METACOGNITIVE READING STRATEGY TRAINING FOR HIGH SCHOOL STUDENTS AT SMAN 1 METRO

(A Thesis)

By
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2016

ABSTRACT

**METACOGNITIVE READING STRATEGY TRAINING
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By

Emisari

Some studies were conducted to investigate the use of metacognitive reading strategies in foreign language teaching. Most of those studies, however, were much concentrated in universities. They have not yet examined the use of metacognitive reading strategies which is explicitly trained for the senior high students to improve their reading motivation and reading comprehension ability. Therefore, this research was done to cover that part. The goals of this research were to find out: (1) whether metacognitive reading strategy training improves students' reading strategy; (2) whether there is an effect of metacognitive reading strategy training in the students' reading motivation; (3) whether there is an effect of metacognitive reading strategy training in the students' reading comprehension; and (4) whether there is a correlation in the increase of students' reading motivation and students' reading comprehension.

To achieve the objectives, this study was carried out using a quantitative study with one group pre-test and post-test design. Taken purposively, a class of eleventh grade as the experimental group at SMAN 1 Metro in the first semester of academic year 2015/2016, majoring in science that consists of twenty five students was the sample of this research. The instruments used were the motivation questionnaire and English achievement test. The technique of analysis used in this study was statistical in nature using repeated measure t-test and Pearson product moment correlation.

The result of the analyses indicated that there was a significant difference on the students' strategy use after the training. All knowledge of strategy and skills on strategy were increased. Cohen's $d = 3.57$ which shows the effect size was very strong or the increase was very big. Students' reading motivation pre-test is 137.36 and the mean of post-test is 153.36 with the gain 16. This shows that after following the training, the students' reading motivation has been enhanced. The mean scores of the pre- and post reading comprehension tests shows a gain of 22. The t-ratio is 13.498 while the critical value for t-table (df=24) is 2.06 at the level of significance 0.05 and 2.80 for 0.01. Thus, t-ratio is bigger than t-table, that is $2.06 < 13.498 > 2.80$. This finding indicates that the Metacognitive Reading Straregy training was effective in impoving the students reading comprehension. The correlation was positive at the .001 level of significance ($p < .001$) between metacognitive reading

strategy training and reading motivation. The correlation coefficient was 0.604, indicating that approximately (r^2) 36% of the metacognitive reading strategy training performance influence students' reading motivation. However metacognitive reading strategy training and reading comprehension showed a negative correlation, the results (r (25) = -.111, P=0.598> .05) indicate that there was not any significant correlation between the two variables.

To summarize, metacognitive reading strategy training improves students' reading strategy and give effect to the students' reading motivation and the students' reading comprehension. Students' reading motivation and metacognitive reading strategy training were positively correlated, however students' reading comprehension and metacognitive reading strategy training were not correlated.

Key words: metacognitive reading strategy, language learning strategies training, motivation, reading comprehension

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A Thesis

Submitted in a partial fulfillment of
The requirements for S-2 Degree

MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2016

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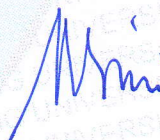
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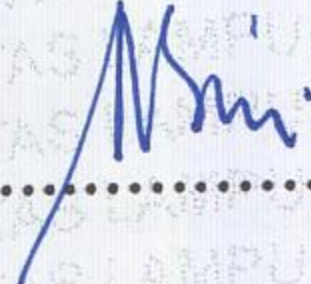
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CURRICULUM VITAE

The writer is Emisari. She was born in Ketapang, North Lampung, on May 5th, 1978. She is the youngest child of the ten children of the late Tarmizi and the late Nurasia. She has six brothers and three sisters.

She went to a formal education institution for the first time at SDN 2 Durian Payung Bandar Lampung in 1986 and finished in 1990. Next, she moved to Jakarta and went to SMPN 166 Jagakarsa, South Jakarta and finished in 1993. After that, she moved again to Lampung and continued at SMAN 1 Metro and graduated in 1996. Then, she continued her study at the English Education Study Program of Language and Arts Education Department, the Faculty of Teacher Training and Education of Lampung University, and finished in 2001. Luckily, she got PPA scholarship for 4 semesters, from the third to sixth semester.

From 1999-2003, she worked at Teknokrat. From 2005 up to now, she has been working as an English teacher in SMAN 1 Metro. In 2010-2013, while accompanying her husband to be an English teacher of Sekolah Indonesia Luar Negeri (SILN) in Jeddah, Saudi Arabia, she was also teaching English there and also as the class teacher of the elementary school. In 2014, she continued her study at Master in English Language Teaching Study Program of Lampung University.

DEDICATION

Bismillaahirrahmaannirrahiim. By offering my praise and gratitude to Allah SWT for the blessing given to me to the whole of my life, this piece of work is sincerely dedicated to:

1. My love of my life, the late buya Tarmizi, the late ibu Nurasia, abah Halil and nyik Siti Maisyaroh.
2. My beloved husband: Ahmad Syafii.
3. My beloved children: Luthfiyah, Khoirunnisa, and Muhammad Ali Mustofa.
4. My beloved brothers and sister: Duliyani, Rosnawati, Mihzar, Munadi, Rensi, Eradia Sulistiana, Mukafi, Sarbini, and Solihul Amri.
5. My beloved thesis advisors and examiners: Prof. Dr. Patuan Raja, M.Pd., Dr. Ari Nurweni, M.A, Hery Yufrizal, M.A., Ph.D., and Dr. H. Muhammad Fuad, M.Hum.
6. My headmaster: Suparni, S.Pd., M.Pd.
7. My MPBI 2014 friends.
8. My great almamater, University of Lampung.

MOTTO

"So which of the favors of your Lord would you deny?"
(Al-Qur'an, 55: 13)

"The best place to succeed is where you are with what you've got"
(Charles Schwab)

ACKNOWLEDGEMENTS

her brothers and sister: Duliyani, Rosnawati, Mihzar, Munadi, Rensi, Eradia Sulistiana, Mukafi, Sarbini, and Solihul Amri.

Last but not least, the writer would like to thank to all MPBI 2014 friends for sharing, growing together and for having precious time. May the writer and all her friends have golden opportunities to pursue to the doctoral study.

Hopefully, this thesis gives positive contribution to the English education development. The writer is completely aware that this thesis is still far from being perfect. Therefore, constructive input and suggestion are expected to compose a better one in the future.

Bandar Lampung, June 9th, 2016
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APPENDIXES

I. INTRODUCTION

This chapter describes background of the problem, formulation of the problem, objective of the research, uses of the research, scope of the research, and definition of term.

1.1. Background of the Problem

Reading comprehension is one of the main important elements for students' English language learning. Reading comprehension can be understood as the ability to take information and derive sentence and discourse interpretation. It is the process through which the recognized words are transformed into a meaningful idea (Hoover and Gough, 1990: 131). It is a complex process that requires the activation of numerous cognitive skills (Kintsch, 1998: 3-4). The importance of the reading skill in academic contexts is no doubt, children who read for enjoyment every day not only perform better in reading tests than those who do not, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures, but most of the students in Indonesia are less motivation in reading.

McNamara (2007: xi) mentioned that comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text. Students may understand each word separately, but linking them together into meaningful ideas often does not happen as it should. They can decode the words, but have not developed sufficient skills to comprehend the underlying, deeper meaning of the sentences, the paragraphs, and the entire text. It can be one reason why Indonesian students get difficulties in reading the English text. For Indonesian students, the problems are not only about comprehending the English text, but also getting difficulties in the language itself. At the same time, while attempting to comprehend the text, students engage with their attitudes, motivation, background knowledge, and even personal interests (Masduqi, 2014: 385). In the contrary, students who were surveyed in Arizona high school described reading as rewarding and satisfying and they read primarily for fun and pleasure (Hale and Crowe, 2001: 54). In Arizona, where English as a first language, the students do not have any difficulties with the language, what they have to consider when they are going to read just about their favorite types of books.

International Association for Evaluation of Educational Achievement (IAEEA) in 1996 informed that the reading ability, both in English and Bahasa Indonesia, of students aged 9-14 years in Indonesia was ranked 41st out of 49 countries surveyed. In 1998 World Bank data also informed that the reading habits of children in Indonesia were at the lowest level (51.7). This level is below those of the Philippines (52.6), Thailand (65.1), and Singapore (74.0). In 1998-2001

IAEEA survey results from 35 countries, informed the students' reading ability in Indonesia was ranked at the last. Talking about reading ability, it is very closed to reading motivation. Wigfield, et al (2004: 308) stated that classroom efforts to increase children's reading motivation have important implications not only for student motivation but also for student reading comprehension and achievement. motivation is considered to be a crucial aspect of reading engagement and reading comprehension.

Motivation is a complex issue, especially when considered in the Indonesian context, where passive learning and teacher-centered lessons dominate. Based on the study report of Program for International Student Assessment (PISA) in 2012, Indonesian education ranking especially for math, science and reading was in the 64 of 65 countries. The condition above indicates that reading motivation for Indonesian people, especially for the students, are still low. Many teachers assume that a motivated reader is a student who is having fun while reading. This may be true, but there are many forms of motivation that might not be related to fun and excitement.

Cambria and Guthrie (2010: 16) say that a good reader has both skill and will. Skill includes phonemic awareness, phonics, word recognition, vocabulary, and simple comprehension. In the "will" part, we are talking about motivation to read. Students who have the "skill" and the "will" will be able to comprehend the reading text easily. In short, reading skill and reading motivation is very important to be successful in reading. It is supported by Baker and Gardner in Sung and

Padilla (1998: 205) state that motivation plays an important role in achieving proficiency in second language learning.

To be academically strong, students are expected to possess sufficient skills that enable them to cope with any learning situations, here motivation and self-awareness plays as an important role. The trend is now to encourage students to become independent over their own learning rather than relying on what the teacher provides the students in class. Developing metacognition and self-regulated learning strategies in the classroom has been shown to be very effective and contributory to students' overall success (Kelly and Metcalfe, 2001: 905).

Both self-regulated learning and self-efficacy judgments require a similar series of cognitive and metacognitive processes, including self-obser-vation, self-judgment, and self-reaction. This process of monitoring strategies and beliefs may be the most significant defining feature of the dynamic duo of self-efficacy and self-regulated learning (Gaskill and Hoy in Aronson, 2002: 195). By showing a learner that they can control of how they study, how they organize their work, and how they reflect upon it, we encourage them to take responsibility for learning and demonstrate that. By teaching them metacognitive learning strategy, it can help the students to know about their own learning process, to know that learning doesn't just happen if they sit in a classroom for long enough or read the same page enough times.

Metacognition is very important for reading comprehension. Many studies also show that there is a positive relationship between students' metacognitive awareness of reading processes and their ability to read, instructional methods that generate high levels of student involvement and require substantial cognitive and metacognitive activity during reading can have positive effects on reading comprehension. (William and Atkins, 2009: 39). Baker and Brown (1984) cited by McKeown and Back (2009: 7-8) have investigated that there is a relationship between metacognitive ability and effective reading. According to them, there are two dimensions of metacognitive ability; knowledge of cognition or metacognitive awareness and regulation of cognition which as stated includes the reader's knowledge about his or her own cognitive resources, and the compatibility between the reader and the reading situation.

