

**EXPLORING EFL LEARNERS READING STRATEGIES  
THROUGH METACOGNITIVE AWARENESS**

**THESIS**

Submitted in Partial Fulfillment of the Requirements for Gaining  
The Bachelor Degree of Education in English Language Education  
Department



by:

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**SEMARANG**

**2025**

# THESIS STATEMENT

## THESIS STATEMENT

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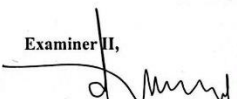
  
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I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqosyah session.

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The writer realizes that this thesis is still far from perfection, so that constructive suggestions and criticisms from all sides for the perfection of this thesis project are always accepted.

Finally, the writer expects that this thesis would be beneficial for the further study.

Semarang, 26 February 2025

## ABSTRACT

Title : EXPLORING EFL LEARNERS READING STRATEGIES THROUGH METACOGNITIVE AWARENESS

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Metacognitive awareness is crucial in enhancing English as a Foreign Language (EFL) learners' reading comprehension by enabling them to regulate, monitor, and adapt their reading strategies. This study investigates how EFL learners implement metacognitive awareness in their use of reading strategies and examines its benefits. Using a qualitative descriptive approach, data were collected from five 5th-semester students enrolled in the Academic Reading and Writing course at UIN Walisongo Semarang. The research employed questionnaires based on the Metacognitive Awareness of Reading Strategies Inventory (MARSİ) and semi-structured interviews to gain an in-depth understanding of students' reading behaviors. Findings show that students actively use three categories of reading strategies: Global Reading Strategies (GLOB), Problem-Solving Strategies (PROB), and Support Reading Strategies (SUP), with a medium to high level of metacognitive awareness. Problem-solving strategies were most frequently used (mean = 4), including adjusting reading speed, rereading, and visualizing key ideas. Global Reading Strategies (mean = 3.56) involved purposeful reading, text previewing, skimming, scanning, and critical evaluation. Support Reading Strategies (mean = 3.42) included note-taking, summarizing, discussing, and using reference materials. The study highlights several benefits of metacognitive awareness, such as improved reading comprehension, enhanced self-regulation, increased reading efficiency, and better academic performance. These findings suggest that explicit instruction in metacognitive reading strategies should be integrated into EFL teaching to promote self-regulated learning. Additionally, students should be encouraged to adapt strategies based on reading contexts. Future research could explore the long-term effects of metacognitive strategy instruction on academic success and independent learning.

Keywords: *EFL Learners Reading Strategies, Global Reading Strategies, Metacognitive Awareness Problem-Solving Strategies, Support Reading Strategies.*

## **MOTTO**

It is enough for me that Allah knows my condition and what I am trying to do. My prayer and my hope are witnesses that I need Him.

(Al-Imam Habib Abdullah bin 'Alawi Al-Haddad)

"Do not fear the depths, for only in the deepest struggles can the rarest pearls be found."

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## **CHAPTER I**

### **INTRODUCTION**

This chapter consisted of the background of the study, the research question, the objective of the study, the significance of the study, and the limitations of the study.

#### **A. Research Background**

Reading is a crucial skill that forms the foundation of learning in various disciplines. Reading is one of the four essential language skills that learners must master to achieve success in acquiring the English language (Mariam, 2016). However, becoming a proficient reader requires more than just the ability to decode words, it involves active engagement with the text, self-awareness of one's understanding, and the use of effective strategies to overcome difficulties. This ability to manage and regulate one's reading processes is strongly linked to metacognitive awareness a person.

According to (Schraw & Moshman, 1995) metacognitive awareness includes k two main components, namely knowledge of cognition and regulation of cognition, where knowledge of cognition refers to an understanding of strengths, weaknesses, strategies in reading, and regulation involving planning, monitoring, and evaluating one's progress while reading, and while regulation of cognition consists of the ability to plan, monitor, and evaluate the reading process. In a journal written by (Tazkiyah & Ambarwati, 2022) metacognitive awareness, which refers to an

individual's ability to understand and control their own thinking processes, plays an important role in the development of reading strategies for English as a Foreign Language (EFL) learners, such abilities enable learners to plan, monitor, and evaluate their understanding during the reading process, thereby increasing the effectiveness and efficiency in understanding English texts.

Most of the existing studies related to metacognitive awareness tend to use a quantitative approach to measure the level of metacognitive awareness and the most widely used strategies. For example, a study conducted at UIN Walisongo found that students have moderate to high levels of metacognitive awareness in reading, and academic learners mostly apply problem-solving strategies, followed by global reading strategies, and supporting reading strategies (Annury et al., 2019). Moreover, a study examined how frequently tertiary-level EFL learners perceive their use of specific reading strategies. Using the Metacognitive Awareness of Reading Strategies Inventory (MARSİ) and a think-aloud method, data were collected from 74 EFL learners at different proficiency levels (Elementary, Intermediate, and Advanced) in Oman. Participants rated their use of selected reading strategies on a Likert scale ranging from 1 (low) to 5 (high). The findings revealed a high usage level across all three types of reading strategies among learners at all proficiency levels (Al-Mekhlafi, 2018). This kind of quantitative approach often lacks depth in exploring how EFL learners implement

metacognitive awareness by using reading strategies and what are the benefits of metacognitive awareness in using reading strategies.

These limitations suggest the need for more in-depth qualitative research to explore how EFL learners implement metacognitive awareness in their use of reading strategies in real contexts. A qualitative approach can reveal the internal dynamics and thought processes that learners experience while reading, which cannot be measured by quantitative data alone. In addition, this qualitative research can provide insights into the benefits of metacognitive awareness in the implementation of reading strategies.

This study focuses on students at UIN Walisongo who can provide a more specific understanding of how EFL learners implement metacognitive awareness by using reading strategies, and what are the benefits of metacognitive awareness in using reading strategies. Thus, a qualitative study entitled "Exploring EFL Reading Strategies Through Metacognitive Awareness" is relevant to be conducted. This study is expected to fill the gap in the literature by providing an in-depth understanding of how EFL learners implement metacognitive awareness by using reading strategies, and what are the benefits of metacognitive awareness in using reading strategies, especially among English Education students at UIN Walisongo.

## **B. Research Question**

Based on the above Background, the research problem formulation in this study is as follows:

1. How do EFL learners implement metacognitive awareness by using reading strategies (Global reading strategies, Problem-solving strategies, and Support reading strategies)?
2. What are the benefits of metacognitive awareness in using reading strategies?

## **C. Research Objective**

Based on the above research question, the research objective formulation in this study is as follows:

1. To explain how EFL learners implement metacognitive awareness in their use of reading strategies (Global reading strategies, Problem-solving strategies, and Support reading strategies).
2. To explain the benefits of metacognitive awareness in the implementation of reading strategies.

## **D. Research Significance**

The researcher hopes that the result of this research gives brief information and contribution theoretically and practically as follows:

1. Theoretical

Theoretically, this study is expected to increase and improve knowledge of reading strategies and metacognitive

awareness. By exploring how EFL learners apply metacognitive awareness in reading strategies such as Global Reading Strategies, Problem-Solving Strategies, and Support Reading Strategies, this study provides new insights into the internal processes of EFL readers. It is expected that this study can be used as a reading reference to seek information from other researchers.

## 2. Practical

- a. For Students: The results of this study can help EFL students understand the importance of metacognitive awareness in reading and provide guidance for selecting and implementing appropriate reading strategies.
- b. For Teacher: For teachers and prospective teachers, this study can provide practical guidance in designing teaching strategies that promote students' metacognitive awareness. By understanding how students implement reading strategies, teachers and prospective teachers can develop more effective teaching methods to improve EFL students' reading ability.
- c. For Researcher: This research can help add information, new knowledge and can be a reference for further researchers, especially for those who use the same topic.

## **E. Limitations of the Research**

As explained in the background, the researcher limited the study to the problem of how EFL learners implement

metacognitive awareness in their use of reading strategies, and what are the benefits of metacognitive awareness in the implementation of reading strategies. In this case, the researcher analyzed 5 of English education students at UIN Walisongo Semarang who took the academic reading and writing course which had been pre-tested using the MARSI (Metacognitive Awareness in Reading Strategies Inventory) questionnaire and semi-structured interviews.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents theoretical review, literature review, and conceptual framework. A theoretical review is about reading strategy, metacognitive theory, metacognitive awareness of reading strategies, metacognitive awareness of reading strategies in EFL context, and the benefits of the metacognitive awareness of reading strategies.

#### **A. Theoretical Review**

##### **1. Reading Strategy**

Reading strategies are essential tools that support comprehension and retention of information, particularly in academic contexts where students must efficiently process large volumes of material, the application of these strategies significantly enhances a reader's ability to engage with and understand texts, making them a critical component of educational curricula (Banditvilai, 2020; Munjid & Astiyandha, 2021; Sun et al., 2021).

Reading strategies play a crucial role in the reading process as they help readers comprehend the text effectively. These strategies can be defined as systematic approaches to addressing challenges encountered while constructing meaning (Richard, Jack, C., & Willy, A, 2002). By employing these strategies, readers can address and resolve difficulties they face during reading. Thus, reading strategies can be

understood as techniques used by readers to overcome obstacles and enhance their reading comprehension.

Moreover, teaching students reading strategies can enhance their performance on comprehension tests (Richard, Jack, C., & Willy, A, 2002). Reading strategies have proven to be an effective method for improving students' understanding of texts. By applying these strategies, students find it easier to comprehend written material. Broadly defined, reading strategies encompass deliberate and structured actions aimed at helping students derive meaning from written text. These strategies involve intentional efforts to improve text comprehension, allowing readers to better understand the material. In essence, reading strategies are purposeful techniques or procedures designed to facilitate the construction of meaning and address challenges encountered during the reading process.

The use of reading strategies is crucial for enhancing reading comprehension, and understanding the different types of strategies is equally important. This knowledge provides learners with alternative approaches when a particular reading technique does not yield the desired results in overcoming difficulties with text interpretation. As noted by Mokhtari and Reichard reading strategies are broadly classified into three categories: Global Reading Strategies (GLOB), Problem-Solving Strategies (PROB), and Support Strategies (SUP),

which form the theoretical foundation of the SORS questionnaire (Mokhtari & Reichard, 2002).

Global Reading Strategies refer to deliberate and organized approaches that learners employ to oversee and manage their reading process. These methods involve tapping into prior knowledge, setting reading objectives based on the content previewed in the text, making use of contextual hints and text structure, and skimming the material to understand its general meaning.

**Table 2. 1The List of Global Reading Strategies**

| No  | Global Reading Strategies                 |
|-----|---|
| 1.  | Using prior knowledge                     |
| 2.  | Previewing text before reading            |
| 3.  | Checking how text content fits purpose    |
| 4.  | Skimming to note text characteristics     |
| 5.  | Determining what to read                  |
| 6.  | Using text features (e.g. tables, charts) |
| 7.  | Using context clue                        |
| 8.  | Using typographical aids (e.g. italics)   |
| 9.  | Critically evaluating what is read        |
| 10. | Resolving conflicting information         |
| 11. | Predicting or guessing text meaning       |
| 12. | Confirming predictions                    |
| 13. | Setting purpose for reading               |

Next are Problem-Solving Strategies, which refer to the actions and methods employed by readers when engaging directly with a text. These strategies are used as focused, deliberate techniques by readers or students when they encounter difficulties in understanding the material. Examples of such strategies include reading at a slower and more intentional pace, adjusting the speed and rhythm of reading, rereading portions of the text, visualizing key parts of the content, and inferring the meaning of unclear words from the context.

**Table 2. 2 The List of Problem-Solving Strategies**

| No | Global Reading Strategies           |
|----|-------------------------------------|
| 1. | Reading slowly and carefully        |
| 2. | Trying to stay focused on reading   |
| 3. | Adjusting reading rate              |
| 4. | Paying close attention to reading   |
| 5. | Pausing and thinking about reading  |
| 6. | Visualizing information read        |
| 7. | Re-reading for better understanding |
| 8. | Guessing meaning of unknown words   |

Support Strategies refer to essential techniques that aid readers in understanding a text more effectively. These strategies include activities such as taking notes during reading, paraphrasing and summarizing key details, utilizing

reference tools like dictionaries, and engaging in discussions to share insights and summaries with others (Chandra, Fauzi., 2019).

**Table 2. 3The List of Support Reading Strategies**

| No | Global Reading Strategies             |
|----|---------------------------------------|
| 1. | Taking notes while reading            |
| 2. | Reading aloud when text becomes hard  |
| 3. | Summarizing text information          |
| 4. | Discussing reading with others        |
| 5. | Underlining information in text       |
| 6. | Using reference materials             |
| 7. | Paraphrasing for better understanding |
| 8. | Going back and forth in text          |
| 9. | Asking oneself questions              |

Furthermore, readers have access to various strategies that can support their reading activities. These strategies play a significant role in enhancing reading comprehension. According to Brown, there are several approaches that readers commonly employ, which include the following:

- a. Semantic mapping
- b. Capitalize on discourse markers to process relationship
- c. Identify the purpose of reading
- d. Scanning

- e. Use grapheme rules and patterns to aid in bottom-up decoding
- f. Use efficient silent reading techniques for relatively rapid comprehension
- g. Guessing
- h. Distinguish between literal and implied meanings
- i. Vocabulary analysis
- j. Skimming

Kathleen T. McWhorter explains that reading is not a simple, one-step process; rather, it involves a complex combination of skills that are utilized before, during, and after reading (Kathleen, T., 2010). The following is a partial list of these skills:

- 1. Before Reading
  - a. Recognizing the main topic
  - b. Understanding how the content is organized,
  - c. Noting key points to remember,
  - d. Clarifying the goal of reading.
- 2. During reading:
  - a. Highlighting important information,
  - b. Analyzing how the main ideas are backed up,
  - c. Recognizing the intended perspective,
  - d. Connecting ideas to each other,
  - e. Predicting future developments,

- f. Relating new information to prior knowledge.
- 3. During and after reading
  - a. Understanding the author's purpose,
  - b. Analyzing the author's writing style and language,
  - c. Assessing the credibility or expertise of the author,
  - d. Posing critical questions,
  - e. Evaluating the type and quality of supporting evidence.

These strategies imply that readers or students should focus on the actions that will effectively assist them in reading about what they need.

## 2. **Metacognitive Theory**

Metacognition was first introduced by (Flavell, 1979) as "thinking about thinking" or thinking about the thought process, which refers to an individual's ability to be aware of and control their cognitive processes. Metacognitive awareness is described as the capacity to recognize and understand one's thought processes, which includes mindfulness of thinking and the application of various strategies. This awareness allows students to reflect on their learning, understand its significance, and apply it to different contexts (Jalael, S., & Paremachandran, 2016). Metacognitive awareness is defined as the blend of readers' self-awareness,

their ability to monitor and reflect during reading, and the use of specific reading strategies collectively referred to as metacognitive awareness (J. Anderson, 2002). Similarly, humans are believed to possess internal knowledge that actively engages the mind and evolves through speculative thinking, manifesting as awareness of their cognitive and metacognitive processes (Franco, Castillo, 2013).

In the context of reading, metacognition helps individuals identify effective strategies, monitor progress, and evaluate comprehension, as outlined by (Schraw & Moshman, 1995). They also emphasized that metacognition comprises two key components: knowledge of cognition, which involves understanding one's abilities, strengths, weaknesses, and learning strategies, and regulation of cognition which includes planning, monitoring, and evaluating cognitive processes during tasks like reading or studying. In language learning, metacognition plays a vital role in enhancing reading skills, particularly for English as a Foreign Language (EFL) learners. Students with higher metacognitive awareness are often more successful in comprehending complex texts and achieving their reading objectives (Schraw & Moshman, 1995).

Metacognitive awareness in reading refers to learners' ability to plan, monitor, and evaluate their reading process, which is crucial for effective reading comprehension, particularly in EFL contexts (Schraw & Moshman, 1995).

Studies indicate that metacognitive awareness significantly influences students' reading comprehension abilities. EFL learners with higher metacognitive awareness tend to perform better in reading tasks because they can effectively strategize, monitor, and assess their reading practices (Annury et al., 2019; Hamiddin & Saukah, 2020; Kusumawardana & Akhiriyah, 2022). Schraw and Moshman identified three main processes within Metacognitive awareness: planning, monitoring, and evaluating (Schraw & Moshman, 1995).

- a. Planning involves strategizing activities before reading, such as setting reading goals, choosing appropriate strategies, and predicting text content. This process helps students focus on their goals and anticipate potential challenges, particularly in academic reading, where they must decide whether to use a global strategy (GLOB), problem-solving strategy (PROB), or support reading strategy (SUP) (Hamiddin & Saukah, 2020).
- b. Monitoring, as Flavel explained, is a fundamental component of metacognitive processes and plays a vital role in reading comprehension. It refers to the ability to observe and assess cognitive activities during tasks like reading, including being aware of one's understanding, identifying potential comprehension problems, and employing strategies to address these challenges. Effective monitoring allows readers to dynamically adjust

their approaches to enhance understanding and achieve goals (Flavell, 1979). Monitoring is a critical aspect of regulating cognition, which serves as a fundamental component of metacognitive awareness (Schraw, G, and Dennison, 1994). It encompasses activities such as tracking progress to determine whether intended goals, like understanding the main idea or details of a text, are being met. Additionally, monitoring involves detecting problems, such as recognizing breakdowns in comprehension caused by unfamiliar vocabulary or complex sentence structures, and employing self-correction strategies like rereading, summarizing, or seeking clarification to address these issues. Students with strong monitoring skills can identify gaps in their understanding and take proactive measures to resolve them, thereby enhancing their reading effectiveness (Schraw, G, and Dennison, 1994).

- c. Evaluating looks at what students want to do, what they have achieved, and how they did it. It involves reflection on the reading process and results (Baker, L., & Brown, 1996). After completing a reading task, the reader evaluates the extent to which the reading goal has been achieved and assesses the effectiveness of the strategies used. This reflective process helps students identify their strengths and weaknesses for future improvement.

### 3. **Metacognitive Awareness of Reading Strategies**

Mohktari and Reichard emphasized the importance of distinguishing between skilled and unskilled readers to enhance reading abilities through the application of metacognitive awareness in reading strategies. Specifically, skilled readers are those who can quickly comprehend sentences or information, while unskilled readers struggle with this task (Mokhtari & Reichard, 2002). Readers considered exceptional or highly skilled demonstrate advanced metacognitive awareness, utilizing deliberate reading strategies to effectively manage and excel in their reading (Mokhtari & Reichard, 2002).

Metacognitive awareness is the key driver in fostering interest in reading, as it provides students with additional benefits in the learning process. Reading strategies rooted in metacognitive awareness are a practical manifestation of integrating metacognitive principles into reading practices (Duman, B., & Semerci, 2019). Metacognition consists of four components: metacognitive knowledge, metacognitive experience, goals, and strategies (Duman, B., & Semerci, 2019). However, the effective use of reading strategies requires awareness of metacognitive information, which is essential for selecting suitable metacognitive-related approaches (Soodla, P., Jogi, A., & Kikas, 2016; Zhang, n.d.). Various aspects of metacognitive awareness in reading

strategies have been categorized to better understand their implementation and effectiveness (Soodla, P., Jogi, A., & Kikas, 2016; Zhang, n.d.).

#### **4. Metacognitive Awareness of Reading Strategies in EFL context**

According to Mokhtari and Sheorey, there are three key reading strategies associated with metacognitive awareness: global reading, problem-solving, and supportive reading. Global reading strategies help readers identify the purpose of their reading, enabling them to expand their vocabulary and comprehend new information from various topics (Mokhtari, K. & Sheorey, 2002). Problem-solving strategies, on the other hand, involve techniques to address challenges encountered while reading difficult texts, such as adjusting reading accuracy and speed, re-reading passages, and inferring the meanings of unfamiliar words (Mokhtari, K. & Sheorey, 2002). These strategies, combined with metacognitive awareness, empower readers to develop effective reading techniques. To achieve a high level of metacognitive awareness, students must demonstrate maturity and readiness. However, many students are minimally prepared, which hinders their academic performance and limits their ability to fully utilize reading techniques through metacognitive awareness (Mokhtari, K. & Sheorey, 2002).

A study by Saricoban and Mohammadi explored the influence of metacognitive awareness on EFL students' reading strategies. Their findings revealed a strong correlation between metacognitive awareness and students' reading abilities, with exceptional students favoring problem-solving strategies (Saricoban, A., & Behjoo, 2017). However, the study also found that female students scored higher than their male counterparts. This suggests that while gender differences exist, they are not the primary cause of variations in reading strategy use, as better-performing students, regardless of gender, tend to prefer problem-solving techniques (Saricoban, A., & Behjoo, 2017).

Another study conducted by Al-Mekhlafi and Mohammed examined the use of reading strategies among EFL students at different academic levels, the results showed no significant differences in the application of reading strategies among students of varying levels, this indicates that regardless of their academic standing, students utilize the three primary reading strategies global, problem-solving, and supportive equally (Al-Mekhlafi, 2018).

## **5. The Benefits of Metacognitive Awareness of Reading Strategies**

The benefits of metacognitive awareness in reading strategies are numerous, metacognitive awareness helps readers actively engage with the text, monitor their

comprehension, and address gaps in understanding. Research shows that students with higher metacognitive awareness perform better in comprehending and interpreting academic texts (Tazkiyah & Ambarwati, 2022). According to (Al-Mekhlafi, 2018) metacognitive awareness enables readers to recognize the challenges that arise when faced with difficult texts and to adapt their strategies accordingly, such as slowing down their reading speed, utilizing contextual clues, or consulting a dictionary. This adaptability makes it easier for them to overcome comprehension barriers. Metacognitive awareness also promotes self-regulated learning by encouraging readers to plan their approach, monitor progress, and evaluate outcomes; this self-regulation not only improves reading ability but also enhances learning in other academic and professional contexts (Schraw, G, and Dennison, 1994). By focusing on relevant information and ignoring distractions, metacognitive readers optimize their cognitive load. Strategies such as summarizing or visualizing main ideas reduce redundancy and increase information retention (Teng, 2020).

This study by Chutichaiwirath and Pragasit Sitthitikul explores the importance of metacognitive awareness when using reading strategies. This study contributes to the theoretical review of the benefits of metacognitive awareness in reading strategies, as discussed in related theories, in the study EFL learners showed high use of global, problem-

solving, and support strategies (Mean = 2.85, S.D. = 0.31), reflecting the importance of planning, monitoring, and evaluating their reading process (Chutichaiwirath & Sitthitikul, 2017). This finding is in line with the benefits described in metacognitive awareness theory, such as improving comprehension, solving problems, and managing cognitive resources efficiently. The study also revealed that strategies such as underlining, reading slowly and carefully, and summarizing were effective techniques for improving text comprehension. This supports the concept that metacognitive awareness not only improves reading comprehension but also empowers learners to take a more structured approach to reading.

