provide material for review.

Post-Reading (Evaluating Strategy):

- *Summarizing:* Condensing the text to its most critical points to ensure comprehension.
- *Reading and Writing Connection:* Making links between the reading material and writing tasks to deepen understanding and retention.

4. Result

Reading comprehension test results were compared between controlled and experimental groups before and after implementation. The results of implementing the instructional model of metacognitive reading strategies are revealed by the following findings.

4.1 Metacognitive Strategies to Promote Reading Comprehension

Students employed metacognitive reading strategies and incorporated them into reading activities. The strategies consist of planning, monitoring, and evaluating in order to ascertain their comprehension. Planning is the pre-reading step in the process of achieving a goal by employing tactics such as stimulating prior knowledge, making predictions before reading, surveying crucial information, and organizing the reading objective. The second is monitoring reading activity. The students used think-aloud to answer some information questions (5 W + 1H), skimming and scanning to determine the paragraph's main idea, and taking notes on the most important information. The final activity after reading is evaluation. This tactic assists students in processing their comprehension because they summarize the material in their own words. Implementing metacognitive reading strategies can aid in the improvement of students' reading comprehension. This can be seen by comparing the pre-test and post-test scores of students in the controlled and experimental classes in Table 1:

Table 1. Descriptive Statistics for Control and Experimental Classes

Descriptive Statistics	Control Class		Experimental Class	
	Pre	Post	Pre	Post
N	35	35	35	35
Mean	59.80	80.00	62.85	83.71
Median	60.00	80.00	65.00	85.00
Std. Deviation	7.015	7.859	7.100	7.002

Table 1 displays the descriptive data for the controlled and experimental groups comparing pre- and post-test scores. The controlled group had a mean pre-test score of 59.80 and a post-test score of 80.00, with an average of 60.00 and 80.00. The mean pre-test score was 62.85, the mean post-test score was 83.71, and the average was 65.00 and 85.00 in the experimental class. It indicates that the students' post-test scores exceeded their pre-test scores. In other words, the mean scores of the two groups were distinct, with 59.80 and 62.85, respectively, before treatment was administered. While the mean scores of the two groups differed after treatment was administered, they were both 80.00 and 83.71. According to descriptive statistics, control and experimental groups had significantly different mean post-test assessments.

Table 2. Paired Samples Statistics for Control and Experimental Classes

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Controlled Class	Post-Test	80.00	35	7.859	1.328
	Pre-Test	59.80	35	7.015	1.185
Paired Samples Statistics		**Mean**	**N**	**Std. Deviation**	**Std. Error Mean**
Experimental Class	Post-Test	83.71	35	7.002	1.183
	Pre-Test	62.85	35	7.100	1.200

Statistics for Paired Samples in the Controlled and Experimental Classes are displayed in Table 2. The average pre-test score among the controlled group was 59.80. After that, a follow-up exam was given. The average score of all applicants went up to 80.00. Student performance on the post-test improved above that on the pre-test. In the controlled group, the average pre-test score was 57. Then, a post-test was administered. The average score of the students rose to 83.71. The post-test scores of the students were higher than their pre-test scores. In other words, the mean scores of the two groups were distinct, with 59.80 and 62.85, respectively, before treatment was administered. While the mean scores of the two groups differed after treatment was administered, they were both 80.00 and 83.71. The mean post-test score for controlled group was 80.00, while the mean post-test score for the experimental group was 83.71. According to paired sample statistics, there was a significant difference between the mean post-test scores of controlled and experimental classes.

Table 3. Independent Sample Test

	Levene's Test for Equality of Variances		t-test for Equality of Means				
						95% Confidence Interval of the Difference	
	F	Sig.	T	Df	Sig. (2-tailed)	Lower	Upper
Equal variances assumed	.053	.819	-2.088	68	.041	-7.26469	-.16388
			-2.088	67.114	.041	-3.71429	1.77923

Result test of independent sample are displayed in Table 3. As shown by the sig. (2-tailed) when P is less than 0.05 (0.05), the test shows that there was a statistically significant difference between the pretest and the main test. This suggests that students' levels of reading comprehension were quite different. Significant was less than 0.050 (0.041% 0.050%). It can be stated that H0 is rejected and Ha is accepted, indicating that the utilize of a three-phase metacognitive reading strategies instructional model had a positive effect on students' reading comprehension. In order to obtain additional information, the researcher also administered an open-ended questionnaire to the experimental group after the post-test regarding the utilize of three phases of reading tasks (pre-while and post-reading) in their reading activities. (Metacognitive Awareness of Reading Strategies Inventory developed by Mokhtari and Reichard in 2002. Google Forms was used to distribute four open-ended queries. Thirty-five students participated in the post-test.

