CHAPTER II

LITERATURE REVIEW

This chapter discusses about the explanation some theories and definition for each variables. It explain the theories and definition about metacognitive awareness, reading strategy and reading comprehension skill. The last part explains some previous studies related to this research.

A. Metacognitive Awareness

This part discusses about the definition of metacognitive awareness, component of metacognitive awareness, variables influencing metacognitive and metacognitive and reading.

1. Definition of Metacognitive Awareness

Metacognition is an important role in learning, this includes textual understanding of information, so this metacognition plays an important role in determining reading comprehension (Deliany & Cahyono, 2020). Therefore, metacognitive awareness also plays an important role in reading comprehension. By having the awareness to understand abilities, recognize yourself and control the thought process independently. Learners will be able to easily determine strategies or ways of reading that suit their style, thus producing learners who can understand the reading material well and can take important information in it (Çakıcı, 2017).

Metacognitive itself according to Alfarwan (2021) is a high-level ability that exists in a person, with this ability a person can consciously determine which strategy or way of self-understanding is in accordance with oneself in solving the problem at

hand. In this hall is the ability to read, with this metacognitive awareness, one can easily determine the attitude or strategy he uses to understand a reading context. Meanwhile, according to Bagci and Unveren, (2020), metacognitive awareness is a thought process to determine strategies for learning, obtaining and understanding information. It involves learners' self-awareness of their learning style adjustments and their ability to self-regulate. In this metacognitive practice, learners are emphasized to be able to be aware of how they learn, understand the content and how to increase its effectiveness. So they can utilize this knowledge to set the best learning strategies, monitor their progress and evaluate their learning outcomes.

Metacognitive requires self-awareness and the ability to self-regulate in the learning process. In the same line, metacognition is the awareness of a person to think critically, in other words they are able or have the awareness to understand how great their potential is and are able to use it by involving active thought processes, so that a person or learner can direct his learning or problems according to what they understand and can find solutions (Usuludin, 2019).

That is supported by Rosnaeni and Nur (2020), they stated learners apply metacognitive awareness when they can consciously manage and adjust their thinking power so that they can consciously determine goals and topics when they determine the purpose of problem solving. It can be said that metacognitive awareness is the process of learners connecting newly acquired information with knowledge they have always known. So that they can easily think creatively to determine strategies that suit them, evaluate their self-development. This methodology influences learners in

controlling self-understanding to interact in finding the most effective strategies for themselves.

Some studies show that learners with metacognitive awareness are better able to perform and strategize well than learners who do not have awareness. So it can be said that metacognitive awareness allows learner learners to plan, monitor and evaluate themselves so that they can improve brand performance in a skill (Garner & Alexander, 1989; Pressely & Ghatala, 1990; in Schraw & Dennison, 1994). In this case it is improvised reading comprehension skill.

2. Components of Metacognitive Awareness

According to Artzt and Armour-Thomas (1992), metacognition is a term commonly used in the psychological literature for cognitive processes. The cognitive process is a problem-solving program that focuses on knowledge, evaluation, monitoring. So it can be said that metacognition is an aspect of cognitive where it focuses on solving problems or decisions to modify activities that aim to adapt to the learner.

To support it, Schunk (2012) stated metacognition is defined as knowledge and cognitive activity that is objectified organized or modified. Metacognitive abilities play an important role in various types of cognitive activity, including oral communication oral persuasion oral explanation, explanatory reading, writing, language comprehension, hypothesis, attention, memory, problem solving, social cognition and various forms of guidance and self-control. Metacognition is divided into two related skills. The first includes generating main ideas, repeating information, forming associations and images, using mnemonic methods organizing material, taking

notes or underlines and using checking procedures. Secondly, one must know how and when to use these skills and strategies to ensure tasks are completed successfully. In general, metacognitive activity reflects the strategic application of declarative, procedural and conditional knowledge to tasks.