Another study conducted by Al-Mekhlafi Research by Abdo Mohammed Al-Mekhlafi supports the theoretical view on the benefits of metacognitive awareness in reading strategies by emphasizing its significance in improving reading comprehension among EFL learners. The study, which utilized the Metacognitive Awareness of Reading Strategies Inventory (MARSİ) and a think-aloud method, demonstrated that learners consistently applied metacognitive strategies such as Global, Problem-solving, and Support strategies, regardless of their proficiency levels (Al-Mekhlafi, 2018). This consistent usage aligns with the theory that metacognitive awareness enables learners to effectively regulate their reading

processes, enhance comprehension, and adapt strategies to address reading challenges. The findings reinforce the importance of fostering metacognitive awareness as a means to prepare EFL learners for academic success and promote lifelong learning.

## **B. Literature Review**

Some researchers discuss metacognitive awareness. In this paper, the researcher took a review of related previous research from other sources as a comparison of this research. Those are:

1. An article by Muhammad Nafi Annury, Januarius Mujiyanto, Mursid Saleh, and Djoko Sutopo 2019 entitled *The Use of Metacognitive Strategies in EFL Reading Comprehension*.

This study seeks to determine the most frequently used metacognitive reading strategies among academic learners majoring in English Language Teaching (ELT) at the Faculty of Education and Teacher Training, UIN Walisongo Semarang. The research involves a single class consisting of 43 students, including 10 males and 33 females. Metacognition refers to the process of planning and managing one's actions to achieve specific goals. In this context, metacognitive strategies represent the steps taken to enhance language performance. Using the MARS (Metacognitive Awareness of Reading Strategies Inventory) questionnaire, three categories of strategies are evaluated: global reading strategies, problem-solving strategies, and support reading strategies. The findings

indicate that academic learners predominantly use problem-solving strategies, followed by global reading strategies and support reading strategies (Annury et al., 2019).

2. A journal by Abdo Mohammed Al-Mekhlafi 2018 entitled *EFL Learners Metacognitive Awareness of Reading Strategies*.

The study aims to explore the significance of reading as a vital literacy skill across educational systems, with a particular focus on EFL learners in tertiary education who often struggle with academic texts due to ineffective reading strategies. A review of the literature highlights various issues surrounding the teaching of reading and the development of effective EFL reading strategies, emphasizing the role of metacognitive awareness. This research examined how frequently tertiary-level EFL learners perceive their use of specific reading strategies. Using the Metacognitive Awareness of Reading Strategies Inventory (MARSI) and a think-aloud method, data were collected from a sample of 74 EFL learners at different proficiency levels (Elementary, Intermediate, and Advanced) in Oman. Participants rated their use of selected reading strategies on a Likert scale ranging from 1 (low) to 5 (high). The findings revealed a high level of usage across all three types of reading strategies among learners at all proficiency levels. Moreover, the study found no significant differences in the use of these strategies between learners of varying levels,

indicating a consistent application of metacognitive reading strategies across the group (Al-Mekhlafi, 2018).

3. A journal by Shabina Kumari Subramaniam, Nabila Eizati Komarudin, Nur Ashiquin C Alih, and Siti Syairah Fakhruddin 2024 entitled *Investigating The Influence of Metacognitive Awareness in Academic Reading*.

The study aims to investigate the role of metacognitive awareness in enhancing academic reading comprehension. Reading is a critical component of education, relied upon by students, academics, and researchers in their daily endeavors. For students, developing strong reading skills is essential to successfully engage with the diverse range of texts encountered throughout their academic journey. Despite regular exposure to reading, many students still struggle with achieving deep comprehension. Implementing metacognitive reading strategies has been shown to significantly improve understanding and engagement with texts. This quantitative study examines how learners perceive and utilize metacognitive strategies in academic reading. A purposive sample of 140 university students from Selangor, Malaysia, participated in the research by responding to a survey. The survey, adapted from Mokhtari and Reichard's (2002) metacognitive strategies framework, employed a 5-point Likert scale and consisted of four sections. Section A included three items on demographic information, Section B contained

13 items on self-monitoring strategies, Section C featured eight items on self-evaluating strategies, and Section D comprised nine items on self-regulation strategies. The findings revealed a high level of metacognitive strategy use among the students, indicating that they actively engage in evaluating and managing their own learning processes. This proactive approach contributes to more effective studying and improved academic outcomes. These results highlight the importance of fostering metacognitive skills in educational contexts to enhance students' learning experiences and academic success (Shabina. K, S,. & Nabila, E, 2024).

4. A journal by Kitipat Chutichaiwirath and Pragasit Sitthitikul 2017 entitled *The Metacognitive Awareness of Reading Strategies in Thai EFL Learners*.

The study aims to explore the significance of reading as a vital literacy skill across educational systems, focusing on EFL learners in tertiary education who often struggle with academic texts due to ineffective reading strategies. A literature review highlights various issues surrounding the teaching of reading and the development of effective EFL reading strategies, emphasizing the role of metacognitive awareness. This research examined how frequently tertiary-level EFL learners perceive their use This study aims to investigate the metacognitive awareness and use of reading strategies among Thai EFL learners. Fifteen female fourth-

year undergraduate English students at a Thai university participated in the research, which employed a mixed-method approach. The Metacognitive Awareness of Reading Strategies Inventory (MARSI) was utilized to assess the participants' metacognitive awareness in reading. Additionally, a think-aloud protocol was employed to analyze the participants' reading strategies while engaging with academic texts. The findings indicate that the participants demonstrated a high level of overall metacognitive awareness of reading strategies, encompassing Global, Problem-solving, and Support strategies (Mean = 2.85, S.D. = 0.31). Among 30 individual strategies, underlining and circling, categorized as a Support Reading Strategy (SUP), was the most frequently used (Mean = 3.60, S.D. = 0.74). Conversely, asking self-questions, also a SUP strategy, was the least frequently used (Mean = 1.93, S.D. = 0.70). The think-aloud protocol further revealed that effective metacognitive reading strategies frequently employed by participants for successful reading comprehension included using background knowledge, previewing text, reading slowly and carefully, pausing to reflect, taking notes, and summarizing. Of specific reading strategies. Using the Metacognitive Awareness of Reading Strategies Inventory (MARSI) and a think-aloud method, data were collected from a sample of 74 EFL learners at different proficiency levels (Elementary, Intermediate, and Advanced)

in Oman. Participants rated their use of selected reading strategies on a Likert scale ranging from 1 (low) to 5 (high). The findings revealed a high level of usage across all three types of reading strategies among learners at all proficiency levels. Moreover, the study found no significant differences in the use of these strategies between learners of varying levels, indicating a consistent application of metacognitive reading strategies across the group (Chutichaiwirath & Sitthitikul, 2017).

5. An article by Anita and Benny Wahyudi Z 2021 entitled *The Metacognitive Awareness of Reading Strategy Used by College Learners*.

This study aims to explore the metacognitive awareness of reading strategies employed by college students when reading academic texts in English. The participants consisted of 25 third-semester students from the English Study Program at IAIN Bengkulu in 2020. The Metacognitive Awareness of Reading Strategies Inventory (MARSI) was utilized to evaluate the metacognitive strategies adopted by adult ESL learners to enhance their reading comprehension. Findings revealed that the students surveyed were high users of reading strategies. Among the strategies, problem-solving strategies (PROB) were the most commonly employed, followed by global reading strategies (GLOB), with support reading strategies (SUP) being the least utilized. For EFL learners,

problem-solving strategies emerged as the most frequently used approach. It is recommended that learners and readers integrate these strategies into their reading practices while receiving guidance from teachers or instructors to effectively employ various reading techniques (Anita & Wahyudi, 2021).

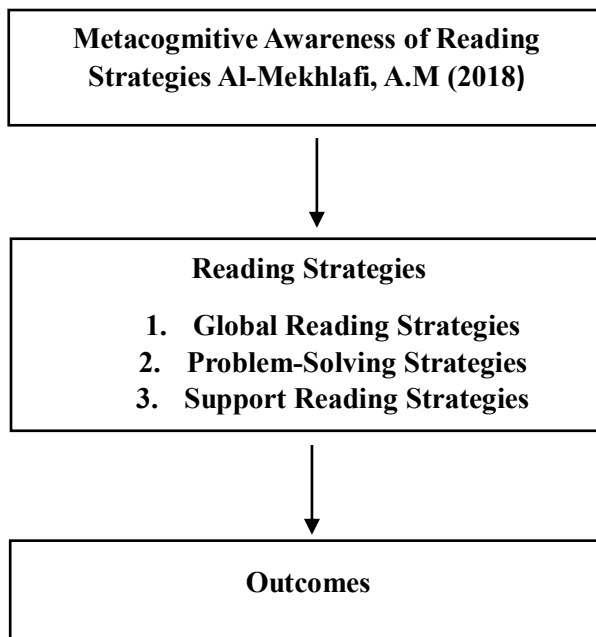
The findings from the reviewed studies highlight the central role of metacognitive awareness in enhancing EFL students' reading comprehension and strategy use. Across various contexts, learners consistently demonstrated a preference for problem-solving strategies (PROB), followed by global reading strategies (GLOB) and support reading strategies (SUP). Problem-solving strategies emerged as the most effective for addressing challenges in understanding complex texts, indicating their significance in academic reading. While gender differences were noted in some studies, they did not significantly influence the overall use of metacognitive strategies. Regardless of proficiency levels or educational backgrounds, students actively employed metacognitive strategies, showcasing the universal applicability of these approaches. The think-aloud protocols and MARSII questionnaires across multiple studies further validated the importance of self-monitoring, self-evaluating, and self-regulation in improving comprehension and academic performance.

These conclusions align closely with the research title "Exploring EFL Reading Strategies Through Metacognitive

Awareness" by emphasizing how metacognitive awareness underpins the effective use of reading strategies among EFL learners. The research suggests that fostering metacognitive skills should be a priority in educational settings to support students in navigating diverse academic texts and achieving their learning goals.

### **C. Conceptual Framework**

This study aims to explore how EFL learners apply metacognitive awareness in their use of reading strategies and to identify the benefits of metacognitive awareness in the application of reading strategies used by EFL students when learning English in the English Language Education Department. The theories proposed by Salataki and Akyel, Phakiti, along with the ideas of Al-Mekhlafi and Abdo Mohammed, became the basis for this study (Al-Mekhlafi, 2018; Phakiti, 2003; Salataki, R., & Akyel, 2002). The researchers used the Metacognitive Awareness of Reading Strategies Inventory (MARSİ) Version 1.0, which was developed by Carla Reichard and Kouider Mokhtari (Mokhtari & Reichard, 2002). This tool was designed to assess the extent to which students in the English Language Education Department use their reading skills when interacting with academic literature. In addition, MARSİ was designed to help students improve their metacognitive awareness to read more strategically. The graphic below shows how the study's theoretical framework is organized:



Based on the concept above, the researcher formulates the problem as follow:

Understanding how EFL learners implement metacognitive awareness in their use of reading strategies and identifying the benefits of metacognitive awareness in this process. The theoretical framework for this study draws on the work of Al-Mekhlafi (Al-Mekhlafi, 2018), emphasizing Metacognitive Awareness of Reading Strategies as a critical factor in enhancing reading comprehension and efficiency among learners. The study categorizes reading strategies into three main types: Global Reading Strategies, Problem-Solving Strategies, and Support Reading Strategies. Global Reading Strategies involve planning and analyzing text

at a broader level, such as predicting content and setting goals. Problem-solving strategies focus on addressing comprehension difficulties during reading, such rereading difficult sections or adjusting reading speed. Meanwhile, Support Reading Strategies include supplementary techniques like taking notes or using reference tools to enhance understanding. Together, these strategies offer a comprehensive framework for how learners engage with academic texts.

The outcomes of this study aim to provide insights into how metacognitive awareness shapes the application of these strategies among EFL learners. By exploring the implementation and benefits of metacognitive awareness. Ultimately, this framework supports the goal of understanding how metacognitive awareness enhances EFL learners' ability to use reading strategies strategically, leading to improved reading comprehension and academic success.

### **CHAPTER III**

#### **RESEARCH METHOD**

This chapter consists of research design, participant, technique of collecting data, procedure, and data analysis.

##### **A. Research Design**

This study used descriptive qualitative study because explore how EFL learners implement metacognitive awareness in their use of reading strategies and identify the benefits of metacognitive awareness in the implementation of reading strategies. The design of this study is qualitative research, qualitative research is an interpretive approach that seeks to gain insight into the meaning and behavior experienced in a particular social phenomenon through the subjective experiences of participants (Creswell, J, 2018).

##### **B. Participant and Sampling**

The study's participant group consisted of five 5<sup>th</sup>-semester students in the Academic Reading and Writing course at the English Language Education Department, UIN Walisongo Semarang. The sample selected using purposive sampling. For qualitative case studies, a sample size of 2-6 participants is considered sufficient, allowing for a thorough examination of individual experiences while maintaining manageability (Cypress, 2021).

In qualitative research, a relatively small number of participants, such as 5 people, is considered sufficient because the

main focus is to explore the experiences, perspectives, and meanings that individuals give to a particular phenomenon. The goal of qualitative research is not to produce statistical generalizations, but rather to explore and understand the complexity of an issue through in-depth analysis. By using a small sample, researchers can focus more on collecting rich, detailed data and using techniques such as in-depth interviews or case analysis to explore the data comprehensively. In addition, theories such as saturation point (Creswell, J, 2018) suggest that additional data from more participants often does not provide significant new information after the data saturation point is reached. Therefore, five participants are sufficient to generate meaningful and relevant insights, especially in exploratory or phenomenological studies.

## **C. Technique of Collecting Data**

### **1. Questionnaire**

Researchers use questionnaires to collect data. Questionnaires that can produce qualitative and quantitative information depend on how the questionnaire is structured and analyzed (G. Anderson, 2005), according to him, there are six types of questionnaires: a) blank, b) multiple choice, c) comments, d) lists, e) liker scales, and f) rankings. Questionnaires are not used for statistical analysis but rather serve as supportive tools to map participants strategy preferences and guide the direction of the interviews.

The researcher used liker scale 1-5 questionnaire to determine the metacognitive strategies used by participants, these levels were taken from MARS theory by (Mokhtari & Reichard, 2002) in Assessing Students' Metacognitive Awareness of Reading Strategies, 30 questions were given by the researcher, each statement is accompanied by five options, numbered 1 through 5, with the following meanings: '1' indicates that it is never or almost do this when reading, '2' signifies that they do this only occasionally when reading, '3' represents that they sometimes do this when reading (about 50% of the time), '4' means that they usually do this when reading, and '5' denotes that they always or almost always do this when reading. Respondents filled out the questionnaire shared by the researcher. Five levels of usage were identified by looking at how each student used a reading technique on the questionnaire, which has a scale of 1 to 5, then the researcher analyzed and organized the students' answers.

## **2. Semi-structured Interview**

Anderson describes semi-structured interviews as a structured communication between individuals that focuses on a specific, mutually agreed-upon topic. This approach is more purposeful than casual conversation, emphasizing its role in gathering targeted information (G. Anderson, 2005). In this study, the researcher utilized video call interviews to engage with participants. Semi-structured interviews were conducted

to explore how EFL learners implement metacognitive awareness in their reading strategies and identify the benefits of metacognitive awareness in implementing reading strategies. This interview was conducted following interview guidelines prepared to interview the students. Then the researcher asked for student's responses and the data obtained was recorded in interview transcripts. After that, the transcripts were coded and classified (Teng, 2020).

### **3. Procedure**

#### **1. Research Preparation**

- a. Define the research focus on exploring how EFL learners implement metacognitive awareness in their use of reading strategies and its benefits.
- b. Develop research tools: design a Likert scale questionnaire based on MARS theory (Mokhtari & Reichard, 2002) and prepare semi-structured interview guidelines.
- c. Select participants using purposive sampling from 5th-semester students of the Academic Reading and Writing course at the English Language Education Department, UIN Walisongo Semarang.

#### **2. Participant Recruitment**

- a. Contact 5 participant.
- b. Obtain informed consent and explain the purpose, scope, and confidentiality of the research.

### 3. Data Collection

#### a. Questionnaire Distribution:

1. Distribute a MARSII-based Likert scale questionnaire on December 10, 2024. A questionnaire containing 30 items to assess metacognitive strategy use.
2. Provide clear instructions to participants about the scoring system (1 to 5) and allow adequate time for completion.
3. Collect completed questionnaires for analysis

#### b. Semi-Structured Interviews:

1. Conduct via google meet and whatsapp, interviews with participants on 20-23 January, 2025 to gain deeper insights into how they apply metacognitive awareness in reading and its benefits.
2. Use prepared interview guidelines to ensure consistency.
3. Record the interviews and transcribe the responses for further analysis.

This research was conducted directly by distributing questionnaire sheets and online using google meet and whatsapp in January 2025 with English Language Education students at UIN Walisongo Semarang. Participants have varying activity schedules, as well as settings and times that

are adjusted to their circumstances. Data collection techniques often referred to as data collection methods are the methods used by the writer or researcher to obtain data objectively. Data collection here aims to be able to answer and resolve the problems in the research. The data collection techniques used in this research are the questionnaire and semi-structured interview methods.

#### **4. Data Analysis**

The three main steps of Miles and Huberman's approach to qualitative data analysis—data condensation, data display, and conclusion drawing/verification—will be followed in the data analysis for this study (Huberman, 2014). To highlight the reading strategies through metacognitive awareness.

##### **1. Data Condensation**

Condensing collected data into a more manageable and focused format is known as data condensation, and it entails the following steps: data transformation, abstraction, centralization, simplification, and selection (Huberman, 2014).

##### **2. Display Data**

The process of condensing acquired data into a more manageable and targeted format is known as data condensation. Researchers might find patterns or themes in the existing data by using data display, which is the presenting of data in a visual format such

as a table, diagram, or matrix. Researchers can more easily and thoroughly comprehend the data thanks to this presentation. Data selection, centralization, simplification, abstraction, and transformation are all part of this process (Huberman, 2014).

### 3. Conclusions Drawing/Verification

The last phase is generating and validating conclusions, in which researchers extract the key results from the examined data and then confirm the findings using further data or alternative techniques to guarantee correctness (Huberman, 2014). The data discoveries led the researcher to draw conclusions that addressed the research questions. Using descriptive qualitative analysis, the result was integrated and developed coherently, and coherently in words, phrases, and sentences.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the research findings and discussion. It consists of the results of questionnaire data collection on 5th-semester students taking the Academic Reading and Writing course of the English Education Department of UIN Walisongo Semarang and individual interviews which are related to the research problem of how EFL learners implement metacognitive awareness by using reading strategies (Global reading strategies, Problem-solving strategies, and Support reading strategies) and what are the benefits of metacognitive awareness when using reading strategies.

#### **A. Findings**

The data presented is based on the responses that have been made by 5th-semester students who take the Academic Reading and Writing course at UIN Walisongo Semarang. This chapter presents data on how EFL learners implement metacognitive awareness by using reading strategies (Global reading strategies, Problem-solving strategies, and Support reading strategies) and what are the benefits of metacognitive awareness when using reading strategies.

The researcher used a questionnaire and interview, the questionnaire consisted of 30 questions distributed to 5 students according to the criteria, the researcher distributed the questionnaire and interviews starting in December 2024 and all data were collected in January 2025. After all the questionnaires

were answered then the researcher interviewed them, the interview consisted of 40 questions.

Five participants participated in this research, coded as follows:

**Table 4. 1 List of Research Subject**

| <b>No</b> | <b>Name</b>           | <b>Code</b>    |
|-----------|-----------------------|----------------|
| 1         | Zulfa Wildani Nafisha | Subject 1 (S1) |
| 2         | Amanda Fitriani       | Subject 2 (S2) |
| 3         | Nadya Qothrunnada     | Subject 3 (S3) |
| 4         | Evi Nurul Mubarakah   | Subject 4 (S4) |
| 5         | Laila Azzahro         | Subject 5 (S5) |

To find out the complete research, the researcher attached the data analysis which is presented as follows:

**1. The EFL learners implement metacognitive awareness by using reading strategies (Global reading strategies, Problem-solving strategies, and Support reading strategies)**

**A. The Level EFL Learners' of Metacognitive Awareness in Reading Strategies**

The researcher analyzed the answers to the questionnaire from 5 students of the English Education Department fifth semester who had taken the Academic Reading and Writing courses. It was done to identify the

most widely used metacognitive strategies by students during reading and the level of metacognitive awareness in reading strategies. The questionnaire results were grouped into three, namely: global reading strategies, problem-solving reading strategies, and supporting reading strategies. Each group of strategies has its items, there were 13 items of global reading strategies, 8 items of problem-solving reading strategies, and 9 items of support reading strategies.

The participants were required to fill out the questions by choosing the frequency that they thought and employed the strategy while reading text on a 5-point Likert scale. The results of the questionnaire were turned into digital format and analyzed based on the “mean” scores of each group and item. Then, to interpret the mean score scoring guidelines provided by Oxford were used. The mean score of 3.5 or higher is the high use of strategy. While the mean of 2.5 to 3.4 is the moderate use of strategy, and the mean of 2.4 or lower is the low use of strategy. The following is the description of the answers to the questionnaire in the form of a table.

When reading texts, students need various strategies to help them understand the text and manage challenges while reading. The explanation below outlines the metacognitive reading strategies that students use most

often and least often, these strategies are ranked based on the average score of each item. The table shows the three metacognitive reading strategies with the highest average

scores. For simplicity, the strategies are abbreviated as follows: GLOB (Global Reading Strategies), PROB (Problem-Solving Reading Strategies), and SUP (Support Reading Strategies).

**Table 4. 2 Scoring Rubric of Metacognitive Awareness of Reading Strategies Inventory**

| No    | Name      | Score |      |     | Overall Score |
|-------|-----------|-------|------|-----|---------------|
|       |           | GLOB  | PROB | SUP |               |
| 1.    | Subject 1 | 39    | 27   | 23  | 89            |
| 2.    | Subject 2 | 52    | 37   | 29  | 118           |
| 3.    | Subject 3 | 41    | 27   | 34  | 102           |
| 4.    | Subject 4 | 45    | 32   | 36  | 113           |
| 5.    | Subject 5 | 54    | 38   | 33  | 125           |
| Total |           | 231   | 151  | 155 | 547           |

| No    | Name | Mean |      |      | Overall Mean |
|-------|------|------|------|------|--------------|
|       |      | GLOB | PROB | SUP  |              |
| 1.    | S1   | 3    | 3,3  | 2,5  | 2,9          |
| 2.    | S2   | 4    | 4,6  | 3,2  | 3,9          |
| 3.    | S3   | 3,1  | 3,3  | 3,7  | 3,3          |
| 4.    | S4   | 3,5  | 4    | 4    | 3,8          |
| 5.    | S5   | 4,2  | 4,8  | 3,7  | 4,2          |
| Total |      | 3,56 | 4    | 3,42 | 3,62         |

The table above reflects student responses to various levels of use of each strategy. The table data above shows students use metacognitive reading strategies with multiple levels of frequency in three categories: Global Reading Strategies (GLOB), Problem Solving Strategies (PROB), and Supporting Reading Strategies (SUP). Student strategy items range from a height of 4.2 to a low of 2.9, this shows the 5th-semester students' metacognitive awareness who attended the Academic Reading and Writing Course in level Medium to High.

