

The Implementation of Metacognitive Strategies in Reading Narrative Text for the Tenth Graders of Senior High School

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Abstrak

Membaca adalah salah satu keterampilan yang penting untuk diajarkan dalam kelas bahasa asing. Membaca merupakan salah satu keterampilan bahasa yang utama untuk mendapatkan informasi apa pun. Namun, dalam praktik nyata pembelajaran bahasa, tidak semua peserta didik menyadari pentingnya membaca. Strategi metakognitif adalah salah satu strategi membaca yang efektif bagi siswa untuk menjadi pembaca yang efektif. Ada beberapa jenis strategi metakognitif yang diterapkan siswa dalam pemahaman membaca. Penelitian ini dilakukan pada sepuluh siswa berprestasi kelas X SMA. Penelitian ini menggunakan studi kasus sebagai desain penelitian untuk mendapatkan informasi secara mendalam tentang penggunaan strategi metakognitif. Wawancara, observasi melalui sesi *think-aloud*, dan *learning log* diterapkan untuk mengetahui jenis strategi metakognitif dan bagaimana mereka menggunakannya. Berdasarkan data yang didapat, siswa menerapkan enam jenis strategi metakognitif. Mereka memiliki beberapa perbedaan dan persamaan cara dalam menggunakan strategi metakognitif. Kesimpulannya, siswa menerapkan beberapa jenis strategi metakognitif. Dalam penerapannya mereka memiliki persamaan dan perbedaan cara untuk mendapatkan pemahaman yang lebih baik tentang teks.

Kata kunci: Membaca, Strategi Metakognitif, Jenis Strategi Metakognitif.

Abstract

Reading is one of the important skill to be taught in a foreign language setting. It also one of the major language skill to gain any information. However, in real practice of language learning, not all learners have been realized the importance of reading. Metacognitive strategies is one of the effective reading strategies for students to be the effective readers. There are some kinds of metacognitive strategies that students applied in reading comprehension. This study was conducted to the ten high achiever students of tenth graders. Case study was the research design of this research to get the information in depth about the use of metacognitive strategies. Interview, observation through think-aloud sessions, and learning log were applied to know the kinds of metacognitive strategies and how they use it. According to the data, the students implemented six kinds of metacognitive strategies. They had some differences and similarities ways in using metacognitive strategies. In conclusion, the students applied some kinds of metacognitive strategies that have similarities and differences way to get better understanding of the text.

Keywords: *Reading, Metacognitive Strategies, Kinds of Metacognitive Strategies.*

INTRODUCTION

Reading skill is viewed as one of the significant language skills to be taught in a foreign language setting. Harvey (2012) said that one of the prominent skills that a person probably can gain is reading. It implies that reading is involved the aspect such the one who read the text and the materials itself, the readers can get new information, develop a new concept, enrich his experiences and may help to solve his problem. In addition, reading is one of the receptive skill for learners to get any information. It is supposed as the main tools of learning new information and getting access to know anything in almost every aspect of our daily lives Grabe & Stoller (2001). Furthermore, reading could help learners to improve other language skills such as writing, speaking, and listening. While students reading a text, they not only read the words. They will comprehend the message and its content unconsciously. Goldenberg (2011) stated that the key aim in reading is "comprehension", and everything else is a means to this

end. It could be seen that reading can help students to improve other language skills by comprehending beyond the words that they have read. That is why teaching and learning reading has a big role in any level of English class whether as foreign or second language to the improvement on both academic and professional development. Wei (2015) said that reading is important both for academic or non-academic success. By those explanations, encouraging students to read English text to follow the global information is the major purpose for junior and senior high school level (Wei, 2005).

However, in a real practice of language learning, Andriani (2017) stated that not all learners have been realized the importance of reading. Andriani (2017) also found that the learners tend to be lazy to read English text because they might find some difficulties such as lack of English vocabulary and the sentences complexity. As some researchers have noted this issues there are some reasons that cause students motivation to read such as the complexity of grammar structure Aebbersold & Field

(1997), difficulties with vocabulary Dagostina & Carrifio (1994), and the background knowledge as the readers' lack Nuttall, (2000). This problem should be solved by the educators and the learner since reading skill is a significant to be learnt. Both educators and learners should have appropriate teaching and learning strategies to achieve a great reading improvement.