Ay, Sila (2009: 7) found that undergraduate students of Ankara University Linguistics Department have a high metacognitive awareness of their reading process, when involved with the task of reading academic materials. This fact may be explained by the participants being students of linguistics who are normally more aware of the features of language, language learning and language use. Concerning this research result, it is assumed that students from different faculties, different genders or different age will have different level of metacognitive awareness. It is known that older people will have higher metacognitive awareness compared to younger people.

Developing metacognition and self-regulated learning strategies in the classroom has been shown to be very effective and contributory to students' overall success (Serra and Metcalfe, 2009: 278-279). The importance of self-regulated learners suggests the need to teach, and equip students with, useful cognitive and metacognitive strategies. Nowadays, teacher is expected not only to teach the students but also to make the students able to study by themselves.

Mokhtari and Reichard (2002: 249) referred to metacognition as awareness and monitoring processes described as "the knowledge of readers' cognition about reading and self-control mechanism". By developing metacognition, the students are expected to be able to plan, to monitor and to evaluate their reading activity. By developing metacognition, learners are presented with an array of ways to help evaluate the effect of their efforts in reading. Metacognition helps learners estimate the likelihood that they will be able to remember the learned material for a later use. It is supported by Serra and Metcalfe (2009: 292) that "Metacognition - both knowledge and monitoring - can affect the control of study".

Research regarding the teaching of reading for English as a Foreign Language (EFL) and English as a Second Language (ESL) by implementing metacognitive strategy is still on going. Carrell (1991 cited by Maasum and Maarof, 2012: 1256) implied that informed training in the use of global strategies for problem-solving in reading comprehension for unsuccessful readers can be useful in helping them improve their reading ability, with a potential of leading to improvement in their overall English proficiency.

Lian and Seepho (2012: 941) examined the effects of metacognitive strategy training on reading comprehension. Their research explores the effects of metacognitive strategy training on academic reading comprehension of Chinese university EFL (English as a foreign language) students. The research findings proved that the MST (Metacognitive Strategy Training) was effective in enhancing the students' academic reading comprehension, and the students generally had positive attitudes toward it, MST should be implemented in a systematic manner by the explicit instruction, self-reflection is effective for the students to be aware of their strengths or weaknesses.

Magogwe (2013: 21-29) attempted to investigate whether students are aware of their metacognitive reading strategies and what kind of metacognitive reading strategies are frequently used. Participants of this study were 104 First Year students from the Social Sciences Faculty in the University of Botswana, studying Communication and Academic Literacy Skills. The findings indicated that University of Botswana English as Second Language (ESL) students reported high reading proficiency and high use of metacognitive strategies, but there was no vast difference in terms of proficiency. Students who reported their proficiency as high had an edge over low-proficiency ones mainly because their management and monitoring of reading was guided more by the goals they have set themselves than by the tests and assignments they were supposed to write. The findings of this study revealed that more proficient students use high metacognitive strategies. It is assumed that, the more students have metacognitive wareness the more proficient they will be. This study recommends additional reading strategy

research to compare students from different faculties and genders, especially in the ESL context.

Very few studies have been conducted in secondary schools; one of them is Moonsamy (2012: 212) who worked on metacognitive strategy instruction and reading comprehension to find the impact of a Cognitive Enrichment Advantage (CEA) and metacognitive intervention on reading comprehension. The subjects were 83 Grade 6 (aged between 11 and 12 years) learners in two mainstream government schools in Gauteng, South Africa. The results indicated that the learners in the experimental school did not show any statistically significant differences in their reading comprehension or CAS (Cognitive Assessment System) scores following the intervention when compared to the control school. However, the qualitative data revealed that there were an increase of the students' awareness as the effects of the metacognitive instruction on reading in particular and on learning in general.

In his study, the researcher just gave metacognitive instruction implicitly and according to the result of the research it did not give any significant differences in students' reading comprehension. It was in the contrary to the other researches' finding mentioned before. It is assumed that there will be different metacognitive awareness between university and high school students. Based on the previous explanations, this research tried to give metacognitive reading strategy to senior high school students in Indonesia. This study focused on giving metacognitive reading strategy explicitly by training to see whether or not there is

an influence over the Indonesian students' reading comprehension ability and also their reading motivation.

1.2.   Formulation of the Problem

To address the issue stated above, this study will explore the following research questions:

1. Does metacognitive reading strategy training improve students' reading strategy?

2. Is there an effect of metacognitive reading strategy training on the students' reading motivation?

3. Is there an effect of metacognitive reading strategy training on the students' reading comprehension?

4. Is there any correlation on the increase of students' reading motivation, and students' reading comprehension after the training?

1.3. Objectives of the Research

In relation to the statement of the problem above, the researcher puts the objectives of the research as follows:

1. To find out whether metacognitive reading strategy training improves students' reading strategy.

2. To find out whether there is an effect of metacognitive reading strategy training on the students' reading motivation.

3. To find out whether there is an effect of metacognitive reading strategy training on the students' reading comprehension.

4. To find out whether there is correlation on the increase of students' reading motivation and students' reading comprehension after the training.

1.4. Uses of the Research

Theoretically

The result of this research can be used as a reference for the next researcher who will concentrate on the metacognitive reading strategy training. This research is useful for supporting the theory about metacognitive strategies training as part of learning strategies used by the learners in learning the foreign language.

Practically

This research can give contribution to the teachers about learning strategy to improve their students' reading ability. Hopefully this research can be one of references for the English teacher about the benefit of metacognitive reading strategy to students' reading motivation and reading ability.

1.5. Scope of the Research

The participants of this research are senior high school students of SMAN 1 Metro, Grade 11 of A1. The try-out test was conducted in a different class. These two classes were equal in English competency level, since these two classes were in the same grade and their average scores of the last three English exams administered in both classes were almost the same. These exams were standardized mid-term and daily English tests designed by English teachers of the

school to assess students' English reading ability. This study focused on metacognitive reading strategy training in factual report text as one of basic competence of the eleventh grade in the third semester.

1.6. Definition of Terms

Definition of terms aims to avoid misunderstanding about the terms in this research. The definitions of term are as follows:

Metacognitive

In general, metacognition is thinking about thinking. McNamara (2007: 469) defined metacognition as the process of being aware of understanding. Flavell (1979, See Perfect and Schwartz, 2004: 1-5) explained that metacognition refers to one's knowledge concerning one's own cognitive processes or anything related to them. He made the distinction between metacognitive knowledge and metacognitive awareness. Metacognitive knowledge refers to explicit knowledge about our own cognitive strengths and weaknesses. Metacognitive awareness refers to the feelings and experiences we have when we engage in cognitive processes, such as retrieval. According to O'Malley and Chamot (1990: 8) Metacognitive strategies involve thinking about the learning process, planning for learning, monitoring of comprehension or production while it is taking place, and self-evaluation after the learning activity has been completed.

Learning Strategy

Oxford (1990: 8) viewed learning strategies as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed,

more effective, and more transferable to new situations". Learning strategies are special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information (O'Malley and Chamot. 1990: 1). The implications for teaching learning strategies are that language learners need to explore different learning strategies, experimenting and evaluating, and eventually choosing their own set of effective strategies. In addition, all learners can profit from learning how to use metacognitive strategies to plan, monitor, and evaluate themselves throughout their learning efforts (Chamot. 2004: 18).

Metacognitive Reading Strategy

Metacognitive reading strategy is a strategy to help the readers to think critically about their own understanding as they go. This strategy is classified into three groups of planning (pre-reading), monitoring (during reading), and evaluating (post-reading) strategies, and each group has a variety of strategies that require readers' metacognitive processing. One important aspect of metacognition is controlling one's reading process through the use of strategies. Metacognitive processes of inferencing, comprehension monitoring, responding to difficult texts strategically, and goal setting all typically are general categories of strategic reading that encompass many specific strategies. Choosing which strategies to use, how to use certain combinations of strategies, and when to use them or try other strategies is all part of a good reader's metacognitive awareness. (Grabe, 2009: 53)

Language Learning Strategies Training

Cohen (1996: 16) stated that "the explicit and overt nature of the strategy training better enables students to consciously transfer specific strategies to new contexts". The study also seems to endorse the notion of integrating strategy training directly into the classroom instructional plan and embedding strategies into daily language tasks. In this way, the students get accustomed to having the teacher teach both the language content and the language learning and use strategies at the same time. While Oxford (1990: 3) stated that learning strategy training make language learning strategies come alive for your own learners. It assess your students' learning strategies and give them information about their strategies and focus on what they do in the process of learning the new language

Motivation

Motivation in the present context refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitude toward learning the language (Gardner, 1985: 10). While Bandura (1986 see Volet and Jarvela. 2001: 3) stated that motivating activities were considered to influence such emotions as pride, shame, guilt, and a general self-concept of the ability to achieve specific goals.

Reading Comprehension

According to Hoover and Gough (1990: 131), Reading comprehension can be understood as the process through which the recognized words are transformed

into a meaningful idea. While Kintsch (1998: 7) says that reading comprehension is a complex process that requires the activation of numerous cognitive skills.

Report text

Priyana et al. (2008: 15) defined report text is social purpose is presenting information about something. They generally describe an entire class of things, whether natural or made: mammals, planets, rocks, plants, countries of region, culture, transportation, and so on.

According to Gerot and Wignell (1994 cited by Firdaus and Sunaryo. 2013: 500) report text has two elements: general classification and description. General classification and description part tells about what phenomenon under discussion is. Description part tells about what phenomenon under discussion, is like term of parts, qualities and habit or behavior for living and non-living things. In short, report text is a text which presents information about something, as it is as a result of systematic observation and analysis. The purpose of the text report is to describe and classify information. text report has a series of logical truth. It stated the facts without personal involvement.

In summary, reading comprehension is one of the main important elements for students' English language learning. While attempting to comprehend the text, students engage with their attitudes, motivation, background knowledge, and even personal interests. For Indonesian students, the problems are not only about comprehending the English text, but also getting difficulties in the language itself

and most of the students in Indonesia are less motivation in reading. Motivation is a complex issue, especially when considered in the Indonesian context, where passive learning and teacher-centered lessons dominate. To be successful in reading, students must have reading skill and reading motivation. Metacognition is very important for reading comprehension. Many studies also show that there is a positive relationship between students' metacognitive awareness of reading processes, their ability to read and reading motivation.

II. LITERATURE REVIEW

This chapter describes the concepts which are related to the research, such as concept of reading strategy, metacognitive reading strategy, reading comprehension, concept of metacognitive reading strategy training and reading motivation. This chapter also describes the theoretical assumption and hypothesis.