Overall, the total scores show that GLOB (231) has the highest number of uses, followed by SUP (155), while PROB (151) has the least. However, looking at the mean scores, PROB has the highest mean (4) meaning it is used most often, followed by GLOB (3.56) and SUP

(3.42), this indicates that overall prob were used more on average, and probs were applied more effectively or consistently when used. The student with the highest score, subject 5, with a mean of (4.2).

#### **B. The EFL Learners Implement Metacognitive Awareness by Using Reading Strategies**

The researcher collected, analyzed, and simplified data from the interviews to answer the research questions related to The EFL learners implementing metacognitive awareness by using reading strategies (Global reading strategies, Problem-solving strategies, and Support reading strategies). The interviews were conducted using Google Meet and also the WhatsApp application. From Monday, January 21 to Thursday, January 23, 2025, the researcher asked the interview questions via Google Meet to 5 respondents, then continued via WhatsApp for some questions that were not understood. The respondents' identities were initialized with codes S1-S5, and their answers were translated into English, analyzed, and simplified to ensure deep meaning and draw conclusions. The explanation and description below are about The EFL learners implement metacognitive awareness by using reading strategies (Global reading strategies, Problem-solving strategies, and Support reading strategies).

a) **Global Reading Strategy (GLOB)**

This analysis focuses on how EFL learners implement metacognitive awareness by using global reading strategies. These strategies emphasize broader, more holistic approaches to reading, such as setting goals, previewing texts, making predictions, and critically evaluating information. Insights from the interview responses are categorized and synthesized to address the research question. Global Reading Strategies refer to deliberate and organized approaches that learners employ to oversee and manage their reading process. These methods involve purposeful reading and focused engagement, connecting previous knowledge to new information, text previewing for improved understanding, evaluating text alignment with reading goals, skimming and scanning for effective reading, predicting and confirming understanding, critical evaluation and conflict resolution, leveraging visual and typographical aids.

In purposeful reading and focused engagement, the responses highlight the importance of having a specific reading purpose, which influences how learners approach texts. All participants consistently emphasized that a clear goal helps them focus on

relevant parts of the text. For example, S1 differentiates between casual reading for entertainment and focused reading for academic purposes, *"If the purpose is mostly for entertainment, I usually don't focus too much, just read casually. But, if there are school assignments or educational materials, I focus more, look for the important points, and usually read in more detail."* (S1).

While S3 elaborates on how specific goals shape strategies, such as scanning for definitions or engaging in deeper analysis for complex concepts, *"A specific goal will make me focus on the relevant part of the text. For example, if the goal is to find the definition of a term, I will immediately look for the section that discusses the term. For a depth goal that requires a deeper understanding, I will do a deeper analysis, connect various ideas, and look for additional information."* (S3). These insights demonstrate how setting goals enhances metacognitive awareness by enabling learners to align their strategies with their reading objectives.

Learners actively connect new information with their existing knowledge to enhance understanding. S2 and S4 describe how they identify similarities between prior knowledge and new concepts, while S3

expands on this by integrating new information into broader frameworks and filling knowledge gaps, *"To connect existing knowledge with new information I usually look for similarities between the new information and what I already know, then I try to connect the new information to a broader concept, then I use the new information to fill in the gaps in my knowledge."* (S3). These approaches illustrate the learners' ability to activate schema, a critical aspect of global reading strategies, to enhance comprehension and retain new information as well as learners' ability to bridge gaps in knowledge, demonstrating reflective and integrative thinking.

Previewing the text is a foundational global reading strategy identified by all participants. S3 provides a structured approach, using skimming and scanning to gather an overview, identify keywords, and analyze main ideas, *"The text review steps that I usually use are reading quickly or skimming to get an overview and scanning to look for keywords or phrases that are relevant to my reading purpose, then I analyze in depth by reading important parts in detail, identifying main ideas and supporting those ideas with evidence."* (S3).

S5 emphasizes the importance of reviewing the text's structure, such as titles and headings, to align with their reading goals, *"Usually, I look at the contents of the book first to see if it is by my purpose of reading. Using this step helps my initial understanding of the reading (skimming the contents of the book makes me understand the contents of the book at a glance)." (S5).* These steps facilitate a strategic understanding of the material, enabling learners to navigate texts efficiently while maintaining a clear focus on their objectives.

The ability to evaluate whether a text aligns with one's reading goals reflects metacognitive awareness. Participants critically evaluate the relevance of texts by matching their content with their reading goals. S3 and S4 noted how they continuously check whether the information aligns with their objectives by focusing on main ideas and keywords.

*"Almost the same as before, to evaluate whether the context of the book is aligned with the goal is to skim the contents of the book." (S5).* S5 highlighted using skimming to determine whether a text warrants further in-depth reading. This evaluative process reflects learners' ability to monitor their understanding and adapt their reading strategies accordingly.

Participants employ skimming and scanning techniques to identify critical elements of a text quickly. S3 and S4 pay attention to titles, keywords, and visual aids, such as diagrams or graphs, to extract essential information.

*"When skimming, I usually pay attention to the title to get an overview of the topic, then I look at the subheadings to understand the structure of the text, then I look for prominent keywords and, I pay attention to diagrams or graphs to get information quickly."* (S3).

*"I focus on the title, subtitles, and keywords to get an overview that can help whether the text is worth reading further."* (S4). These methods allow learners to navigate texts strategically, reserving detailed reading for sections that align with their goals or require deeper understanding.

Prediction plays a significant role in how learners engage with texts. S3 and S4 describe how they use titles, subtitles, and keywords to predict content, which helps them build a framework for understanding. Confirming predictions through continued reading S3, and S4 ensures that learners actively monitor their comprehension and adjust their strategies as needed.

*"I make sure of this by relating it to the information I already have and if the text has keywords that match my reading purpose." (S3).*

*"To ensure my prediction is correct, I will continue reading the text and look for information that supports or refutes the prediction. If the next information is by what I predicted, my prediction becomes stronger and vice versa." (S4).* This iterative process reflects a high metacognitive awareness and active engagement with the material.

Critical evaluation is another global strategy that participants use to assess the credibility and reliability of texts. S3 highlights the importance of evaluating sources and supporting evidence, while S4 emphasizes cross-referencing information with prior knowledge. When encountering conflicting information, learners such as S1 and S5 seek additional sources or deeper analysis to resolve confusion. These practices demonstrate learners' ability to engage critically with texts, ensuring they derive accurate and reliable conclusions.

Participants recognize the value of visual and typographical aids in enhancing understanding. S3 and S4 describe how visuals, such as tables and graphs, clarify complex concepts, while S1 and S5

highlight the role of bold and italic text in emphasizing key information, *"If there is a word in bold, it is usually something to pay more attention to, while italics usually indicate a new term or other emphasis. In my opinion, it is important information or something to remember."* (S1).

*"Finding bold or italic text (usually used for important terms, scientific names, etc.) makes our eyes and mind focus on the different' text. So naturally we will find out more details about the bold or italic text so that we get the meaning of the important information."* (S5). These aids help learners focus on important elements, facilitating comprehension and memory retention.

The researcher found that EFL learners implement metacognitive awareness in their use of global reading strategies by adopting deliberate and organized approaches to manage and oversee their reading processes effectively. These strategies include purposeful goal-setting, which helps learners align their focus and reading efforts with specific objectives. For instance, learners differentiate between casual and academic reading by tailoring their strategies to achieve desired outcomes, such as

scanning for definitions or engaging in in-depth analysis of complex concepts.

Additionally, learners actively connect prior knowledge with new information to enhance comprehension. They utilize schema activation by identifying similarities between existing knowledge and new content, integrating new insights into broader conceptual frameworks, and filling gaps in their understanding. This reflective and integrative thinking enhances their ability to retain information and develop a deeper understanding of the material. Previewing texts emerge as a foundational strategy, with learners employing skimming and scanning techniques to gather an overview, identify keywords, and analyze main ideas. By reviewing text structures, such as titles and headings, learners align their initial understanding with their reading goals, enabling a more strategic navigation of the material.

Critical evaluation of texts also reflects metacognitive awareness, as learners assess the alignment of content with their reading objectives. Through skimming, identifying main ideas, and focusing on keywords, they monitor their understanding and adapt their strategies accordingly. Skimming and scanning techniques are further used to

quickly locate essential information, leveraging elements like titles, subtitles, and visual aids. Prediction and confirmation processes play a significant role in learners' engagement with texts. By using cues such as titles and keywords, learners make informed predictions about the content and validate these predictions through continued reading, thereby actively monitoring and adjusting their comprehension strategies. Learners also demonstrate critical thinking by evaluating the credibility of sources and resolving conflicting information through additional research. Visual and typographical aids, such as bold or italicized text, as well as tables and graphs, are recognized as valuable tools that highlight key points and clarify complex concepts, further enhancing comprehension and retention.

In conclusion, the findings reveal that EFL learners exhibit metacognitive awareness by actively monitoring, evaluating, and adjusting their reading strategies to achieve their goals. These global reading strategies enable them to navigate texts efficiently and effectively, fostering autonomy and proficiency in EFL reading contexts.

### **b) Problem-Solving Strategy (PROB)**

This analysis focuses on how EFL learners implement metacognitive awareness by using problem-solving strategies. These strategies help learners address challenges, improve comprehension, and ensure a deeper understanding of texts. This strategy has the highest average among the other two strategies, which means that this strategy is used more often. Such strategies include reading at a slower and more intentional pace, adjusting the speed and rhythm of reading, rereading portions of the text, and visualizing key parts of the content.

For instance, when facing difficulties in understanding, learners employ slow and careful reading (S1, S2, S4), emphasizing focused attention on each word or phrase. This approach ensures they capture important details and avoid misunderstandings. Slow reading, as described by S1 and S3, helps to analyze the text more deeply *“Actually, I often read quickly, like I don't think about whether I understand it or not, just read it until I finish it. If there's something I don't understand, I'll try again later or find out later.”* (S1).

*“For me, slow reading means doing a deep analysis of every word, phrase, and sentence.”* (S3).

While careful reading (S5) allows learners to critically engage with the material, *"Slow reading is suitable for reading texts that require deep understanding or require strong imagination, such as reading fantasy novels. Then careful reading focuses on important information from the text by reading the contents thoroughly and critically. Both of these reading strategies can be used as needed."* (S5). These strategies are particularly beneficial for complex or unfamiliar content, as they help to break down challenging texts into more digestible parts.

When concentration is lost, learners often turn to strategies like rereading S2, S3, and S5 and pausing S1, and S4 paying close attention to regain focus. This reflects metacognitive awareness, where learners recognize their loss of concentration and take deliberate steps to restore focus. Adjusting reading speed is another key strategy, as learners tailor their pace based on the difficulty and purpose of the text (S1, S3, S5). For example, when encountering dense or unfamiliar content, they slow down to ensure thorough understanding, whereas they speed up when reading familiar material or looking for specific information.

When faced with difficult sections of a text, learners use various strategies to solve comprehension issues. S1, S2, and S4 highlight the importance of rereading and seeking additional explanations, *"If I find something like that, what I do is use help from the internet, ask friends, or read relevant books."* (S5). As explained by S5, using the internet or consulting friends. This flexibility in strategy use reflects a proactive approach to problem-solving during reading. Pausing to reflect on the text (S4, S5) also plays a significant role in consolidating understanding, allowing learners to integrate new information and focus on the core concepts.

Visualization according to S2, S3, and S4 is another strategy mentioned by learners, as it aids in understanding abstract concepts and enhances memory retention. Learners use mental images or diagrams to simplify complex information, though some admit to challenges in visualizing S1. *"I'm not good at visualizing things. So, I usually focus more on the words and look for explanations or other examples that can help me understand the text."* (S1).

Finally, re-reading S1, S2, S4, and S5 is frequently used when learners encounter confusion or need to reinforce their comprehension of key ideas.

This repeated engagement with the text ensures that important details are not missed and allows learners to solidify their understanding.

EFL learners implement metacognitive awareness through various problem-solving strategies to address challenges and enhance comprehension while reading. These strategies include slow and careful reading, adjusting reading speed, rereading difficult sections, visualizing content, and pausing to reflect. Slow and careful reading, as highlighted by learners, allows them to focus on each word and phrase, ensuring a deep understanding of complex or unfamiliar content. This strategy is particularly effective for texts requiring detailed analysis or critical engagement. When learners lose concentration, they employ strategies like rereading and pausing to regain focus, demonstrating their ability to monitor and adjust their cognitive processes. Additionally, they adjust their reading speed based on the text's difficulty and purpose, slowing down for complex material and speeding up for familiar content or specific information.

For difficult sections, learners combine rereading with external resources, such as consulting friends or using the internet, reflecting a proactive approach to

problem-solving. Pausing to reflect on key ideas further consolidates their understanding by allowing them to integrate new information with existing knowledge. Visualization is another common strategy, as learners use mental images or diagrams to simplify abstract concepts and enhance memory retention, though some face challenges with this technique.

Lastly, rereading is a frequently employed strategy to clarify confusing parts or reinforce understanding of essential ideas. This iterative engagement ensures that learners do not miss critical details and strengthens their overall comprehension. Together, these strategies demonstrate how EFL learners actively use metacognitive awareness to navigate and overcome reading challenges effectively.

**c) Support Reading Strategy (SUP)**

Based on the interview data, the implementation of metacognitive awareness by EFL learners through support reading strategies reveals a systematic and purposeful engagement with texts. These strategies include note-taking, reading aloud, summarizing, discussing, underlining, using reference materials, paraphrasing, revisiting text, and formulating questions. These approaches collectively enhance comprehension and foster active learning.

EFL learners use note-taking as a foundational strategy to enhance their understanding of a text. S1 and S5 emphasize writing key points and revisiting notes as an iterative process to reinforce comprehension. S2 and S3 focus on recording important keywords and challenging vocabulary, aiding in their ability to summarize and review information.

*"I use notes to write down important points or underline main ideas which help me remember and understand the text."* (S4). S4 uses note-taking to highlight main ideas and remember essential details. These practices indicate that learners view note-taking as a reflective and organizational tool, which supports the retention and synthesis of information.

The use of reading aloud varies among learners. While S1 finds it unhelpful and prefers silent reading, S3 and S4 utilize this strategy to process complex texts and clarify ideas through auditory engagement. *"When there are foreign terms or words because it helps to remember the foreign terms or words."* (S2). S2 highlights the benefit of reading aloud for remembering foreign terms, and S5 sees it as a reflexive action when encountering surprising or significant information, *"With that loud voice usually*

*when finding surprising information, plot twist. Like a reflex action."* (S5). This variation reflects personal preferences and learning styles, with reading aloud serving as an adaptive strategy for specific needs.

Summarizing is a widely used strategy to identify and retain important information. S1, S3, and S4 highlight the importance of writing short summaries or outlines to distill the core ideas of a text. S2 and S5 emphasize the act of rewriting information in their own words as a means of internalizing new knowledge. Summarizing not only consolidates understanding but also helps learners differentiate between essential and supplementary information, fostering metacognitive awareness.

Discussions play a pivotal role in clarifying understanding and gaining new perspectives. S1, S2, and S4 regularly engage in discussions with peers, which helps validate their interpretations and uncover alternative viewpoints. *"This happens quite often because usually when I understand something or get new information, I tend to discuss it with my friends and if I find it difficult or have a misunderstanding about something, the friend I am discussing with can correct it."* (S3). S3 values discussions as a corrective mechanism for misunderstandings, while S5

acknowledges its benefits despite limited opportunities to share reading interests. This interaction reflects a collaborative dimension of learning that enhances critical thinking and comprehension.

Marking texts is another common strategy to assist recall. S1 and S3 underline main ideas, *"I usually underline or summarize parts that I think are important or that I have just learned."* (S1).

*"Underlining or circling my reading is done when I find important or difficult information to understand at that time. So, I underline or circle it to look for information related to it later."* (S5).

While S2 and S4 focus on keywords and important information for better retention. S5 uses underlining as a way to flag challenging or critical content for later review. This strategy shows how learners interact physically with the text to organize and retrieve information effectively.

When encountering challenging texts, learners rely on reference materials like dictionaries or translation apps. S1 and S2 highlight the importance of verifying meanings after making context-based guesses, *"Usually, when I find a word that i don't understand, I try to guess what it means based on the*

*context of the text. After that, I check it in a dictionary or translation app to make sure."* (S1).

*"If there is a phrase that is very foreign to me and I cannot predict its meaning, then using a dictionary is very helpful to understand the text correctly."* (S2).

S3, S4, and S5 frequently use digital tools to clarify unfamiliar terms. This demonstrates a metacognitive approach where learners assess their limitations and seek external support to enhance their understanding.

Paraphrasing is employed by learners to deepen understanding and improve retention. S1 and S4 focus on rephrasing information in their own words, while S2 and S3 tailor the language to their comprehension. S5 supplements this process with AI tools before refining the paraphrase manually, *"If the sentence feels difficult, I use the help of AI paraphrase and then paraphrase it again using my language. This action helps me in understanding the meaning of the sentence so that the information obtained is broader."* (S5). This strategy not only aids comprehension but also reinforces long-term memory through active engagement with the text.

Learners frequently revisit parts of a text to clarify their understanding. *"I often read the whole text first,*

*then go back to the parts I don't understand. That way, I can get the big picture of the text."* (S1). S1 reads the entire text first before revisiting challenging sections, while S2, S3, and S4 use back-and-forth reading to connect ideas and resolve ambiguities. S5 highlights the iterative nature of this process, which progressively enhances comprehension. Revisiting text demonstrates learners' metacognitive regulation, as they monitor and adjust their reading strategies.

Questioning is a powerful tool for active engagement with the text. S1 and S4 ask reflective questions that help them focus on the text's relevance and main ideas. S2 employs a structured 5W+1H approach to extract information systematically, while S3 uses questions to test comprehension. S5 formulates predictive, analytical, and reflective questions at different stages of reading, promoting deeper interaction with the text. This strategy exemplifies learners' ability to self-direct their learning through inquiry.

The researcher found that EFL learners implement metacognitive awareness through various support reading strategies, demonstrating purposeful and active engagement with texts. These strategies include note-taking, reading aloud, summarizing, discussing,

underlining, using reference materials, paraphrasing, revisiting text, and formulating questions, all of which enhance comprehension and foster critical thinking.

Note-taking emerges as a key strategy, where learners record main ideas, keywords, and challenging vocabulary to reinforce understanding and facilitate review. Reading aloud is selectively used, with some learners finding it effective for processing complex texts or retaining foreign terms. Summarizing allows learners to distill essential information and differentiate between core ideas and supplementary details, aiding comprehension and retention.

Discussions with peers validate interpretations, uncover alternative perspectives, and address misunderstandings, reflecting the collaborative dimension of metacognitive awareness. Marking texts by underlining or circling main ideas and keywords helps learners organize and recall important information. Reference materials, such as dictionaries, are frequently used to verify meanings, especially for challenging terms, showcasing learners' proactive approach to overcoming difficulties.

Paraphrasing enhances understanding and retention by encouraging learners to rephrase information in their own words, often supplemented

by digital tools for refinement. Revisiting text is a common strategy, where learners reread sections to clarify ideas and resolve ambiguities, demonstrating adaptive self-regulation. Lastly, formulating questions fosters active engagement and critical analysis, with learners employing both structured and reflective questioning techniques to deepen their interaction with the text.

Overall, these strategies indicate that EFL learners actively monitor, regulate, and adapt their reading processes to enhance comprehension, demonstrating the integration of metacognitive awareness into their reading practices.

## **2. The benefits of metacognitive awareness in using reading strategies**

Based on the data gathered from interviews, it is evident that EFL learners recognize and utilize metacognitive awareness as a vital component in enhancing their reading strategies. The following analysis connects the findings to the research question: What are the benefits of metacognitive awareness in using reading strategies.

**Table 4. 3 Responses about the benefits of metacognitive awareness in reading strategies.**

| <b>Respondents</b> | <b>Response</b>  |
|--------------------|--|
| Subject 1 (S1)     | <p><i>"Being aware of reading strategies helps me to focus better and know when to use a particular strategy. For example, if I read a long article or text, I realize that I have to read quickly first to get the general idea, and then focus on the important parts."</i> (S1).</p> <p>This response indicates that metacognitive awareness of their reading strategies allows them to maximize their comprehension.</p> |
| Subject 2 (S2)     | <p><i>"Metacognitive awareness contributes greatly to absorbing information in reading so that it can affect learning outcomes."</i> (S2).</p> <p>This response indicates that metacognitive awareness has a significant impact on academic success and learning outcomes. S2 stated how awareness helped them better plan and manage reading strategies, which</p>  |

|                |   |
|----------------|---|
|                | ultimately led to improved learning outcomes.   |
| Subject 3 (S3) | <p><i>"Metacognitive awareness gives benefits for me, for example, I noticed that I use to support reading strategies more often by noting down important points so that I don't have to re-read and this has helped my reading comprehension." (S3).</i></p> <p>This response indicates that metacognitive awareness helps them save time using effective strategies such as skimming, deep reading, or summarizing.</p> |
| Subject 4 (S4) | <p><i>"Metacognitive awareness gives benefits for me, example when reading difficult texts, I realize that I need to reread unclear or complicated parts and summarize them to understand the gist of the text, which ultimately helps me clarify my understanding." (S4)</i></p> <p>This response suggests that metacognitive awareness results in better comprehension and efficiency during reading.</p>               |
| Subject 5 (S5) | <i>"With metacognitive awareness, I have better planning such as realizing the</i>  |

|  |   |
|--|---|
|  | <p><i>purpose of reading and being able to plan appropriate strategies. Actively evaluating understanding and reflection at the end. This makes learning outcomes more positive."</i> (S5).</p> <p>This response demonstrates how metacognitive awareness positively influences planning, reflection, and critical thinking, aligning with successful academic performance.</p> |
|--|---|

Participants expressed that metacognitive awareness in reading involves understanding their cognitive processes and employing effective strategies tailored to specific reading tasks. For instance, S1 explained that metacognitive awareness enables them to manage their reading process by identifying when to focus or pause and seek additional resources.