4.2 Students' Perceptions on Metacognitive Reading

The students' perception about metacognitive reading strategies used were taken by survey. From 35 students they conveyed that metacognitive reading strategies gave a positive effect. A survey of 35 students revealed that these strategies improve their awareness and motivation to engage in reading activities. The most frequently used metacognitive strategy is "making a prediction which got 28 (80.0%), followed by restating ideas with 23 (65.7%) and thinking aloud with 21 (60.0%). Students are moderately aware of their reading strategies, with "making prediction" is the most commonly used. In other words, the most frequently used metacognitive

reading strategies by students in their reading activities that automatically impact on the awareness to monitor their comprehension. Table 4 demonstrates the modification of the survey's findings based on Mokhtari and Reichard (2002). The survey result can be seen in Table 4:

Table 4. Modification Survey of Metacognitive Awareness of Reading Strategies Inventory from Mokhtari and Reichard (2002)

No	Statements	Scales				
		1	**2**	**3**	**4**	**5**
Pre-Reading						
1	I activate prior knowledge, which can then be related to the ideas in the text	0	0	1	20	14
2	I skim the text first and note features like the length and structure of the text, where the important parts of the text are located, and whether the text is relevant to the purpose of reading.	0	0	7	18	10
3	Before I read, I try to make predictions about it based on their prior knowledge.	0	0	3	28	4
4	I think about whether the content of the text fits my reading purpose	0	0	2	17	16
While-Reading						
5	I skim the text while reading to note features like the main idea, the structure of the text, and attempt to make inferences about the character in the text and get answer of some information questions (5 W + 1H)	0	1	5	18	11
6	I take notes while reading to help me understand what I read and try to figure out how information in a text relates to their prior knowledge	0	0	3	17	15
7	When text is difficult, I think aloud to help me understand what I read	0	0	2	12	21
Post-Reading						
8	I summarize what I read to reflect on important information in the text	0	0	3	17	15
9	I restate ideas in my own words to better understand what I read	0	0	1	23	11
10	I can analyse text elements in depth, connecting for expanding the topic	0	0	5	18	12

Table 4 presents the survey findings concerning the utilization of metacognitive strategies during students' reading activities (Pre-, While-, and Post-reading activities).

During the Pre-Reading phase, the importance of "activating prior knowledge" was acknowledged by 20 students (57.1%), with 14 students (40%) expressing Strong Agreement and 1 student (2.9%)

being Neutral. Similarly, "skimming the text to identify features like length and structure" was favored by 18 students (51.4%), with 10 students (28.6%) Strongly Agreeing and 7 students (20.0%) being Neutral. Additionally, "making predictions based on prior knowledge" garnered agreement from 28 students (80.0%), with 4 students (11.4%) expressing Strong Agreement and 3 students (8.6%) Neutral. Lastly, assessing whether "the content of the text fits the reading purpose" received agreement from 17 students (48.6%), with 16 students (45.7%) Strongly Agreeing and 2 students (5.7%) Neutral.

In the While-Reading phase, 18 students (51.4%) agreed on the importance of "skimming the text," followed by 11 students (31.4%) who Strongly Agreed and 1 student (2.9%) who was Neutral. Similarly, 17 students (48.6%) agreed on "taking notes," with 15 students (42.9%) Strongly Agreeing and 3 students (8.6%) Neutral. Furthermore, "thinking aloud" was strongly supported by 21 students (60.0%), with 12 students (34.3%) agreeing and 2 students (5.7%) being Neutral.

In the Post-Reading phase, 17 students (48.6%) agreed on the significance of "summarizing the text," followed by 15 students (42.9%) who Strongly Agreed and 3 students (8.6%) Neutral. Additionally, "restating ideas" was endorsed by 23 students (65.7%), with 11 students (31.4%) Strongly Agreeing and 1 student (2.9%) being Neutral. Lastly, "analyzing text elements in depth and expanding on the topic" garnered agreement from 18 students (51.4%), with 12 students (34.3%) Strongly Agreeing and 5 students (14.2%) being Neutral.

Overall, the survey results indicate that after receiving instruction on metacognitive reading strategies, students effectively applied these strategies while engaging with narrative texts. Consequently, the utilization of these metacognitive strategies significantly enhanced students' narrative comprehension skills.

Furthermore, to gain deeper insights into students' perceptions of metacognitive reading strategies post-treatment, a survey was conducted. Ten open-ended queries were distributed via Google Forms, garnering responses from 35 students, who reported a positive impact of metacognitive strategies on their comprehension of English reading texts. The implementation of these strategies not only improved comprehension but also fostered a greater interest in reading activities among students. This validation was supported by the MARSI questionnaire developed by Mokhtari and Reichard (2002). The outcomes of the questionnaire demonstrated students' consistent application of metacognitive strategies across pre-, during-, and post-reading activities. Notably, "making predictions" emerged as the most commonly employed strategy, with 28 (80%) responses, followed by "restating ideas" with 23 (65%) responses, and "thinking aloud" with 21 (60%) responses, indicative of a moderate understanding of reading strategies based on their percentage scores.

Additionally, the Awareness Level scale adopted from Thakrar et al. (2014) and displayed in Table 5 categorizes students' understanding based on their percentage scores into Highly Aware (70-100%), Moderately Aware (40-69%), and Lowly Aware (0-39%).