2.1. Language Learning Strategies

Learning strategies are used by students while they are learning a foreign language. A strategy can be described as a mental procedure that is used to promote learning and which sometimes can be observed as an overt activity (Chamot and El-Dinary, 1999: 2). Oxford (1990: 8) defines learning strategies as "operations employed by the learner to aid the acquisition, storage, retrieval, and use of information".

Many researchers investigated the characteristics of the good language learner strategies while learning a second language (Rubin, 1975; Rubin, 1981; Naiman et al. 1978 in O'Malley and Chamot, 1990: 3-6). Rubin (1981) identified two primary categories: strategies that affect learning directly and indirectly. Rubin's classification of direct strategies includes clarification/verification, monitoring, memorization, guessing/inductive inferencing, deductive reasoning,

and practice. Indirect strategies are creating opportunities for practice and production tricks.

Bialystok (1978 in O'Malley and Chamot, 1990: 10) classified four categories: formal practicing, functional practicing, differencing, and monitoring. According to her model, learning strategies are defined as "optional means for exploiting available information to improve competence in a second language".

O'Malley and Chamot (1990: 8) grouped language learning strategies into three broad categories. The first group of strategies is metacognitive strategies, which consists of seven strategies grouped under three strategy sets: planning, monitoring and evaluation. The second group is called cognitive strategies and consists of fourteen strategies: resourcing, repetition, grouping, deduction, imagery, auditory representation, keyword method, elaboration, transfer, differencing, note taking, summarizing, recombination, and translation. The last group of strategies is social strategies named as social mediation or social affective strategies. In this group there are two strategies: question for clarification and cooperation.

Oxford (1990: 11-17) developed a language learning strategy under two main categories as direct and indirect strategies. Direct strategies are those that involve direct use of language, as well as affect language learning directly, whereas indirect strategies support language learning. Each major category consists of three strategy groups: memory, cognitive, and compensation strategies

under direct strategies and metacognitive, affective and social strategies under indirect strategies. These strategy groups are composed of 19 strategy sets. Within the direct strategies, memory strategies have four sets: creating mental linkages, applying images and sounds, reviewing well, and employing action. The strategy sets in cognitive strategies are: practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. Compensation strategies have two sets: guessing intelligently and overcoming limitations in speaking and writing. Within indirect strategies, metacognitive strategies have three strategy sets; centering your learning, arranging and planning your learning and evaluating your learning. Lowering your anxiety, encouraging yourself, and taking your emotional temperature are the sets under affective strategies. Finally, social strategies include asking questions, cooperating with others and empathizing with others. As a whole, Oxford's strategy system includes 62 strategies. This is the richest and the most detailed system of categorization.

2.2. Reading Strategies

When it comes to the study of English language, reading has usually been at the center of debates among teachers and researchers. Therefore, an attempt will be made to define reading as a communicative process by following certain relevant descriptive frameworks in this area. There are three main "models" being proposed to explain the nature of foreign learning to read: (1) bottom-up processing model, which is so called because it focuses on developing the basic skill of matching sounds with letters, syllables, and words

written on a page; (2) top-down processing model, which focuses on the background knowledge that a reader uses to comprehend a text; and (3) the third model called "interactive" model which incorporates both top-down and bottom-up processing models and regards text processing as a non-linear, constantly developing phenomenon where both the former explanations constantly react and influence one another (Gough, 1976; Clarke and Silberstein, 1979; Harris and Smith,1986; Carrell, 1992 in Sutarsyah, 2013: 2-8).

There are also other several strategies commonly used to improve reading comprehension;

KWL (Know, Want, Learned)

KWL strategy is one of teaching and learning strategies used mainly for information text (Ogle, 1986: 564). Its aims are more diverse. It helps readers elicit prior knowledge of the topic of the text; set a purpose for reading; monitor their comprehension; asses their comprehension of the text; and expand ideas beyond the text.

Ogle (1986: 565-567) developed the strategy for helping students to access important background information before reading nonfiction. The KWL strategy (accessing what I know, determining what I want to find out, and recalling what I learnt) combines several elements of approaches. The first two steps of KWL, students and the teacher engage in oral discussion. They reflect on their knowledge about a topic, brainstorm a group list of ideas about the topic, and identify categories of information. Next the teacher helps highlight gaps and

inconsistencies in students' knowledge and students create individual lists of things that they want to learn about the topic or questions that they want to answer about the topic. In the last step of the strategy, students read new materials and share what they have learned.

Reciprocal Teaching Approach

Palinscar and Brown (1984: 117-175) developed reciprocal teaching to help students learn the strategies used by good readers. Reciprocal teaching relies on instruction that is cooperative by nature, and includes modeling, role playing, and feedback in metacognitive self-monitoring and evaluating strategies.

Palinscar and Brown referred to Brown and Palinscar's pilot study (1982), which shows an instance of reciprocal teaching instruction. In that pilot study, the instructor and students were leading a dialogue on sections of a text. In parallel with reciprocal questioning, the instructor and students took turns making predictions and summaries, thereby clarifying any complex or misleading parts of the text. The teacher had previously modeled the main strategies of clarifying, summarizing, predicting, and questioning. Thus, the students were guided to contribute to the running of the activity in the way they could. To ensure and maximize the value of reciprocal teaching strategies in reading, they recommended choosing heterogeneous groupings in terms of age and reading ability, so that the least able students (struggling readers) learn from the modeling, scaffolding, and simulated behaviors.

It appeared that when students learn how to use reading strategies, they become able to associate the learned material with their existing knowledge. Following the construction-integration situation level, these readers would be linking text information with what they already know about the topic and task, which in turn helps make related inferences.

PORPE

PORPE is a strategy which applies the cognitive and metacognitive processes that effective readers engage in to understand material. By using PORPE strategy, students are expected to be effective readers who clarify the purpose of reading, identify the important aspect of message, focus attention on the major content, monitor ongoing activities, engage in self-questioning to determine whether goals are being achieved, and take corrective action in understanding. There are five steps that are applied in teaching PORPE strategy. The five steps are predict, organize, rehearse, practice, and evaluate.

Text Enhancement Strategies

Jitendra and Gajria (2011) cited in Worcester (2013: 11-17) highlighted what they called Text Enhancement Strategies. These consist of strategies designed to help struggling readers, including learners with Learning Disabilities (LD), to improve their comprehension of texts and enhance their skills. Examples of these strategies are described below:

- Graphic Organizers. One of the major features of graphic organizers is that their design could be used by students to represent different patterns of

text structure. Graphic organizers make it possible for students to better learn by visually representing and organizing key concepts. The rationale behind these visual representations or graphic displays is that they also help students connect the newly learned information with their background knowledge or existing information.

- Through explicit instruction of text structures, teachers can enhance reading comprehension by using a story maps. Concept Mapping or Story Mapping involves constructing a visual map of the ideas contained in a text. This process helps readers connect the parts of a text in a meaningful way, which improves comprehension.

- Mnemonic Device. Using mnemonic device to facilitate reading instruction is another approach discussed by Jitendra and Gajria. Mnemonics are useful to reading instruction because they are organized ways to help people store and recall ample amounts of information. This instructional tool facilitates the learning process "by making unfamiliar, difficult to understand information more concrete, meaningful, and memorable by adding relevant connections and linking the information to students' existing knowledge base" (Jitendra and Gajria (2011) cited in Worcester (2013: 11-17).

Text enhancement strategies allow instructors to choose, organize, and teach challenging material. They also make the text more accessible and

meaningful (Jitendra and Gajria, 2011 cited in Worcester (2013: 11-17)), which in turn increases students' comprehension. The researchers indicated that the development of students' comprehension skills is contingent upon instruction that focuses on both text enhancement strategies and cognitive and metacognitive strategies.

2.3. Metacognitive Reading Strategy

Duffy (2005, in William and Atkins, 2009: 27) points out, "In reading instruction, metacognition is associated with reading strategies." Mokhtari and Reichard (2002: 249) referred to metacognition as awareness and monitoring processes described as "the knowledge of readers' cognition about reading and self-control mechanism". While Paris, et al (1983 see Paris and Winograd, 1990: 8) described metacognitive knowledge in terms of declarative, procedural, and conditional knowledge, because self-appraisal answers questions about *what* you know, *how* you think, and *when* and *why* to apply knowledge or strategies.

Strategies specific to reading can be classified in the following three components of metacognition: planning, monitoring, and evaluating strategies (Paris and Lindauer, 1982 in Harris et al, 2009: 134).

- Planning strategies are used before reading; activating learners' background knowledge to get prepared for reading is an example of planning strategies. Also, previewing a title, picture, illustration, heading, or subheading can help readers grasp the overview of the text. Readers may also preview the general information in the text and its

structure. Learners may check whether their reading material has a certain text structure, such as cause and effect, question and answer, and compare and contrast. Further, setting the purpose for reading can also be categorized as a planning strategy.

- Monitoring strategies occur during reading. Some examples of monitoring strategies are comprehension of vocabulary, self-questioning (reflecting on whether they understood what they have read so far), summarizing, and inferring the main idea of each paragraph. Readers may also identify and focus on key information or key words, including but, however, on the other hand, in addition, also, and in conclusion. Determining which part of the passage can be emphasized or ignored based on the purpose of the task is another monitoring strategy.

- Evaluating strategies are employed after reading. For example, after reading a text, learners may think about how to apply what they have read to other situations. They may identify with the author, a narrative, or main character, and may have a better perspective of the situation in the book than they did at first (Almasi and Fullerton, 2012: 18-19).

Fogarty (1994: 1-10) considered three main reasons to teach metacognitive strategies. 1) To develop in students a deeper understanding of text. Good readers know how to use cognitive and metacognitive strategies together to develop a

deeper understanding of a book's theme or topic. They learn or "construct knowledge" (using cognitive strategies) through a variety of methods, and then recognize (using metacognitive strategies) when they lack understanding and, consequently, choose the right tools to correct the problem. 2) To take students' thinking to a higher level. For many students, explaining their thought process is a daunting task. They may think, "How do I explain what I think? I don't know what to say. My teacher usually helps me out." These students need opportunities to take their thinking to a higher level and express themselves clearly. Small-group activities, especially those with a teacher's guidance, provide them with the right opportunities. 3) To steer students into adulthood. Once metacognitive strategies are grasped, students will transfer use of these skills from their school lives to their personal lives and will continue to apply them as they mature. Fogarty gives quideline how to apply metacognitive reading strategy in the class

In planning stage, teach the students to:

➢ Think about the text's topic.

➢ Think about how text features can help in understanding the topic.

➢ Read the title and author, front and back cover blurbs, and table of contents.

➢ Study illustrations, photos, and graphics, including labels and captions.

➢ Skim for boldfaced words, headings and subheadings, and summaries.

➢ Think about what they know, what connections they can make, and what questions they might want to answere.