*"Metacognitive awareness means being aware of how I think and manage the reading process. It helps me understand when to focus more, when to stop and rethink, or when to check further information if there is a part I don't understand."* (S1)

Similarly, S3 emphasized how structured strategies guided by metacognitive awareness lead to better comprehension and efficiency during reading.

*"When working on academic assignments, I started to realize when I needed to speed read when I needed to take*

*notes, and when I needed to reread to get the general idea, and when I needed to focus more to understand."* (S3).

The benefits of metacognitive awareness are multifaceted. Many participants highlighted that being aware of their reading strategies allowed them to maximize their comprehension. S1 explained how they could focus better and actively engage with texts, even when facing difficult or complex content.

*"Being aware of reading strategies helps me to focus better and know when to use a particular strategy. For example, if I read a long article or text, I realize that I have to read quickly first to get the general idea, and then focus on the important parts."* (S1).

S2 and S3 pointed out that metacognitive awareness helps them save time by effectively employing strategies like skimming, deep reading, or summarizing.

*"For example, when looking for references for writing, before writing I need to read so that I get information."* (S2).

*"For example, I noticed that I use to support reading strategies more often by noting down important points so that I don't have to re-read and this has helped my reading comprehension."* (S3).

Additionally, participants shared specific examples of how metacognitive awareness improved their reading

comprehension. S3 mentioned that taking notes on key points reduces the need for re-reading, thus enhancing understanding.

*"For example, I noticed that I use to support reading strategies more often by noting down important points so that I don't have to re-read and this has helped my reading comprehension." (S3).*

*"When reading difficult texts, I realize that I need to reread unclear or complicated parts and summarize them to understand the gist of the text, which ultimately helps me clarify my understanding." (S4)*

S4 added that rereading and summarizing unclear sections clarifies difficult concepts. These strategies demonstrate how learners actively regulate their reading to overcome challenges.

Metacognitive awareness significantly impacts academic success and learning outcomes. S1 and S2 remarked on how awareness helps them better plan and manage their reading strategies, ultimately leading to improved learning outcomes.

*"Metacognitive awareness has helped me a lot in managing my learning style. I have become more aware of when to focus when to pause, and when to seek additional references." (S1).*

*"Metacognitive awareness contributes greatly to absorbing information in reading so that it can affect learning outcomes." (S2).*

S5 highlighted how metacognitive skills positively influence planning, reflection, and critical thinking, which align with successful academic performance.

*"With metacognitive awareness, I have better planning such as realizing the purpose of reading and being able to plan appropriate strategies. Actively evaluating understanding and reflection at the end. This makes learning outcomes more positive." (S5).*

Moreover, participants like S4 mentioned that these skills also extend beyond reading, aiding in writing and critical analysis tasks.

*"Helps me organize my thought processes in writing and analysis, and clarify decisions or arguments." (S4).*

The data reveal that EFL learners recognize metacognitive awareness as a critical factor in improving their reading strategies, comprehension, and academic performance. Metacognitive awareness enables learners to manage their reading processes effectively by identifying when to focus, pause, or use additional strategies, as reflected in participants' insights. Learners highlighted the ability to adapt their strategies, such as skimming for general ideas, deep reading for detailed understanding, and taking notes to enhance comprehension. This awareness not only maximizes their reading efficiency but also allows them to overcome

challenges in understanding complex texts through strategies like rereading and summarizing.

The benefits of metacognitive awareness extend beyond reading comprehension. It supports academic success by enabling better planning, critical thinking, and reflection, as well as improving outcomes in writing and analytical tasks. Furthermore, participants acknowledged that metacognitive skills empower them to actively regulate their learning process, fostering deeper engagement and self-directed learning. In summary, metacognitive awareness equips EFL learners with the tools to optimize their reading strategies, improve their academic performance, and develop transferable skills that benefit broader learning contexts. This underscores the importance of fostering metacognitive skills in English language education.

## **B. Discussion**

In this study, the researcher conducted a content analysis of the study “Exploring EFL Reading Strategies Through Metacognitive Awareness”. This study aims to answer the following research questions: 1) How do EFL learners implement metacognitive awareness by using reading strategies (Global reading strategies, problem-solving strategies, and support reading strategies)? 2) What are the benefits of metacognitive awareness in using reading strategies? This section connects the research findings from the

previous section with the research questions. Further explanation is given below:

**1. The EFL learners implement metacognitive awareness by using reading strategies (Global reading strategies, Problem-solving strategies, and Support reading strategies)**

**A. The Level EFL Learners' of Metacognitive Awareness in Reading Strategies**

The findings of this study indicate that EFL learners in the Academic Reading and Writing course exhibit a medium to high level of metacognitive awareness in reading strategies, this is related to research conducted in the same place by (Annury et al., 2019). Among the three categories, Global Reading Strategies (GLOB) were the most frequently employed, followed by Support Strategies (SUP), while Problem-Solving Strategies (PROB) were used less frequently but more consistently. This suggests that students prioritize holistic reading approaches such as setting goals, previewing texts, and making predictions but also employ problem-solving techniques effectively when facing comprehension challenges.

These results align with previous studies on metacognitive awareness in reading. (Mokhtari & Reichard, 2002) found that proficient readers actively use global strategies to regulate their reading comprehension.

Similarly, (Sheorey, R., & Mokhtari, 2001) highlighted that high-achieving students tend to employ a combination of metacognitive strategies, with an emphasis on planning and evaluating their reading process. The current study reinforces these findings, demonstrating that EFL learners strategically use reading strategies to enhance comprehension and self-regulation in academic contexts.

Overall, the study confirms that metacognitive reading strategies play a crucial role in improving students' reading proficiency, supporting the argument that explicit instruction in these strategies can further enhance learners' ability to monitor and control their reading processes effectively. Future research may explore instructional interventions to optimize the use of metacognitive strategies in EFL contexts.

**B. The EFL Learners Implement Metacognitive Awareness by Using Reading Strategies**  
**a) Global Reading Strategy (GLOB)**

The findings indicate that EFL learners at UIN Walisongo implement metacognitive awareness through global reading strategies in various ways. These strategies include goal setting, previewing texts, making predictions, evaluating content relevance, skimming and scanning, critical thinking, and leveraging visual and typographical aids. These findings align with previous research on metacognitive awareness in reading (Mokhtari &

Reichard, 2002; Zhang, L., & Seepho, 2013), which emphasizes that proficient readers actively monitor and regulate their comprehension through structured reading strategies.

In purposeful goal setting and focused reading, the participants highlighted the importance of having a clear reading purpose, which influenced their engagement with the text. This supports the findings of (J. Anderson, 2002), who argued that effective metacognitive readers set clear goals and choose appropriate strategies to maximize comprehension. Participants such as S1 and S3 differentiated between casual reading and academic reading, indicating an awareness of adapting strategies based on the reading objective. This is consistent with the research of (Sheorey, R., & Mokhtari, 2001) who found that high-awareness readers adjust their reading strategies according to task demands.

To connect prior knowledge with new information, learners demonstrated schema activation by integrating new information with previous knowledge, as seen in S3's response about relating new information to broader concepts and filling knowledge gaps. This aligns with (Carrell & Eisterhold, 1983) Schema Theory, which suggests that effective readers connect prior knowledge to new content to enhance comprehension. The findings also

support studies by (Zhang, L., & Seepho, 2013), who observed that EFL learners with high metacognitive awareness consciously activate background knowledge to facilitate reading.

Previewing emerged as a common strategy among participants, who employed skimming and scanning techniques to gather an overview of the text before engaging in detailed reading. This supports the work of (Grabe William., & Fredricka L, 2011) who emphasized that previewing helps readers develop expectations about a text, leading to better comprehension. S5's emphasis on reviewing the structure of a text (titles, headings) before reading aligns with findings by (Mokhtari, K. & Sheorey, 2002) who identified previewing as a key global reading strategy used by high-proficiency EFL learners.

In critical evaluation and self-monitoring, participants demonstrated essential skills of evaluation by assessing whether a text aligned with their reading goals. S3 and S5, for instance, used skimming to determine whether a text warranted further reading. These findings align with the self-monitoring process and support the concept of metacognitive regulation (Flavell, 1979), where learners actively oversee their comprehension and adjust strategies accordingly.

In Skimming, Scanning, and Extracting key information, Participants used skimming and scanning techniques to quickly locate essential information, demonstrating an efficient reading approach. These strategies were noted by (Grabe William., & Fredricka L, 2011) as crucial for reading fluency and comprehension in EFL contexts. S3 and S4 highlighted the importance of titles, keywords, and visual aids, further supporting findings by (Mokhtari & Reichard, 2002) that effective EFL readers employ such techniques to navigate texts efficiently.

Prediction and confirmation in reading were also evident in the participants' responses, where they used keywords, titles, and subtitles to anticipate content before verifying their understanding through continued reading. This finding aligns with (Koda, 2005) research, which suggests that making predictions enables learners to engage actively with texts and refine comprehension as they proceed.

The participants recognized the significance of visual and typographical aids in enhancing comprehension. S1 and S5 noted how bold and italicized text helped them identify key terms, which supports research by (Carrell, 1987) that such cues play a critical role in guiding readers' attention to essential information.

These research findings reinforce previous studies that highlight the role of global reading strategies in fostering metacognitive awareness. (Mokhtari & Reichard, 2002) found that proficient readers consciously use global strategies to manage their reading processes effectively. Similarly, (Zhang, L., & Seepho, 2013) observed that high-achieving EFL learners demonstrate greater control over their reading strategies by previewing texts, evaluating relevance, and adjusting reading approaches based on comprehension goals.

The findings reveal that EFL learners at UIN Walisongo implement metacognitive awareness through global reading strategies by actively planning, monitoring, and evaluating their reading processes. These strategies include goal setting, previewing texts, making predictions, evaluating content relevance, skimming and scanning, critical thinking, and utilizing visual and typographical aids. By employing these approaches, learners enhance their comprehension, regulate their reading behavior, and adapt strategies based on their reading objectives. Ultimately, the study highlights that global reading strategies play a crucial role in fostering EFL learners' metacognitive awareness, enabling them to navigate texts effectively and become more autonomous readers.

### **b) Problem-Solving Strategy (PROB)**

These strategies help learners address comprehension challenges, enhance understanding, and manage difficulties they encounter in texts. EFL learners employ a variety of problem-solving strategies when they experience comprehension difficulties. These strategies include slow and careful reading, adjusting reading speed, rereading difficult sections, visualizing content, and pausing to reflect.

In context of slow and careful reading, several participants (S1, S2, S4) reported using slow and careful reading as a problem-solving strategy. This strategy allows them to pay closer attention to each word or phrase, ensuring they do not overlook important details. As highlighted by S3, careful reading enables deeper analysis, particularly when dealing with complex texts: *“For me, slow reading means doing a deep analysis of every word, phrase, and sentence.”* This finding aligns with (Sheorey, R., & Mokhtari, 2001) who argue that effective readers slow down when they encounter difficult passages to enhance comprehension.

To adjusting reading speed, participants (S1, S3, S5) was adjusting reading speed according to the difficulty of the text. Learners slowed down when reading complex material and sped up when scanning for specific

information. This strategy reflects the findings of (Anderson, N, 2003) who emphasizes that proficient readers adjust their reading speed strategically to optimize comprehension.

Then, participants frequently relied on rereading (S2, S3, S5) and pausing (S1, S4) when they encountered confusing sections of the text. These strategies indicate that learners actively monitor their understanding and take corrective actions when they recognize comprehension gaps. This aligns with the study of (Zhang, L., & Seepho, 2013) who found that rereading is an effective metacognitive strategy that helps learners reinforce their understanding and clarify difficult concepts.

Furthermore, to enhance comprehension, participants (S1, S2, S4, S5) sought additional explanations from external sources such as the internet, friends, or supplementary books. As noted by S5: *“If I find something like that, what I do is use help from the internet, ask friends, or read relevant books.”* This proactive approach demonstrates learners' ability to regulate their reading process and seek appropriate resources to resolve comprehension difficulties. This finding corresponds with (Mokhtari & Reichard, 2002) who emphasize that effective readers use external aids to supplement their understanding.

To visualization, some participants (S2, S3, S4) reported using visualization techniques to aid comprehension, particularly for abstract concepts. Mental imagery and diagrams helped them retain information and simplify complex ideas. However, not all learners found visualization effective, as noted by S1: *“I’m not good at visualizing things. So, I usually focus more on the words and look for explanations or other examples.”* This suggests that while visualization is a useful strategy for many learners, its effectiveness depends on individual preferences and cognitive styles. This observation is consistent with research by (Pressley, 2000) who highlights that visualization enhances memory retention but may not be equally effective for all readers.

The results of this study align with previous research on metacognitive awareness and reading strategies. (Anderson, N, 2003) and (Mokhtari & Reichard, 2002) found that proficient readers use problem-solving strategies such as rereading, adjusting reading speed, and using external resources to enhance comprehension. Similarly, (Sheorey, R., & Mokhtari, 2001) highlight that metacognitively aware readers actively monitor their understanding and take corrective actions when they encounter difficulties.

Furthermore, (Zhang, L., & Seepho, 2013) emphasize the role of rereading and pausing as essential strategies for deep comprehension, which is reflected in the present study's findings. The use of external resources, as reported by participants, supports the findings of (Mokhtari & Reichard, 2002) who suggest that effective readers use additional aids to resolve comprehension difficulties.

In conclusion, EFL learners implement metacognitive awareness by employing various problem-solving strategies to enhance comprehension and overcome reading difficulties. Key strategies include slow and careful reading, adjusting reading speed, rereading difficult sections, pausing to reflect, using external resources, and visualization. These findings align with previous research, emphasizing that proficient readers actively monitor their understanding and adapt their strategies accordingly (Anderson, N, 2003; Sheorey, R., & Mokhtari, 2001; Zhang, L., & Seepho, 2013). While some strategies, such as rereading and adjusting reading speed, are universally effective, others, like visualization, depend on individual cognitive styles. Overall, this study reinforces the importance of metacognitive awareness in fostering self-regulated reading among EFL learners.

### **c) Support Reading Strategy (SUP)**

The findings of this study reveal that EFL learners implement metacognitive awareness through various support reading strategies, demonstrating a structured and purposeful engagement with texts. These strategies include note-taking, reading aloud, summarizing, discussing, underlining, using reference materials, paraphrasing, revisiting text, and formulating questions. Each of these strategies contributes to enhancing comprehension, fostering active learning, and promoting critical thinking skills among learners.

From the data, researcher indicate that note-taking is one of the most widely used support strategies among EFL learners. Subjects emphasized writing key points, recording keywords, and listing challenging vocabulary to reinforce comprehension. This finding is consistent (O'Malley, J. M., & Chamot, 1990) who highlighted that note-taking enhances the organization of information and aids in the retention of key concepts. Similarly, (Zhang, L., & Seepho, 2013) noted that note-taking contributes to improved comprehension by allowing learners to externalize their thoughts and revisit key ideas later.

In reading aloud for auditory engagement, the use of reading aloud varied among learners, with some finding it effective for processing complex texts and retaining

foreign terms. This finding aligns with previous studies by (Paige et al., 2014), who found that reading aloud can enhance fluency and comprehension by engaging visual and auditory cognitive processes. However, other participants preferred silent reading, demonstrating individual differences in learning styles, as observed in studies by (Cubilo, 2014).

In the context of summarizing as a comprehension tool, summarizing was identified as a widely used strategy, enabling learners to extract essential information and structure their understanding of a text. This finding supports studies by (J. Anderson, 2002) who emphasized that summarization facilitates metacognitive awareness by helping learners differentiate between main ideas and supporting details. Similarly, (Afflerbach et al., 2008) highlighted that summarization is an essential part of strategic reading, allowing learners to synthesize and internalize information effectively.

Discussions for collaborative learning and peer discussions were reported as beneficial for validating interpretations, uncovering alternative perspectives, and addressing misunderstandings. Learners highlighted that discussing their ideas with others helped reinforce their comprehension and correct misconceptions. This aligns with studies by (Mercer, 2002), which suggest that social

interaction and collaborative discussions play a crucial role in fostering metacognitive awareness and deeper comprehension.

Then, underlining and circling important information were common strategies used by learners to enhance recall and facilitate later review. This practice corresponds with findings by (Huang et al., 2019), who observed that visual markers help learners retain key points and improve text recall. The act of physically interacting with the text reinforces engagement and supports active reading processes.

The EFL learner's use of dictionaries and translation applications was frequently mentioned by participants as a means of clarifying difficult vocabulary. This finding is consistent with research by (Schmitt, 2007), who highlighted that reference materials are an essential support strategy for vocabulary acquisition and reading comprehension. Learners demonstrated a metacognitive approach by first making context-based guesses and then verifying meanings using external resources.

In the context of paraphrasing for deep processing, paraphrasing was another commonly used strategy, with learners rephrasing information in their own words to enhance understanding. This aligns with research

by (McNamara, 2007), who emphasized that paraphrasing fosters deep processing and improves long-term retention of information. Some learners supplemented this strategy with AI tools before refining their paraphrases manually, reflecting a modern adaptation of traditional reading strategies.

In revisiting text for clarity, learners frequently revisited sections of a text to clarify misunderstandings and reinforce comprehension. This finding is supported by (Aghaie & Zhang, 2012), who argued that rereading is a critical metacognitive strategy that allows learners to monitor their understanding and adjust their approach as needed.

Furthermore, in formulating questions for active engagement, the study also found that learners actively formulated questions to engage with the text critically. Structured questioning methods, such as the 5W+1H approach, helped learners extract information systematically. This emphasized that questioning fosters metacognitive monitoring and promotes deeper comprehension.

The findings of this study align with previous research on metacognitive reading strategies. Studies by (Mokhtari & Reichard, 2002) and (Zhang, n.d.) have emphasized that metacognitive awareness enables

learners to select and regulate reading strategies effectively. The present study contributes to this body of knowledge by providing empirical evidence from EFL learners at UIN Walisongo Semarang, highlighting the practical application of support reading strategies in an academic context.

In conclusion, the findings of this study indicate that EFL learners implement metacognitive awareness through various support reading strategies, including note-taking, reading aloud, summarizing, discussing, underlining, using reference materials, paraphrasing, revisiting text, and formulating questions. These strategies facilitate comprehension, enhance retention, and promote active engagement with texts. Among these strategies, note-taking emerged as the most widely used, reinforcing learners' ability to organize and retain key concepts.

## **2. The benefits of metacognitive awareness in using reading strategies**

The findings indicate that metacognitive awareness plays a crucial role in enhancing EFL learners' reading strategies by fostering self-regulation, improving comprehension, and increasing reading efficiency. Learners demonstrated the ability to plan, monitor, and evaluate their reading processes through strategies such as skimming for general understanding, rereading complex sections, summarizing key

points, and utilizing reference materials. These findings align with previous research by (Mokhtari & Reichard, 2002), who emphasized that metacognitive awareness enables learners to strategically employ reading techniques to maximize comprehension and retention.

Moreover, the benefits of metacognitive awareness extend beyond reading itself, as it enhances academic performance by promoting critical thinking, planning, and reflection, supporting studies such as those by (Zhang, L., & Seepho, 2013) and (Sheorey, R., & Mokhtari, 2001), Learners reported that their awareness of reading strategies improved their ability to manage academic tasks, making them more efficient in handling complex texts and writing assignments. This underscores the broader educational significance of metacognitive awareness, reinforcing its role in fostering independent, self-regulated learning in EFL contexts.

In conclusion, metacognitive awareness empowers EFL learners to adapt and optimize their reading strategies, leading to deeper engagement with texts and improved academic outcomes. These findings highlight the need for integrating metacognitive strategy training in English language education to enhance students' ability to manage their reading effectively and develop lifelong learning skills.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTION**

This chapter presents the conclusion of the research and the researcher's suggestions for the teachers, learners, and other researchers who are going to conduct similar research.

#### **A. Conclusions**

This study explored how EFL learners implement metacognitive awareness in reading strategies and examined the benefits of metacognitive awareness in enhancing reading comprehension. The findings indicate that:

1. Learners actively employ metacognitive strategies across three key categories: Global Reading Strategies (GLOB), Problem-Solving Strategies (PROB), and Support Reading Strategies (SUP). Each category contributes to learners' ability to regulate, monitor, and optimize their reading processes, demonstrating a medium to high level of metacognitive awareness. EFL learners at UIN Walisongo implement metacognitive awareness through structured and strategic reading approaches. Among the three reading strategies, Problem-Solving Strategies emerged as the most frequently used, followed by Global Reading Strategies, while Support Reading Strategies were employed as needed when comprehension difficulties arose.

In the Global Reading Strategy (GLOB), learners are involved in goal setting, using previous knowledge,

previewing, critical evaluation, skimming and scanning, prediction and confirmation, visual and typographical aids. Then, in Problem Solving Strategy (PROB), learners use slow and careful reading or adjust the reading speed, reread difficult parts when losing concentration and to improve understanding, use pause and reflection techniques, seek external resources (internet, peers, reference books), and use visualization. Then Supporting Reading Strategy (SUP), students utilize note-taking, reading aloud, summarizing, discussing content with others, marking or underlining important points or main ideas, use of dictionaries and translation tools, formulating questions.

2. Benefits of metacognitive awareness in using reading strategies, the study highlights several key benefits of metacognitive awareness in reading. First, it enhances comprehension and retention, allowing learners to effectively regulate their reading processes and achieve a deeper understanding of texts. Second, it improves self-regulation and academic performance, as the ability to plan, monitor, and evaluate reading strategies leads to better outcomes, particularly in managing complex texts and writing tasks. Finally, metacognitive awareness increases reading efficiency by enabling learners to strategically apply reading techniques, adapt to different reading demands, and enhance their overall learning experience.

## **B. Suggestion**

The researcher would like to give some suggestions related to this research. The researcher hopes that the suggestions provided are useful for:

### **1. For English Teachers and Lecturers**

The study underscores the importance of incorporating explicit metacognitive reading strategy instruction into English language teaching. Educators should integrate training on global reading strategies (e.g., goal-setting, previewing, skimming, and making predictions), problem-solving strategies (e.g., rereading, adjusting reading speed, and visualization), and support reading strategies (e.g., note-taking, summarizing, and using reference materials). By doing so, teachers can help students develop self-regulated reading habits that enhance comprehension and academic performance. Additionally, incorporating collaborative reading activities, such as peer discussions and structured questioning, can further encourage metacognitive awareness and critical thinking skills in students.

