CHAPTER II

LITERATURE REVIEW

This chapter presents several theories related to the research variables utilized in this study. It explains metacognitive learning, reading skills, and strategies for learning to read in a metacognitive manner. The final section discusses several previous studies that are relevant to this research.

A. Metacognitive Learning

JH Flavell (1979) introduced the term "metacognition" as referring to a person's knowledge about their own cognitive processes and their ability to regulate those processes. According to Flavell, metacognition consists of two main components: knowledge about cognition and the ability to regulate cognition. Knowledge about cognition includes an individual's awareness of the learning strategies available, when these strategies should be used, and how effective they are in facilitating understanding. The ability to regulate cognition involves planning, monitoring, and evaluating thought processes during learning activities. Through metacognition, students can become more aware of their own strengths and weaknesses in understanding texts (Fan & Tan, 2023). This awareness enables them to choose appropriate strategies based on their reading goals. Flavell emphasized that metacognition is not merely about knowing how to learn. But it also involves managing and improving the way in which people learn. Therefore, according to Flavell, the concept of metacognition serves as an important foundation for research on learning strategies, especially when it comes to skills related to reading foreign languages.

Knowledge regarding cognition refers to an individual's awareness of how they think, their learning strategies, and their understanding of their own strengths and weaknesses in cognitive processes. This includes declarative, procedural, and conditional knowledge, which helps people understand what they know, how to use that knowledge, and when certain strategies are most effective (Tuononen et al., 2023). By having knowledge about cognition, learners can assess the difficulty of tasks and choose the appropriate approach. For example, a student who realizes that taking notes helps them understand texts better will consistently use this strategy. This awareness also enables individuals to compare different learning methods and determine which ones are most effective. Additionally, knowledge about how people think helps them anticipate potential challenges. Possible obstacles that may arise in the learning process (Anthonysamy, 2021). Ultimately, knowledge regarding cognition serves as an important foundation for developing critical and reflective thinking skills.

According to Anthonysamy (2021), cognitive regulation refers to the ability to organize, control, and evaluate thought processes in order to achieve learning goals effectively. This includes planning, monitoring, and evaluating the strategies used to complete tasks. For example, before reading an academic text, a student might plan to identify key ideas and assess their understanding after each paragraph. Throughout the process, the student monitors whether the strategy is effective or needs to be adjusted. Evaluation is conducted after the task is completed to assess the effectiveness of the methods used and to identify areas for improvement in the future. Cognitive regulation helps learners stay

focused, reduce mistakes, and improve learning efficiency (Shen et al., 2025). With these skills, individuals can adjust their strategies according to the difficulty of the material. In addition, regulating the thinking process promotes independent learning, as students no longer rely solely on the teacher's instructions. Overall, cognitive regulation enhances metacognitive abilities, making the learning process more purposeful and productive.

Enhancing self-awareness in the learning process means that students can understand how they think, learn, and process information (Bozgun, 2023). This awareness makes them more aware of their own strengths and weaknesses when it comes to understanding material. By recognizing their own learning styles, students can adjust their learning methods to make them more effective (Yesi & Mardiah, 2025). For example, students who realize that they understand concepts better through visual aids will use diagrams or concept maps. Self-awareness also helps students anticipate potential difficulties during the learning process. Additionally, students become more confident because they know how to overcome obstacles effectively. This makes the learning process more purposeful and meaningful. In short, self-awareness serves as a crucial foundation for developing metacognitive skills.

Strategic control in learning relates to students' ability to choose, use, and adapt learning methods according to their needs (Bouknify, 2023). Students who possess strategic control can plan their learning steps, such as setting goals and selecting appropriate techniques. During the learning process, they can assess the effectiveness of their strategies and make adjustments if necessary.

For example, if rereading is not effective, students might try summarizing the material or discussing it with peers. According to Benedek and Lebuda (2025), strategic control also involves evaluating the effectiveness of learning methods after the fact. With these skills, students become more flexible in dealing with various types of tasks. This makes them more independent and less dependent on teachers' guidance. Strategic control ultimately improves the overall quality of learning.