➢ Think about the way the text might be organized, such as:

- cause and effect

- compare and contrast

- sequence of events

- problem and solution

- description

- a combination of these text structures

In monitoring stage, teach the students to:

➢ make connections

➢ make predictions

➢ make inferences

➢ use context clues

➢ use text features

➢ identify text structures

➢ use graphic organizers to pinpoint particular types of text information

➢ write comments or questions on self-stick notes or in the margins

According to him, good readers take charge of their reading by monitoring their own comprehension. The first step is recognizing whether or not confusion exists by asking "Do I understand what I just read? or What does the author really want me to know about this text?" Readers who take responsibility for their own comprehension constantly question the text and their reactions to it.

In evaluation stage, teach the students to:

➢ reflect on the strategies they used

➢ evaluate their thinking, by answering some questions such as:

- How well did I do?

- What did I learn?

- Did I get the results I expected?

- What could I have done differently?

- Can I apply this way of thinking to other problems or situations?

- Is there anything I don't understand - any gaps in my knowledge?

Students reflect on the strategies they used to determine whether their plan worked or whether they should try something else next time.

2.4. Metacognitive Reading Strategy Training (MRST)

Glaubman et al. (1997 see William and Atkins, 2009: 33) stated that instruction in metacognitive awareness, in addition to typical instruction in reading and questioning strategies, can develop self-directed and regulated learners. Metacognitive training helps children internalize the strategies they use and promotes an awareness of when and why they are effective. This awareness bolsters the ability to transfer the strategies to other situations in which they would be useful. Strategy training is the explicit teaching of how, when, and why students should employ language-learning strategies to enhance their efforts at language program goals. Students will be introduced with metacognitive reading strategy. Here the students will be taught how metacognitive reading strategy can

help their reading comprehension, when they can use metacognitive reading strategy and why metacognitive reading strategy.

2.5. Procedure of Metacognitive Reading Strategy Training

The training was conducted in six meetings in two weeks.

1. 1st meeting: Developing student knowledge about metacognitive reading strategy, especially students' knowledge about planning strategies and why it is important and directly do practice. The topic is "Vanice"

2. 2nd meeting: Introducing 'Monitoring Strategies' (while-reading). Developing student knowledge about how and when monitoring strategies can be used and directly implement it in reading a factual report text. The topic is "Vanice".

3. 3rd meeting: Introducing 'Evaluating Strategies' (post-reading). There are three kinds of activities, 'Self-assessment, Self-evaluation and Self-reflection'. The students practice using the strategy in reading factual report text. The topic is "Garbage".

4. 4th meeting: The teacher will repeat the material as a whole, from planning to evaluation and will guide the students in using the strategy. The topic is "Cell Phone".

5. 5th meeting: The students practice using the strategy in reading another report text without any guideline from the teacher. The topic is "Reading".

6. 6th meeting: The students evaluate their strategy use. The students will be asked to write the steps in metacognitive learning strategy by answering 3 questions.

To find out the students perception and the impact of the strategy training on their learning, metacognitive reading strategy training questionnaire was used in this research. The data from the questionnaire was computed by using SPSS.

2.6. Reading Comprehension

Reading comprehension is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. Reading comprehension involves at least two people: the reader and the writer. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message. According to Hoover and Gough (1990: 131), Reading comprehension can be understood as the process through which the recognized words are transformed into a meaningful idea. It can be concluded that reading comprehension means understanding and remembering the ideas you find as you read. While Kintsch (1998: 7) says that reading comprehension is a complex process that requires the activation of numerous cognitive skills.

Nuttall (1996: 125) stated that questions help readers to understand or comprehend the text. When a reader struggle answering questions and developing (not just demonstrating) understanding are the ones that make the reader work at the text. If the key word is struggle, then not just the type of questions, but the way they are used, is crucial. In reading class, the answer to a question is not half so important as the process by which the students arrived at it. They may have

given the right answer by accident, if so, it is valueless. This is one reason why multiple choice (MC) questions are often frowned on in reading comprehension class.

In this research, open ended questions will be used in pre- and post-reading comprehension test. Open-ended questions are questions in which the students are free to compose any response that seems suitable to them and the term is particularly often used of the wh- and how/ why forms of question. Nuttall classify five reading comprehension questions according to their content. Those are questions of literal comprehension, questions involving reorganization or reinterpretation, questions of inference, questions of evaluation and questions of personal response.

2.7. Reading Motivation

Motivation is subjective and focused on the reasons behind our choices and actions. Motivational problems facing teachers primarily involve getting students to put forth consistent learning efforts whether or not they find the learning tasks interesting or enjoyable, not just maintaining intrinsic motivation to engage in interesting tasks. That is, motivating students is mostly about fostering identified regulation, not preserving existing intrinsic motivation (Brophy, 2004: 2-161).

According to Wigfield and Guthrie (1997: 430), reading motivation correlates with students' amount of reading. The higher reading motivation the

students have, the more they will read their book. Student motivation in the reading classroom is a particularly important area to focus on because studies have shown that students who are motivated tend to read more frequently than unmotivated students. Researchers have argued that students' reading frequency is an important predictor of their reading comprehension. Efforts to increase students' reading motivation therefore have important implications not just for students' reading comprehension but for overall school achievement.

Ölmez (2015: 602) in his study, discovered that although participants were mainly motivated to read English texts because of their linguistic value, they also reported to be motivated to read due to extrinsic value of reading. Participants' preference for extrinsic value of reading along with foreign language linguistic utility indicates that they are primarily interested in the instrumental features of reading and the benefits of reading in particular. Participants are also motivated to read due to intrinsic value of reading and a belief in their self-efficacy. Choosing the reading topics which are interesting for the students is also very important to increase students' reading motivation.

To collect data about students' reading motivation, Motivation on Reading Questionnaire (MRQ) is used. This questionnaire is adopted from Wigfield and Guthrie (1997: 431-432). It consists of 54 question items and measured in a Likert-scale.

2.8. MRST and Strategy Use

Learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations (Oxford, 1990: 17). Furthermore, she stated that metacognitive category helps students to regulate their own cognition by assessing how they are learning and by planning for future language tasks. According to Oxford (1990: 137) language learners, sometimes, have problems in realistically monitoring their errors. Students may become traumatized when they make errors, thus failing to realize that they will undoubtedly make them and should therefore try to learn from them. Students may also underrate or overrate their proficiency. In other word, the knowledge of metacognition to make the learners able to plan, monitor and evaluate their own learning process is needed to be taught explicitly to the learners.

Nunan (1999: 172) stated that learners who were taught the strategies underlying their learning were more highly motivated than those who were not. Research has also shown that not all learners automatically know which strategies work best for them. For these reasons, explicit strategy training, coupled with thinking about how one goes about learning, and experimenting with different strategies, can lead to more effective learning.

It is also supported by Hewitt (2008: 30) who wrote in his book that though in Flavell's terms, children were often presented with opportunities to develop metacognitive experience in the classroom, without explicit teaching and

modelling by the teacher, this rarely became metacognitive knowledge. Brown and Campione (1979, see Hewitt, 2008: 30), explained that explicit modelling and guidance by mothers at home lead to enhanced metacognitive knowledge and independence in learning. If the explicit modelling can be given at home, metacognitive knowledge can be also given in the classroom in the form of training.

Razi and Çubukçu (2014: 293) investigated the impact of a metacognitive reading strategy training programme on metacognitive reading strategies and reading comprehension. Their study was conducted with 93 freshmen in the English Language Teaching Department of Canakkale Onsekiz Mart University. The results revealed that metacognitive reading strategy training programme accelerated Turkish university EFL learners' reading comprehension by providing awareness of metacognition along with declarative, procedural, and conditional knowledge about metacognitive reading strategies.

They found that metacognitive reading strategy training programme promoted learners' self-reported metacognitive reading strategy use while conventional reading instruction did not affect it. According to them, after the implementation of the training, readers were able to better control their reading process, aware of the available metacognitive reading strategies and had a good repertoire of efficient reading strategies from which they could select appropriate ones in relation to their current reading task. Students could better control the

process, which in turn resulted in better reading comprehension due to more effective use of metacognitive reading strategies.

However, implementation of strategy instruction in the context of the actual classroom has proved problematic. It is difficult to communicate what is meant by "teaching strategies and not skills." Moreover, proficient reading involves much more than implementing individual strategies. It involves an ongoing adaptation of many cognitive and metacognitive processes. Teachers must be very skillful and strategic in their instruction. They must be able to respond flexibly to students' needs for feedback as they read. In order to do this, teachers must themselves have a firm grasp not only of the strategies they are teaching the children but also of instructional strategies that they can use to achieve their goal (William and Atkins, 2009: 38).

2.9. MRST and Reading Comprehension

Metacognition is very important for reading comprehension. Research also shows that there is a positive relationship between students' metacognitive awareness of reading processes and their ability to read and excel academically. An instructional model that includes explanation and modelling by the teacher, guided practice, and independent practice can teach strategies that are used to comprehend text (William and Atkins, 2009: 37). Studies also revealed that children in the primary grades can be taught to use metacognitive strategies to improve reading comprehension and to a lesser extent, writing proficiency. Instructional programs that incorporate explicit metacognitive strategy instruction

have been found to increase students' knowledge of strategies and performance on experimenter-constructed tests (Williams, Hall & Lauer, 2004; Williams et al., 2007 see William and Atkins, 2009: 37)

Baker and Brown (1984) cited by McKeown and Back (2009: 7-8) have investigated that there is a relationship between metacognitive ability and effective reading. According to them, there are two dimensions of metacognitive ability; knowledge of cognition or metacognitive awareness and regulation of cognition which as stated includes the reader's knowledge about his or her own cognitive resources, and the compatibility between the reader and the reading situation.

Developing metacognition and self-regulated learning strategies in the classroom has been shown to be very effective and contributory to students' overall success (Serra and Metcalfe, 2009: 278-279). The importance of self-regulated learners suggests the need to teach, and equip students with, useful cognitive and metacognitive strategies. Nowadays, teacher is expected not only to teach the students but also to make the students able to study by themselves.

Mokhtari and Reichard (2002: 249) referred to metacognition as awareness and monitoring processes described as "the knowledge of readers' cognition about reading and self-control mechanism". By developing metacognition, the students are expected to be able to plan, to monitor and to evaluate their reading activity. By developing metacognition, learners are presented with an array of ways to help

evaluate the effect of their efforts in reading. Metacognition helps learners estimate the likelihood that they will be able to remember the learned material for a later use.

Lian and Seepho (2012: 941) examined the effects of metacognitive strategy training on reading comprehension. The research findings proved that the MST (Metacognitive Strategy Training) was effective in enhancing the students' academic reading comprehension, and the students generally had positive attitudes toward it, MST should be implemented in a systematic manner by the explicit instruction, self-reflection is effective for the students to be aware of their strengths or weaknesses, more attention should be paid to the vocabulary in EFL reading. The strength of his research is that he combined explicit ways of encouraging basic metacognitive components: planning, monitoring, and evaluating with individual reading strategies.