### **2. For EFL Learners and Students**

The study highlights the need for students to actively engage in metacognitive reading strategies to enhance their reading comprehension and academic success. Learners should be encouraged to consciously plan, monitor, and evaluate their reading processes by selecting appropriate

strategies based on the complexity of the text and their reading goals. Utilizing support strategies like summarization, paraphrasing, and discussion can further reinforce understanding and retention of information. Additionally, learners should develop adaptability by experimenting with different strategies to determine which techniques work best for them.

### **3. For Researchers**

This study provides a foundation for further exploration into metacognitive awareness and reading strategies in EFL contexts. Future research could investigate the impact of instructional interventions on improving students' metacognitive reading strategies, assessing how different teaching approaches influence reading comprehension and self-regulation. Longitudinal studies could also be conducted to examine the long-term effects of metacognitive awareness on academic performance and independent learning. Moreover, qualitative research focusing on individual differences, such as cognitive styles and learning preferences, could provide deeper insights into how metacognitive reading strategies can be tailored to meet diverse learner needs.

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## APPENDIX 1

### A. Questionnaire

#### Metacognitive Awareness of Reading Strategies Inventory (MARSİ) Version 1.0

Kouider Mokhtari and Carla Reichard © 2002

**DIRECTIONS:** Listed below are statements about what people do when they read academic or school- related materials such as textbooks, library books, etc. Five numbers follow each statement (1, 2, 3, 4, 5) and each number means the following:

- **1** means “I **never or almost never** do this.”
- **2** means “I do this **only occasionally.**”
- **3** means “I **sometimes** do this.” (About **50%** of the time.)
- **4** means “I **usually** do this.”
- **5** means “I **always or almost always** do this.”

After reading each statement, **circle the number** (1, 2, 3, 4, or 5) that applies to you using the scale provided. Please note that there are **no right or wrong answers** to the statements in this inventory.

| TYPE | STRATEGIS   | SCALE |   |   |   |   |
|------|---|-------|---|---|---|---|
| GLOB | 1. I have a purpose in mind when I read.  | 1     | 2 | 3 | 4 | 5 |
| SUP  | 2. I take notes while reading to help me understand what I read.                | 1     | 2 | 3 | 4 | 5 |
| GLOB | 3. I think about what I know to help me understand what I read.                 | 1     | 2 | 3 | 4 | 5 |
| GLOB | 4. I preview the text to see what it's about before reading it.                 | 1     | 2 | 3 | 4 | 5 |
| SUP  | 5. When text becomes difficult, I read aloud to help me understand what I read. | 1     | 2 | 3 | 4 | 5 |
| SUP  | 6. I summarize what I read to reflect on important information in the text.     | 1     | 2 | 3 | 4 | 5 |
| GLOB | 7. I think about whether the content of the text fits my reading purpose.       | 1     | 2 | 3 | 4 | 5 |
| PROB | 8. I read slowly but carefully to be sure I understand what I'm reading.        | 1     | 2 | 3 | 4 | 5 |
| SUP  | 9. I discuss what I read with others to check my                                | 1     | 2 | 3 | 4 | 5 |

|      |   |   |   |   |   |   |
|------|---|---|---|---|---|---|
|      | understanding.  |   |   |   |   |   |
| GLOB | 10. I skim the text first by noting characteristics like length and organization.     | 1 | 2 | 3 | 4 | 5 |
| PROB | 11. I try to get back on track when I lose concentration.                             | 1 | 2 | 3 | 4 | 5 |
| SUP  | 12. I underline or circle information in the text to help me remember it.             | 1 | 2 | 3 | 4 | 5 |
| PROB | 13. I adjust my reading speed according to what I'm reading.                          | 1 | 2 | 3 | 4 | 5 |
| GLOB | 14. I decide what to read closely and what to ignore.                                 | 1 | 2 | 3 | 4 | 5 |
| SUP  | 15. I use reference materials such as dictionaries to help me understand what I read. | 1 | 2 | 3 | 4 | 5 |
| PROB | 16. When text becomes difficult, I pay closer attention to what I'm reading.          | 1 | 2 | 3 | 4 | 5 |
| GLOB | 17. I use tables, figures, and pictures in text to increase my understanding.         | 1 | 2 | 3 | 4 | 5 |
| PROB | 18. I stop from time to time and think about what I'm reading.                        | 1 | 2 | 3 | 4 | 5 |
| GLOB | 19. I use context clues to help me better understand what I'm reading.                | 1 | 2 | 3 | 4 | 5 |
| SUP  | 20. I paraphrase (restate ideas in my own words) to better understand what I read.    | 1 | 2 | 3 | 4 | 5 |
| PROB | 21. I try to picture or visualize information to help remember what I read.           | 1 | 2 | 3 | 4 | 5 |
| GLOB | 22. I use typographical aids like bold face and italics to identify key information.  | 1 | 2 | 3 | 4 | 5 |
| GLOB | 23. I critically analyze and evaluate the information presented in the text.          | 1 | 2 | 3 | 4 | 5 |
| SUP  | 24. I go back and forth in the text to find relationships among ideas in it.          | 1 | 2 | 3 | 4 | 5 |
| GLOB | 25. I check my understanding when I come across conflicting information.              | 1 | 2 | 3 | 4 | 5 |
| GLOB | 26. I try to guess what the material is about when I read.                            | 1 | 2 | 3 | 4 | 5 |
| PROB | 27. When text becomes difficult, I re-read to   | 1 | 2 | 3 | 4 | 5 |

|      |   |   |   |   |   |   |
|------|---|---|---|---|---|---|
|      | increase my understanding.  |   |   |   |   |   |
| SUP  | 28. I ask myself questions I like to have answered in the text.     | 1 | 2 | 3 | 4 | 5 |
| GLOB | 29. I check to see if my guesses about the text are right or wrong. | 1 | 2 | 3 | 4 | 5 |
| PROB | 30. I try to guess the meaning of unknown words or phrases.         | 1 | 2 | 3 | 4 | 5 |

## Metacognitive Awareness of Reading Strategies Inventory

### SCORING RUBRIC

---

Student Name : \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Grade in School: ☐ 6<sup>th</sup> ☐ 7<sup>th</sup> ☐ 8<sup>th</sup> ☐ 9<sup>th</sup> ☐ 10<sup>th</sup> ☐ 11<sup>th</sup> ☐ 12<sup>th</sup> ☐ College ☐ Other

Level of English Proficiency: \_\_\_\_\_

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1. Write your response to each statement (i.e., 1, 2, 3, 4, or 5) in each of the blanks.
  2. Add up the scores under each column. Place the result on the line under each column.
  3. Divide the score by the number of statements in each column to get the average for each subscale.
  4. Calculate the average for the inventory by adding up the subscale scores and dividing by 30.
  5. Compare your results to those shown below.
  6. Discuss your results with your teacher or tutor.
- 

Global Reading  
Strategies(GLOB  
Subscale)

Problem- Solving  
Strategies(PROB  
Subscale)

Support Reading  
Strategies  
(SUP Subscale)

Overall Reading  
Strategies

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|           |           |           |            |
|-----------|-----------|-----------|------------|
| 1. _____  | 8. _____  | 2. _____  | GLOB _____ |
| 3. _____  | 11. _____ | 5. _____  |            |
| 4. _____  | 13. _____ | 6. _____  | PROB _____ |
| 7. _____  | 16. _____ | 9. _____  |            |
| 10. _____ | 18. _____ | 12. _____ | SUP _____  |
| 14. _____ | 21. _____ | 15. _____ |            |
| 17. _____ | 27. _____ | 20. _____ |            |
| 19. _____ | 30. _____ | 24. _____ |            |
| 22. _____ |           | 28. _____ |            |
| 23. _____ |           |           |            |
| 25. _____ |           |           |            |
| 26. _____ |           |           |            |
| 29. _____ |           |           |            |

\_\_\_\_ GLOB Score    \_\_\_\_ PROB Score    \_\_\_\_ SUP Score    \_\_\_\_ Overall Score  
 \_\_\_\_ GLOB Mean    \_\_\_\_ PROB Mean    \_\_\_\_ SUP Mean    \_\_\_\_ Overall Mean

**KEY TO AVERAGES:** 3.5 or higher = High

2.5 – 3.4 = Medium

2.4 or lower = Low

**INTERPRETING YOUR SCORES:** The overall average indicates how often you use reading strategies when reading academic materials. The average for each subscale of the inventory shows which group of strategies (i.e., global, problem-solving, and support strategies) you use most when reading. With this information, you can tell if you are very high or very low in any of these strategy groups. It is important to note, however, that the best possible use of these strategies depends on your reading ability in English, the type of material read, and your purpose for reading it. A low score on any of the subscales or parts of the inventory indicates that there may be some strategies in these parts that you might want to learn about and consider using when reading adapted from (Oxford, R, L & Stock, J, A, 1995).

B. Semi-structured Interviews

**1. The EFL learners implement metacognitive awareness in their use of reading strategies (Global reading strategies, Problem-solving strategies, and Support reading strategies).**

**A. Background Information**

1. How long have you been studying English as a foreign language?
2. What types of reading materials do you usually use (e.g., academic texts, online articles, books)?

**B. Global Reading Strategies (GLOB)**

1. Can you describe how having a specific purpose influences the way you approach a reading task?
2. How do you connect what you already know with the new information you read?
3. What steps do you take to preview a text, and how does this help you understand it?
4. How do you evaluate whether the content of a text aligns with your reading goals?
5. When skimming a text, what aspects do you pay attention to, and how does this prepare you for deeper reading?
6. How do you decide which parts of a text to read closely and which parts to skim or skip?
7. How do you use visual elements like tables, figures, and pictures to enhance your understanding of the material?
8. Can you provide an example of how you've used context clues to understand difficult words or phrases?
9. How do typographical aids like bold or italic text guide your understanding of key information?
10. How do you critically evaluate the information in a text, and what factors influence your judgment?
11. How do you handle conflicting information in a text, and what steps do you take to resolve confusion?
12. How do you make predictions about the material you are reading, and how do these guesses shape your

understanding?

13. How do you confirm whether your predictions or guesses about the text are correct?

**C. Problem-Solving Strategies (PROB)**

1. What does reading slowly and carefully look like for you, and why do you choose this strategy?
2. How do you regain focus when you lose concentration while reading?
3. How do you determine when to adjust your reading speed, and how does this affect your comprehension?
4. What strategies do you use when you encounter difficult sections in a text?
5. How often do you pause while reading to reflect on the content, and what do you focus on during these moments?
6. How do you visualize information while reading, and how does it assist your comprehension?
7. When do you decide to reread a section of a text, and how does it impact your comprehension?
8. What strategies do you use to guess the meaning of unknown words or phrases, and how effective are they?

**D. Support Reading Strategies (SUP)**

1. How do you use note-taking to enhance your understanding of a text? Can you share an example?
2. When do you find it helpful to read aloud, and how does it improve your comprehension?
3. How do you summarize what you read, and how does this process help you identify important information?
4. How often do you discuss what you've read with others, and how does it help clarify your understanding?
5. How do you decide what information to underline or circle in a text, and how does this assist your recall?
6. Can you describe how you use reference materials like dictionaries when encountering challenging texts?
7. How do you paraphrase information, and how does this help you better understand and retain it?

8. When do you find it helpful to go back and forth in a text, and how does it improve your understanding?
  9. How do you formulate questions while reading, and how do they help you engage with the text?
- 2. The benefits of metacognitive awareness in the implementation of reading strategies**
- A. Understanding Metacognitive Awareness**
1. Can you describe what metacognitive awareness means to you in the context of reading?
  2. How do you personally become aware of your reading strategies during academic tasks?
- B. Benefits of Metacognitive Awareness**
1. In your experience, how has being aware of your reading strategies helped you better understand texts?
  2. Can you share specific examples where metacognitive awareness improved your comprehension or problem-solving while reading?
- C. Impact on Learning and Academic Success**
1. How has metacognitive awareness contributed to your academic performance or learning outcomes?
  2. Do you feel it helps in areas beyond reading, such as writing or critical thinking?
- D. Challenges and Support**
1. Are there any challenges you face in developing or applying metacognitive awareness in reading?
  2. What kind of support or training do you think would help enhance your metacognitive skills?

## APPENDIX 2

### A. Questionnaire Result

#### Questionnaire

#### Metacognitive Awareness of Reading Strategies Inventory (MARS) Version 1.0

Kouider Mokhtari and Carla Reichard © 2002

**DIRECTIONS:** Listed below are statements about what people do when they read academic or school-related materials such as textbooks, library books, etc. Five numbers follow each statement (1, 2, 3, 4, 5) and each number means the following:

- 1 means "I never or almost never do this."
- 2 means "I do this only occasionally."
- 3 means "I sometimes do this." (About 50% of the time.)
- 4 means "I usually do this."
- 5 means "I always or almost always do this."

After reading each statement, circle the number (1, 2, 3, 4, or 5) that applies to you using the scale provided. Please note that there are **no right or wrong answers** to the statements in this inventory.

| TYPE | STRATEGIES  | SCALE |     |     |     |     |
|------|---|-------|-----|-----|-----|-----|
| GLOB | 1. I have a purpose in mind when I read.  | 1     | 2   | (3) | 4   | 5   |
| SUP  | 2. I take notes while reading to help me understand what I read.                      | 1     | (2) | 3   | 4   | 5   |
| GLOB | 3. I think about what I know to help me understand what I read.                       | 1     | 2   | (3) | 4   | 5   |
| GLOB | 4. I preview the text to see what it's about before reading it.                       | 1     | (2) | 3   | 4   | 5   |
| SUP  | 5. When text becomes difficult, I read aloud to help me understand what I read.       | (1)   | 2   | 3   | 4   | 5   |
| SUP  | 6. I summarize what I read to reflect on important information in the text.           | 1     | (2) | 3   | 4   | 5   |
| GLOB | 7. I think about whether the content of the text fits my reading purpose.             | 1     | 2   | (3) | 4   | 5   |
| PROB | 8. I read slowly but carefully to be sure I understand what I'm reading.              | 1     | 2   | 3   | (4) | 5   |
| SUP  | 9. I discuss what I read with others to check my understanding.                       | 1     | 2   | 3   | (4) | 5   |
| GLOB | 10. I skim the text first by noting characteristics like length and organization.     | 1     | 2   | 3   | (4) | 5   |
| PROB | 11. I try to get back on track when I lose concentration.                             | 1     | (2) | 3   | 4   | 5   |
| SUP  | 12. I underline or circle information in the text to help me remember it.             | 1     | 2   | (3) | 4   | 5   |
| PROB | 13. I adjust my reading speed according to what I'm reading.                          | 1     | 2   | 3   | (4) | 5   |
| GLOB | 14. I decide what to read closely and what to ignore.                                 | 1     | 2   | (3) | 4   | 5   |
| SUP  | 15. I use reference materials such as dictionaries to help me understand what I read. | 1     | 2   | 3   | (4) | 5   |
| PROB | 16. When text becomes difficult, I pay closer attention to what I'm reading.          | 1     | 2   | 3   | (4) | 5   |
| GLOB | 17. I use tables, figures, and pictures in text to increase my understanding.         | 1     | 2   | 3   | 4   | (5) |
| PROB | 18. I stop from time to time and think about what I'm reading.                        | 1     | 2   | 3   | (4) | 5   |
| GLOB | 19. I use context clues to help me better understand what I'm reading.                | 1     | (2) | 3   | 4   | 5   |
| SUP  | 20. I paraphrase (restate ideas in my own words) to better understand what I read.    | 1     | (2) | 3   | 4   | 5   |
| PROB | 21. I try to picture or visualize information to help remember what I read.           | (1)   | 2   | 3   | 4   | 5   |
| GLOB | 22. I use typographical aids like bold face and italics to identify key information.  | 1     | (2) | 3   | 4   | 5   |
| GLOB | 23. I critically analyze and evaluate the information presented in the text.          | 1     | 2   | (3) | 4   | 5   |
| SUP  | 24. I go back and forth in the text to find relationships among ideas in it.          | 1     | 2   | (3) | 4   | 5   |
| GLOB | 25. I check my understanding when I come across conflicting information.              | 1     | 2   | (3) | 4   | 5   |
| GLOB | 26. I try to guess what the material is about when I read.                            | 1     | 2   | (3) | 4   | 5   |
| PROB | 27. When text becomes difficult, I re-read to increase my understanding.              | 1     | 2   | 3   | (4) | 5   |
| SUP  | 28. I ask myself questions I like to have answered in the text.                       | 1     | (2) | 3   | 4   | 5   |
| GLOB | 29. I check to see if my guesses about the text are right or wrong.                   | 1     | 2   | (3) | 4   | 5   |
| PROB | 30. I try to guess the meaning of unknown words or phrases.                           | 1     | 2   | 3   | (4) | 5   |

Reference: Mokhtari, K., & Reichard, C. (2002). Assessing students' metacognitive awareness of reading strategies. *Journal of Educational Psychology*, 94 (2), 249-259.

**Metacognitive Awareness of Reading Strategies Inventory**  
**SCORING RUBRIC**

Student Name: Zulfa Willem' Hafifah Age: 20 Date: 3 December 2024  
Grade in School: ☐ 6<sup>th</sup> ☐ 7<sup>th</sup> ☐ 8<sup>th</sup> ☐ 9<sup>th</sup> ☐ 10<sup>th</sup> ☐ 11<sup>th</sup> ☐ 12<sup>th</sup> ☒ College ☐ Other  
Level of English Proficiency: Intermediate

1. Write your response to each statement (i.e., 1, 2, 3, 4, or 5) in each of the blanks.
2. Add up the scores under each column. Place the result on the line under each column.
3. Divide the score by the number of statements in each column to get the average for each subscale.
4. Calculate the average for the inventory by adding up the subscale scores and dividing by 30.
5. Compare your results to those shown below.
6. Discuss your results with your teacher or tutor.

| Global Reading Strategies<br>(GLOB Subscale) | Problem-Solving Strategies<br>(PROB Subscale) | Support Reading Strategies<br>(SUP Subscale) | Overall Reading Strategies |
|--|---|--|----------------------------|
| 1. <u>3</u>                                  | 8. <u>4</u>                                   | 2. <u>2</u>                                  | GLOB _____                 |
| 3. <u>3</u>                                  | 11. <u>2</u>                                  | 5. <u>1</u>                                  | PROB _____                 |
| 4. <u>2</u>                                  | 13. <u>4</u>                                  | 6. <u>2</u>                                  | SUP _____                  |
| 7. <u>3</u>                                  | 16. <u>4</u>                                  | 9. <u>4</u>                                  |                            |
| 10. <u>4</u>                                 | 18. <u>4</u>                                  | 12. <u>3</u>                                 |                            |
| 14. <u>3</u>                                 | 21. <u>1</u>                                  | 15. <u>4</u>                                 |                            |
| 17. <u>5</u>                                 | 27. <u>4</u>                                  | 20. <u>2</u>                                 |                            |
| 19. <u>2</u>                                 | 30. <u>4</u>                                  | 24. <u>3</u>                                 |                            |
| 22. <u>2</u>                                 |   | 28. <u>2</u>                                 |                            |
| 23. <u>3</u>                                 |   |  |                            |
| 25. <u>3</u>                                 |   |  |                            |
| 26. <u>3</u>                                 |   |  |                            |
| 29. <u>3</u>                                 |   |  |                            |
| <u>39</u> GLOB Score                         | <u>27</u> PROB Score                          | <u>23</u> SUP Score                          | <u>89</u> Overall Score    |
| <u>3</u> GLOB Mean                           | <u>3.3</u> PROB Mean                          | <u>2.5</u> SUP Mean                          | <u>2.9</u> Overall Mean    |

**KEY TO AVERAGES:** 3.5 or higher = High      2.5 – 3.4 = Medium      2.4 or lower = Low

**INTERPRETING YOUR SCORES:** The overall average indicates how often you use reading strategies when reading academic materials. The average for each subscale of the inventory shows which group of strategies (i.e., global, problem-solving, and support strategies) you use most when reading. With this information, you can tell if you are very high or very low in any of these strategy groups. It is important to note, however, that the best possible use of these strategies depends on your reading ability in English, the type of material read, and your purpose for reading it. A low score on any of the subscales or parts of the inventory indicates that there may be some strategies in these parts that you might want to learn about and consider using when reading (adapted from Oxford 1990: 297-300).

# Questionnaire

## Metacognitive Awareness of Reading Strategies Inventory (MARS) Version 1.0

Kouider Mokhtari and Carla Reichard © 2002

**DIRECTIONS:** Listed below are statements about what people do when they read academic or school-related materials such as textbooks, library books, etc. Five numbers follow each statement (1, 2, 3, 4, 5) and each number means the following:

- 1 means "I never or almost never do this."
- 2 means "I do this only occasionally."
- 3 means "I sometimes do this." (About 50% of the time.)
- 4 means "I usually do this."
- 5 means "I always or almost always do this."

After reading each statement, circle the number (1, 2, 3, 4, or 5) that applies to you using the scale provided. Please note that there are no right or wrong answers to the statements in this inventory.

| TYPE | STRATEGIES  | SCALE     |
|------|---|-----------|
| GLOB | 1. I have a purpose in mind when I read.  | 1 2 3 4 5 |
| SUP  | 2. I take notes while reading to help me understand what I read.                      | 1 2 3 4 5 |
| GLOB | 3. I think about what I know to help me understand what I read.                       | 1 2 3 4 5 |
| GLOB | 4. I preview the text to see what it's about before reading it.                       | 1 2 3 4 5 |
| SUP  | 5. When text becomes difficult, I read aloud to help me understand what I read.       | 1 2 3 4 5 |
| SUP  | 6. I summarize what I read to reflect on important information in the text.           | 1 2 3 4 5 |
| GLOB | 7. I think about whether the content of the text fits my reading purpose.             | 1 2 3 4 5 |
| PROB | 8. I read slowly but carefully to be sure I understand what I'm reading.              | 1 2 3 4 5 |
| SUP  | 9. I discuss what I read with others to check my understanding.                       | 1 2 3 4 5 |
| GLOB | 10. I skim the text first by noting characteristics like length and organization.     | 1 2 3 4 5 |
| PROB | 11. I try to get back on track when I lose concentration.                             | 1 2 3 4 5 |
| SUP  | 12. I underline or circle information in the text to help me remember it.             | 1 2 3 4 5 |
| PROB | 13. I adjust my reading speed according to what I'm reading.                          | 1 2 3 4 5 |
| GLOB | 14. I decide what to read closely and what to ignore.                                 | 1 2 3 4 5 |
| SUP  | 15. I use reference materials such as dictionaries to help me understand what I read. | 1 2 3 4 5 |
| PROB | 16. When text becomes difficult, I pay closer attention to what I'm reading.          | 1 2 3 4 5 |
| GLOB | 17. I use tables, figures, and pictures in text to increase my understanding.         | 1 2 3 4 5 |
| PROB | 18. I stop from time to time and think about what I'm reading.                        | 1 2 3 4 5 |
| GLOB | 19. I use context clues to help me better understand what I'm reading.                | 1 2 3 4 5 |
| SUP  | 20. I paraphrase (restate ideas in my own words) to better understand what I read.    | 1 2 3 4 5 |
| PROB | 21. I try to picture or visualize information to help remember what I read.           | 1 2 3 4 5 |
| GLOB | 22. I use typographical aids like bold face and italics to identify key information.  | 1 2 3 4 5 |
| GLOB | 23. I critically analyze and evaluate the information presented in the text.          | 1 2 3 4 5 |
| SUP  | 24. I go back and forth in the text to find relationships among ideas in it.          | 1 2 3 4 5 |
| GLOB | 25. I check my understanding when I come across conflicting information.              | 1 2 3 4 5 |
| GLOB | 26. I try to guess what the material is about when I read.                            | 1 2 3 4 5 |
| PROB | 27. When text becomes difficult, I re-read to increase my understanding.              | 1 2 3 4 5 |
| SUP  | 28. I ask myself questions I like to have answered in the text.                       | 1 2 3 4 5 |
| GLOB | 29. I check to see if my guesses about the text are right or wrong.                   | 1 2 3 4 5 |
| PROB | 30. I try to guess the meaning of unknown words or phrases.                           | 1 2 3 4 5 |

Reference: Mokhtari, K., & Reichard, C. (2002). Assessing students' metacognitive awareness of reading strategies. *Journal of Educational Psychology*, 94 (2), 249-259.