Table 5. Awareness Level on percentage

Percentage Score (%)	Awareness Level
70-100	Highly aware
40-69	Moderately aware
0-39	Lowly aware

Overall, the findings indicate a positive impact on their comprehension and an increased interest in reading activities. In assessing students' awareness levels based on their percentage scores, the results show that most students fall into the Moderately Aware category, indicating a solid grasp of metacognitive reading strategies. In conclusion, the implementation of metacognitive reading strategies has proven beneficial in improving students' narrative comprehension skills and fostering a positive attitude towards reading. Continued emphasis on these strategies can contribute to further enhancing students' awareness and proficiency in utilizing them across various reading contexts.

4. Discussion

This study investigated whether metacognitive reading strategies increase students' reading comprehension. The three-phase reading metacognitive strategies of Pre-While and Post-reading are a flexible approach (Pressley, 2002). Finding supports the studies of Laverrick et al., Pressley et al., and Klingner, Vaughn, and Boardman, who have integrated and modified metacognitive reading strategies in recent years (Hasanah, 2021). As English as a foreign language, where majority of students find it difficult to comprehend English text, they are unaware of the appropriate comprehension strategies. This form of reading instructional model, as claimed by Pressley (2002) and Klingner, J, may be the solution to improve students' reading comprehension in an EFL Context, given that students with learning difficulties can comprehend the text with actively acquired prior knowledge in their reading class.

This study highlights that it is worthwhile to attempt the modification for bridging and familiarizing students with reading tasks in particular. The tasks and strategies in each phase serve as the foundation of this model. Contributions to the task are

made in the form of notifying crucial information about the given topic. In accordance with Stevens (1980), definition, a prerequisite to reading is an in-depth comprehension of the learning material. Students can utilize the acquired knowledge to complete duties. In other words, when students have a solid grasp of a topic and know how to understand a text, they will be better able to comprehend it. It is supported to Pressley emphasized that the need for individualized specialized instruction, especially in the comprehension of narrative texts. The instructional model under investigation in this study may employ specialized metacognitive strategies designed based on students' needs and knowledge to improve narrative comprehension.

Firstly, pre-reading task, the researcher conducted multiple activities to ensure that the students are better prepared for the next phase. Planning is the initial step in the process of achieving an objective in learning. Planning is the process of considering and organizing the necessary actions to achieve an objective. Before beginning a task, planning involves selecting appropriate strategies and allocating resources that influence performance (Hedgcock & Ferris, 2018). Based on the percentage of pre-reading activities task with skimming for surveying text features like main idea, structure, characters, etc are significantly students agreed with 51,4% which is in line with (Hedgcock & Ferris, 2018) where getting ready to read by activating schemata, building schemata, setting purpose for reading, assessing the material, making predictions and asking questions, and introducing essential language improved reading comprehension. This also was supported by the student stated "*At the beginning of reading class, I don't know what to do, but after following these pre-task activities, I know what to do before reading the text such as skimming and predicting the key information like main idea, the structure of the text and reading purpose*. This was in line with Jacob's theory emphasizes the significance of planning as a metacognitive strategy in reading comprehension. It suggests that setting goals and creating a mental roadmap before reading can enhance comprehension by providing students with a clear purpose, enabling them to identify and answer questions related to topic, main idea, information details about narrative text effectively.

Second, monitoring during reading task. Monitoring is a method for analysing information and knowledge to improve performance. It helps students identify issues and ensures adequate resources, sufficient capacity, and effective reading activities. Monitoring involves personal awareness, understanding, and text efficiency, such as self-control when reading. Pressley's (2002) research highlights the significance of metacognitive awareness in reading comprehension. He argues that students need to be aware of their thinking processes while reading, such as monitoring their understanding, identifying areas of confusion, and employing strategies to clarify comprehension. This aligns with the core principles of a metacognitive instructional model, which aims to enhance students' self-regulation and awareness during narrative text reading. This is in line with Jacob (1987) stated that Metacognition is the awareness and management of an individual's cognitive processes. Students who are more conscious of their thinking while reading are better equipped to monitor their comprehension and make necessary corrections. This self-control can result in enhanced comprehension. This perspective is consistent with the instructional model being investigated, which aims to improve metacognitive skills that are essential for effective narrative text comprehension.

During reading process, students used strategies to understand what they were reading, such as thinking aloud, making connections, checking knowledge, asking questions, etc. In this step, students were directed to use the "think-aloud" method. This tactic was used to improve speech, improve understanding, and boost confidence (Zayed, 2021). It means that having students practice "thinking aloud" is a key part of helping them understand what goes on in the mind of a good reader while reading. Specific reading strategies give students the organization they need to practice these strategies well. After that, the students were directed to skim and scan. Skimming and scanning are the skills that students should develop. According to Gibbons (2002) these strategies are very helpful for students to get the point of both general and specific information in a text. And finally, the students used to take notes as the last step. With these strategies, knowledge gained in the classroom might be applied by students at any time. Lee & Reeve (2012) and Jansen, et al. (2017) highlighted that taking notes is an important academic job because it helps students remember what they have learned and review materials so they can use them again in a test or assignment. From this, it will be clear that getting the students involved is the key to improving their reading skills. As supported by the student stated

"*During reading class, I more prepare myself to figure out the important information relate to the text to find the answer"* (Tazkiyah & Ambarwati, 2022). This was in line with Jacob emphasizes the importance of monitoring comprehension during reading, a key metacognitive strategy that involves regularly checking one's understanding of the text, making adjustments by taking note if needed, and promptly addressing misunderstandings to maintain comprehension.