Moonsamy (2012: 212) worked on metacognitive strategy instruction and reading comprehension to find the impact of a Cognitive Enrichment Advantage (CEA) and metacognitive intervention on reading comprehension to the students of government schools in Gauteng, South Africa. The results indicated that the learners in the experimental school did not show any statistically significant differences in their reading comprehension or CAS scores following the intervention when compared to the control school. However, the qualitative data revealed increased awareness of the effects of the metacognitive instruction on reading in particular and on learning in general. In his research, the researcher just

gave metacognitive instruction implicitly and according to the result of the research it did not give any significant differences in students' reading comprehension.

Based on definitions above, it can be concluded that metacognitive reading strategy is very effective strategy and can be taught to the students as knowledge to control of how they study, how they organize their work, and how they reflect upon it and show them how they can responsible for their own learning process. Developing metacognition in the classroom will make the students more aware of the features of language, language learning and language use which will give big influence to the students' success.

2.10. MRST and Reading Motivation

Metacognition refers to knowledge, awareness, and regulation of one's thinking. A student who use metacognitive processes to learn is not merely a question of competence but is also a question of motivation to explain his or her willingness, effort, and persistence. Regarding metacognitive deficiencies, students may not be aware that a strategy could be used in a new situation. Regarding motivational deficiencies, students may fail to use a known strategy because they did not enjoy carrying it out or did not feel its outcomes were worth the effort (Rabinowitz, Freeman and Cohen, 1992 see Zimmerman B.J And Moylan A.R. 2009: 299). It can be assumed that students with good metacognitive awareness will try to find the solution when they get problem during the lesson. However, students with good metacognitive awareness will not

try to find the solution when they get problem during the lesson if they do not have good motivation.

Paris and Winograd (1990: 13) found out that learners must be able to use knowledge to solve problems in everyday tasks as the heart of self-regulated learning because it involves decisions about what tasks to pursue, how hard to try, when to seek help, and how to overcome obstacles. Self-management of all available resources, both internal and external, depends on metacognition and motivation.

According to Peirce (2003: 4), metacognition affects motivation because it affects attribution and self-efficacy. When students get results on tests and grades on assignments (especially unexpected results such as failures), they perform a mental causal search to explain to themselves why the results happened. When they achieve good results, students tend to attribute the result to two internal factors: their own ability and effort. When they fail, they might attribute the cause to these same internal factors or they might, in a self-protective rationalization, distance themselves from a sense of personal failure by blaming external causes, such as an overly difficult task, an instructor's perverse testing habits, or bad luck. This tendency to attribute success to ability and effort promotes future success because it develops confidence in one's ability to solve future unfamiliar and challenging tasks.

Attributing failure to a lack of ability reduces self-confidence and reduces the student's summoning of intellectual and emotional abilities to the next challenging tasks; attribution theory also explains why such students will be unwilling to seek help from tutors and other support services: they believe it would not be worth their effort.

It is noticeable that metacognition skill will influence students' motivation. By having metacognition skill, students will be able to manage their emotion especially when they do mistakes and get failures in learnig process. Students will have positive emotions associated with accomplishment, focus, overcoming obstacles, and the possibility of creative solutions during their learning process. Students will be more confident in performing the task and having confidence will give motivation to the students to learn more.

2.11. Reading Motivation and Reading Comprehension

Some researches had been done concerning about reading motivation and reading comprehension. Almost all studies in this area found that there was correlation between reading motivation and reading comprehension. As Cambria and Guthrie (2010: 16) state that when a students has high motivation, he will read more and will comprehend the text easily.

Purbo (2013: 1) found that there was significant correlation between students' motivation and their reading comprehension achievement. That research was conducted at a class of second grade of SMA Negeri 1 Terbanggi Besar

academic year 2011/2012. The coefficient correlation was 0,483. It was classified into moderate correlation. According to his result that the students who had motivation toward English affect their reading willingness to read as well as their participation and commitment to study well.

In line with Purbo, Erman (2014: 8) defines that students who have high reading motivation will also have high reading comprehension. That research was conducted to 32 students of second grade of SMA Negeri 11 Padang academic year 2013/2014. According to her finding there was a positive correlation between students' reading motivation and reading comprehension, the coefficient correlation or *r*-counted = 0.555 and *r*-table = 0.349.

In the contrary, Ölmez (2015: 597-603) found that there was no significant correlation between students' reading motivation scores and reading achievement scores. The study was conducted to 114 freshman students enrolled in English Language Teaching department of a major state university in Turkey. The data gathered through FLRAMS (foreign language reading attitudes and motivation, and a reading comprehension test) and the reading comprehension test were subjected to a Pearson correlation coefficient test in order to investigate the presence of a potential relationship between L2 reading motivation and reading achievement. The statistical analysis indicated that the learners were primarily motivated to read in English due to the linguistic utility of texts, followed by extrinsic utility value of reading, intrinsic value of reading and their own reading efficacy respectively.

2.12. Theoretical Assumption

Metacognitive reading strategy training will teach the students about the strategy explicitly on how, when and why they need to use this strategy. After the students are trained to plan, monitor and evaluate their own reading process, they will continue to read confidently and comprehend better. In short, there will be good effect of conducting the metacognitive reading strategy training.

In the classroom context, the concept of student motivation is used to explain the degree to which students invest attention and effort in various pursuits, which may or may not be the ones desired by their teachers. Student motivation is rooted in students' subjective experiences, especially those connected to their willingness to engage in lessons and learning activities and their reasons for doing so (Brophy, 2004: 4). It will be very difficult to expect students to read without reading motivation, especially for those students who have low motivation and low reading ability. Metacognition fosters independent learning by providing personal insight into one's own thinking. Such awareness can lead to flexible and confident problem solving as well as feelings of self-efficacy and pride (Paris and Winograd, 1990: 7). Metacognitive reading strategy training will explicitly teach the students to be more aware of their own thinking as they read, and solve their problems while reading. Students will be more motivated to read when they can solve their problem in reading and understand better.

Metacognitive reading strategy is strategy that helps students to think critically about their own understanding toward the text. When students reflect

upon their learning strategies, they become better prepared to make conscious decisions about what they can do to promote their reading skill. Reading comprehension is the process of constructing meaning from text. The goal of all reading strategies is ultimately targeted at helping a reader comprehend the text. The students who are aware to their thinking process will find better reading strategies and finally they will understand better.

Motivation plays an important role in achieving proficiency in foreign language learning (Gardner, 1985: 10). Students' motivation in the reading classroom is a particularly important area to focus on because studies have shown that students who are motivated tend to read more frequently than unmotivated students. Developing metacognition in the classroom has been shown to be very useful and contributory to students' overall success, including reading. Having metacognitive skill, students will comprehend the text easily. Student who reads one page easily thinks he can read the next page in the same confidence. A student who reads fluently and understands well is also sure of himself as a good reader and it will motivate him to read more and more. It means that there is relationship between metacognitive reading strategy, reading comprehension and students' reading motivation.

2.13. Hypotheses

In relation to the theoretical assumption, the hypotheses can be formulated as follows:

1. Metacognitive reading strategy training improves students' reading strategy.

2. There is an effect of metacognitive reading strategy training on the students' reading motivation.

3. There is an effect of metacognitive reading strategy training on the students' reading comprehension.

4. There is a correlation in the increase of students' reading motivation and students' reading comprehension.

In summary, this chapter has elaborated some theoretical frameworks dealt with the notions of this study, such as language learning strategies, reading strategies, metacognitive reading strategy, metacognitive reading strategy training, reading comprehension, and reading motivation. Some related studies of metacognitive reading strategy use are also exposed to be the available facts and proofs to support this study. Overall, these theories are beneficial for this study to gather some ideas and personal points of views on the analyses towards the results and discussion.

III. METHOD

This chapter discusses the methodology adopted in the present study. It then describes the research design, participants, instruments, research procedures, data analysis, result of try-out test and hypothesis testing.

3.1. Design

The purpose of this research is to see if the training has caused a change in the participants . To see the change, quasi-experimental one group pre-test-post-test design was used in this study. The research design is as follows:

$$T1 \quad X \quad T2$$

Remarks:

T1   : - MRQ of the dependent variable (Y1)

          - Pre-test measurement of the dependent variable (Y2)

X   : Treatment of the Training

T2   : - MRQ of the dependent variable (Y1)

          - Post-test measurement of the dependent variables (Y2)

The independent variable is the metacognitive reading strategy training (X). The dependent variables are the motivation improvement of the experimental

participants after the training (Y1) and the participants' reading comprehension scores (Y2).

3.2. Participants

The participants of this study were the students of class 11 Mia 1 of SMA Negeri 1 Metro in academic year of 2015/2016. There were twenty five students of 11 Mia 1. It consisted of nine males and sixteen females. All the students of this class were the subjects of this research.

3.3. Instruments

3.3.1. Reading Comprehension Test

This study used reading comprehension test to collect the data for the students' reading comprehension ability. The test was given as pre-test and post-test which consist of 10 items in open ended questions.

Table 3.1. Specification on reading comprehension test

No	Test item number	Reading Comprehension Components	total	Time allocation (minutes)
1	1	discovering main idea	10	60
2	2 and 7	inferences		
3	3,4,5,8 and 9	Literal comprehension		
4	6 and 10	Reorganization or reinterpretation		

There were not only low level thinking questions in the test but also higher level thinking questions that have the students to organize or interpret their own idea. The questions were meant to test the participants understanding of the main idea, inferences, specific details, and their ability to organize or interpret their own idea based on the information from the text.

In order to prove whether the tests have a good quality or not, level of difficulty, discriminating power, validity and reliability were analysed. A good test item is the one which is neither too difficult nor too easy. To know the level of difficulty of the test items, it was calculated by the following formula:

$$P = \frac{R}{\sum S}$$

P : the difficulty index

R : the number of the testes who answer correctly

S : the whole number of students who take part in a test

According to Arikunto (2008: 210), the criteria of difficulty level of a test are as follows:

1) A hard item ranges from 0.00 to 0.30

2) A fair item ranges from 0.31 to 0.70

3) An easy item ranges from 0.71 to 1.00

While discriminating power is the capacity of a test item to discriminate a group of the upper and that of the lower. To get the discriminating power of the test, the formula is as follows:

$$D = \frac{RU - RL}{SU + SL}$$

D : discriminating power

RU : the number of the test takers of the upper who answer correctly

RL : the half number of the test takers from the upper who take part in a
test

SU : the number of the test takers of the lower who answer correctly

SL : the half number of the test takers from the lower who take part in a
test

According to Arikunto (2008: 218), the criteria are as follows:

1) A negative item is bad: < 0.00

2) A poor item ranges from: 0.00 - 0.20

3) A satisfactory item ranges from: 0.21 - 0.40

4) A good item ranges from: 0.41 - 0.70

5) An excellent item ranges from: 0.71 - 1.00

3.3.2. Motivation on Reading Questionnaire

Motivation on Reading Questionnaire (MRQ) was used to see the
students reading motivation before and after the training. The participants
were asked to answer the fifty four question items on the following 4-point
Likert scale:

4='A lot like me.'