One of the reading strategies which is introduced as an effective reading strategies is metacognitive strategies. A metacognitive strategy is introduced by Flavell in the 1970'. It is the strategy that relates to the logical sequences of students in the learning process. It allows the learners to think about their thinking such as the effective ways will used by the students, how to overcome the difficulties while they are reading, and how to achieve the goals of reading. Based on another taxonomy developed by Chamot & O'Malley (1994), they define metacognitive strategies into three basic strategy groups as follows: planning, monitoring, and evaluating. Planning strategies encourage learners to plan and arrange his/her own learning process such as (how to organize, how to pay attention, how to put particular attention and how to manage their selves), while monitoring requires the learner to check his production or comprehension (how to check their understanding of the task), and evaluating strategies provide learners with evaluation and judgments of learning the task (how to check the outcomes as learners' achievement in implementing the strategies).

In the past decades, many researchers have concern on metacognitive reading strategies. Ismail and Tawalbeh (2015) found that there was reading improvement after training on the use of metacognitive strategies among low EFL learners. Ahmadi, Ismail, and Abdullah (2013) claimed that metacognitive strategies can promote students' motivation and improve their reading comprehension. That is why metacognitive strategies are highly suggested as the reading strategies to improve students' motivation in reading activities and reading comprehension. By applying metacognitive strategies students can regulate their own reading strategies.

Ahangari & Mohseni (2016) had observed the effectiveness of reading comprehension among ESP learners in using metacognitive strategies. Moreover, the experimental research conducted by Tavokali & Koosha (2015) revealed that the experimental group showed a greater influence of explicit metacognitive strategy instruction on reading comprehension among university.

In addition, ZohrehSeifoori (2013) quasi-experimental study was investigated the General English Course of freshmen in four disciplines. There were Management, Psychology, Mechanical Engineering, and Computer Engineering. The 30 participants were selected

into control and experimental group. The treatment was given to the experimental group. The three kinds of metacognitive strategies and five reading strategies were given such as skimming, scanning, previewing, using context clues, and making inferences. The data revealed that metacognitive strategies encouraged the experimental students learning in General English Course and there was no effect caused by gender and discipline. Razi, Salim (2014) his research on the positive effect in using metacognitive strategies in reading comprehension. He gave a training of metacognitive strategies among 45 English college students. The result indicated that the experimental group has better understanding in reading than control group. Furthermore, Nejad, Batul Shamsi & Mahmoodi-Shahreabaki, Masoud (2015) conducted a research on the effect of metacognitive strategies training among 111 intermediate EFL learners. They gave instruction in using metacognitive strategies for five sessions based on Cognitive Academic Language Learning Approach (CALLA). The data analysis showed there was significant relation between metacognitive strategies and reading comprehension.

Aegpongpaow, Orranuch (2008) was conducted qualitative study on metacognitive strategies in Thai students in reading academic text. There were three instruments to collect the data. There were interviews, observations through think-aloud sessions, and journal entries. The results showed that students had implement metacognitive strategies their reading stages. Cockcroft, Rosanne (2004) a quantitative and qualitative study investigated the use of metacognitive strategies. A qualitative instrument that is used are group interview, a dialogue journal, and reflective journal. The data discovered that reading comprehension of isiXhosa learners improved because of using metacognitive instruction. The quantitative data was delivered into description related to the qualitative design. The qualitative study also conducted by Andriani (2017) among good readers of Junior High school in implementing the metacognitive strategy in reading recount text examined the good reader have applied metacognitive as well.

Although, as reviewed above, some studies have examined the impact of metacognitive strategies used on the improvement of language skills both particular or the whole three process of metacognitive strategies in reading comprehension using quantitative research design, most of them were quantitative design which assessed the students' product in applying metacognitive strategies. They employed quantitative instruments such as questionnaire to collect the data whether metacognitive give positive effect to the reading performance or not. Few of them have considered qualitative design to assess

the students' process in implementing metacognitive strategies deeply, especially in reading particular English text among senior high school. As the present study, narrative text is chosen because it is kind of literary work that considered as the interesting one for students to read as the compulsory text that tenth graders should master. The researcher used three instruments to collect the data. The first is interview, observation through think aloud, and, learning log to find the triangulation findings. These instruments were used to know what kind of metacognitive strategies that they used and how they used it. Those are as the novelty of this present study. Therefore, in the present study, the researcher conducted a research on tenth graders in one of reputable senior high school in Mojokerto in applying metacognitive strategies in reading a narrative text. The subjects were chosen based on the needs of this current study and the subjects were appropriate to fill the gap of the previous study. In conclusion, the problem that will be investigated in this study is "Does the students implement metacognitive strategies in reading narrative text?"