The last is evaluating as after the reading activity. Evaluation means to assess the learning outcomes and regulatory mechanisms of an individual, comparing project impacts to strategic plans. It may be a summary or a re-evaluation of conclusions and priorities. Assessment is correlated with

metacognitive knowledge and planning skills and is a significant variable that promotes reading comprehension (Baker, 1989). To truly cultivate active reading skills, students were instructed to clarify, connect, synthesize, and assess what they've read. After reading, students were instructed to practice summarizing. These tactics were used to summarize or draw conclusions about what has been learned. Summarizing helps students recognize core concepts, discern between important and irrelevant ideas, and remember what they've read for free recall and answering questions (Setyawan, 2010).

From this instruction, Students learned to comprehend by summarizing and paraphrasing in their own words. It would affect the students' learning outcome and also improve students' writing. All students understood the narrative text using these tactics. The students used metacognitive reading comprehension strategies. These strategies include planning, monitoring, and evaluating that can improve their comprehension. This was also supported by a student stated: *"After reading, I can make a summary about the text, I can restate the text using my own words"*. In addition, this was in line with Jacob's theory emphasizes the significance of evaluating one's understanding post-reading, involving reflection on the learned information and whether reading goals were met. Encouraging students to assess their comprehension helps consolidate their learning and identify areas requiring further clarification.

Therefore, this research integrates key theories from Jacob and Paris (1987), Laverrick (2002), and Pressley (2002) to develop an all-inclusive strategy for improving students' comprehension of narrative texts. Utilizing Jacob and Paris's emphasis on metacognition, it employs targeted strategies to increase students' cognitive awareness during reading. Laverrick's insights into the difficulties of narrative texts inform the instructional model's specialized instructional strategies can be used to help students to understand the text.

Meanwhile, Pressley's research on metacognitive strategies contributes to the development of comprehension-improving techniques that are effective. Integrating these theories inform that the mixed-methods approach of this study, providing a holistic understanding of the model's effect on students' narrative text comprehension. Presley's theory of metacognition emphasizes the importance of strategies like planning, monitoring, and evaluating in improving reading comprehension. These strategies encourage active engagement and help students identify and address comprehension gaps, leading to a deeper understanding of the text (Pressley, 2002).

Metacognitive awareness is also crucial, as students need to be aware of when and how to use these strategies. Teaching students to recognize when planning, monitoring, and evaluating are necessary empowers them to take control of their comprehension process. Educators play a vital role in guiding students to develop and apply these strategies effectively through explicit instruction, modelling, and practice. In conclusion, incorporating these strategies into reading instruction and fostering metacognitive awareness can equip students with valuable knowledge for comprehending a wide range of texts and becoming more proficient readers (Pressley, 2002).

In addition, students' perceptions of metacognitive reading usage from Mokhtari and Reichard (2002) were utilized. Students responds demonstrated that students used metacognitive strategies in their understanding tasks. "Making predictions" is the most common metacognitive strategy utilized, with 28 (80%) responses, followed by "restating ideas revealed" with 23 (65%). Think aloud strategy with the lowest score of 21 (60%). Consequently, students have a moderate understanding of reading strategies based on percentage scores. Students' comprehension monitoring awareness is inherently influenced by the metacognitive reading strategies they employ most often in their reading activities. (Falah, et.al., 2016).

Jacob's theory of metacognition emphasizes the importance of students' awareness and control of their cognitive processes during reading. This theory can be applied to second language learners, as they may lack awareness of their metacognitive strategies, which can hinder their progress in reading comprehension. The research acknowledges that educators may struggle to understand these metacognitive strategies, especially when teaching second language learners. By identifying and assessing these strategies, educators can gain valuable insights into their individual needs and abilities in comprehending narrative text (Jacobs & Paris, 1987)

Personalized instruction strategies can be provided by reflecting on teaching practices and providing targeted instruction that aligns with the specific metacognitive knowledge of second language learners. This personalized approach can involve tailoring instruction to strengthen mastered metacognitive strategies while addressing those still developing. Enhancing comprehension in narrative texts is another area where Jacob's theory can be applied. By aligning instruction with students' metacognitive abilities, more effective comprehension strategies can be developed. The research's contribution lies in its potential to bridge the gap between metacognitive theory and practical classroom instruction for second language learners. By understanding which metacognitive strategies are already mastered, educators can build upon students' strengths and scaffold their development in areas where they may struggle (Jacobs & Paris, 1987).