3='A little like me.'

2='A little different from me.'

1='Very different from me.'

Table 3.2. Categories in Motivation for Reading Questionnaire

No	Types of Reading Motivation	Number	Total	Time allocation (minutes)
1	Reading Efficacy	3,9,15,50	4	4
2	Reading Challenge	2,7,26,44,48	5	5
3	Reading Curiosity	5,8,13,16,35,45	6	6
4	Reading Involvement	10,24,30,33,41,46	6	6
5	Importance of Reading	53,54	2	2
6	Reading Work Avoidance	23,27,28,52	4	4
7	Competition in Reading	12,18,22,43,49,51	6	6
8	Recognition for Reading	14,17,29,31,36	5	5
9	Reading for Grades	19,37,39,40	4	4
10	Social Reasons for Reading	1,11,20,21,34,38,42	7	7
11	Compliance	4,6,25,32,47	5	5
			54	54

The Motivation for Reading Questionnaire (MRQ) based on 11 types of reading motivation: Efficacy, Challenge, Curiosity, Involvement, Importance, Recognition, Grades, Social, Competition, Compliance, and Work Avoidance. The MRQ types are reduced to form three motivational category. The first category is competence and efficacy beliefs. Specific items assess self-efficacy, challenge, and work avoidance. The second motivational category, goals for reading includes items for curiosity, involvement, importance, recognition, grades, and competition dimensions. The third motivational category measures social purposes of reading and includes items for social and compliance (Wigfield & Guthrie, 1997: 422).

Each item is scored in 1 to 4 scale. Higher scores mean stronger qualities for the item. The total score was taken by summing the scores of all items with the exception of Reading Work Avoidance Questions because the scale is reversed with lower scores relating to stronger aspects

of the item. In order to avoid language barrier and to achieve validity of questionnaire administration, all items were written in Bahasa Indonesia.

3.3.3. Questionnaire on Reading Strategy

Language Learning Strategy Questionnaire (LLSQ), adapted from Setiyadi and Sukirlan (2015: 4-7) in reading was used to know the students' reading strategy before the training, whether it is cognitive category, metacognitive category, or social category. There were twenty question items on the following 5-point Likert scale:

1='Never or almost never true of me.'

2='Usually not true of me.'

3='Somewhat true of me.'

4='Usually true of me.'

5='Always or almost always true of me.'

Table 3.3 Specification on reading strategy questionnaires

No	Types of reading strategy	Number	Total	Time allocation (minutes)
1	Cognitive strategy	1 - 11	11	11
2	Metacognitive strategy	12 – 17	6	6
3	Social strategy	18 - 20	3	3
			20	20

3.3.4. Questionnaire on MRST

Metacognitive Reading Strategy Training Questionnaire was used to monitor and evaluate students' perceptions of the impact of the strategy training on their reading strategy. There were ten question items on the following rating scale:

1 = Very Low

2 = Low

3 = Medium

4 = High

5 = Very High

Table 3.4. Specification on strategy training questionnaire

No	Types of improvements	Number	Total	Time allocation (minutes)
1	Knowledge statements	1,2,3,5,7	5	5
2	Skills statements	4,6,8,9,10	5	5
			10	10

The last two questionaires were also written in Bahasa Indonesia, to avoid language barrier and to achieve validity of questionnaire administration. The percentage ratio values of the data gathered from the questionnaire were computed by using Microsoft Office Excel. To explain the low, medium, and high knowledge or skill, the scale was divided into three parts. Since the questionnaire used a 5-rating likert scale, ranging from '1' to '5', 1.66 was accepted as the mean spread dividing the ranking into three parts. For the purpose of this analysis, the knowledge or skills whose means are between 1 and 1.66 were designated as low, between 1.67 and 3.33 as medium, and between 3.34 and 5.00 as high knowledge or skill.

3.4. Reliability and Validity of the Instruments

1. Reliability of reading comprehension test

In this study the reliability of the reading comprehension was measured by inter rater reliability. Two raters scored the students' reading

comprehension test. First rater is the researcher herself, while for the second rater is an English teacher at SMAN 1 Metro, and has been teaching English there since 2009. The items of reading comprehension test were in forms of essay. A rubric was used for scoring the students' answer adopting the Pennsylvania System of School Assessment rubric as a model.

According to Arikunto (2008: 88), the formula is as follows:

$$r = 1 - \frac{6\,(d^2)}{n\,(n^2-1)}$$

d : the difference of rank correlation

n : the number of students

1-6 : the constant number

The reliability for reading comprehension try-out test was .99 (See Appendix K) and it was piloted to 24 students of class 11 Mia 3 of SMA Negeri 1 Metro in academic year of 2015/2016 who were in the same grade with the experiment class.

In this study, the inter-rater was used to score the open ended questions in reading comprehension test. The reliability of the inter-rater is important to ensure that raters making subjective assessments are all in tune with one another and create a degree of objectivity. Cohen's

Kappa inter-rater reliability was used in this research. From the table we can see that the Cohen's kappa (κ) is .714. Cohen's kappa (κ) can range from -1 to +1. Referring to the result, a kappa (κ) of .714 represents a good agreement (See Appendix L)

Here is interpretation of Kappa from Altman.

- Poor agreement   = Less than 0.20
- Fair agreement   = 0.20 to 0.40
- Moderate agreement   = 0.40 to 0.60
- Good agreement   = 0.60 to 0.80
- Very good agreement   = 0.80 to 1.00

2. Reliability of Motivation on Reading Questionnaire

        Motivation on Reading Questionnaire (MRQ) is adopted from Wigfield and Guthrie. They reported that the reliabilities for all the aspects of the 53-item MRQ ranging from .43 to .81. Work Avoidance and Reading for Grades had reliabilities of .60 and .59. The remaining 9 aspects showed consistent reliabilities ranging from .52 and .81 (See Appendix M).

3. Reliability of Metacognitive Reading Strategy Training Questionnaire

        Metacognitive Reading Strategy Training Questionnaire is developed by the writer, based on O'Malley and Chamot's CALLA training model, namely:

(1) To develop student awareness of different strategies

(2) To develop student knowledge about strategies

(3) To develop student skills in using strategies for academic learning

(4) To develop student ability to evaluate own strategy use

(5) To develop student ability to transfer the strategies to new task

The reliability was tested by using Cronbach Alpha = 0.781- 0.827 (See Appendix O). The rule for describing internal consistency using Cronbach's alpha (George and Mallery, 2003 cited by Joseph Rosemary, 2003: 87) is as follows:

1) $\alpha \geq 0.9$: Excellent (very high reliability)

2) $0.7 \leq \alpha < 0.9$: Good (high reliability)

3) $0.6 \leq \alpha < 0.7$: Acceptable (medium reliability)

4) $0.5 \leq \alpha < 0.6$: Poor (low reliability)

5) $\alpha < 0.5$: Unacceptable (very low reliability)

4. Validity of reading comprehension test

It could be seen from the table (See Appendix P) that the questions of reading comprehension test were valid since the r values were between 0.500 and 0.800 (0.583; 0.693; 0.585; 0.653; 0.648; 0.775; 0.586; 0.567; 0.608; 0.524).

5. Validity of Motivation on Reading Questionnaire

The validity of motivation on reading questionnaire was calculated separately based on 11 types of reading motivation. It could be seen from the table that the questions on motivation on reading questionnaire were valid since the r values were between 0.500 and 0.900.

Validity of reading efficacy items

Correlations

		item3	item9	item15	item50	Total score
item3	Pearson Correlation	1	.626**	.753**	.591**	.884**
	Sig. (2-tailed)		.001	.000	.002	.000
	N	24	24	24	24	24
item9	Pearson Correlation	.626**	1	.611**	.542**	.829**
	Sig. (2-tailed)	.001		.002	.006	.000
	N	24	24	24	24	24
item15	Pearson Correlation	.753**	.611**	1	.585**	.860**
	Sig. (2-tailed)	.000	.002		.003	.000
	N	24	24	24	24	24
item50	Pearson Correlation	.591**	.542**	.585**	1	.805**
	Sig. (2-tailed)	.002	.006	.003		.000
	N	24	24	24	24	24
totalscore	Pearson Correlation	.884**	.829**	.860**	.805**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	24	24	24	24	24

**. Correlation is significant at the 0.01 level (2-tailed).

Validity of reading challenge items

Correlations

		item2	item7	item26	item44	item48	total score
item2	Pearson Correlation	1	.399	.651**	.636**	.531**	.821**
	Sig. (2-tailed)		.053	.001	.001	.008	.000
	N	24	24	24	24	24	24
item7	Pearson Correlation	.399	1	.348	.433*	.447*	.627**
	Sig. (2-tailed)	.053		.096	.034	.029	.001
	N	24	24	24	24	24	24
item26	Pearson Correlation	.651**	.348	1	.686**	.423*	.748**
	Sig. (2-tailed)	.001	.096		.000	.039	.000
	N	24	24	24	24	24	24

		item44	item48				totalscore
item44	Pearson Correlation	.636**	.433*	.686**	1	.744**	.901**
	Sig. (2-tailed)	.001	.034	.000		.000	.000
	N	24	24	24	24	24	24
item48	Pearson Correlation	.531**	.447*	.423*	.744**	1	.834**
	Sig. (2-tailed)	.008	.029	.039	.000		.000
	N	24	24	24	24	24	24
totalscore	Pearson Correlation	.821**	.627**	.748**	.901**	.834**	1
	Sig. (2-tailed)	.000	.001	.000	.000	.000	
	N	24	24	24	24	24	24

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Validity of reading curiosity items

Correlations

		item5	item8	item13	item16	item35	item45	Total score
item5	Pearson Correlation	1	.656**	.799**	.529**	.492*	.470*	.838**
	Sig. (2-tailed)		.001	.000	.008	.015	.020	.000
	N	24	24	24	24	24	24	24
item8	Pearson Correlation	.656**	1	.651**	.386	.507*	.474*	.747**
	Sig. (2-tailed)	.001		.001	.063	.011	.019	.000
	N	24	24	24	24	24	24	24
item13	Pearson Correlation	.799**	.651**	1	.387	.686**	.709**	.903**
	Sig. (2-tailed)	.000	.001		.062	.000	.000	.000
	N	24	24	24	24	24	24	24
item16	Pearson Correlation	.529**	.386	.387	1	.308	.471*	.657**
	Sig. (2-tailed)	.008	.063	.062		.143	.020	.000
	N	24	24	24	24	24	24	24
item35	Pearson Correlation	.492*	.507*	.686**	.308	1	.677**	.756**
	Sig. (2-tailed)	.015	.011	.000	.143		.000	.000
	N	24	24	24	24	24	24	24
item45	Pearson Correlation	.470*	.474*	.709**	.471*	.677**	1	.822**
	Sig. (2-tailed)	.020	.019	.000	.020	.000		.000
	N	24	24	24	24	24	24	24
totalscore	Pearson Correlation	.838**	.747**	.903**	.657**	.756**	.822**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	24	24	24	24	24	24	24