Metacognition according to Schraw and Dennison (1994) referred to the ability to understand, reflect and control learners' learning. Previous literature on metacognition has distinguished two main components, these are knowledge of cognition and regulation of cognition. Knowledge of cognition consists of three subprocesses of metacognition which are declarative knowledge, procedural knowledge and conditional knowledge. While regulation of cognition consists of several subprocesses to facilitate the control aspect of learning. Five components of regulatory skills are covered extensively, these are planning, information management strategy, monitoring understanding, debugging strategy and evaluation.

a. Knowledge of Cognition

Knowledge of cognition is a learners' understanding of the workings of cognitive processes involving awareness and knowledge that form the basis of thinking, learning and problem solving. This component also includes awareness of learner strengths and weaknesses to understand a strategy so that they can determine for themselves when the strategy is used effectively. This awareness can involve understanding memory processes, attentional mechanisms and executive function, among other cognitive functions.

The subprocesses that facilitate the reflective aspect of metacognition are Declarative knowledge, conditional knowledge and procedural knowledge are three key components of knowledge of cognition. They represent different types of knowledge related to how people think, learn and solve problems (Schraw & Dennison, 1994). Heres' an explanation of each:

1) Declarative Knowledge

Declarative knowledge refers to factual information or knowledge of things that happen in fact. It is knowledge that can be expressed in declarative sentences or propositions. This is also meant a knowledge about ones' skill, intellectual resources and abilities as students. Declarative knowledge serves as the basis of the form of knowledge. It provides information that people use to reason, solve problems and make decisions (e.g. knowing that Jakarta is the capital of Indonesia, understanding the definition of a concept or remembering historical facts).

2) Procedural Knowledge

Procedural knowledge is a way of knowing something that involves knowledge of processes, procedures and strategies for or solving problems. This is practical knowledge of "how to do" something. This knowledge is essential for problem solving and carrying out various cognitive activities. It underlies the ability to perform certain actions or implement strategies effectively (e.g. knowing how to turn on a laptop, understanding the steps to solve certain types of mathematical formula problems or skillfully playing a musical instrument are examples of procedural knowledge).

3) Conditional Knowledge

Conditional knowledge, also known as "knowing when and why," relates to understanding the conditions or contexts in which particular knowledge or strategies apply. This involves knowing when to apply declarative or procedural knowledge. Having the declarative and procedural knowledge necessary to perform a task does not guarantee students will do it well. Conditional knowledge helps students select and use declarative and procedural knowledge to fit the purpose of the task. To decide to read a passage carefully and then do so, students should believe that reading carefully is appropriate for the task at hand. That is, this knowledge has functional value because it will allow them to understand the material. Understanding when to use certain problem-solving strategies, recognizing the right context to apply certain mathematical formula or knowing the conditions for using certain language rules are examples of conditional knowledge (Schunk, 2012).

Table 2.1
Comparison of Types of Knowledge by Schunk (2012)

Type	Knowing	Examples
Declarative	That	Historical dates, number facts, episodes (what happened when), task features (stories have a plot and setting), beliefs ("I am good in math")
Procedural	How	Procedural How Math algorithms, reading strategies (skimming, scanning, summarizing), goals (breaking long-term goals into subgoals)
Conditional	When, Why	Skim the newspaper because it gives the gist but does not take much time; read texts carefully to gain understanding

b. Regulation of Cognition

Regulation of cognitive is the ability to process and control cognitive processes. This means that learners can customize cognitive processes, process cognitive processes and optimize their learning. It involves the capacity to regulate various mental activities such as attention, memory, problem solving, decision making (Schraw & Dennison, 1994). These are the following of sub-processes that facilitate the control of aspect of learning:

1) Planning

Planning is a skill that involves setting goals, creating an outline map in achieving goals and organizing the steps necessary to achieve them. Planning includes goal setting and allocating resources prior to learning. It aims to anticipate potential obstacles and develop strategies to overcome them. Effective planning helps learners manage their time and resources efficiently (Artzt & Armour-Thomas, 1992).

2) Information Management Strategy

Information Management Strategy is a method of processing, storing and retrieving information effectively. This includes skills and strategy sequences used on-line to process information more efficiently. Several techniques such as note-taking, summarizing and information organization can be used to help learners find and better organize information.