**Metacognitive Awareness of Reading Strategies Inventory**  
**SCORING RUBRIC**

Student Name: Aminda Fianini Age: 20 Date: 5 December 2024  
 Grade in School: ☐ 6<sup>th</sup> ☐ 7<sup>th</sup> ☐ 8<sup>th</sup> ☐ 9<sup>th</sup> ☐ 10<sup>th</sup> ☐ 11<sup>th</sup> ☐ 12<sup>th</sup> ☒ College ☐ Other  
 Level of English Proficiency: Intermediate

- Write your response to each statement (i.e., 1, 2, 3, 4, or 5) in each of the blanks.
- Add up the scores under each column. Place the result on the line under each column.
- Divide the score by the number of statements in each column to get the average for each subscale.
- Calculate the average for the inventory by adding up the subscale scores and dividing by 30.
- Compare your results to those shown below.
- Discuss your results with your teacher or tutor.

| Global<br>Reading Strategies<br>(GLOB Subscale) | Problem-<br>Solving Strategies<br>(PROB Subscale) | Support<br>Reading Strategies<br>(SUP Subscale) | Overall Reading<br>Strategies |
|---|---|---|-------------------------------|
| 1. <u>4</u>                                     | 8. <u>4</u>                                       | 2. <u>2</u>                                     | GLOB _____                    |
| 3. <u>4</u>                                     | 11. <u>5</u>                                      | 5. <u>1</u>                                     | PROB _____                    |
| 4. <u>4</u>                                     | 13. <u>5</u>                                      | 6. <u>3</u>                                     | SUP _____                     |
| 7. <u>4</u>                                     | 16. <u>5</u>                                      | 9. <u>4</u>                                     |                               |
| 10. <u>4</u>                                    | 18. <u>4</u>                                      | 12. <u>5</u>                                    |                               |
| 14. <u>3</u>                                    | 21. <u>5</u>                                      | 15. <u>2</u>                                    |                               |
| 17. <u>5</u>                                    | 27. <u>5</u>                                      | 20. <u>3</u>                                    |                               |
| 19. <u>4</u>                                    | 30. <u>4</u>                                      | 24. <u>5</u>                                    |                               |
| 22. <u>5</u>                                    |   | 28. <u>4</u>                                    |                               |
| 23. <u>3</u>                                    |   |   |                               |
| 25. <u>4</u>                                    |   |   |                               |
| 26. <u>4</u>                                    |   |   |                               |
| 29. <u>4</u>                                    |   |   |                               |
| <u>52</u> GLOB Score                            | <u>37</u> PROB Score                              | <u>29</u> SUP Score <u>18</u> Overall Score     |                               |
| <u>4</u> GLOB Mean                              | <u>4.6</u> PROB Mean                              | <u>3.2</u> SUP Mean <u>3.9</u> Overall Mean     |                               |

KEY TO AVERAGES: 3.5 or higher = High      2.5 – 3.4 = Medium      2.4 or lower = Low

**INTERPRETING YOUR SCORES:** The overall average indicates how often you use reading strategies when reading academic materials. The average for each subscale of the inventory shows which group of strategies (i.e., global, problem-solving, and support strategies) you use most when reading. With this information, you can tell if you are very high or very low in any of these strategy groups. It is important to note, however, that the best possible use of these strategies depends on your reading ability in English, the type of material read, and your purpose for reading it. A low score on any of the subscales or parts of the inventory indicates that there may be some strategies in these parts that you might want to learn about and consider using when reading (adapted from Oxford 1990: 297-300).

# Questionnaire

## Metacognitive Awareness of Reading Strategies Inventory (MARS) Version 1.0

Kouider Mokhtari and Carla Reichard © 2002

**DIRECTIONS:** Listed below are statements about what people do when they read academic or school-related materials such as textbooks, library books, etc. Five numbers follow each statement (1, 2, 3, 4, 5) and each number means the following:

- 1 means "I never or almost never do this."
- 2 means "I do this only occasionally."
- 3 means "I sometimes do this." (About 50% of the time.)
- 4 means "I usually do this."
- 5 means "I always or almost always do this."

After reading each statement, circle the number (1, 2, 3, 4, or 5) that applies to you using the scale provided. Please note that there are **no right or wrong answers** to the statements in this inventory.

| TYPE | STRATEGIES  | SCALE     |
|------|---|-----------|
| GLOB | 1. I have a purpose in mind when I read.  | 1 2 3 4 5 |
| SUP  | 2. I take notes while reading to help me understand what I read.                      | 1 2 3 4 5 |
| GLOB | 3. I think about what I know to help me understand what I read.                       | 1 2 3 4 5 |
| GLOB | 4. I preview the text to see what it's about before reading it.                       | 1 2 3 4 5 |
| SUP  | 5. When text becomes difficult, I read aloud to help me understand what I read.       | 1 2 3 4 5 |
| SUP  | 6. I summarize what I read to reflect on important information in the text.           | 1 2 3 4 5 |
| GLOB | 7. I think about whether the content of the text fits my reading purpose.             | 1 2 3 4 5 |
| PROB | 8. I read slowly but carefully to be sure I understand what I'm reading.              | 1 2 3 4 5 |
| SUP  | 9. I discuss what I read with others to check my understanding.                       | 1 2 3 4 5 |
| GLOB | 10. I skim the text first by noting characteristics like length and organization.     | 1 2 3 4 5 |
| PROB | 11. I try to get back on track when I lose concentration.                             | 1 2 3 4 5 |
| SUP  | 12. I underline or circle information in the text to help me remember it.             | 1 2 3 4 5 |
| PROB | 13. I adjust my reading speed according to what I'm reading.                          | 1 2 3 4 5 |
| GLOB | 14. I decide what to read closely and what to ignore.                                 | 1 2 3 4 5 |
| SUP  | 15. I use reference materials such as dictionaries to help me understand what I read. | 1 2 3 4 5 |
| PROB | 16. When text becomes difficult, I pay closer attention to what I'm reading.          | 1 2 3 4 5 |
| GLOB | 17. I use tables, figures, and pictures in text to increase my understanding.         | 1 2 3 4 5 |
| PROB | 18. I stop from time to time and think about what I'm reading.                        | 1 2 3 4 5 |
| GLOB | 19. I use context clues to help me better understand what I'm reading.                | 1 2 3 4 5 |
| SUP  | 20. I paraphrase (restate ideas in my own words) to better understand what I read.    | 1 2 3 4 5 |
| PROB | 21. I try to picture or visualize information to help remember what I read.           | 1 2 3 4 5 |
| GLOB | 22. I use typographical aids like bold face and italics to identify key information.  | 1 2 3 4 5 |
| GLOB | 23. I critically analyze and evaluate the information presented in the text.          | 1 2 3 4 5 |
| SUP  | 24. I go back and forth in the text to find relationships among ideas in it.          | 1 2 3 4 5 |
| GLOB | 25. I check my understanding when I come across conflicting information.              | 1 2 3 4 5 |
| GLOB | 26. I try to guess what the material is about when I read.                            | 1 2 3 4 5 |
| PROB | 27. When text becomes difficult, I re-read to increase my understanding.              | 1 2 3 4 5 |
| SUP  | 28. I ask myself questions I like to have answered in the text.                       | 1 2 3 4 5 |
| GLOB | 29. I check to see if my guesses about the text are right or wrong.                   | 1 2 3 4 5 |
| PROB | 30. I try to guess the meaning of unknown words or phrases.                           | 1 2 3 4 5 |

Reference: Mokhtari, K., & Reichard, C. (2002). Assessing students' metacognitive awareness of reading strategies. *Journal of Educational Psychology*, 94 (2), 249-259.

**Metacognitive Awareness of Reading Strategies Inventory**  
**SCORING RUBRIC**

Student Name: Nadya Gonthronada Age: 20 Date: 5 December 2024  
Grade in School: ☐ 6<sup>th</sup> ☐ 7<sup>th</sup> ☐ 8<sup>th</sup> ☐ 9<sup>th</sup> ☐ 10<sup>th</sup> ☐ 11<sup>th</sup> ☐ 12<sup>th</sup> ☒ College ☐ Other  
Level of English Proficiency: Intermediate

- Write your response to each statement (i.e., 1, 2, 3, 4, or 5) in each of the blanks.
- Add up the scores under each column. Place the result on the line under each column.
- Divide the score by the number of statements in each column to get the average for each subscale.
- Calculate the average for the inventory by adding up the subscale scores and dividing by 30.
- Compare your results to those shown below.
- Discuss your results with your teacher or tutor.

| Global Reading Strategies (GLOB Subscale) | Problem-Solving Strategies (PROB Subscale) | Support Reading Strategies (SUP Subscale) | Overall Reading Strategies |
|---|--|---|----------------------------|
| 1. <u>3</u>                               | 8. <u>4</u>                                | 2. <u>2</u>                               | GLOB _____                 |
| 3. <u>4</u>                               | 11. <u>3</u>                               | 5. <u>5</u>                               | PROB _____                 |
| 4. <u>2</u>                               | 13. <u>2</u>                               | 6. <u>5</u>                               | SUP _____                  |
| 7. <u>5</u>                               | 16. <u>1</u>                               | 9. <u>5</u>                               |                            |
| 10. <u>3</u>                              | 18. <u>5</u>                               | 12. <u>4</u>                              |                            |
| 14. <u>5</u>                              | 21. <u>4</u>                               | 15. <u>2</u>                              |                            |
| 17. <u>4</u>                              | 27. <u>4</u>                               | 20. <u>3</u>                              |                            |
| 19. <u>5</u>                              | 30. <u>4</u>                               | 24. <u>3</u>                              |                            |
| 22. <u>2</u>                              |  | 28. <u>5</u>                              |                            |
| 23. <u>3</u>                              |  |   |                            |
| 25. <u>1</u>                              |  |   |                            |
| 26. <u>1</u>                              |  |   |                            |
| 29. <u>3</u>                              |  |   |                            |
| <u>41</u> GLOB Score                      | <u>27</u> PROB Score                       | <u>39</u> SUP Score                       | <u>102</u> Overall Score   |
| <u>3.1</u> GLOB Mean                      | <u>3.3</u> PROB Mean                       | <u>3.7</u> SUP Mean                       | <u>3.3</u> Overall Mean    |

**KEY TO AVERAGES:** 3.5 or higher = High      2.5 – 3.4 = Medium      2.4 or lower = Low

**INTERPRETING YOUR SCORES:** The overall average indicates how often you use reading strategies when reading academic materials. The average for each subscale of the inventory shows which group of strategies (i.e., global, problem-solving, and support strategies) you use most when reading. With this information, you can tell if you are very high or very low in any of these strategy groups. It is important to note, however, that the best possible use of these strategies depends on your reading ability in English, the type of material read, and your purpose for reading it. A low score on any of the subscales or parts of the inventory indicates that there may be some strategies in these parts that you might want to learn about and consider using when reading (adapted from Oxford 1990: 297-300).

# Questionnaire

## Metacognitive Awareness of Reading Strategies Inventory (MARSI) Version 1.0

Kouider Mokhtari and Carla Reichard © 2002

**DIRECTIONS:** Listed below are statements about what people do when they read academic or school-related materials such as textbooks, library books, etc. Five numbers follow each statement (1, 2, 3, 4, 5) and each number means the following:

- 1 means "I never or almost never do this."
- 2 means "I do this only occasionally."
- 3 means "I sometimes do this." (About 50% of the time.)
- 4 means "I usually do this."
- 5 means "I always or almost always do this."

After reading each statement, circle the number (1, 2, 3, 4, or 5) that applies to you using the scale provided. Please note that there are no right or wrong answers to the statements in this inventory.

| TYPE | STRATEGIES  | SCALE |   |   |   |   |
|------|---|-------|---|---|---|---|
| GLOB | 1. I have a purpose in mind when I read.  | 1     | 2 | 3 | 4 | 5 |
| SUP  | 2. I take notes while reading to help me understand what I read.                      | 1     | 2 | 3 | 4 | 5 |
| GLOB | 3. I think about what I know to help me understand what I read.                       | 1     | 2 | 3 | 4 | 5 |
| GLOB | 4. I preview the text to see what it's about before reading it.                       | 1     | 2 | 3 | 4 | 5 |
| SUP  | 5. When text becomes difficult, I read aloud to help me understand what I read.       | 1     | 2 | 3 | 4 | 5 |
| SUP  | 6. I summarize what I read to reflect on important information in the text.           | 1     | 2 | 3 | 4 | 5 |
| GLOB | 7. I think about whether the content of the text fits my reading purpose.             | 1     | 2 | 3 | 4 | 5 |
| PROB | 8. I read slowly but carefully to be sure I understand what I'm reading.              | 1     | 2 | 3 | 4 | 5 |
| SUP  | 9. I discuss what I read with others to check my understanding.                       | 1     | 2 | 3 | 4 | 5 |
| GLOB | 10. I skim the text first by noting characteristics like length and organization.     | 1     | 2 | 3 | 4 | 5 |
| PROB | 11. I try to get back on track when I lose concentration.                             | 1     | 2 | 3 | 4 | 5 |
| SUP  | 12. I underline or circle information in the text to help me remember it.             | 1     | 2 | 3 | 4 | 5 |
| PROB | 13. I adjust my reading speed according to what I'm reading.                          | 1     | 2 | 3 | 4 | 5 |
| GLOB | 14. I decide what to read closely and what to ignore.                                 | 1     | 2 | 3 | 4 | 5 |
| SUP  | 15. I use reference materials such as dictionaries to help me understand what I read. | 1     | 2 | 3 | 4 | 5 |
| PROB | 16. When text becomes difficult, I pay closer attention to what I'm reading.          | 1     | 2 | 3 | 4 | 5 |
| GLOB | 17. I use tables, figures, and pictures in text to increase my understanding.         | 1     | 2 | 3 | 4 | 5 |
| PROB | 18. I stop from time to time and think about what I'm reading.                        | 1     | 2 | 3 | 4 | 5 |
| GLOB | 19. I use context clues to help me better understand what I'm reading.                | 1     | 2 | 3 | 4 | 5 |
| SUP  | 20. I paraphrase (restate ideas in my own words) to better understand what I read.    | 1     | 2 | 3 | 4 | 5 |
| PROB | 21. I try to picture or visualize information to help remember what I read.           | 1     | 2 | 3 | 4 | 5 |
| GLOB | 22. I use typographical aids like bold face and italics to identify key information.  | 1     | 2 | 3 | 4 | 5 |
| GLOB | 23. I critically analyze and evaluate the information presented in the text.          | 1     | 2 | 3 | 4 | 5 |
| SUP  | 24. I go back and forth in the text to find relationships among ideas in it.          | 1     | 2 | 3 | 4 | 5 |
| GLOB | 25. I check my understanding when I come across conflicting information.              | 1     | 2 | 3 | 4 | 5 |
| GLOB | 26. I try to guess what the material is about when I read.                            | 1     | 2 | 3 | 4 | 5 |
| PROB | 27. When text becomes difficult, I re-read to increase my understanding.              | 1     | 2 | 3 | 4 | 5 |
| SUP  | 28. I ask myself questions I like to have answered in the text.                       | 1     | 2 | 3 | 4 | 5 |
| GLOB | 29. I check to see if my guesses about the text are right or wrong.                   | 1     | 2 | 3 | 4 | 5 |
| PROB | 30. I try to guess the meaning of unknown words or phrases.                           | 1     | 2 | 3 | 4 | 5 |

Reference: Mokhtari, K., & Reichard, C. (2002). Assessing students' metacognitive awareness of reading strategies. *Journal of Educational Psychology*, 94 (2), 249-259.

**Metacognitive Awareness of Reading Strategies Inventory**  
**SCORING RUBRIC**

Student Name: Evi Nurul Mubandah Age: 19 Date: 5 December 2024  
Grade in School: ☐ 6<sup>th</sup> ☐ 7<sup>th</sup> ☐ 8<sup>th</sup> ☐ 9<sup>th</sup> ☐ 10<sup>th</sup> ☐ 11<sup>th</sup> ☐ 12<sup>th</sup> ☒ College ☐ Other  
Level of English Proficiency: Intermediate

1. Write your response to each statement (i.e., 1, 2, 3, 4, or 5) in each of the blanks.
2. Add up the scores under each column. Place the result on the line under each column.
3. Divide the score by the number of statements in each column to get the average for each subscale.
4. Calculate the average for the inventory by adding up the subscale scores and dividing by 30.
5. Compare your results to those shown below.
6. Discuss your results with your teacher or tutor.

| Global<br>Reading Strategies<br>(GLOB Subscale) | Problem-<br>Solving Strategies<br>(PROB Subscale) | Support<br>Reading Strategies<br>(SUP Subscale) | Overall Reading<br>Strategies |
|---|---|---|-------------------------------|
| 1. <u>4</u>                                     | 8. <u>5</u>                                       | 2. <u>5</u>                                     | GLOB _____                    |
| 3. <u>4</u>                                     | 11. <u>4</u>                                      | 5. <u>3</u>                                     |                               |
| 4. <u>5</u>                                     | 13. <u>3</u>                                      | 6. <u>5</u>                                     | PROB _____                    |
| 7. <u>3</u>                                     | 16. <u>3</u>                                      | 9. <u>5</u>                                     |                               |
| 10. <u>2</u>                                    | 18. <u>5</u>                                      | 12. <u>3</u>                                    | SUP _____                     |
| 14. <u>4</u>                                    | 21. <u>4</u>                                      | 15. <u>3</u>                                    |                               |
| 17. <u>3</u>                                    | 27. <u>5</u>                                      | 20. <u>5</u>                                    |                               |
| 19. <u>4</u>                                    | 30. <u>3</u>                                      | 24. <u>3</u>                                    |                               |
| 22. <u>3</u>                                    |   | 28. <u>4</u>                                    |                               |
| 23. <u>3</u>                                    |   |   |                               |
| 25. <u>4</u>                                    |   |   |                               |
| 26. <u>3</u>                                    |   |   |                               |
| 29. <u>3</u>                                    |   |   |                               |
| <u>45</u> GLOB Score                            | <u>32</u> PROB Score                              | <u>32</u> SUP Score <u>113</u> Overall Score    |                               |
| <u>3.5</u> GLOB Mean                            | <u>4</u> PROB Mean                                | <u>4</u> SUP Mean <u>3.8</u> Overall Mean       |                               |

KEY TO AVERAGES: 3.5 or higher = High      2.5 – 3.4 = Medium      2.4 or lower = Low

**INTERPRETING YOUR SCORES:** The overall average indicates how often you use reading strategies when reading academic materials. The average for each subscale of the inventory shows which group of strategies (i.e., global, problem-solving, and support strategies) you use most when reading. With this information, you can tell if you are very high or very low in any of these strategy groups. It is important to note, however, that the best possible use of these strategies depends on your reading ability in English, the type of material read, and your purpose for reading it. A low score on any of the subscales or parts of the inventory indicates that there may be some strategies in these parts that you might want to learn about and consider using when reading (adapted from Oxford 1990: 297-300).

# Questionnaire

## Metacognitive Awareness of Reading Strategies Inventory (MARS) Version 1.0

Kouider Mokhtari and Carla Reichard © 2002

**DIRECTIONS:** Listed below are statements about what people do when they read academic or school-related materials such as textbooks, library books, etc. Five numbers follow each statement (1, 2, 3, 4, 5) and each number means the following:

- 1 means "I never or almost never do this."
- 2 means "I do this only occasionally."
- 3 means "I sometimes do this." (About 50% of the time.)
- 4 means "I usually do this."
- 5 means "I always or almost always do this."