RESEARCH METHODOLOGY

This section will describe how the study was conducted. It involves research design, subjects of the study, data and sources of data, research instruments, data collection technique, and data analysis.

The research design of this study is descriptive qualitative. This research design is appropriate to gain the depth information about the use of metacognitive strategies. According to Ary et al (2010) the purposes of doing qualitative research are to get a whole and detail description rather than a numeric data. The qualitative research classified into eight kinds of studies. There are basic interpretive studies, case study, document analysis, ethnography, grounded theory, historical studies, recount inquiry, and phenomenological study.

From all types of qualitative research, this study is specifically used case study. According to Ary et al (2010) stated that a case study is an ethnography study which only focus on one particular thing. It could be held on a person, one community or one program. The goal is to achieve a detail information and understanding in terms of "case". This study belongs to case study because the case and the subject of the study were specifically chosen based on some criteria to fill the gap of previous study.

The subject of this study were ten high achiever students among tenth graders in one of reputable senior high school in Mojokerto.

The data of this study would be in the form of words, phrase, and students' written and oral answer. Meanwhile, the source of data will be the students'

answer from the interview guidelines, observation through think aloud and their learning log. The student's answer was related the kinds of students' metacognitive strategies and how they apply it.

The researcher utilized three research instruments. There were interview, observation through think-aloud sessions, and learning log.

The researcher collected the data start from February 01 to March 12, 2019. After English hours that handled by English teacher had done, the researcher had the chance to handle the class in the last 45 minutes of English class. The researcher started to interview the participants one by one used open-ended questions. The participants answered some questions related to their reading strategies. The interview was recorded approximately 5 minutes per participant. The researcher transcribed the recording in the data analysis process.

The second stage in collecting the data was observation. The observation through think-aloud sessions were done approximately 15 minutes per participant. The researcher prepared a narrative text for the participants and asked them some questions while they were reading. The question that the researcher used was similar to the interview questions (see Appendix B). The participants' answer was recorded. The interview and the observation through think-aloud sessions was started in the last 45 minutes of English lesson. In addition, the researcher asked the next subject teacher's permission to take the data because English class was not enough for the researcher to take the data. After each meeting, all data were recorded and transcribed.

In addition, learning log was the final stage in collecting the data. It was started after interview and think-aloud sessions had done. The participant wrote their reading strategies in reading narrative text in every meeting of English class. The researcher examine the participants' consistency from the three instruments.

The research questions of this study were analyzed in a descriptive manner. Ary et al (2010) argued there are three steps in analyzing qualitative data. The first is familiarizing-organizing, second is coding-reducing, and the last is interpreting-representing.

The researcher firstly familiarizing and organizing the data. The researcher read the data several times in order to add notes and memos Creswell (2007). Then the researcher organized the data into two properly categories. The data from interview, think aloud, and learning log were categorized based on the first and second research questions.

The second stages were coding and reducing the data. The researcher only focused on what the students had done on their metacognitive reading strategies. The researcher coded the data based on some categories. In

addition, to avoid the bias the researcher sort out the data that was not necessary. This stage would ease the researcher to analyze the data in the next stage.

Finally, on the last stage was interpreting and representing. Interpretation was bringing out the meaning. The researcher provides logical explanation and improves description to represent the data (Ary et al, 2010). In this stage the researcher also delivered some elaboration related theories and the result found. Then, the data presented in a descriptive manner.

RESULTS AND DISCUSSION

In this session, the researcher describes the result of the study and discuss some aspects that related to some theories and previous studies. The data were obtained from interview, observation through think aloud session, and learning log.