In conclusion, Jacob's theory of metacognition provides a strong foundation for understanding how the research can contribute to enhancing reading comprehension among second language learners. By identifying and leveraging these metacognitive strategies, educators can provide targeted and effective instruction, ultimately improving their comprehension of narrative texts (Jacobs & Paris, 1987; Baker, L., & Beall, 2009; Pressley, 2002; Klingner et al., 2008).

Baker and Beall's research emphasizes the importance of metacognitive strategies in education, such as planning, monitoring, and evaluating, in enhancing comprehension. They suggest that identifying these strategies in students can be a foundational step towards improving reading comprehension. Using research-based strategies, educators can identify and assess students' metacognitive abilities in narrative text comprehension. Pressley's work advoctes for explicit instruction in metacognitive strategies, which can be incorporated into instruction and helped students become aware of when and how to apply them. Klingner, Vaughn, and Boardman's research focuses on effective instructional practices for diverse learners, including second language students. They emphasize the importance of differentiated instruction based on individual needs and abilities, informed by the identification of metacognitive strategies (Baker & Beall, 2009).

Besides, Baker and Beall's statement supports this reserch. Once identified, educators can leverage metacognitive strategies, such as planning, monitoring, and evaluating, as suggested by Pressley's. Klingner, Vaughn, and Boardman's research on differentiated instruction emphasizes the importance of tailoring teaching practices to individual students' needs. By understanding students' metacognitive abilities, educators can provide targeted and effective instruction, ultimately improving students' comprehension. In summary, the combined insights of these researchers underscore the significance of identifying and utilizing metacognitive strategies in learning (Pressley, 2004; Klingner, Vaughn & Boardman, 2008). This aligns with the core principles of a metacognitive instructional model, which aims to enhance students' self-regulation and awareness during narrative text reading.

As a conclusion, this study highlights the effectiveness of metacognitive strategies across the reading process, from pre-reading activities such as activating prior knowledge to post-reading tasks like summarizing. Notably, students demonstrated improved comprehension and engagement through the application of these strategies. The novelty lies in the holistic approach adopted, encompassing various aspects of metacognitive reading strategies and their impact on narrative text comprehension.

Educationally, the study suggests a shift towards personalized instruction that incorporates metacognitive strategies tailored to individual students' needs. By fostering metacognitive awareness and control, educators can empower students to navigate narrative texts more effectively. Furthermore, the findings emphasize the importance of metacognitive instruction in diverse learning environments, especially for second language learners.

Future research endeavors could explore the long-term effects of metacognitive instruction on students' reading comprehension abilities. Additionally, investigating the transferability of these strategies to different text genres and linguistic contexts would provide valuable insights. Moreover, examining the role of metacognitive strategies in digital reading environments could shed light on their relevance in contemporary educational settings.

In conclusion, this study underscores the efficacy of metacognitive reading strategies in enhancing students' narrative comprehension skills. By integrating these strategies into instructional practices and fostering metacognitive awareness, educators can empower students to become proficient and autonomous readers. Continued research in this area holds promise for improving educational outcomes and meeting the diverse needs of learners.

5. Conclusions

This mixed-method study highlights the importance of metacognitive skills in students' comprehension of narrative texts. Analysis of reading comprehension tests revealed a significant difference in scores between the controlled (M = 80.00) and experimental (M = 83.71) groups, showcasing the impact of metacognitive instruction. The most commonly used metacognitive strategies include "making predictions" (80.0%), "restating ideas" (65.7%), and "thinking aloud" (60.0%). These findings underscore students' moderate awareness of their reading strategies and emphasize the influence of metacognitive reading usage on comprehension. Addressing this lack of understanding is crucial for educators, especially when supporting second language learners. Tailoring instruction to students' specific needs and abilities, leveraging their metacognitive knowledge, can enhance comprehension outcomes. Future research should focus on refining and expanding metacognitive instructional models, exploring their efficacy across diverse student populations and educational contexts. Longitudinal studies could provide insights into the long-term effects of metacognitive instruction on students' academic achievement. Through continued investigation and implementation of metacognitive strategies, educators can empower students to become proficient and autonomous learners, ultimately improving educational outcomes.

5. Acknowledgement

This research was supported and partially supported by LPPM, Potensi Utama University. Thank you so much for the participants contributed.

References

Anderson, D., Nashon, S. M., & Thomas, G. P. (2009). Evolution of research methods for probing and understanding metacognition. *Research in Science Education*, *39*, 181-195.

Auerbach, E. R., & Paxton, D. (1997). "It's not the English thing": Bringing reading research into the ESL classroom. *Tesol Quarterly*, *31*(2), 237-261.

Baker, L., & Brown, A. L. (1996). 12 metacognitive skills and reading. *Handbook of reading research*, *1*, 353.

Basri, M., Daim, N., & Martora, J. (2022). Teaching reading comprehension in narrative text through skimming and scanning. *Jurnal Pasifik Pendidikan*, 1(1), 27-32. https://doi.org/10.51135/jukip.v1i1.7

Block, C. C., & Pressley, M. (2007). Best Practices in Teaching Comprehension. In L. B. Gambrell, L. M. Morrow, & M. Pressley (Eds.), *Best practices in literacy instruction* (3rd ed., pp. 220–242). The Guilford Press.