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Validity of reading involvement items

Correlations

		item10	item24	item30	item33	item41	item46	Total score
item10	Pearson Correlation	1	.514*	.426*	.534**	.534**	.466*	.766**
	Sig. (2-tailed)		.010	.038	.007	.007	.022	.000
	N	24	24	24	24	24	24	24
item24	Pearson Correlation	.514*	1	.496*	.718**	.548**	.438*	.826**
	Sig. (2-tailed)	.010		.014	.000	.006	.032	.000
	N	24	24	24	24	24	24	24
item30	Pearson Correlation	.426*	.496*	1	.511*	.435*	.277	.714**
	Sig. (2-tailed)	.038	.014		.011	.033	.189	.000
	N	24	24	24	24	24	24	24
item33	Pearson Correlation	.534**	.718**	.511*	1	.355	.184	.754**
	Sig. (2-tailed)	.007	.000	.011		.088	.390	.000
	N	24	24	24	24	24	24	24
item41	Pearson Correlation	.534**	.548**	.435*	.355	1	.709**	.790**
	Sig. (2-tailed)	.007	.006	.033	.088		.000	.000
	N	24	24	24	24	24	24	24
item46	Pearson Correlation	.466*	.438*	.277	.184	.709**	1	.649**
	Sig. (2-tailed)	.022	.032	.189	.390	.000		.001
	N	24	24	24	24	24	24	24
totalscore	Pearson Correlation	.766**	.826**	.714**	.754**	.790**	.649**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.001	
	N	24	24	24	24	24	24	24

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Validity of importance of reading items

Correlations

		item53	item54	Total score
item53	Pearson Correlation	1	.707**	.914**
	Sig. (2-tailed)		.000	.000
	N	24	24	24
item54	Pearson Correlation	.707**	1	.933**
	Sig. (2-tailed)	.000		.000
	N	24	24	24
Total score	Pearson Correlation	.914**	.933**	1
	Sig. (2-tailed)	.000	.000	
	N	24	24	24

Correlations

		item53	item54	Total score
item53	Pearson Correlation	1	.707**	.914**
	Sig. (2-tailed)		.000	.000
	N	24	24	24
item54	Pearson Correlation	.707**	1	.933**
	Sig. (2-tailed)	.000		.000
	N	24	24	24
Total score	Pearson Correlation	.914**	.933**	1
	Sig. (2-tailed)	.000	.000	
	N	24	24	24

**. Correlation is significant at the 0.01 level (2-tailed).

Validity of reading work avoidance items

Correlations

		item23	item27	item28	item52	Total score
item23	Pearson Correlation	1	.557**	.621**	.595**	.871**
	Sig. (2-tailed)		.005	.001	.002	.000
	N	24	24	24	24	24
item27	Pearson Correlation	.557**	1	.378	.414*	.714**
	Sig. (2-tailed)	.005		.069	.044	.000
	N	24	24	24	24	24
item28	Pearson Correlation	.621**	.378	1	.639**	.824**
	Sig. (2-tailed)	.001	.069		.001	.000
	N	24	24	24	24	24
item52	Pearson Correlation	.595**	.414*	.639**	1	.816**
	Sig. (2-tailed)	.002	.044	.001		.000
	N	24	24	24	24	24
Total score	Pearson Correlation	.871**	.714**	.824**	.816**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	24	24	24	24	24

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Validity of competition in reading items

Correlations

		item12	item18	item22	item43	item49	item51	Total score
item12	Pearson Correlation	1	.674**	.353	.462*	.596**	.596**	.867**
	Sig. (2-tailed)		.000	.090	.023	.002	.002	.000
	N	24	24	24	24	24	24	24
item18	Pearson Correlation	.674**	1	.274	.160	.495*	.405*	.696**
	Sig. (2-tailed)	.000		.196	.454	.014	.049	.000
	N	24	24	24	24	24	24	24
item22	Pearson Correlation	.353	.274	1	.397	.052	.246	.548**
	Sig. (2-tailed)	.090	.196		.054	.810	.247	.006
	N	24	24	24	24	24	24	24
item43	Pearson Correlation	.462*	.160	.397	1	.339	.334	.643**
	Sig. (2-tailed)	.023	.454	.054		.105	.111	.001
	N	24	24	24	24	24	24	24
item49	Pearson Correlation	.596**	.495*	.052	.339	1	.479*	.708**
	Sig. (2-tailed)	.002	.014	.810	.105		.018	.000
	N	24	24	24	24	24	24	24
item51	Pearson Correlation	.596**	.405*	.246	.334	.479*	1	.745**
	Sig. (2-tailed)	.002	.049	.247	.111	.018		.000
	N	24	24	24	24	24	24	24
totalscore	Pearson Correlation	.867**	.696**	.548**	.643**	.708**	.745**	1
	Sig. (2-tailed)	.000	.000	.006	.001	.000	.000	
	N	24	24	24	24	24	24	24

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Validity of recognition for reading items

Correlations

		item14	item17	item29	item31	item36	Total score
item14	Pearson Correlation	1	.774[**]	.801[**]	.571[**]	.634[**]	.880[**]
	Sig. (2-tailed)		.000	.000	.004	.001	.000
	N	24	24	24	24	24	24
item17	Pearson Correlation	.774[**]	1	.784[**]	.731[**]	.709[**]	.929[**]
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	24	24	24	24	24	24
item29	Pearson Correlation	.801[**]	.784[**]	1	.575[**]	.592[**]	.882[**]
	Sig. (2-tailed)	.000	.000		.003	.002	.000
	N	24	24	24	24	24	24
item31	Pearson Correlation	.571[**]	.731[**]	.575[**]	1	.615[**]	.797[**]
	Sig. (2-tailed)	.004	.000	.003		.001	.000
	N	24	24	24	24	24	24
item36	Pearson Correlation	.634[**]	.709[**]	.592[**]	.615[**]	1	.821[**]
	Sig. (2-tailed)	.001	.000	.002	.001		.000
	N	24	24	24	24	24	24
totalscore	Pearson Correlation	.880[**]	.929[**]	.882[**]	.797[**]	.821[**]	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	24	24	24	24	24	24

**. Correlation is significant at the 0.01 level (2-tailed).

Validity of reading for grade items

Correlations

		item19	item37	item39	item40	Total score
item19	Pearson Correlation	1	.443*	.390	.545**	.782**
	Sig. (2-tailed)		.030	.060	.006	.000
	N	24	24	24	24	24
item37	Pearson Correlation	.443*	1	.403	.479*	.754**
	Sig. (2-tailed)	.030		.051	.018	.000
	N	24	24	24	24	24
item39	Pearson Correlation	.390	.403	1	.444*	.689**
	Sig. (2-tailed)	.060	.051		.030	.000
	N	24	24	24	24	24
item40	Pearson Correlation	.545**	.479*	.444*	1	.835**
	Sig. (2-tailed)	.006	.018	.030		.000
	N	24	24	24	24	24
Total score	Pearson Correlation	.782**	.754**	.689**	.835**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	24	24	24	24	24

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Validity of social reason for reading items

Correlations

		item1	item11	item20	item21	item34	item38	item42	Total score
item1	Pearson Correlation	1	.516**	.729**	.530**	.759**	.581**	.781**	.858**
	Sig. (2-tailed)		.010	.000	.008	.000	.003	.000	.000
	N	24	24	24	24	24	24	24	24
item11	Pearson Correlation	.516**	1	.626**	.591**	.577**	.632**	.560**	.746**
	Sig. (2-tailed)	.010		.001	.002	.003	.001	.004	.000
	N	24	24	24	24	24	24	24	24
item20	Pearson Correlation	.729**	.626**	1	.764**	.679**	.601**	.825**	.899**
	Sig. (2-tailed)	.000	.001		.000	.000	.002	.000	.000
	N	24	24	24	24	24	24	24	24
item21	Pearson Correlation	.530**	.591**	.764**	1	.471*	.606**	.503*	.731**
	Sig. (2-tailed)	.008	.002	.000		.020	.002	.012	.000
	N	24	24	24	24	24	24	24	24
item34	Pearson Correlation	.759**	.577**	.679**	.471*	1	.798**	.806**	.886**
	Sig. (2-tailed)	.000	.003	.000	.020		.000	.000	.000
	N	24	24	24	24	24	24	24	24

item38	Pearson Correlation	.581**	.632**	.601**	.606**	.798**	1	.613**	.806**
	Sig. (2-tailed)	.003	.001	.002	.002	.000		.001	.000
	N	24	24	24	24	24	24	24	24
item42	Pearson Correlation	.781**	.560**	.825**	.503*	.806**	.613**	1	.897**
	Sig. (2-tailed)	.000	.004	.000	.012	.000	.001		.000
	N	24	24	24	24	24	24	24	24
Total score	Pearson Correlation	.858**	.746**	.899**	.731**	.886**	.806**	.897**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	
	N	24	24	24	24	24	24	24	24

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Validity of compliance items

Correlations

		item4	item6	item25	item32	item47	Total score
item4	Pearson Correlation	1	.628**	.384	.446*	.485*	.784**
	Sig. (2-tailed)		.001	.064	.029	.016	.000
	N	24	24	24	24	24	24
item6	Pearson Correlation	.628**	1	.325	.505*	.490*	.795**
	Sig. (2-tailed)	.001		.122	.012	.015	.000
	N	24	24	24	24	24	24
item25	Pearson Correlation	.384	.325	1	.054	.435*	.548**
	Sig. (2-tailed)	.064	.122		.801	.034	.006
	N	24	24	24	24	24	24
item32	Pearson Correlation	.446*	.505*	.054	1	.601**	.724**
	Sig. (2-tailed)	.029	.012	.801		.002	.000
	N	24	24	24	24	24	24
item47	Pearson Correlation	.485*	.490*	.435*	.601**	1	.841**
	Sig. (2-tailed)	.016	.015	.034	.002		.000
	N	24	24	24	24	24	24
totalscore	Pearson Correlation	.784**	.795**	.548**	.724**	.841**	1
	Sig. (2-tailed)	.000	.000	.006	.000	.000	
	N	24	24	24	24	24	24

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

6. Validity of Metacognitive Reading Strategy Training Questionnaire

It could be seen from the table (See Appendix Q) that the questions of metacognitive reading strategy training questionnaire were valid since the r values were between 0.400 and 0.800.

3.5.   Research Procedures

The participants from experiment class were given pre-test to know their reading comprehension before the training. The experiment class got the training in six meetings (6 x 90 minutes) in three weeks.

1st meeting: the teacher developed student knowledge about metacognitive reading strategy and why it is important. Introducing 'Planning Strategies' (pre-reading) which consist of: (1) Selective attention, (2) Self-management, (3) Organizational planning and (4) Advance organizer. After that directly did the practice on 'Planning Strategies' in reading a factual report text. The topic was "Venice".