After reading each statement, circle the number (1, 2, 3, 4, or 5) that applies to you using the scale provided. Please note that there are no right or wrong answers to the statements in this inventory.

| TYPE | STRATEGIES  | SCALE |   |   |   |   |
|------|---|-------|---|---|---|---|
| GLOB | 1. I have a purpose in mind when I read.  | 1     | 2 | 3 | 4 | 5 |
| SUP  | 2. I take notes while reading to help me understand what I read.                      | 1     | 2 | 3 | 4 | 5 |
| GLOB | 3. I think about what I know to help me understand what I read.                       | 1     | 2 | 3 | 4 | 5 |
| GLOB | 4. I preview the text to see what it's about before reading it.                       | 1     | 2 | 3 | 4 | 5 |
| SUP  | 5. When text becomes difficult, I read aloud to help me understand what I read.       | 1     | 2 | 3 | 4 | 5 |
| SUP  | 6. I summarize what I read to reflect on important information in the text.           | 1     | 2 | 3 | 4 | 5 |
| GLOB | 7. I think about whether the content of the text fits my reading purpose.             | 1     | 2 | 3 | 4 | 5 |
| PROB | 8. I read slowly but carefully to be sure I understand what I'm reading.              | 1     | 2 | 3 | 4 | 5 |
| SUP  | 9. I discuss what I read with others to check my understanding.                       | 1     | 2 | 3 | 4 | 5 |
| GLOB | 10. I skim the text first by noting characteristics like length and organization.     | 1     | 2 | 3 | 4 | 5 |
| PROB | 11. I try to get back on track when I lose concentration.                             | 1     | 2 | 3 | 4 | 5 |
| SUP  | 12. I underline or circle information in the text to help me remember it.             | 1     | 2 | 3 | 4 | 5 |
| PROB | 13. I adjust my reading speed according to what I'm reading.                          | 1     | 2 | 3 | 4 | 5 |
| GLOB | 14. I decide what to read closely and what to ignore.                                 | 1     | 2 | 3 | 4 | 5 |
| SUP  | 15. I use reference materials such as dictionaries to help me understand what I read. | 1     | 2 | 3 | 4 | 5 |
| PROB | 16. When text becomes difficult, I pay closer attention to what I'm reading.          | 1     | 2 | 3 | 4 | 5 |
| GLOB | 17. I use tables, figures, and pictures in text to increase my understanding.         | 1     | 2 | 3 | 4 | 5 |
| PROB | 18. I stop from time to time and think about what I'm reading.                        | 1     | 2 | 3 | 4 | 5 |
| GLOB | 19. I use context clues to help me better understand what I'm reading.                | 1     | 2 | 3 | 4 | 5 |
| SUP  | 20. I paraphrase (restate ideas in my own words) to better understand what I read.    | 1     | 2 | 3 | 4 | 5 |
| PROB | 21. I try to picture or visualize information to help remember what I read.           | 1     | 2 | 3 | 4 | 5 |
| GLOB | 22. I use typographical aids like bold face and italics to identify key information.  | 1     | 2 | 3 | 4 | 5 |
| GLOB | 23. I critically analyze and evaluate the information presented in the text.          | 1     | 2 | 3 | 4 | 5 |
| SUP  | 24. I go back and forth in the text to find relationships among ideas in it.          | 1     | 2 | 3 | 4 | 5 |
| GLOB | 25. I check my understanding when I come across conflicting information.              | 1     | 2 | 3 | 4 | 5 |
| GLOB | 26. I try to guess what the material is about when I read.                            | 1     | 2 | 3 | 4 | 5 |
| PROB | 27. When text becomes difficult, I re-read to increase my understanding.              | 1     | 2 | 3 | 4 | 5 |
| SUP  | 28. I ask myself questions I like to have answered in the text.                       | 1     | 2 | 3 | 4 | 5 |
| GLOB | 29. I check to see if my guesses about the text are right or wrong.                   | 1     | 2 | 3 | 4 | 5 |
| PROB | 30. I try to guess the meaning of unknown words or phrases.                           | 1     | 2 | 3 | 4 | 5 |

Reference: Mokhtari, K., & Reichard, C. (2002). Assessing students' metacognitive awareness of reading strategies. *Journal of Educational Psychology*, 94 (2), 249-259.

**Metacognitive Awareness of Reading Strategies Inventory**  
**SCORING RUBRIC**

Student Name: Laila Azzamro Age: 20 Date: 9 December 2024  
Grade in School: ☐ 6<sup>th</sup> ☐ 7<sup>th</sup> ☐ 8<sup>th</sup> ☐ 9<sup>th</sup> ☐ 10<sup>th</sup> ☐ 11<sup>th</sup> ☐ 12<sup>th</sup> ☒ College ☐ Other  
Level of English Proficiency: Intermediate

- Write your response to each statement (i.e., 1, 2, 3, 4, or 5) in each of the blanks.
- Add up the scores under each column. Place the result on the line under each column.
- Divide the score by the number of statements in each column to get the average for each subscale.
- Calculate the average for the inventory by adding up the subscale scores and dividing by 30.
- Compare your results to those shown below.
- Discuss your results with your teacher or tutor.

| Global Reading Strategies<br>(GLOB Subscale) | Problem-Solving Strategies<br>(PROB Subscale) | Support Reading Strategies<br>(SUP Subscale) | Overall Reading Strategies |
|--|---|--|----------------------------|
| 1. <u>5</u>                                  | 8. <u>4</u>                                   | 2. <u>4</u>                                  | GLOB _____                 |
| 3. <u>5</u>                                  | 11. <u>5</u>                                  | 5. <u>1</u>                                  | PROB _____                 |
| 4. <u>3</u>                                  | 13. <u>5</u>                                  | 6. <u>3</u>                                  | SUP _____                  |
| 7. <u>4</u>                                  | 16. <u>5</u>                                  | 9. <u>3</u>                                  |                            |
| 10. <u>4</u>                                 | 18. <u>4</u>                                  | 12. <u>5</u>                                 |                            |
| 14. <u>5</u>                                 | 21. <u>5</u>                                  | 15. <u>5</u>                                 |                            |
| 17. <u>4</u>                                 | 27. <u>5</u>                                  | 20. <u>4</u>                                 |                            |
| 19. <u>4</u>                                 | 30. <u>5</u>                                  | 24. <u>4</u>                                 |                            |
| 22. <u>4</u>                                 |   | 28. <u>4</u>                                 |                            |
| 23. <u>3</u>                                 |   |  |                            |
| 25. <u>5</u>                                 |   |  |                            |
| 26. <u>4</u>                                 |   |  |                            |
| 29. <u>4</u>                                 |   |  |                            |
| <u>54</u> GLOB Score                         | <u>39</u> PROB Score                          | <u>33</u> SUP Score                          | <u>125</u> Overall Score   |
| <u>4.2</u> GLOB Mean                         | <u>4.8</u> PROB Mean                          | <u>3.7</u> SUP Mean                          | <u>4.2</u> Overall Mean    |

**KEY TO AVERAGES:** 3.5 or higher = High      2.5 – 3.4 = Medium      2.4 or lower = Low

**INTERPRETING YOUR SCORES:** The overall average indicates how often you use reading strategies when reading academic materials. The average for each subscale of the inventory shows which group of strategies (i.e., global, problem-solving, and support strategies) you use most when reading. With this information, you can tell if you are very high or very low in any of these strategy groups. It is important to note, however, that the best possible use of these strategies depends on your reading ability in English, the type of material read, and your purpose for reading it. A low score on any of the subscales or parts of the inventory indicates that there may be some strategies in these parts that you might want to learn about and consider using when reading (adapted from Oxford 1990: 297-300).

## B. Semi-structured Interview Transcript

The interviews were conducted via google meet with representatives of 5 respondent.

In representing the data, the researcher uses the following codes:

- a. Subject 1 (S1) : Zulfa Wildani Nafisha
- b. Subject 2 (S2) : Amanda Fitriani
- c. Subject 3 (S3) : Nadya Qothrunada
- d. Subject 4 (S4) : Evi Nurul Mubarakah
- e. Subject 5 (S5) : Laila Azzahro

### 1. The EFL learners implement metacognitive awareness in their use of reading strategies (Global reading strategies, Problem-solving strategies, and Support reading strategies).

#### A. Background Information

| Questions   | Answers   |
|---|---|
| 1. How long have you been studying English as a foreign language? | <p>S1: It's been around 10-12 years since elementary school.</p> <p>S2: I have been studying English as a second language since elementary school, which means it has been around 16 years.</p> <p>S3: Since I was in elementary school. but I did deep learning when I was in 3rd grade of high school.</p> <p>S4: More than 12 years</p> <p>S5: I have been studying English since the 1st grade of elementary school because it is included in the subjects at</p> |

|  |  |
|--|--|
|  | <p>school. Technically, I only studied English at school (not including outside school), elementary school - junior high school - high school, then when I was going to college I dared (at the suggestion of my sister too) to take the PBI study program to learn (re: improve) my English skills, and now I am in my third year. So, if you count from elementary school until now it has been <math>\pm</math> 15 years.</p> |
| <p>2. What types of reading materials do you usually use (e.g., academic texts, online articles, books)?</p> | <p>S1: Usually articles, blog websites, and sometimes academic texts when I was in college or at school.</p> <p>S2: I use books more often as reading material.</p> <p>S3: Books.</p> <p>S4: I usually read novels a lot, or sometimes read academic texts like journals.</p> <p>S5: The English readings that I use are usually in the form of news texts, children's story books, and poetry.</p>                              |

**B. Global Reading Strategies (GLOB)**

| Questions   | Answers   |
|---|---|
| 1. Can you describe how having a specific purpose influences the way you approach a reading task? | <p>S1: If the purpose is mostly for entertainment, I usually don't focus too much, just read casually. But if there are school assignments or educational materials, I focus more, look for the important points, and usually read in more detail.</p> <p>S2: Having a goal for reading influences me to be more focused on reading so that I get information quickly and in accordance with my reading goals.</p> <p>S3: A specific goal will make me focus on the relevant part of the text. For example, if the goal is to find the definition of a term, I will immediately look for the section that discusses the term. For a depth goal that requires a deeper understanding, I will do deeper analysis, connect various ideas, and look for additional information.</p> |

|  |  |
|--|--|
|  | <p>S4: Having a specific goal helps me to focus on relevant pieces of information such as looking for the main idea or specific details of the reading.</p> <p>S5: Having a goal when reading is that I can get the output I want from the reading media (books, poems, etc.) that I use. So, in the reading process, my reading is organized (not off topic) and on point.</p>  |
| 2. How do you connect what you already know to the new information you read? | <p>S1: Usually, I cross-check again with other readings, such as looking for other articles or other references that can strengthen the information.</p> <p>S2: I do this if I find things in the reading that are familiar with information I already have.</p> <p>S3: To connect existing knowledge with new information I usually look for similarities between the new information and what I already know, then I try to connect the new information to a broader concept, then I use the</p> |

|   |   |
|---|---|
|   | <p>new information to fill in the gaps in my knowledge.</p> <p>S4: I relate what I know to new information by looking for similarities, comparing concepts or relating new information to previous experiences or knowledge.</p> <p>S5: Connecting information, I already know with new information is by writing it down in a notebook.</p>  |
| <p>3. What steps do you take to preview a text, and how does it help you in understanding it?</p> | <p>S1: When reading a text, I usually read it all first and then look for the parts I don't understand afterwards.</p> <p>S2: I usually read the beginning of the paragraph first because it helps me to know what will be discussed.</p> <p>S3: The text review steps that I usually use are reading quickly or skimming to get an overview and scanning to look for keywords or phrases that are relevant to my reading purpose, then I analyze in depth by</p> |

|   |   |
|---|---|
|   | <p>reading important parts in detail, identifying main ideas and supporting those ideas with evidence.</p> <p>S4: I reread, note down important points and summarize, it can strengthen my understanding and can make it easier for me to remember the information.</p> <p>S5: Usually, I look at the contents of the book first to see if it is in accordance with my purpose of reading. Using this step helps my initial understanding of the reading (from skimming the contents of the book makes me understand the contents of the book at a glance).</p> |
| 4. How do you evaluate if the content of a text aligns with your reading goals? | <p>S1: If the purpose is for entertainment, I first see whether the text is interesting or not. If it is for an assignment, I usually find out whether the content of the text is relevant to the topic or question I need.</p>   |

|  |   |
|--|---|
|  | <p>S2: I evaluate it if I don't find things that are related to the information I have previously obtained.</p> <p>S3: For me, evaluating the alignment of the content of the text I read is done by comparing it with the goal or I will continuously check whether the information I read is relevant to my initial goal.</p> <p>S4: By matching the main idea of the text with the purpose of reading, I can ensure that the information I am looking for is relevant.</p> <p>S5: Almost the same as before, to evaluate whether the context of the book is aligned with the goal is to skim the contents of the book.</p> |
| 5. When skimming a text, what aspects do you pay attention to, and how does this prepare you for deeper reading? | <p>S1: When skimming, I usually pay attention to the title and the first sentence.</p> <p>S2: Keywords in the text are aspects that I pay attention to prepare for deeper reading.</p>  |

|  |  |
|--|--|
|  | <p>S3: When skimming I usually pay attention to the title to get an overview of the topic then I look at the subheadings to understand the structure of the text then I look for prominent keywords and I pay attention to diagrams or graphs to get information quickly.</p> <p>S4: I focus on the title, subtitles and keywords to get an overview that can help whether the text is worth reading further.</p> <p>S5: When skimming through the content of a book, I pay attention to the points written in the book or media. If it is in line with the purpose, I will continue reading deeper.</p> |
| <p>6. How do you decide which parts of a text to read closely and which parts to skim or skip?</p> | <p>S1: I usually read carefully the parts that are in accordance with the purpose of reading. For example, if it is for a college assignment, I read more of the parts that are directly related to the topic. While the less relevant or more like an introduction, I can skip or just read briefly.</p>  |

|   |   |
|---|---|
|   | <p>S2: By paying attention to important keywords that are the purpose of reading, if the text has the keywords. I am looking for then the text must be read carefully.</p> <p>S3: To decide what to read carefully, I usually read the parts that relate to my goal carefully, then read the parts that contain difficult concepts or information that I have just learned in more detail.</p> <p>S4: I read carefully the parts that are important or relevant to the goal, while I only skimmed over the general or less relevant parts.</p> <p>S5: I will carefully read the part of the text that contains important or complex information and is in accordance with the content I want. If it is lacking or not appropriate I will skip it.</p> |
| 7. How do you use visual elements like tables, figures, and | S1: Pictures can help me visualize a situation or context. So, it will be   |

|   |  |
|---|--|
| <p>pictures to enhance your understanding of the material?</p>                      | <p>easier to understand if there are pictures.</p> <p>S2: The use of visual elements helps me to remember what I have read.</p> <p>S3: In using visual elements, visuals can provide additional explanations that are easier to understand. Visuals can also summarize complex information and can also be used to compare data or concepts.</p> <p>S4: Use visual elements to clarify information, such as tables to help see comparisons, images to clarify concepts, and photos to provide a clear picture in the text.</p> <p>S5: If the part is too complex and difficult to visualize in my mind, I need visual aids such as tables, pictures and so on.</p> |
| <p>8. Can you provide an example of how you've used context clues to understand</p> | <p>S1: For example, if there is a word I don't know, I try to guess its meaning from the context of the sentence. Sometimes I</p>  |

|  |   |
|--|---|
| <p>difficult words or phrases?</p>               | <p>also try to pay attention to similar words.</p> <p>S2: For example, the use of Latin sentences means that readers will definitely use contextual clues to understand them.</p> <p>S3: For example, I come across the word "quasar" in a text. I have no prior knowledge of this word, but by looking at the surrounding words such as very distant star, high energy, and black hole, I can conclude that "quasar" is likely an extraterrestrial object.</p> <p>S4: Usually if there is a difficult word I look at the sentence and try to guess the meaning based on the context of the text.</p> <p>S5: For example, when reading a poem I find a line that is difficult to understand, I will search the internet or dictionary for the meaning of that line.</p> |
| <p>9. How do typographical aids like bold or</p> | <p>S1: If there is a word in bold, it is usually something to pay more</p>  |

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| <p>italic text guide your understanding of key information?</p> | <p>attention to, while italics usually indicate a new term or other emphasis. In my opinion, it is important information or something to remember.</p> <p>S2: Typographic aids help to remember important words because the font is different from other words.</p> <p>S3: When I see a word in bold I will take it as a term or key or main concept that I need to pay more attention to. All of this helps me identify the most relevant information.</p> <p>S4: Helps me focus on the main idea or keywords</p> <p>S5: Finding bold or italic text (usually used for important terms, scientific names, etc.) makes our eyes and mind focus on the 'different' text. So naturally we will find out more details about the bold or italic text so that we get the meaning of the important information.</p> |
| <p>10. How do you critically evaluate</p>                       | <p>S1: I usually look for evidence that supports the</p>  |

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| <p>the information in a text, and what factors influence your judgment?</p> | <p>information in the text. Factors that influence my judgment are whether there are clear references or evidence that supports the claims in the text.</p> <p>S2: I usually evaluate from the use of words that are easy to understand or not, whether the text is too wordy and the writing style.</p> <p>S3: For me, in critical evaluation, I use the credibility of the source, namely whether the source of information is trustworthy and has a good reputation. Then I also use supporting evidence, whether the information is supported by strong evidence such as scientific study data or quotes from experts or not.</p> <p>S4: By checking sources, evidence and conformity to my knowledge.</p> <p>S5: Critical evaluation usually occurs when the information provided by the reading does not match the information I have. So I consciously question the</p> |
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|   | information I already have whether it is correct or even wrong with the facts.   |
| 11. How do you handle conflicting information in a text, and what steps do you take to resolve confusion? | <p>S1: Sometimes I try to find further explanation in other parts of the text or look for additional references that can explain the confusion. If I'm still confused, I try to discuss it with my friends.</p> <p>S2: I will try to read from another point of view so I can find out the cause of the conflict.</p> <p>S3: Usually, I check the context that is I will check the cortex where the information is presented to see if there is a more detailed explanation or not.</p> <p>S4: By looking for other sources to compare existing arguments.</p> <p>S5: If I get a case like that, I think what I would do is to study the conflicting information more deeply. Which information is in accordance with the truth.</p> |
| 12. How do you make predictions about the material  | S1: Usually, I try to guess the content of the text based on the existing title.   |

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| <p>you're reading, and how do these guesses shape your understanding?</p> | <p>S2: I make predictions with the information I already have and if it matches the predictions then I will understand the text more quickly.</p> <p>S3: I always make predictions based on the information I have read and of course my other knowledge, for example if I read the sentence the weather today is very hot. I might predict that people will be doing more activities indoors and this prediction helps me understand the context.</p> <p>S4: I make predictions based on the title, subtitles, and keywords which help me form an initial understanding before reading deeper.</p> <p>S5: On the first pages of reading, I definitely think or predict what the discussion will be on the next page. If my guess is correct, I feel satisfied.</p> |
| <p>13. How do you confirm whether your predictions</p>                    | <p>S1: I make sure the guess or prediction is correct by reading the entire text.</p>   |

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| <p>or guesses about the text are correct?</p> | <p>S2: I make sure of this by relating it to the information I already have and if the text has keywords that match my reading purpose.</p> <p>S3: To make sure whether my prediction is correct, I will continue reading the text and look for information that supports or refutes the prediction. If the next information is in accordance with what I predicted, then my prediction becomes stronger and vice versa.</p> <p>S4: By reading further and seeing if the information I guessed matches the existing content.</p> <p>S5: I don't really know, it's just a feeling.</p> |
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### C. Problem-Solving Strategies (PROB)

| Questions  | Answers   |
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| <p>1. What does reading slowly and carefully look like for you, and why do you choose this strategy?</p> | <p>S1: Actually, I often read quickly, like I don't really think about whether I understand it or not, just read it until I finish it. If there's something I don't</p> |

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|  | <p>understand, I'll try again later or find out later.</p> <p>S2: Reading slowly and carefully means paying close attention to the sentences in the text in order to understand the text as a whole.</p> <p>S3: For me, slow reading means doing a deep analysis of every word, phrase, and sentence.</p> <p>S4: Slow and careful reading allows me to focus on each sentence and ensure full understanding. I choose this strategy to capture important details and avoid misunderstandings.</p> <p>S5: Slow reading is suitable for reading texts that require deep understanding or require strong imagination, such as reading fantasy novels. Then careful reading focuses on important information from the text by reading the contents thoroughly and critically. Both of these reading strategies can be used as needed.</p> |
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| <p>2. How do you regain focus when you lose concentration while reading?</p>                                 | <p>S1: If I lose focus, I usually stop for a while.</p> <p>S2: By rereading the text when I start to lose focus.</p> <p>S3: The way I get my concentration and focus back is usually by rereading, repeating it carefully until I get my focus back and understand.</p> <p>S4: I took a short pause, then went back to reading the previous sentence.</p> <p>S5: Getting back focus when losing concentration while reading usually comes naturally. Just reading sentence by sentence without paying attention to the sentence. Then realizing that you didn't get any information.</p> |
| <p>3. How do you determine when to adjust your reading speed, and how does it affect your comprehension?</p> | <p>S1: If there is a text that needs to be finished quickly, I just read it quickly, but if there is a difficult or heavy part, I mark it and read it more slowly afterwards to understand it better. So the reading speed is usually</p>  |

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|  | <p>adjusted to the purpose or needs of the text.</p> <p>S2: I will speed up reading if the explanation in the text is long-winded or there is information that I already know, this influences me to save time to find new information in the text.</p> <p>S3: I will adjust my reading speed based on the complexity of the text and my reading purpose. If the text is full of new terms. I will read slower and vice versa if the text is more general or I am only looking for specific information I can read quickly.</p> <p>S4: When I get a complex text or one that requires in-depth understanding, it helps me master the material well.</p> <p>S5: Determining when to adjust the reading speed is when I feel the text contains information with deep understanding, requires wild imagination. If so, usually reading fantasy novels, literature,</p> |
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|  | academic texts and the like. Determining the reading speed is adjusted to the type of text being read.   |
| 4. What strategies do you use when you encounter difficult sections in a text? | <p>S1: I usually read the whole thing first, and if there are any difficult parts, I mark them with highlights. After I finish reading, I go back to the parts I don't understand and look for further explanations.</p> <p>S2: I will read the entire text to find out what is being discussed to understand the context of the text, if I still don't understand, I will search for it on Google.</p> <p>S3: Usually I will try to understand first until I finally find the limit, usually I will continue using AI to help me understand the meaning.</p> <p>S4: I usually reread, and note down important points to understand the text more clearly.</p> <p>S5: If I find something like that, what I do is use help</p> |

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|   | from the internet, ask friends, or read relevant books.   |
| 5. How often do you pause while reading to reflect on the content, and what do you focus on during these moments? | <p>S1: For exams or texts that require a little time, I rarely stop to reflect. But after I finish reading, I pause to check the highlights and think about the parts I don't understand.</p> <p>S2: As long as the reading is easy to understand, I rarely stop for a moment to reflect on the contents of the reading until the reading is finished, I focus on things that are not familiar before.</p> <p>S3: For how long I can't count correctly, it can be longer or faster depending on the level of difficulty I experience when reading. Whether or not it affects my understanding, it is important to have an effect because sometimes my brain responds when something is difficult, then it will be a little down and that affects me in understanding a reading.</p> |

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|   | <p>S4: I often pause to reflect on the gist of the text, focusing on the main idea or question that arises.</p> <p>S5: Several times in the reading process. When this happens. I adjust the newly obtained information to my understanding.</p>  |
| 6. How do you visualize information while reading, and how does it assist your comprehension? | <p>S1: Actually, I'm not really good at visualizing things. So, I usually focus more on the words and look for explanations or other examples that can help me understand the text.</p> <p>S2: By imagining every word I read because it helps me to understand the contents of the text more quickly.</p> <p>S3: For example, if I read about the water cycle I can imagine a diagram showing the processes of evaporation condensation and precipitation that's how I visualize a text.</p> <p>S4: By imagining images that help remember and</p> |