3) Monitoring

Comprehension monitoring is the process of assessing a persons' continuous understanding of information, be it during reading, learning or problem solving. It involves self-examination to understand and identify when more information or

clarification is needed. Effective monitoring helps learners make adjustments to suit their needs (Baker, 1989).

4) Debugging Strategies

Debugging strategies refers to the process of identifying and fixing errors or problems. It can also be said to be the ability to identify errors or problems in ones' thought process, problem solving or decision making and then take corrective action to resolve those problems.

5) Evaluation of Learning

Evaluation of learning, in the context of regulatory skills, involves assessing the effectiveness of a persons' strategies, plans and actions. This includes reflecting on results, identifying areas for improvement and making an analysis of performance and strategy effectiveness after a learning episode (Schraw & Dennison, 1994).

3. Variables Influencing Metacognitive

Metacognitive awareness of learners can be influenced by several things including the learner himself, tasks and strategies (Duell, 1986; Flavell & Wellman, 1977 in Schunk, 2012).

a. Learner Variable

An older child understands his or her own capabilities and memory better than a younger child. Children aged 7 to 10 years have their readiness to remember than children aged 4 to 6 years. The ability of students to remember some of the things they have learned is also variable. Children are more accurate in assessing whether they have known all the items they remember and whether they can know the information. In other words, a childs' level of development affects the metacognition of each child.

Older children will be able to determine and assess their abilities compared to younger children.

b. Task Variable

Children of greater size are gradually realizing that organized instruction is easier to understand than unstructured information. The main issue in the learning scenario is the use of more tasks that necessitate metacognition, with decreasing that is appropriate for high-level learning that can be accomplished quickly. In a sense, children who have good metacognitive awareness are children who are able to know the relative difficulties of memory obtained during learning.

c. Strategy Variable

Children around ages 3 and 4 may use memory strategies to recall information, but their ability to use the strategies improves with development. Because at that age children will try to remember every detail they explore, but they have not been able to determine the right strategy for learning at that young enough age. Whereas older learners understand that the intention to use a strategy leads to the use of a strategy, which produces results. Younger children usually have only a partial understanding of the relationship between intention, action and outcome. In other words, these children have a good metacognitive awareness but have not been able to implement it to find the right strategy in the learning process (Schunk, 2012).

4. Metacognitive and Reading

Novice readers often do not understand the conventions of printed material in English, a person reads words from left to right and top to bottom. Novice and poor readers usually do not monitor their understanding or adjust their strategies

accordingly. Older and skilled readers are better at monitoring comprehension than younger, less skilled readers, respectively If they come across a word they do not understand, they try to determine its meaning from context or consult a dictionary rather than continue reading. Younger children are less likely to know that they fail to understand than older children. Younger children who understand well may recognize problems but they cannot use strategies to solve them (e.g., rereading). Older children can understand well recognize problems and use corrective strategies.

Metacognition is involved when learners set goals, evaluate goal progress and make necessary corrections. Effective teaching procedures that include informing children of goals, making them aware of information relevant to tasks organizing situations conducive to problem solving and reminding them of the progress of their goals are indispensable to help children be aware of their abilities so as to find appropriate strategies for their individual learning (Schunk, 2012).

B. Reading Strategy

This part discusses about definition of reading strategy and classification of reading strategy.

1. Definition of Reading Strategy

Reading strategy is the methodology or application of procedures used to comprehend a book or reading material. Students can increase their understanding and overcome reading issues by using reading methods. As a result, students must be able to employ reading techniques in order to improve and maximize their comprehension of reading skills. Because, with the appropriate approaches, kids can develop reading

skills by using reading strategies (Fitriyah, 2021). In the same line, reading strategy helps students to be able to understand and overcome difficulties when reading. This becomes very important if students apply it when reading academically, because reading books or academic texts requires a deep understanding so that effective strategies are also needed to easily understand them (Boonkongsaen, 2014).

Readers need a reading strategy as a comprehension process to understand what they are reading. To help learners read effectively, teachers need to know which reading strategies learners have and assess whether they can be used or not. In addition, they must precisely determine when and how to use this strategy. The results of good comprehension show that students can use reading strategies that suit them. So it can be seen that the use of the right strategy and often use it is very important to train students' understanding in the reading process (Jannah, 2022).