Block, E. (1986). The comprehension strategies of second language readers. *Tesol Quarterly*, 20(3), 463. https://doi.org/10.2307/3586295

Broek, P., Lorch, R., Linderholm, T., & Gustafson, M. (2001). The effects of readers' goals on inference generation and memory for texts. *Memory & Cognition*, 29, 1081-1087. https://doi.org/10.3758/BF03206376.

Brown, A. L. (2017). Metacognitive development and reading. In *Theoretical issues in reading comprehension* (pp. 453-482). Routledge.

Burhansyah, B., Marhaban, S., Maisyarah, S., & Ys, S. (2022). The effect of the think aloud strategy on students' reading comprehension ability. *English Education Journal*, 13(3), 344-360. https://doi.org/10.24815/eej.v13i3.27095

Baker, L., & Beall, L. C. (2009). Metacognitive processes and reading comprehension. In SE Israel & GG Duffy (Eds.), *Handbook of research on reading comprehension*. Routledge, 373-388.

Cain, K. (1999). Ways of reading: How knowledge and use of strategies are related to reading comprehension. *British Journal of Developmental Psychology*, *17*(2), 293-309.

Carrell, P. L. (1989). Metacognitive awareness and second language reading. *The modern language journal*, *73*(2), 121-134.

Creswell, John W. 2008. *Educational Research, planning, conduting, and evaluating*

Devine, J., Railey, K., & Boshoff, P. (1993). The implications of cognitive models in L1 and L2 writing. *Journal of second language writing*, *2*(3), 203-225.

Eason, S., Goldberg, L., Young, K., Geist, M., & Cutting, L. (2012). Reader–text interactions: how differential text and question types influence cognitive skills needed for reading comprehension.. *Journal of Educational Psychology*, 104(3), 515-528. https://doi.org/10.1037/a0027182

Eker, C. (2014). The effect of teaching practice conducted by using metacognition strategies on students' reading comprehension skills. *International Online Journal of Educational Sciences.* https://doi.org/10.15345/iojes.2014.02.002

Falah, I. F., Suherdi, D., & Muslim, A. B. (2016). An inspired-TBLT framework to enhance students' speaking performances in EFL context. *Journal of English Education and Teaching*, 7(2), 217-234., 7(2), 217–234. https://doi.org/10.22460/eltin.v11i1.p77-86

Ferris, D. R., & Hedgcock, J. S. (2023). *Teaching L2 composition: Purpose, process, and practice.* Routledge.

Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive–developmental inquiry. *American psychologist*, *34*(10), 906.

Garrison, B., & Hynds, S. (1991). Evocation and Reflection in the Reading Transaction: A Comparison of Proficient and Less Proficient Readers. *Journal of Literacy Research*, 23, 259 - 280. https://doi.org/10.1080/10862969109547742.

Gibbons, P. (2002). *Scaffolding language, scaffolding learning: teaching second language learners in the mainstream classroom.* Heinemann

Hakim, R. and Fitri, I. (2022). An analysis of teacher's in teaching reading comprehension using scaffolding, think aloud, and reciprocal strategies at the grade X students. *Arus Jurnal Pendidikan*, 2(1), 54-61. https://doi.org/10.57250/ajup.v2i1.71

Hammad, E. (2023). Al-Aqsa university students' use of metacognitive reading strategies in relation to their english reading comprehension competence. *An-Najah University Journal for Research - B (Humanities)*, 37(2), 285-324. https://doi.org/10.35552/0247-037-002-006

Hasanah, I. (2023). *The implementation of metacognitive strategy on the student's reading*

comprehension at ninth grade of junior high school 1 Sukowono [Doctoral dissertation, UIN Kiai Haji Achmad Siddiq Jember]. Digilib. http://digilib.uinkhas.ac.id/25232/

Hedgcock, J. S., & Ferris, D. R. (2018). *Teaching readers of English: Students, texts, and contexts.* Routledge.

Hertzog, C., & Dunlosky, J. (2011). Metacognition in later adulthood: Spared monitoring can benefit older adults' self-regulation. *Current directions in psychological science*, *20*(3), 167-173.

Jacobs, J. E., & Paris, S. G. (1987). Children's metacognition about reading: issues in definition, measurement, and instruction. *Educational Psychologist*, 22(3–4), 255–278. https://doi.org/10.1080/00461520.1987.9653052

Jansen, R., Lakens, D., & IJsselsteijn, W. (2017). An integrative review of the cognitive costs and benefits of note-taking. *Educational Research Review*, 22, 223-233. https://doi.org/10.1016/J.EDUREV.2017.10.001.

Jian, H. (2001). Generic structure and generation of planned and unplanned texts. *Journal of Sichuan International Studies University*.