2nd meeting: introducing 'Monitoring Strategies' (while-reading). There were two activities; (1) Comprehension monitoring and (2) Production monitoring. Developed student knowledge about how and when monitoring strategies can be used and directly implemented it in reading a factual report text. The topic was "Venice".

3rd meeting: introducing 'Evaluating Strategies' (post-reading). There were three kinds of activities, 'Self-assessment, Self-evaluation and Self-reflection.' The students practiced using the strategy in reading "Rainbow" text. After that the students were given another report text and asked to apply the whole strategy on that text. By doing that the researcher knew wheather the students had understood the materials or not. The title of text was "garbage".

4th meeting: The teacher repeated the material as a whole, from planning to evaluation and guided the students in using the srategy on "Cell Phone".

5th meeting: The students practiced using the strategy in reading another report text without any guideline from the teacher. The text's title was "Reading".

6th meeting: The students evaluated the strategy training by answering a questionnaire of metacognitive reading strategy training.

3.6. Technique for collecting the Data

In conducting the research, the writer used some instruments for collecting data. The data of the research were collected through questionnaires and reading comprehension test. In collecting the data for the students' reading comprrehension ability, the samples were tested by asking them to do reading comprehension test consisting of 10 items of open ended questions. The test was given in forms of pre-test and post-

test, before and after the training. To collect the data for the students' motivation, a fifty-four item questionnaire was distributed to the samples of this research to fill in. The questionnaire was given before and after the training. For supporting data, the researcher also gave a questionnaire to know the students' reading strategy before the training and a questionnaire to monitor and evaluate students' perceptions of the impact of the strategy training on their learning.

3.7. Data Analysis

The data were analyzed and interpreted quantitatively and qualitatively. The questionnaire of reading strategy and reading motivation were analyzed by counting the answers of each item. The scores from each category of reading strategy and reading motivation were calculated to find out the mean, and the highest mean score represented the students reading strategy category and the students reading motivation category. The students' responses on the metacognitive reading strategy training questionnaire were computed by using SPSS 17.0 to find out students' perception on the impact of staregy training.

The reading comprehension test scores were analyzed and compared using statistical computation. The data of the students' pre-test and post-test scores were analyzed to find out the mean scores obtained by the participants. The data obtained were statistically compared to find out the significant difference of the participants' motivation and their reading

comprehension between the pre-test and the post-test by using Repeated Measures T-Test. The computation was analyzed by using SPSS version 17 for Windows.

3.8. Result of Try-Out Test

The try-out test was conducted to know the quality of the test as the instrument of this research and also to give advance warning whether proposed methods or instruments were appropriate or not. The try-outs of the reading comprehension test, motivation questionnaire and language learning strategy questionairre were administered in class 11 Mia 3 that was not included as the participant of this research. Reading comprehension test consisted ten items. The items of the test were in forms of essay. A fifty-four item questionnaire on motivation was translated into Indonesian in order to ensure that each item of the questionnaire was clearly understood. Language learning strategy questionnaire with twenty items was also translated into Indonesia.

The data gained from the reading comprehension test were analyzed to decide the level of difficulty, the discrimination power, the validity and reliability of the reading comprehension test. Based on the analysis of the reading comprehension try-out test, it was decided that all the items were suggested to be administered since the item validity matched the criteria that, all the items based on the significant value obtained by the Sig. (2-tailed) of 0.000-0.009 <0.05, so it can be

concluded that the items were valid. Based on the count value obtained rxy 0.524-0.775 > r table product moment 0.388 (N=24), so it can be concluded that the items were valid. The lowest score in the level of difficulty was 0.42, while the highest score was 0.83. Furthermore, the lowest score in the discrimination power was 0.18, while the highest was 0.63. Item discrimination refers to the ability of an item to differentiate among students on the basis of how well they know the material being tested (See Appendix J)

For the reading comprehension test, inter-rater reliability was used in which the result of the try-out test was scored by two raters; they were the researcher herself as the first rater and the other English teacher as the second rater. In this case, the researcher used the critical value of Spearman Brown at the significant level of 0.01 = 0.537 (n = >24). And based on the calculation, it showed that r-ratio (0.99) is higher than r-table (0.537). In relation with the criteria of reliability given in the previous chapter, it has been assumed that the scores are reliable and they can be used as the instrument of this research (See Appendix K). The mean of students' reading comprehension tryout-test is 65.21 with standard deviation 14.697.

For the reliability of inter-rater, the researcher used Cohen's Kappa Inter-Rater reliability. From the table we can see that the Cohen's kappa

(κ) is .714. A kappa (κ) of .714 represents a good agreement (See Appendix L)

For the motivation questionnaire, Wigfield and Guthrie (1997) developed these questionnaire to assess 11 dimensions, exploratory factor analyses of the individual item sets, item-total correlations, and reliability analyses showed that eight of the proposed dimensions could be clearly identified and had good internal consistency reliabilities. Furthermore, in the application of SPSS version 17.0 showed that the reliability of motivation questionnaire was 0.882, meaning that the motivation questionnaire was highly reliable (See Appendix M). Meanwhile, the reliability of language learning strategy questionnaire, focusing in reading, was 0.847, indicated that the reliability of language learning strategy questionnaire was highly reliable (See Appendix N).

Metacognitive reading strategy training questionnaire reliability was tested by using Cronbach Alpha = .827. When the reliability is 0.7-0.9, it represents a good reliability or high reliability; thus, metacognitive reading strategy training had good reliability (See Appendix O).

3.9. Hypotheses Testing

To check whether the students' score of motivation and English reading comprehension achievement after treatment is statistically different, the repeated measures t-test in SPSS program was employed.

The hypotheses testing are as follows:

Research Question 1

H_i1 : If t-ratio is higher than t-table, there is improvement on students' reading strategy after the training.

$Ho1$: If t-ratio is lower than t-table, there is no improvement on students' reading strategy after the training.

Research Question 2

H_i2 : If t-ratio is higher than t-table, there is an effect of metacognitive reading strategy training on the students' reading motivation.

$Ho2$: If t-ratio is lower than t-table, there is no effect of metacognitive reading strategy training on the students' reading motivation.

Research Question 3

H_i3 : If t-ratio is higher than t-table, there is an effect of metacognitive reading strategy training on the students' reading comprehension.

$Ho3$: If t-ratio is lower than t-table, there is no effect of metacognitive reading strategy training on the students' reading comprehension.

Research Question 4

H_i4 : If r-ratio is higher than r-table, there is a correlation on the increase of students' reading motivation and students' reading comprehension after the training.

Ho4 : If r-ratio is lower than r-table, there is no correlation on the increase

of students' reading motivation and students' reading comprehension

after the training.

In summary, this chapter has presented the research design, the instruments, and the participants that this study used to collect the data so that it would be clear how to answer each research question.

V. CONCLUSION AND SUGGESTION

Based on the research results and discussion on the four research questions, this chapter describes the conclusion and suggestion.

5.1. Conclusion

This study attempted to find out whether the metacognitive reading strategy training give effects to the students' reading strategy, students' reading motivation, students' reading comprehension and whether there is correlation between the increase of reading motivation and the increase of reading comprehension of Senior high school students in SMAN 1 Metro.

1. Metacognitive reading strategy training gives effects to the students' reading strategy. Students who have good metacognition will be able to use their metacognition from previous similar experiences to prepare for potential challenges when they have problem in other situation. Metacognitive reading strategy can be taught in the classroom to make the students more aware about how they study, how they organize their study, how they can evaluate their study and be responsible to their own learning process in general and become strategic reader who use metacognitive strategy to solve their problem.

Furthermore, explicit teaching of metacognitive awareness can help students in some ways to become more conscious and responsive students. Students will be able to set their own purpose before reading, able to choose the right tools to correct the problem which will make them more confidence in reading process. It is perceived that strategies are important for language learning because they are tools for active, self-directed involvement, which is essential for developing communication competence and learners who have developed appropriate learning strategies have greater self-confidence and learn more effectively.

2. Metacognitive reading strategy training can increase the students' reading motivation. All of the students' motivational categories influenced much with the training as expected. The students got positive perception toward the training in improving their reading motivation.

Students' reading motivation mostly are goal for reading motivation (intrinsic and extrinsic motivation) which the value of reading referred to the items reflecting reading as an engaging, enjoyable, self-development and future careers or education. It can be concluded that the students generally agreed that being able to read in English is important for their success in English. From 25 participants in this study, only 8 participants whose reading motivation is competence and efficacy beliefs, signified the way the learners evaluated their own skills of reading in foreign language. It can be inferred

that most of the students read because they like and enjoy the text and did not really care with their reading comprehension achievement.

3. Teachers have to know the way how to make their students can read and comprehend the text easily. Metacognitive reading strategy can help the students to comprehend the text easily because they know how to plan, monitor and evaluate their own reading process. The finding of the study revealed that after the metacognitive reading strategy training, the students got higher reading comprehension test score than before the training. Metacognitive reading strategy had already been used by almost half of the participants before the training was conducted and the highest reading comprehension score was from the student who already used metacognitive reading strategy.

Metacognitive strategies can be taught to help students mentally process the information they read and to recognize what they can do to build future success. Metacognition can be used when students first preview the book, to clarify their purpose for reading, and to set reading goals. As students read, metacognition strategies can help them recognize what they do or do not understand. In short, metacognitive reading strategy training will help students to be independent reader who are able to choose their own reading strategy which can help them comprehend the text better and make them more confidence during the reading process.

4. The results of the study revealed that there is no correlation in the increase of students' reading motivation and in the increase of students' reading comprehension after they followed the metacognitive reading strategy training. It can be concluded that when a student has good reading comprehension it does not mean that the student has high reading motivation and vice versa. This may be related to the students' cultural background and lack of motivation in reading English texts. It is confirmed that students bring with them basic attitudes to L2 reading, which are usually based on their L1 reading experiences. Poor reading in the second language may be because of the transfer of the students' poor reading habits in their first language. Related to the questionnaire, sometime students try to be ideal one when filling the questionnaire, they will choose the best answer even though their ability is not as good as the reality. For further research, it is suggested to use interview to get the students reading motivation data.

5.2. Suggestion

Based on the result of this research, here are some suggestions proposed by this study.

1. This study was quite limited in the number of participants. To make the study more generalizable, it will be much better to use the larger group of the students.

2. There was only an immediate post-test of the data collected in the study. The post-test did not take place very long after the training with the program. Without a delayed post-test, it is quite difficult to know whether they used the strategy based on what they have got in the training or because they still remember the answer. Therefore, future studies need more time to determine the effects of the training, delay the post-test for maybe one month.

3. Teachers cannot expect students to read more if they do not have high reading motivation. A focus on improved motivation will lead to improved reading comprehension. This is an aspect of learning that cannot be ignored.

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