

**METACOGNITIVE READING STRATEGIES AWARENESS USED BY
ENGLISH LEARNERS AS A FOREIGN LANGUAGE IN READING
SKILLS**

THESIS

Presented to

As part of fulfilling the requirements

For a Bachelor's Degree in English Language Education



Written by:

**AMAL BHAKTI ABDI
NIM.22202116**

Department of English Language

Faculty of Tarbiyah and Teacher Training

State Islamic University Syekh Wasil of Kediri

2026

**METACOGNITIVE READING STRATEGIES AWARENESS USED BY
ENGLISH LEARNERS AS A FOREIGN LANGUAGE IN READING SKILLS**

THESIS

Written by:

**AMAL BHAKTI ABDI
NIM.22202116**

**Department of English Language
Faculty of Tarbiyah and Teacher Training
State Islamic University Syekh Wasil of Kediri
2026**

DECLARATION OF AUTHENTICITY

Name : Amal Bhakti Abdi
Student's ID Number : 22202116
Study Program : Department of English Language Education
Faculty : Tarbiyah and Teaching Science
Title of Thesis : METACOGNITIVE READING STRATEGIES
AWARENESS USED BY ENGLISH LEARNERS
AS A FOREIGN LANGUAGE IN READING
SKILLS

I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person who is responsible for this thesis if there is any objection or claim from others.

This thesis is to fulfill the requirements for the degree of Sarjana (S1) in the English Study Program, State Islamic University Syekh Wasil of Kediri.

Kediri, 27th of June 2026

The researcher,


10000
METERAI
TEMPEL
BCEABA0X075240441
Amal Bhakti Abdi
NIM.22202116

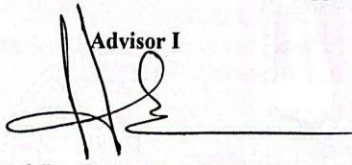
APPROVAL PAGE

This is to certify that the Sarjana's Thesis of Amal Bhakti Abdi has been approved
by the thesis advisors for further approval by the board of examiners.

METACOGNITIVE READING STRATEGIES AWARENESS USED BY ENGLISH LEARNERS AS A FOREIGN LANGUAGE IN READING SKILLS

Amal Bhakti Abdi
NIM.2202116

Approved by:

Advisor I


Prof. Dr. Fathor Rasvid, M.Pd.
NIP. 196908312000031001

Advisor II



Dr. Nuru Aini, M.Pd.
NIP. 198807032023212033

RATIFICATION SHEET

METACOGNITIVE READING STRATEGIES AWARENESS USED BY ENGLISH LEARNERS AS A FOREIGN LANGUAGE IN READING SKILLS

AMAL BHAKTI ABDI

NIM. 22202116

Has been examined by the Board of Examiners of the State Islamic University

Syekh Wasil of Kediri on June, 25th 2026.

1. Main Examiner

Mohammad Muhvidin, M.Pd. (.....)
NIP. 198012262009121004

2. Examiner I

Prof. Dr. Fathor Rasvid, M.Pd. (.....)
NIP. 196908312000031001

3. Examiner II

Dr. Nurul Aini, M.Pd. (.....)
NIP. 198807032023212033

Kediri, June 25th, 2026

Acknowledged by the Dean of the Faculty of Tarbiyah and Teacher Training
University Syekh Wasil of Kediri



MOTTO

“Knowledge grows when we plan, monitor, and evaluate ourselves.”

(Amal Bhakti Abdi)

DEDICATION

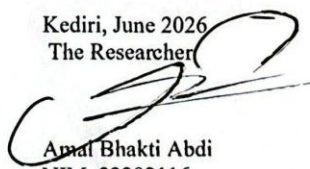
1. Thanks to the Lord of the world, Allah SWT, and the Prophet Muhammad SAW for giving me many blessings I could not count.
2. My beloved parents, Ade Kurniawan Irianto and Ida Pawasti, S.K.M., for every path I decide, which is always prayed for and supported.
3. All beloved lecturers of State Islamic University Syekh Wasil of Kediri, especially my respected advisors Prof. Dr. Fathor Rasyid, M.Pd., and Dr. Nurul Aini, M.Pd., who always guide and give attention to my thesis process and progress.
4. Thanks to my circles, whom I could not mention, so nobody feels jealous. Their existence means a lot to this thesis journey and college life.
5. Thanks to my supporting system, which I would not mention in this thesis either, but belonged to every single one of my prayers.
6. Thanks to my 10 respondents who kindly filled out my research. I owe you the whole kindness.
7. Thanks to myself; I could not express how proud I am to see my own process and progress this far!