2. Classification of Reading Strategy

There are many studies that have examined reading comprehension strategies. They classify these strategies in several categories. These categories include general or global strategy with local strategy. Global strategy involves general knowledge and a broad level of understanding, contextual understanding and can draw conclusions from the text read. While local strategy is a strategy that includes understanding low-level information on a small scale (Alfarwan, 2021).

As for according to research conducted by Mokhtari and Sheorey (2002) in the Survey of Reading Strategy which will be used as a questionnaire by researcher in this study. He investigates measuring ESL students' awareness of reading strategies. He classified reading strategy into three major categories as follows:

a. Global Reading Strategies (GROB)

Global reading strategy is the way the reader understands and summarizes the big picture of the text before examining the details. This is important for understanding long and complicated readings. With this strategy, readers can quickly determine if the text is relevant before doing a more in-depth reading. Some common global reading strategies include:

1) Previewing

2) Skimming

3) Scanning

4) Summarizing

5) Making Prediction

6) Identifying The Text Structure

b. Problem Solving Strategies (PROB)

Problem-solving strategies in reading are ways readers cope with difficulties that arise as they try to understand text. It helps readers overcome problems and improve their understanding. This strategy is important in effective reading because it helps readers deal with difficult texts and makes them more active in reading. Here are some problem-solving strategies in reading:

1) Clarification

2) Inference

3) Re-Reading

4) Note-Taking

5) Asking Questions

6) Visualization

7) Problem Solving with Peers

c. Support Strategies (SUP)

Support strategies in reading refer to ways and resources that help readers to better understand the text and address problems that may arise during reading. It is a useful tool for all readers, especially for those who may have difficulties in text comprehension or vocabulary comprehension. This strategy makes reading easier and more efficient by providing assistance and direction in dealing with obstacles that arise during the reading process. It helps readers to actively engage with the text and improves the overall reading experience. The some commons support strategies as follows:

1) Dictionary Use

2) Glossaries and Footnotes

3) Annotations

4) Graphic Organizers

5) Summary Guides

6) Reading Aids

7) Discussion Groups

8) Teacher or Peer Support

9) Contextual Information

C. Reading Comprehension Skill

This part discusses about definition of reading comprehension skill, characteristics of good reader, levels in reading comprehension skill and process in comprehending reading skill.

1. Definition of Reading Comprehension Skill

According to Ramadhani, Maryansyah and Achmad (2020), reading comprehension is an activity of reading by understanding the meaning of texts through the knowledge they get. This understanding can be in the form of understanding related information in the meaning of words, sentences or paragraphs in a reading text. It means that learners can be said they comprehend in reading skill is when they can get any information from the text what they have read. To support that, according to Fakhrurriana (2023), reading comprehension shows that learners can understand the reading text and they can draw conclusions from what they have read. Reading comprehension skill is a very important skill for learners, because if learners comprehend what they read they can draw conclusions obtained and express them in their own language.

In same line, reading comprehension is the process of finding meaning by relying on a complex process that includes reading words, words and understanding the world so as to get information from an available text and get the meaning contained therein. Skilled readers are readers who engage their awareness to be able to review, revise and reread to improve their understanding. They can also coordinate their knowledge with what they read in order to get information in the form of good

understanding (Rosnaeni & Nur, 2020). It can be said that metacognitive awareness plays an important role in learners' reading comprehension, with metacognitive awareness, learners can determine and find information contained in a text and can understand it well.

2. Characteristics of Good Reader

According to Pressley (2002) in Bölükbaş (2013) the characteristics of good reader as follows:

a. Readers who are active when reading and understanding the meaning contained in the text.

b. Try to guess or always be curious about the next part while reading.

c. Always try to understand every word or word to get important information.

d. Connect the information obtained with the understanding he already has.

e. Arrange the information contained so as to produce the right meaning.

f. Consider that reading is a productive process.