The effectiveness of learning is the result of applying self-awareness and effective strategies during the learning process. Students who can manage their thoughts can focus more effectively on understanding the material (Sudirtha, 2022). This effectiveness is reflected in an improved ability to complete tasks on time and with satisfactory results. Additionally, students can reduce unproductive learning habits and replace them with more effective methods. With well-planned strategies, they can make better use of their time, thereby avoiding feelings of overwhelm. According to (Wongdaeng & Higgins, 2023) The effectiveness of learning also contributes to achieving academic goals more consistently. This motivates students to continue improving their metacognitive skills. Ultimately, effective learning makes the educational process more meaningful and sustainable.

In the context of learning English as a foreign language (EFL), metacognitive learning plays an important role in helping students understand texts. Students who use metacognitive strategies are able to plan their reading goals before starting to read, such as determining what information they want to

obtain from the text (Sun et al., 2021). While reading, they monitor their understanding by checking whether they've grasped the main ideas and details of the text. If they encounter difficulties, they can adjust their strategies, such as rereading or using a dictionary. After reading, they evaluate their understanding and the strategies they used. This process helps students become more aware of their strengths and weaknesses when reading English texts. In this way, metacognitive learning enables students to become more independent and reflective learners. Therefore, the application of metacognition in EFL has proven to improve students' reading skills, while also enhancing their confidence in dealing with texts in foreign languages (Teng et al., 2025).

B. Reading Skills

Reading skills can be understood as the ability to comprehend texts, identify main ideas, draw conclusions, and analyze the content of what is read. According to Philip dan William (1986) In their Bottom-Up theory, reading begins with the process of decoding, which involves recognizing letters, words, and sentences before understanding the meaning of the text. This process emphasizes the importance of mastering basic language skills such as vocabulary and grammar, so that readers can understand texts effectively. Comprehending texts is central to reading skills, as readers must be able to understand both explicit and implicit meanings (Üngör, 2023). Identifying main ideas helps readers grasp the central concepts that make up the text's content. Inference is necessary to draw conclusions from information that is not explicitly stated in

the text. Text analysis allows readers to evaluate the structure, relationships between ideas, and the author's purpose (Gedik & Akyol, 2022).

Agustin et al. (2023) state that skimming is a reading skill used to quickly obtain an overall understanding of a text. In this process, readers focus only on the main ideas, titles, subheadings, or keywords. The goal is not to understand every detail, but rather to grasp the essence of the information presented. For example, when students want to know the main topic of an article, they simply read the beginning and ending of each paragraph. Skimming serves as an important first step before readers decide whether the text is worth studying in more detail (Sari dan Timur, 2023).

Scanning, as another skill in reading comprehension, is closely related to skimming. Both involve reading quickly, but with different purposes (Eva, 2022). Skimming aims to get a general understanding of the text, while scanning is used to find specific information such as numbers, names, or particular terms. Readers do not need to understand the entire text; instead, they can go straight to the relevant sections (Chea dan Xiao, 2024). For example, a student looking up a definition in a dictionary would use scanning to find the desired word. In this way, scanning complements skimming, as both help readers save time when understanding texts.

Intensive reading is a more in-depth form of reading compared to skimming and scanning (Ilyas, 2025). During intensive reading, readers strive to understand the details of the text, sentence structure, and word meanings carefully (Prayuda, 2023). The goal is to gain a thorough understanding of the

content, usually for academic or analytical purposes. For example, a student studying a research article will read it intensively in order to understand the methodology and findings. Intensive reading requires high levels of concentration, and it often involves taking notes or discussing the material. In this way, readers can connect the detailed information with their existing knowledge.