1.1 Result

1.1.1. The kind of metacognitive strategies used by the students.

Some metacognitive strategies were implemented by the students in reading narrative text. There were six metacognitive strategies that students applied in reading narrative text. There were scanning the text, paying attention to what is an important or key point, using prior knowledge, self-questioning, creating mental picture and checking for comprehension.

The researcher found those metacognitive strategies used by the students based on their answer in the interview, think-aloud session, and learning log. Their answer in interview, think-aloud, and learning log has similarity and consistency in implementing metacognitive strategies. The triangulation of the data showed that they really used metacognitive strategies in reading narrative text.

Students applied six metacognitive strategies in various ways. The way they applied metacognitive strategies have differences, similarities, and its effectiveness for them. It will be discussed further in the second research question result.

1.1.2. How the students use metacognitive strategies.

The students implemented six kinds of metacognitive strategies in reading narrative text. In addition, in applying metacognitive strategies, students had some differences and similarities ways. The way how the students use metacognitive strategies is discussed as follow:

a. Scanning the Text

Metacognitive strategies that students used was scanning. Students said that they used scanning in reading narrative text. One student had more than one way of using scanning. Students tried to scan the text before reading the whole text by looking at the title, three students looked at the length of the text, and two students

checked the main idea of each paragraph at once. The students would know what the story will talk about by looking at the title and predict the estimate time taken to read the text by looking the length of the text. They also tried to scan once the main idea of each paragraph to ease and predict the flows of the story. Mostly, students looked at the title before reading the text. They used a scanning strategy to lead them to have some ideas in mind before reading the text further. In addition, students would not get confused while reading because they have known the text was about.

b. Paying Attention to What is Important or Key Point

The researcher's investigation in this point is by looking at students' attention in reading narrative text whether they underline the main idea or supporting ideas and what things that make students focused on reading narrative text. The results revealed that eight of ten students focused on the main idea of each paragraph because it was as the main point, topic, and a conclusion of each paragraph. They argued that the main idea of each paragraph was more important than supporting sentences. They could understand the flow of the story easily and quickly by paying attention to the main idea. Furthermore, the other two students said that they were comfortable focused on the supporting sentences because they could understand the story in detail. The information in the main idea was not enough. That is why they focused on supporting ideas more than on the main idea. In another way, the plot and the problem of the narrative text was other things that students pay attention on. In reading narrative text, they know the plot and the problem of the story. In short, they have those two things in mind after reading narrative text. The students could answer related question after reading the whole narrative text so the strategies were effective for them.

c. Using Prior Knowledge

All of the students used background knowledge in reading narrative text. The prior knowledge included the previous strategies in reading narrative text that was effective for them. They said that prior knowledge and strategies helped them to guess, predict, and understand the text quickly. Their prior knowledge and strategies are used because it was effective as their self-version to understand the text. Prior knowledge was automatically used by the students. One strategy that six students used very often was read the whole story and found the gist of the story. Other students said they used rereading, underlying the difficult words, translating and summarizing. In conclusion, the participants actively used their background knowledge and strategies to understand the text as well.

d. Self-questioning

Mostly, ten students did self-questioning strategy in reading narrative text. Six students were often did self-questioning and others were not too often. The student in this study did self-questioning in while and post-reading stages. During reading a narrative text, they had some question to themselves in line with the aspect that they have not known and sure yet in the case to clarify and match their understanding with the text. In addition, self-questioning was done by the students after reading. It was done to check their own understanding with the text and rechecked their understanding was related to each other or not. At the end of the reading process, they expected there was no misunderstanding between the text and their own understanding. By doing self-questioning, students felt more confidence to explain what they have read was closely correct understanding.

e. Creating Mental Pictures

The participants in this study argued that it was important to look at the title of the narrative text. They could create mental picture to understand the text was going to talk about. After that a mental picture could help the students to predict was going on while they were reading narrative text. The students could enjoy the flow of the story much better by creating mental picture while they were reading.

f. Checking for Comprehension

The students argued that they still found some difficulties while they were reading narrative text such as finding the difficult or unfamiliar word. It was one of the factor that made the students hard to comprehend the text. The students tried to check their understanding by skipping the difficult part of the text and continuing to read the whole text and connecting the difficult sentence or part of event to the next sentence or next even. They did these strategies to check whether their understanding of the text was achieved or not. They said that by doing these strategies they could get better understanding of the story and could convince them that their understanding was accurate.