3. Levels in Reading Comprehension Skill

Reading comprehension is a process of understanding information from readings that have been read. According to DaCosta and Gutierrez (2020), there are three levels in comprehending reading skills, namely literal level, inferential level and critical level.

a. Literal Level

At this level the reader is able to understand something explained in the text or called simple understanding which involves identifying the information contained

in the text expressly. At this level, the reader is only enough to be able to identify what is important and what is not.

b. Inferential Level

At this level, the reader can determine the inferential or implied meaning of the text read, then draw conclusions by combining some of the implied information contained in the text to find the message that the author wants to convey from the text.

c. Critical Level

This is the highest level at which the reader has been able to analyze and combine the information obtained with the knowledge received that relates to the text read. Readers are able to draw insights and develop ideas from the information obtained in the text.

4. Process in Comprehending Reading Skill

Global or general reading strategies are divided into three phases. The first is pre-reading, in this phase students use their basic knowledge to guess the content of the text, this phase helps students to know the outline of the text to be read. The second is during reading, this phase students begin to read the text then determine the main idea and some important details in the text. The third is post-reading, which is the phase where students are given the opportunity to evaluate the results of the text read (Bezci, 1998; Karatay, 2007 and 2009; Lau, 2006; Mihara, 2011; Mokhtari and Reichard, 2002; Özbay, 2009; Salli, 2002; Shih, 1991; Tankersley, 2003; Yang, 2006 in Bölükbaş, 2013).

Table 1.2
Activities can be done in every Phases

Phases	Identifying The Aim of Reading
Pre-Reading	To understand the topic reading the first sentences of each paragraph.
	Looking through the text.
	Activating background knowledge.
	Guessing the topic of the text by looking at title and subtitles.
	Deciding on which points to focus.
	If there is a picture looking at it and guessing the content of the text.
	Determining the reading pace.
	Developing a reading plan.
During Reading	Underlining important parts.
	Using dictionary when unknown words cannot be deduced from the context.
	Not doing verbal translation.
	Skipping unknown words which do not contribute to understanding.
	Reading over the difficult parts of the text.
	Utilizing visuals like graphs, tables and pictures.
	Using other clues (punctuation, bold, italics and transitions).
	Looking through the text again if there is contradictory information.
	Guessing the meaning of unknown words from the context.
	Anticipating what is going to be told and making guesses during reading.
	Making connections between previous knowledge and knowledge acquired from the text.
Post-Reading	Questioning whether the content of the text is appropriate for the reading aim.
	Summarizing the text
	Looking through the text again to see the connections.
	Reading over the text if it sounds difficult.
	Checking whether guesses about the text are correct or not.
	Evaluating the main idea of the text with a critical eye.
	Summarizing the main idea of the whole text.
	Discussing the text with others to check whether one has grasped the gist or not.
	Retelling the important ideas deduced from the text.
	Retelling the text with her/his own words loudly.
	Taking notes to use later and to remember.
	If there are prepared questions about the text, answering them.

D. Previous Study

The first is the study conducted by Fadhillah and Hikmat (2022). They investigated inhibiting factors in beginning reading ability of class I elementary school learners. It shows that the challenges in comprehending reading skill are lack of interest among learners in reading, insufficient motivation from their surroundings, which affects their ability to master reading skill and a preference for playing rather than engaging with reading texts, result in their reading comprehension skill are not developing.

The second is conducted by Fitriyah (2021). She investigated the correlation between reading strategies and reading comprehension achievement of the twelfth grade learners of SMK Plus Darus Salam Kediri. This study aimed to determine whether there is a correlation between reading strategy and reading comprehension level. Using Pearson Product Moment Correlation, the study showed that there is a correlation between the two variables with the coefficient correlation is .793 (r=.793). It means that the correlation between reading strategies and reading comprehension achievement is high. This shows that the more learners understand or master reading strategies well, the ability in reading skills comprehension can also increase.