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|   | <p>connect the concepts of the text.</p> <p>S5: Usually visualized in mind. If still having trouble with it I try to sketch it.</p>   |
| <p>7. When do you decide to re-read a section of a text, and how does it impact your comprehension?</p> | <p>S1: I usually reread the parts that I don't understand or that are really important for the topic I'm studying.</p> <p>S2: When I feel unfocused while reading or when I don't understand the context of the text, this helps me to better understand the content of the text.</p> <p>S3: I will reread a section of the text if I do not fully understand it and if there is important information to remember.</p> <p>S4: When I feel that something is missing or unclear, I don't understand the text well, which can help me strengthen my understanding.</p> <p>S5: Rereading the text if I still don't understand the content of the text. This</p> |

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|   | will deepen my understanding.  |
| 8. What strategies do you use to guess the meaning of unknown words or phrases, and how effective are they? | <p>S1: If I find a word I don't know, I try to look at the context of the sentence, whether there are any clues from words I already understand. Sometimes I also try to guess the meaning based on similar words. Usually this strategy is quite effective, although not always 100% correct.</p> <p>S2: By reading the whole text and relating it to the phrase, and this strategy is quite effective in my opinion.</p> <p>S3: The effectiveness of the strategy I usually use depends on the text bag recommendations and the amount of information I already know. The more complex the text, the harder it is for me to guess the meaning of unknown words.</p> <p>S4: I usually use the context of the sentence and look for similar words, and it is quite</p> |

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|  | <p>effective in understanding the meaning.</p> <p>S5: If without the help of the internet, I connect the word with the sentence that contains it. Adjusted to the context in the sentence but in my opinion this event is less effective because it can be misinterpreted. The effective way is with the help of the internet.</p> |
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### C. Support Reading Strategies (SUP)

| Questions  | Answers  |
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| 1. How do you use note-taking to enhance your understanding of a text? Can you share an example? | <p>S1: I usually take notes of important points or main ideas from the text, especially those that I find difficult to understand. For example, I make notes in my own words to make it easier to understand. By taking notes, I can go back to the notes if I need to review.</p> <p>S2: By writing down important keywords from the text, for example when paragraph 1 explains about the description, then I will note down what is described and how the</p> |

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|   | <p>description is briefly described.</p> <p>S3: Usually I will note down the important parts to help me conclude when I have finished reading. And for difficult words I also note them down so I can understand the meaning of the word more deeply.</p> <p>S4: I use notes to write down important points or underline main ideas which helps me remember and understand the text.</p> <p>S5: Writing down the information I get can help me understand the contents of the text. If it is considered important, I will definitely write it down. Reading - writing down - reading again helps me understand the meaning of the information.</p> |
| 2. When do you find it helpful to read aloud, and how does it improve your comprehension? | <p>S1: Actually, I can't read out loud. If I try, I end up not understanding and getting more confused. So, I'm more comfortable reading carefully in my mind and focusing on the</p>  |

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|  | <p>text itself, without having to read out loud.</p> <p>S2: When there are foreign terms or words because it helps to remember the foreign terms or words.</p> <p>S3: When I read text out loud, I usually understand it more quickly, maybe because my brain catches sounds more quickly, so maybe my level of understanding is also higher when I read out loud.</p> <p>S4: When the text is complicated so I focus more and understand the idea more clearly through listening and pronunciation.</p> <p>S5: With that loud voice usually when finding surprising information, plot twist. Like a reflex action.</p> |
| 3. How do you summarize what you read, and how does this process help you identify | <p>S1: After I finish reading, I try to make a short summary by writing down the main points of the text. This process helps me identify what is important,</p>   |

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| important information?                            | <p>and what is just additional or not so important.</p> <p>S2: By rewriting the information I get, it helps me identify the new information I get after reading the text.</p> <p>S3: How do I summarize a text by taking an outline and then noting down the important points and I think it really helps in my process of understanding a text.</p> <p>S4: Summarizing by rewriting the brief essence of the text can help me identify important information and focus on the main idea.</p> <p>S5: For me, summarizing is by rewriting the information obtained in a personal notebook. This process certainly helps me identify important information because important information is definitely written in personal notes.</p> |
| 4. How often do you discuss what you've read with | S1: I often discuss what I read with friends, especially if the topic is  |

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| <p>others, and how does it help clarify your understanding?</p> | <p>interesting or there is an assignment.</p> <p>S2: I often discuss what I have read with others, this helps me to validate my understanding and I gain new insights.</p> <p>S3: This happens quite often because usually when I understand something or get new information, I tend to discuss it with my friends and if I find it difficult or have a misunderstanding about something, the friend I am discussing with can correct it.</p> <p>S4: Often, it can help me clarify my understanding and see the perspective of understanding from others.</p> <p>S5: Sometimes. Discussing books I have read with others really helps me understand the content of the book but I only do it sometimes because it is hard to find someone who shares my reading interests.</p> |
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| <p>5. How do you decide what information to underline or circle in a text, and how does this assist your recall?</p> | <p>S1: I usually underline or summarize parts that I think are important or that I have just learned.</p> <p>S2: Very important information needs to be marked because it makes it easier for me to find the information if I forget it.</p> <p>S3: I underline the main idea of the reading so that it helps me to remember the contents of the reading.</p> <p>S4: I underline keywords or main ideas, which helps me associate information and reinforce memory.</p> <p>S5: Underlining or circling my reading is done when I find important or difficult information to understand at that time. So I underline or circle it to look for information related to it later.</p> |
| <p>6. Can you describe how you use reference materials like dictionaries when encountering challenging texts?</p>    | <p>S1: Usually, when I find a word I don't understand, I try to guess what it means based on the context of the text. After that, I check it in a dictionary or</p>   |

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|   | <p>translation app to make sure.</p> <p>S2: If there is a phrase that is very foreign to me and I cannot predict its meaning, then using a dictionary is very helpful in order to understand the text correctly.</p> <p>S3: I use a dictionary or google translate when I really don't understand the meaning.</p> <p>S4: I usually look up the meaning in a dictionary or google translate to understand a new term, which clarifies the meaning and context.</p> <p>S5: Using a dictionary reference is very helpful when you come across text you don't understand.</p> |
| 7. How do you paraphrase information, and how does this help you better understand and retain it? | <p>S1: I often paraphrase by changing sentences or information into my own words. That way, I can understand better and also remember longer.</p> <p>S2: I paraphrase in a language that is familiar</p>   |

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|   | <p>to me because it helps me to remember it better.</p> <p>S3: I paraphrase it in a language I understand so it's easy to remember.</p> <p>S4: By changing the words in the text to my own language which helps me understand more deeply and remember it longer</p> <p>S5: If the sentence feels difficult, I use the help of AI paraphrase and then paraphrase it again using my own language. This action really helps me in understanding the meaning of the sentence so that the information obtained is broader.</p> |
| <p>8. When do you find it helpful to go back and forth in a text, and how does it improve your understanding?</p> | <p>S1: I often read the whole text first, then go back to the parts I don't understand. That way, I can get the big picture of the text.</p> <p>S2: When I find it difficult to understand the text because it helps me to understand the contents of the text better.</p>   |

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|  | <p>S3: When there is a cortex in the next sentence that is not understood or not appropriate, then I return to the previous reading to synchronize it and make sure I understand the reading.</p> <p>S4: When checking a difficult part or when I want to clarify a part that is not yet understood.</p> <p>S5: It helped me because it increased my understanding. It's like in the first reading process I only understood 50%, then I read again from the beginning with an understanding output of 75%, then continued until I understood completely.</p> |
| <p>9. How do you formulate questions while reading, and how do they help you engage with the text?</p> | <p>S1: I usually ask questions like, "Why is this important?" or "How does this relate to the others?" These questions make me more focused and actively think about what I'm reading, so I don't just pass by.</p> <p>S2: By matching the contents of the text with things that can be used as</p>   |

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|  | <p>questions, because with that the text we read answers the formulation of the question with 5w+1h</p> <p>S3: I create questions that can test my comprehension of the reading.</p> <p>S4: I formulate questions about the core of the text that help me engage more actively in the reading process.</p> <p>S5: Before starting to read, such as "what will I get after reading this book later?", While reading, such as, "why is the example chosen like this?", "why does the plot go back and forth?" (if reading a novel, After reading, "what did I read earlier?", "what was the content of this book?"</p> |
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## 2. The benefits of metacognitive awareness in the implementation of reading strategies

### A. Understanding Metacognitive Awareness

| Questions                | Answers                                  |
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| 1. Can you describe what | S1: Metacognitive awareness for me means |

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| <p>metacognitive awareness means to you in the context of reading?</p> | <p>being aware of how I think and manage the reading process. It helps me understand when I need to focus more, when to stop and rethink, or when I need to check further information if there is a part I don't understand.</p> <p>S2: In my opinion, metacognitive awareness in the context of reading is the extent to which we present ourselves to participate in reading with focus and understand the contents of the text that has been read.</p> <p>S3: In my opinion, metacognitive awareness in the context of reading is the extent to which I can make my reading process effective, because with metacognitive awareness I am more structured in my reading process, so that it really helps in my reading comprehension.</p> <p>S4: Metacognitive awareness helps me choose and apply appropriate reading strategies.</p> |
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|  | <p>S5: Metacognitive awareness in reading means that I understand what I read and how I process information according to myself so that the output of information obtained can be maximized.</p>   |
| <p>2. How do you personally become aware of your reading strategies during academic tasks?</p> | <p>S1: When working on academic assignments, I start to realize when I need to read quickly to get the general idea, and when I need to focus more and read slowly to understand.</p> <p>S2: With the extent to which I understand what I read.</p> <p>S3: When working on academic assignments, I started to realize when I needed to speed read, when I needed to take notes, and when I needed to reread to get the general idea, and when I needed to focus more to understand.</p> <p>S4: For example, when reading complex academic texts, I realized that I needed to use deep reading strategies to understand</p> |

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|  | <p>difficult concepts in the text.</p> <p>S5: Reading, taking notes, personal understanding and discussions with friends are my effective strategies in completing academic assignments.</p> |
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## B. Benefits of Metacognitive Awareness

| Questions   | Answers  |
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| 1. In your experience, how has being aware of your reading strategies helped you better understand texts? | <p>S1: Being aware of reading strategies helps me to focus better and know when to use a particular strategy. For example, if I read a long article or text, I realize that I have to read quickly first to get the general idea, and then focus on the important parts.</p> <p>S2: So that I can maximize my reading and not take much time. Because awareness of reading strategies helps me to be able to focus on understanding the text</p> <p>S3: In my opinion, awareness of reading strategies helps me to be more focused and know when to use a particular</p> |

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|   | <p>strategy. So that I can maximize my reading and not take much time</p> <p>S4: I think this metacognition encourages active recreation in the learning process, and can improve poor understanding.</p> <p>S5: If we are aware and understand the reading strategy that suits us, it will certainly make it easier for us to understand the reading because everyone has a different way of reading.</p>          |
| <p>2. Can you share specific examples where metacognitive awareness improved your comprehension or problem-solving while reading?</p> | <p>S1: Once, when I was reading a difficult academic text, I realized that I needed to pause and reflect to think about the gist of it, not just read it word for word. I also realized that I needed to check other sources to clarify concepts that I didn't understand.</p> <p>S2: For example, when looking for references for writing, before writing I definitely need to read so that I get information.</p> |

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|  | <p>S3: For example, I noticed that I use support reading strategies more often by noting down important points so that I don't have to re-read and this has really helped my reading comprehension.</p> <p>S4: When reading difficult texts I realize that I need to reread unclear or complicated parts and summarize them to understand the gist of the text, which ultimately helps me clarify my understanding.</p> <p>S5: Can't explain the example yet.</p> |
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### C. Impact on Learning and Academic Success

| Questions   | Answers   |
|---|---|
| 1. How has metacognitive awareness contributed to your academic performance or learning outcomes? | <p>S1: Metacognitive awareness has helped me a lot in managing my learning style. I have become more aware of when to focus, when to pause, and when to seek additional references.</p> <p>S2: Metacognitive awareness contributes greatly to absorbing information in reading so</p> |

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|  | <p>that it can affect learning outcomes.</p> <p>S3: Metacognitive awareness is very helpful, so I am more aware of when to use certain strategies.</p> <p>S4: By maximizing text comprehension and improving critical thinking skills.</p> <p>S5: With metacognitive awareness I have better planning such as realizing the purpose of reading and being able to plan appropriate strategies. Actively evaluating understanding and reflection at the end. This makes learning outcomes more positive.</p> |
| 2. Do you feel it helps in areas beyond reading, such as writing or critical thinking? | <p>S1: Yes, metacognitive awareness also influences writing and critical thinking skills.</p> <p>S2: Yes, this is very helpful.</p> <p>S3: I think it's quite helpful in other aspects.</p>  |

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|  | <p>S4: Helps me organize my thought processes in writing and analysis, and clarify decisions or arguments.</p> <p>S5: Yes, writing can help plan the structure of the writing, supporting statements with personal opinions and more critical evaluation of arguments.</p> |
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#### D. Challenges and Support

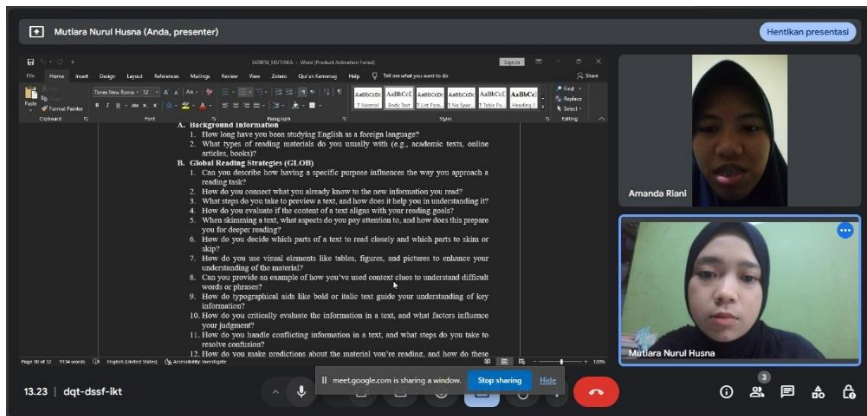
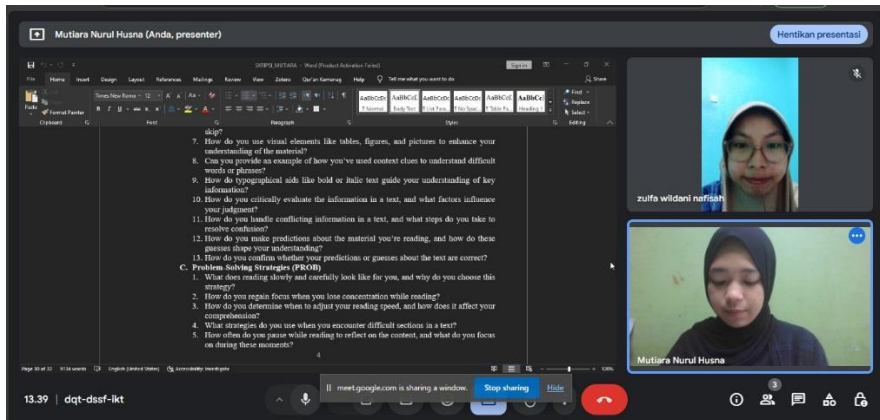
| Questions  | Answers  |
|--|--|
| 1. Are there any challenges you face in developing or applying metacognitive awareness in reading? | <p>S1: The challenge is sometimes more about habits. For example, I often get used to reading quickly without thinking too much about the strategy I use. Sometimes, when faced with complicated texts, I get confused about the best way to understand the reading.</p> <p>S2: The challenge I often face is when I haven't prepared myself optimally to start reading.</p> <p>S3: Maybe the challenge lies in my laziness in reading, so I always want to finish quickly and often</p> |

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|   | <p>ignore the use of metacognitive awareness in reading strategies.</p> <p>S4: Difficulty maintaining focus and consistently applying strategies when reading complex texts</p> <p>S5: For me, it seems that time constraints due to the busy academic situation make it difficult to find free time to read.</p>  |
| <p>2. What kind of support or training do you think would help enhance your metacognitive skills?</p> | <p>S1: I think training that can teach practical ways to recognize when to use a particular strategy would be very helpful.</p> <p>S2: In my opinion, support from oneself needs to be increased so that the information received can be maximized, and support from the surrounding environment is also needed to support focus when reading.</p> <p>S3: In my opinion, support such as providing seminars or materials in lectures on this matter is important considering that there are still very few people who are aware of this, including myself.</p> |

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|  | <p>S4: More structured and effective metacognitive reflection exercises and reading strategies would greatly help improve my cognitive skills.</p> <p>S5: Maybe attend a workshop that discusses this.</p> |
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## APPENDIX 3

### Interviews process documentations via Google Meet



Mutiara Nurul Husna (Anda, presenter)

13.37 | dqt-dssf-lkt

7. How do you use visual elements like tables, figures, and pictures to enhance your understanding of the material?

8. Can you provide an example of how you've used context clues to understand difficult words or phrases?

9. How do typographical aids like bold or italic text guide your understanding of key information?

10. How do you critically evaluate the information in a text, and what factors influence your judgment?

11. How do you handle conflicting information in a text, and what steps do you take to resolve confusion?

12. How do you make predictions about the material you're reading, and how do these guesses shape your understanding?

13. How do you confirm whether your predictions or guesses about the text are correct?

C. Problem Solving Strategies (PSSOH)

1. What does reading slowly and carefully look like for you, and why do you choose this strategy?

2. How do you regain focus when you lose concentration while reading?

3. How do you determine when to adjust your reading speed, and how does it affect your comprehension?

4. What strategies do you use when you encounter difficult sections in a text?

5. How often do you pause while reading to reflect on the content, and what do you focus on during these moments?

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6. How do you use visual aids like diagrams, maps, and charts to enhance your comprehension?

7. When do you decide to re-read a section of a text, and how does it impact your comprehension?

8. What strategies do you use to guess the meaning of unknown words or phrases, and how effective are they?

D. Support Reading Strategies (SRP)

1. How do you use note-taking to enhance your understanding of a text? Can you share an example?

2. When do you find it helpful to read aloud, and how does it improve your comprehension?

3. How do you summarize what you read, and how does this process help you identify important information?

4. How often do you discuss what you've read with others, and how does it help clarify your understanding?

5. How do you decide what information to underline or circle in a text, and how does this assist your results?

6. Can you describe how you use reference materials like dictionaries when encountering challenging texts?

7. How do you paraphrase information, and how does this help you better understand and retain it?

8. When do you find it helpful to go back and forth in a text, and how does it improve your understanding?

9. How do you formulate questions while reading, and how do they help you engage with the text?

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A. Background Information

1. How long have you been studying English as a foreign language?

2. What type of reading materials do you usually work with (e.g., academic texts, online articles, books)?

B. Global Reading Strategies (GLRH)

1. Can you describe how having a specific purpose influences the way you approach a reading task?

2. How do you connect what you already know to the new information you read?

3. What steps do you take to preview a text, and how does it help you in understanding it?

4. How do you evaluate if the content of a text aligns with your reading goals?

5. When skimming a text, what aspects do you pay attention to, and how does this prepare you for deeper reading?

6. How do you decide which parts of a text to read closely and which parts to skim or skip?

7. How do you use visual elements like tables, figures, and pictures to enhance your understanding of the material?

8. Can you provide an example of how you've used context clues to understand difficult words or phrases?

9. How do typographical aids like bold or italic text guide your understanding of key information?

10. How do you critically evaluate the information in a text, and what factors influence your judgment?

11. How do you handle conflicting information in a text, and what steps do you take to resolve confusion?

12. How do you make predictions about the material you're reading, and how do these

LAILA AZZAHRO

Mutiara Nurul Husna

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## APPENDIX 4

### Research Documents



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Sekretaris: Jl. Prof. Dr. Hamka Kampus II Ngaliyan Semarang Telp. 7601295 Fax. 7615387 Semarang 50185

Semarang, 12 Desember 2024

Nomor : 5551/Un.10.3/J4/DA.04/06/2024  
Lamp : -  
Perihal : Penunjukan Pembimbing Skripsi

Kepada Yth.  
Dr. Muhammad Nafi Annury, M.Pd  
*Assalamu 'alaikum Wr. Wb.*

Berdasarkan hasil pembahasan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Mutiara Nurul Husna  
NIM : 2103046127  
Judul : Metacognitive Reading Report for Better Metacognitive Awareness

Dan menunjuk saudara Dr Muhammad Nafi Annury, M.Pd sebagai pembimbing.

Demikian penunjukan pembimbing skripsi ini, dan atas kerjasamanya diucapkan terima kasih.

*Wassalamu 'alaikum Wr. Wb.*



Dekan

Kotak Jurusan Pendidikan Bahasa Inggris

*[Signature]*  
J. Nuna Mustikawati Dewi, M.Pd.  
196506141992032001

Tembusan:

1. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Jurusan Pendidikan Bahasa Inggris



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI WALISONGO**  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185  
Website: <http://fkitk.walisongo.ac.id>

Nomor : 1151/Un.10.3/K/DA.04.10/03/2025  
Lamp : -  
Hal : Izin Penelitian/Riset

4 Maret 2025

Kepada Yth.  
Ketua Jurusan Pendidikan Bahasa Inggris UIN Walisongo  
di Semarang

*Assalamu'alaikum Wr. Wb.*

Diberitahukan dengan hormat, dalam rangka memenuhi tugas akhir pada Mahasiswa SI Prodi Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang, bersama ini kami sampaikan bahwa mahasiswa di bawah ini:

Nama : Mutiara Nurul Husna  
NIM : 2103046127  
Semester : 8

Judul Skripsi : EXPLORING EFL RADING STRATEGIES THROUGH  
METACOGNITIVE AWARENESS

Dosen Pembimbing : 1. Dr. Muhammad Nafi Annury, M.Pd.

Untuk melaksanakan penelitian/riset di UIN Walisongo Semarang, Semester 5 Pendidikan Bahasa Inggris yang Bapak/Ibu pimpin. Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset/penelitian dan dukungan data dengan tema/judul sebagaimana tersebut diatas pada tanggal 3 Desember 2024 sampai selesai. Demikian permohonan ini kami sampaikan, atas perhatian dan kerjasamanya disampaikan terima kasih.

*Wassalamu'alaikum Wr. Wb.*



Tembusan Yth.  
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

## CURRICULUM VITAE

### **Personal Data**

Name : Mutiara Nurul Husna  
Place of Birth : Demak  
Date of Birth : 23 March 2003  
Religion : Islam  
Gender : Female  
Phone : 081387540963  
Adress : Gribigan, Wedung, Demak

### **Formal Education**

1. RA Raudhotul Wildan Wedung
2. MI Raudhotutl Wildan Wedung
3. MTs NU Raudhotul Mu'allimin Wedung
4. MAN Demak
5. Universitas Islam Negeri Walisongo Semarang