ACKNOWLEDGEMENTS

Alhamdulillah, all praises to Allah who has given guidance and blessings for me to finish this thesis. Peace and salutations are always given to the last Prophet, Muhammad SAW. Subsequently, express my great appreciation and thank you to those who have made significant contributions in helping me to finish this thesis, and my sincerest gratitude to:

1. Prof. Dr. Wahidul Anam, M.Ag., as the Rector of State Islamic University Syekh Wasil of Kediri.
2. Prof. Dr. Hj. Munifah, M.Pd., as the Dean of the Faculty of Tarbiyah and Teaching Science, State Islamic University Syekh Wasil of Kediri.
3. Burhanudin Syaifulloh, M.Pd. Ph.D. as the Head of the English Department, State Islamic University Syekh Wasil of Kediri.
4. Prof. Dr. Fathor Rasyid, M. Pd., and Dr. Nurul Aini, M. Pd., my respected advisors who guided me throughout my thesis. They made invaluable contributions and supported me during this study.
5. All of my lecturers in the State Islamic University Syekh Wasil of Kediri

Kediri, June 2026
The Researcher



Amal Bhakti Abdi
NIM. 22202116

ABSTRACT

Abdi, A. B. (2026). *“Metacognitive reading strategies awareness used by English learners as a foreign language in reading skills”*. Thesis, Department of English Language, Faculty of Education and Teaching Science, State Islamic University Syekh Wasil of Kediri. Advisors: (I) Prof. Dr. Fathor Rasvid, M.Pd. (II) Dr. Nurul Aini, M.Pd.

Keywords: Metacognition, Reading Strategies, EFL Learners, Planning, Monitoring, Evaluating

This study investigates the metacognitive reading strategies awareness employed by English as a Foreign Language (EFL) learners to identify reading comprehension. Metacognition, defined as learners' awareness and regulation of their cognitive processes, plays a crucial role in fostering independent and strategic learning. The research focuses on three core strategies: planning, monitoring, and evaluating, applied by eighth-semester students of UIN Syekh Wasil Kediri during their reading activities. Using a qualitative descriptive design, data were collected through classroom observations, interviews, and reading assignments. The findings reveal that students consistently applied metacognitive strategies across different types of reading activities, namely skimming, scanning, intensive reading, and extensive reading. In the planning stage, learners prepared themselves by setting goals, activating prior knowledge, and anticipating challenges. During monitoring, they controlled comprehension by checking alignment between textual cues and their initial purposes, often rereading or adjusting focus when difficulties arose. In the evaluation stage, students reflected on the effectiveness of their strategies, recognizing both successes and areas for improvement. Challenges were also identified, including limited vocabulary, difficulties in identifying main ideas, and reliance on teacher guidance. These constraints highlight the dynamic nature of metacognitive engagement, where learners continuously negotiate between their strategies and the demands of the text. Overall, the study underscores the importance of integrating metacognitive strategies into EFL instruction. By fostering planning, monitoring, and evaluation, teachers can support learner autonomy, critical thinking, and improved reading performance. The results contribute theoretically to the understanding of metacognitive learning and practically to the development of pedagogical practices that encourage students to become more reflective and strategic readers.

TABLE OF CONTENT

COVER	ii
DECLARATION OF AUTHENTICITY	Error! Bookmark not defined.
APPROVAL PAGE	Error! Bookmark not defined.
RATIFICATION SHEET	Error! Bookmark not defined.
MOTTO	vi
DEDICATION.....	vii
ACKNOWLEDGEMENTS.....	Error! Bookmark not defined.
ABSTRACT	ix
TABLE OF CONTENTS.....	x
CHAPTER I INTRODUCTION.....	Error! Bookmark not defined.
A. Background of the Research	Error! Bookmark not defined.
B. Research Question.....	Error! Bookmark not defined.
C. Research Objective.....	Error! Bookmark not defined.
D. Significance of the Research.....	Error! Bookmark not defined.
E. Scope and Limitation	Error! Bookmark not defined.
F. Definitions of Key Terms.....	Error! Bookmark not defined.
CHAPTER II LITERATURE REVIEW	Error! Bookmark not defined.
A. Metacognitive Learning	Error! Bookmark not defined.
B. Reading Skills	Error! Bookmark not defined.
C. Strategies to Learn Reading Metacognitively	Error! Bookmark not defined.
D. Previous Studies	Error! Bookmark not defined.
CHAPTER III RESEARCH METHODOLOGY	Error! Bookmark not defined.
A. Research Design.....	Error! Bookmark not defined.
B. Participants	Error! Bookmark not defined.
C. Research Instrument.....	Error! Bookmark not defined.
D. Data Collection.....	Error! Bookmark not defined.
E. Data Analysis	Error! Bookmark not defined.
F. Data Triangulation	Error! Bookmark not defined.

G. Validity and Reliability of the Research	Error! Bookmark not defined.
CHAPTER IV FINDINGS AND DISCUSSIONS.	Error! Bookmark not defined.
A. Research Findings	Error! Bookmark not defined.
1. Metacognitive Strategies in Reading Activities	Error! Bookmark not defined.
a. Skimming	Error! Bookmark not defined.
b. Scanning	Error! Bookmark not defined.
c. Intensive Reading	Error! Bookmark not defined.
d. Extensive Reading	Error! Bookmark not defined.
B. DISCUSSIONS	Error! Bookmark not defined.
1. Integrating Findings with the Research Question	Error! Bookmark not defined.
2. Comparison with Previous Studies	Error! Bookmark not defined.
3. Synthesis and Implications	Error! Bookmark not defined.
CHAPTER V CONCLUSION AND SUGGESTIONS	Error! Bookmark not defined.
A. CONCLUSION	Error! Bookmark not defined.
B. SUGGESTIONS	Error! Bookmark not defined.
APPENDIXES	Error! Bookmark not defined.