1.2 Discussion

In this part, the researcher would discuss the result of the study and try to relate it with the theories underlying and previous studies. The discussion part will be discussed based on the first and the second research question. First research question is the kind of metacognitive strategies used by the students and second research question is how the students use metacognitive strategies.

1.2.1 The kind of metacognitive strategies used by the students.

The result of this study showed that the students actively applied metacognitive strategies in their reading process in reading narrative text. The data was gained through interview, think-aloud session, and learning log. The students had applied metacognitive strategies in their reading process. They did planning, monitoring, and evaluating their reading comprehension. According Flavell (1976) stated that metacognitive is used to determine self-awareness of someone thinking process. The recent finding shows the agreement and consistency of the previous studies that had done by Chumpavan (2000); Aengpongpaow (2008); Andriani (2017) that stated high achiever readers implemented metacognitive strategies in their reading process. This study agreed with the previous study that high achiever students applied metacognitive strategies in their reading process. The result of this study showed that the students implement six metacognitive strategies. There were scanning the text, paying attention on what is important or the key point, using prior knowledge, self-questioning, creating mental pictures, and checking for comprehension. However, the kinds of metacognitive strategies that were used by senior high school students were different from metacognitive strategies used by college students in the English major. College students used metacognitive strategies were more complex than senior high school students. Aengpongpaow (2008) found there were thirteen metacognitive strategies that students have implemented in their reading process. College students implement various kinds strategies such as scanning, activating mental linkage, paying attention to the important point, examining the topic sentences, concentrating on the key words, activating background knowledge, predicting the meaning contextually, looking up the dictionary, using grammatical structure, rereading, summarizing, translating from English to Thai, and self-questioning. The strategies that applied by college students and it did not applied by senior high school was activating grammatical structure. It was in line with the previous study by Shokouhi and Jamali (2013), their study found that skilful students used more various metacognitive strategies than less skilful students. However, the kind of the text also could be the factor the students' complexity in implementing metacognitive strategies. Shokouhi and Jamali (2013) also found that the kinds of metacognitive strategies in reading narrative text and expository text were different. Students used more metacognitive strategies in reading expository than in reading narrative text.

In addition, this result agree with related theory the kinds of metacognitive strategies by Keene and Zimmerman (1997), Brown (1980) and the previous studies such as Andriani (2017), Tavakoli (2014), and

Ahmadi, Ismail, Abdullah (2013) which stated that second language learner used metacognitive strategies to support their reading in reading academic text. This current study found that metacognitive strategies were applied by the students to get good understanding of the text and to answer some question related to the

1.2.2 How the students used metacognitive strategies.

The way students used metacognitive strategies are various and it would be classified into three parts by Cohen (1998). There were planning strategies or pre-reading before reading activities is started, monitoring strategies or while-reading during reading activities, and the last one is evaluating strategies or post-reading after all reading activities had done. In this current study found that students used six metacognitive strategies. All students' strategies actually were metacognitive strategies but the students did not really realize that they have implemented were metacognitive strategies. However, they could mention their strategies in reading narrative text very details to facilitate their reading achievement. This finding indicated the agreement with the previous study that was conducted by Griffith (2007) that stated students choose their own strategies consciously to encourage their reading achievement and regulate their own language learning.

All students' metacognitive strategies would be categorized and discussed into three parts.

Firstly in the pre-reading or planning strategies, the participants used metacognitive strategies such as scanning the text and paying attention on what is important or key point to guess the story of the text before continuing to read further. The students also preview the length of text before reading narrative text as a whole. These metacognitive strategies were done regularly by the students. The students started to predict what they have to do after reading the text. It could help them to guess the things that they should pay attention more because students have realized some questions that they would get in the end of reading session. The students implemented planning strategies to support their reading comprehension. This current finding agreed with the previous study conducted by Takallou (2011) that found planning metacognitive strategies had positive influence to the students' reading comprehension performance. Moreover, this current study also support the previous study by Sheroey and Mokhtari (2001) stated that metacognitive strategies involve a plan in particular purposes such as previewing the text by its length and organization.