The third is conducted by Jannah (2022). She investigated the correlation among learners' reading interest, learners' reading strategy and learners' reading comprehension of the tenth grade of SMA Negeri 2 Pare. It showed that the correlation between learners' reading strategy and learners' reading comprehension have correlation. Using the Pearson Product Moment Formula showed the significance

correlation is .276, it means that there is significant correlation between two variables. And the correlation between learners' reading interest and learners' reading strategy shows that there is significant correlation among them with the significance correlation is .491. It can be concluded that learners who have an interest in reading and many reading strategies are used, then they can improve their ability in reading comprehension.

The fourth is conducted by Manda, Sadapotto, Hanafi, Buhari, Lababa, M and Purwika (2022). They investigated the interplay of compensation strategies and learners' reading comprehension of language learners. They found reading is an important skill for second language learners to master English. By using compensation strategy, the study shows that the strategy has a significant relationship. The researcher used Pearson Product Moment Formula to measure the correlation between two variables. The result showed the significant correlation is .515, it means that the correlation between compensation reading and learners' reading comprehension is strong. So it can be said that the use of strategies such as in the study can develop learners' mastery of their reading skills comprehension.

The fifth is conducted by Xiao (2021). She investigated the empirical study of English reading strategies used by learners with introversion and extroversion in rural junior high schools in Western China. It showed that there are two variables in her study, but only one related to this study. She said that the reading strategy is a process of interaction between the reading text and the reader so as to produce an understanding of what is read. In this study, researcher correlated reading strategies with rural junior high learner' personality (introversion and extroversion) which it resulted in that the

two had no correlation. Researcher also found that metacognitive and cognitive strategies were also used by introversion and extroversion. As stated in this study, personality has no relationship whatsoever with the reading strategies they use, but based on this research, we can also know that they often use metacognitive and cognitive methods in their comprehending reading skills.

The sixth is conducted by Usuludin (2019). He investigated the correlation between metacognitive awareness, listening self-efficacy and listening comprehension achievement of the tenth grade learners of MAN 2 Kediri. He reveals the mean of metacognitive awareness from 264 students are 75.67 and the value of coefficient correlation between metacognitive awareness and listening self-efficacy are .354. It means that there is significant correlation between metacognitive awareness and learners' listening self-efficacy. The significant correlation value between metacognitive awareness and listening comprehension achievement are .753. It means that there is no significant correlation between metacognitive awareness and listening comprehension achievement of 10th grade learners of MAN 2 Kota Kediri. It can be concluded that the more learners are able to understand, recognize their abilities, they can motivate themselves to improve their skills.

The seventh is according to Rosnaeni and Nur (2020). They investigated learners' metacognitive awareness and reading comprehension of narrative texts. They stated that their research used quantitative research with correlation design to determine the relationship between metacognitive awareness and reading comprehension in narrative texts. The result showed the correlation coefficient value is $0.759 \geq 0.3961$ with a significance value of .000 which it means that less than 0.05. This shows that

the more learners have good metacognitive awareness, the better the reading comprehension.

The eighth is the research conducted by Bagci and Unveren (2020). They investigated the relationship between metacognitive awareness of reading strategies and self-efficacy perception in reading comprehension in mother-tongue: sample of 8th graders. It shows that learners with high metacognitive awareness can understand reading materials and texts well, so they have skills in developing their abilities because of their high self-efficacy. This research is quantitative research with quasi experimental. The researcher used MANOVA and regression analyzes to measure the effects of metacognitive awareness of reading strategies on self-efficacy perception in reading comprehension. The result shown that the learners that have a higher level of awareness can also develop their comprehension in reading skill.

These previous studies relate with the research conducted by researcher entitled "The correlation among metacognitive awareness, reading strategy and reading comprehension skill of the 10th graders of SMAN 1 Plemahan Kediri". So that these studies can be used as a reference in the preparation of this research.

There are differences between this study and the previous study. The first is there are no researchers conduct the research with the three variables as same as the researcher. The second is the difference in the location of the place studied, namely SMAN 1 Plemahan Kediri, the sample used in this study is 10th grade learners who have learned reading skills. The third is the instruments used in this study are questionnaires and reading tests, questionnaire is used to investigate the learners' metacognitive awareness and reading strategy, while the test is used to investigate the

learners' reading comprehension level. The last is the result of this research is different

with the previous study.