Juliana, J. (2018). The comparative impacts of using lexical glossing and inferencing strategies on students' reading comprehension. *Advances in Language and Literary Studies*, 9(1), 1-4 https://doi.org/10.7575/aiac.alls.v.9n.1p.1

Juliana, J. (2016). The effect of lexical inferencing strategies on students' reading comprehension. *Jurnal Melt*, 5(2), 126–143. https://doi.org/10.24114/reg.v5i2.5345

Klingner, J. K., Vaughn, S., & Boardman, A. (2015). *Teaching reading comprehension to students with learning difficulties.* Guilford Publications.

Kymes, A. (2005). Teaching online comprehension strategies using think-alouds. *Journal of Adolescent & Adult Literacy*, 48(6), 492-500. https://doi.org/10.1598/jaal.48.6.4

Laverick, C. (2016). BDA strategy: Reinventing the wheel can be a good thing. *Journal of Adolescent & Adult Literacy*, 46(2), 144–147.

Lee, W., & Reeve, J. (2012). Teachers' estimates of their students' motivation and engagement: Being in synch with students. *Educational Psychology*, 32, 727 - 747. https://doi.org/10.1080/01443410.2012.732385.

Lesley Mandel Morrow. (2015). *Comprehension instruction research-based best practices*. Guilford Press.

Levin, J. R., & Pressley, M. (1981). Improving children's prose comprehension: Selected strategies that seem to succeed. *Children's prose comprehension: Research and practice*, 44-71.

Lipson, M. (1982). Learning new information from text: the role of prior knowledge and reading ability. *Journal of Literacy Research*, 14, 243 - 261. https://doi.org/10.1080/10862968209547453.

Lubis, Husna (2019). The effect of learning strategy and interpersonal communication on the students achievement reading comprehension English language at SMP Negeri 1 Selesai Kabupaten Langkat Tahun Ajaran 2018 / 2019. *Proceedings of the 4th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL)*, 23 – 24 September 2019, Garuda Plaza Hotel, Medan.

Macaro, E., & Erler, L. (2008). Raising the achievement of young-beginner readers of French through strategy instruction. *Applied linguistics*, *29*(1), 90-119.

Maryam, I. S., Ihrom, S. M., & Nurlaelawati, I. (2019). The correlation between metacognitive reading strategies and reading comprehension among 1st year EFL students at a public university in west java. *Proceedings of the Eleventh Conference on Applied Linguistics (CONAPLIN 2018)*. https://doi.org/10.2991/conaplin-18.2019.298

Maulana, H. (2016). Strategi Metakognitif Untuk Keterampilan Membaca Bahasa Inggris. *Konferensi Nasional Ilmu Sosial & Teknologi (KNiST)* Maret, 2016(2016), 137–142.

McKeown, R. and Gentilucci, J. (2007). Think-aloud strategy: metacognitive development and monitoring comprehension in the middle school second-language classroom. *Journal of Adolescent & Adult Literacy*, 51(2), 136-147. https://doi.org/10.1598/jaal.51.2.5

Meniado, J. C. (2016). Metacognitive reading strategies, motivation, and reading comprehension performance of Saudi EFL students. *English Language Teaching*, 9(3), 117. https://doi.org/10.5539/elt.v9n3p117

Mokhtari, K. and Reichard, C. (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

Morris, M. W., Savani, K., & Fincher, K. (2019). Metacognition fosters cultural learning: Evidence from individual differences and situational prompts. *Journal of personality and social psychology*, *116*(1), 46.

Muhid, A., Amalia, E. R., Hilaliyah, H., Budiana, N., & Wajdi, M. B. N. (2020). The effect of metacognitive strategies implementation on students' reading comprehension achievement.

International Journal of Instruction, 13(2), 847-862. https://doi.org/10.29333/iji.2020.13257a

Nahar, J. and Mallik, S. (2022). Metacognitive awareness in the reading comprehension of literary texts: an experimental study based on metacognitive reading strategy. *European Journal of English Language Teaching*, 7(1). https://doi.org/10.46827/ejel.v7i1.4145

Nazurty, R., Priyanto, N., Anggia Pratiwi, S., & Mukminin, A. (2019). Learning strategies in reading: The case of Indonesian language education student teachers. *Universal Journal of Educational Research*, 7(11), 2536-2543. https://doi.org/10.13189/ujer.2019.071133

Palincsar, A. S. (1986). Metacognitive strategy instruction. *Exceptional children*, *53*(2), 118-124.

Paris, S. G., & Jacobs, J. E. (1984). The benefits of informed instruction for children's reading awareness and comprehension skills. *Child development*, 2083-2093.

Paris, S. G., Cross, D. R., & Lipson, M. Y. (1984). Informed strategies for learning: A program to improve children's reading awareness and comprehension. *Journal of Educational psychology*, *76*(6), 1239.

Pressley, M. (2002). Metacognition and self-regulated comprehension. What research has to say about reading instruction, 3, 291-309. https://doi.org/10.1598/0872071774.13

Rajasagaran, S. and Ismail, H. H. (2022). Utilising explicit teaching of metacognitive strategies in honing reading skills among ESL and EFL learners: a review. *International Journal of Academic Research in Progressive Education and Development*, 11(3). 1138-1158 https://doi.org/10.6007/ijarped/v11-i3/14997

Schneider, W., & Körkel, J. (1989). The knowledge base and text recall: Evidence from a short-term longitudinal study. *Contemporary educational psychology*, *14*(4), 382-393.