Furthermore while-reading or monitoring strategies, the students applied their background knowledge. The prior knowledge could be the knowledge and the

previous strategies that the students used. They could choose and change the appropriate strategies that was effective for them. It was as a way of the participant while reading narrative as their problem solving in reading narrative text. Problem solving was as students' self-monitoring to decide why they use a certain strategy. As Afflerbach's (2016) theory in monitoring process, students keep in track whether they could comprehend the text or not. They will change their reading goals if they are not able to get the point of the text. Students change their strategies while reading based on their reading errors that they experienced. The current finding also agreed on the theory by Blummer and M. Kenton (2014) they stated in their book that students should be able to change their reading strategies during reading process. In other way, students should be aware and conscious with their reading errors. The one who could change their reading strategy during reading process are the one who could adopt their problem-solving strategy. Students would change their strategies until the strategies are appropriate with them.

The last one is the post-reading or evaluating strategies. After all reading process that they have done in reading narrative text. The students tried to check their comprehension especially in the part that they hard to understand. They tried to read the whole text of narrative text, read carefully in the difficult part of the text, and connect the difficult part to the next part. These strategies were help the students to make sure that they have got clearer understanding.

The recent study was also agreed to the previous study conducted by Aegpongpaow (2008) that found high achiever student implemented evaluating strategies. Generally, the participants of this study showed that they actively implemented metacognitive strategies on how they plan, monitor, and evaluate their reading process. The current study agreed the previous study by Li and Munby (1996), they stated that in applying academic strategies were related one to the others so that academic strategies could not be applied as one single strategy. Strategies related to certain content of reading. Students were implemented various metacognitive strategies if they found some difficulties in reading complex text. In other word, students used various metacognitive strategies in terms of how good they comprehend their reading materials. Likewise, the current study indicated that students used various metacognitive strategies in reading narrative text.

In brief, metacognitive strategies have applied by high achiever student among senior high school students, college student Aegpongpaow (2008), and junior high school students Andriani (2017). Metacognitive significant help the students to achieve a better reading

comprehension. The students could manage their own strategies in the learning process as their self-regulation. They applied metacognitive in their three process of reading. The implication in implementing metacognitive strategies were the students could answer the question of the text accurately and could decide the effective strategies for themselves. The students in the recent study could comprehend the text well, they could solve their problem using strategies that they thought was effective for them, they could regulate their own strategies, they could check their own comprehension, and they could achieve the goals of reading narrative text.

CONCLUSION AND SUGGESTION

Conclusion

High achiever students have applied some kinds of metacognitive strategies in their reading process in reading narrative text. They could decide their own learning strategies to get good understanding and solve their problem while reading. They actively self-regulate their learning. The various kinds of metacognitive strategies applied could show that high achiever had a good self-regulation to control their cognitive process in learning especially in reading narrative text. There were six kinds of metacognitive strategies that were used. The students scanned the text, paid attention on what is important or the key point, used prior knowledge, did self-questioning, created mental pictures, and checked for comprehension.

In addition, there were some similarities and differences among the students in applying metacognitive strategies. In addition, the students' opinion indicated that metacognitive strategies that they used were effective to understand the text well.

Suggestions

Based on the data analysis and conclusion above the implementation of metacognitive strategies, the researcher gives some suggestion to the students, English teacher, and other researchers:

a. The students

The students could be more effective readers if they could apply more kinds of metacognitive reading strategies. It would give positive improvement for them in comprehending the text in reading narrative text or other skills.

b. The teacher

The English teacher should encourage students to apply metacognitive strategies more so that they can implement various metacognitive strategies. In addition, the teacher should be capable of providing the suitable narrative text for the students. Inappropriate narrative text could reduce their motivation to read. The teacher should know their background knowledge and students' problem while reading to deliver the suitable text for the students.

c. Other researchers

For the other researchers, they could do the similar study on the implementation of metacognitive strategies in reading. The further research could be conducted related to the implementation of metacognitive strategies with the same or other skills in different application and context. It is also suggested to conduct study in larger subject along with different text. In addition, in this current study found that the high achiever student still had some difficulties in reading narrative text. Grammar was one of their difficulties. It could be used as the next topic for the other researchers to examine how far senior high school in mastering grammar in their reading process.

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