Schunk, D., & Rice, J. (1989). Learning goals and children's reading comprehension. *Journal of Literacy Research*, 21, 279 - 293. https://doi.org/10.1080/10862968909547677.

Setiyadi, R., Kuswendi, U., & Ristiana, M. G. (2019). Learning of reading comprehension through reading workshop in the industry 4.0. *Mimbar Sekolah Dasar*, 6(2), 160-173. https://doi.org/10.17509/mimbar-sd.v6i2.17397

Setyawan, W. H. (2010). Models of Teaching Reading Comprehension at Senior High School in Surabaya. *Lentera*, 2(10), 1–8.

Sheorey, R., & Mokhtari, K. (2001). Differences in the metacognitive awareness of reading strategies among native and non-native readers. *System*, *29*(4), 431-449.

Silvén, M. (1992). The role of metacognition in reading instruction. *Scandinavian Journal of Educational Research*, 36(3), 211–221. https://doi.org/10.1080/0031383920360304

Sinclair, A., Jarvella, R. J., & Levelt, W. J. (Eds.). (2013). *The child's conception of language, Springer* Science & Business Media. https://doi.org/10.1007/978-3-642-67155-5

Sönmez, Y. and Sulak, S. (2018). The effect of the thinking-aloud strategy on the reading comprehension skills of 4th grade primary school students. Universal Journal of Educational Research, 6(1), 168-172. https://doi.org/10.13189/ujer.2018.060116

Spivey, N. (1990). Transforming Texts. *Written Communication*, 7, 256 - 287. https://doi.org/10.1177/0741088390007002004.

Suprayitno, T. (2019). *Pendidikan di Indonesia: Belajar dari hasil PISA 2018. Pusat* Penilaian Pendidikan Balitbang Kemendikbud.

Stevens, K. (1980). The Effect of Background Knowledge on the Reading Comprehension of Ninth Graders. *Journal of Literacy Research*, 12, 151 - 154. https://doi.org/10.1080/10862968009547365.

Tantowie, T. A., Sunendar, D., Rahman, R., & Hartati, T. (2022). The role of metacognition (metacomprehension) and inferential ability on reading comprehension ability. International *Journal of Learning, Teaching and Educational Research*, 21(11), 262-281. https://doi.org/10.26803/ijlter.21.11.15

Tarchi, C. (2021). Effects of think-aloud on students' multiple-documents comprehension. Applied Cognitive Psychology, 35(2), 526-537. https://doi.org/10.1002/acp.3782

Tashakkori, A., & Creswell, J. W. (2007). Editorial: The new era of mixed methods. *Journal of Mixed Methods Research*, 1(1), 3-7. https://doi.org/10.1177/2345678906293042

Tazkiyah, S., & Ambarwati, E. K. (2022). Mengeksplorasi penggunaan strategi metakognitif terhadap pemahaman membaca teks berbahasa inggris pada siswa SMP di daerah tertinggal. *Jurnal Profesi Pendidikan* 1(2), 92–105. https://doi.org/10.22460/jpp.v1i2.11776

Thakrar, Raksha & Alaparthi, Gopal & Krishnan, Shyam & Kh, Vaishali & Zulfeequer, C & Aanad, R. (2014). Awareness in patients with COPD about the disease and pulmonary rehabilitation: A survey. *Lung India : Official organ of Indian Chest Society*. 31. 134-8.

Vaughn, S., Roberts, G., Wexler, J., Vaughn, M. G., Fall, A. M., & Schnakenberg, J. B. (2015). High school students with reading comprehension difficulties: Results of a randomized control trial of a two-year reading intervention. *Journal of learning disabilities*, 48(5), 546–558. https://doi.org/10.1177/0022219413515511

Yulitasari, Y. and Munir, A. (2022). Reading comprehension assessment rubric for foreign language level a1 based on ger (gemeinsame europäische referenzrahmen). *Linguistic English Education and Art (Leea) Journal*, 6(1), 1-11. https://doi.org/10.31539/leea.v6i1.4366

Zayed, J. (2021). Think-aloud strategy: improving reading comprehension in an online context. *International Journal of Education and Practice*, 9(1), 1-12. https://doi.org/10.18488/journal.61.2021.91.1.12

Zhang, L. J. (2010). A dynamic metacognitive systems account of Chinese university students' knowledge about EFL reading. *Tesol Quarterly*, *44*(2), 320-353.

Zhussupova, R., & Kazbekova, M. (2016). Metacognitive Strategies as Points in Teaching Reading Comprehension. Procedia - Social and Behavioral Sciences, 228(June), 593–600. https://doi.org/10.1016/j.sbspro.2016.07.091

Zwaan, R. (1993). *Aspects of Literary Comprehension: A cognitive approach.* John Benjamins B.V.