Extensive reading builds upon the skills developed through intensive reading, with an emphasis on creating a more enjoyable and meaningful reading experience (Maipoka dan Soontornwipast, 2021). In this approach, readers consume large amounts of text in order to expand their vocabulary, improve their overall comprehension skills, and develop good reading habits. The goal is not merely to understand details, but to naturally develop language skills through exposure to various types of texts (Hanisah et al., 2023). For example, students read novels, magazines, and short stories to enrich their knowledge and improve their reading fluency. Extensive reading also helps readers develop an interest and motivation for learning the language. In this way, these four reading skills are interrelated and together form a crucial foundation for language learning.

Intensive reading primarily develops factual and procedural knowledge, as students concentrate on vocabulary, grammar, and detailed comprehension. In contrast, extensive reading contributes to conceptual and metacognitive domains, since learners engage with broader ideas, reflect on their reading process, and build autonomy through enjoyment and motivation. Thus, both

types of reading can be mapped onto Bloom's taxonomy, showing how metacognitive reading strategies support multiple dimensions of learning.

According to Abid et al. (2023), reading skills are influenced by several interrelated factors. Vocabulary is a key factor: the more words a student knows, the easier it is for them to understand texts. Grammar also plays an important role, as complex sentence structures can be difficult for readers of foreign languages to comprehend. Background knowledge helps readers connect new information with their existing experiences and knowledge (Amin et al., 2023). Without relevant knowledge, readers will have difficulty understanding the implied meanings in texts. Motivation is a psychological factor that determines how much effort students put into understanding what they read. Motivated students tend to use more effective reading strategies. According to Philip and William (1986), Reading skills are the result of the interaction between decoding abilities (knowledge of vocabulary and grammar) and linguistic comprehension (knowledge and motivation).

In the context of EFL (English as a Foreign Language), reading comprehension represents a major challenge for Indonesian students, as English is not their native language. One of the main difficulties is the limited vocabulary, which makes it hard for students to understand the meaning of words in texts. The grammatical structure of English, which differs from Indonesian, also adds to the complexity of reading. Additionally, a lack of knowledge about the culture and context related to English texts often hinders comprehension (Ramadhianti & Somba, 2023). Low motivation to learn is another factor that

contributes to these difficulties, as many students find reading English texts too challenging (Al-shaye et al., 2021). Another challenge is that students are still accustomed to reading simple texts, so they're not yet prepared to deal with more complex academic texts. As a result, students often have difficulty identifying the main ideas, drawing conclusions, and analyzing the content of what they read.

These challenges can be mapped onto Bloom's four dimensions of knowledge. Limited vocabulary and grammar reflect difficulties in factual knowledge, while problems in identifying main ideas and analysing texts relate to conceptual knowledge. The use of reading strategies such as skimming and scanning involves procedural knowledge, and students' awareness of their own reading process, including motivation and reflection, represents metacognitive knowledge. Thus, reading comprehension in EFL contexts requires the integration of all four domains to achieve effective learning.

Sparks (2021) states that reading skills play a crucial role as they serve as the foundation for academic success. With the ability to understand texts, students can access a wide range of knowledge contained in books and scientific articles. Identifying main ideas helps students grasp the key concepts that are central to the material being learned. Inference enables students to conclude from implicit information, thereby deepening their understanding. Text analysis is also necessary for students to evaluate the structure of texts, the author's purpose, and the relationships between ideas. According to Philip and William (1986), reading skills are the result of the interaction between decoding and

linguistic comprehension, thus serving as the basis for foreign language skills. In the context of EFL, reading skills help students expand their vocabulary, understand grammar, and become familiar with the culture of the target language. Therefore, reading skills not only contribute to academic success but also serve as a key factor in mastering a foreign language thoroughly.

C. Strategies to Learn Reading Metacognitively

Metacognitive strategies in reading can be defined as the reader's conscious efforts to plan, monitor, and evaluate their understanding of the text. JH Flavell (1979), who coined the concept of metacognition, emphasized that awareness of one's own thinking is key to being able to control the reading process. In practice, planning occurs before reading, such as by determining goals and selecting appropriate strategies. During reading, students monitor their understanding by checking whether they've grasped the main ideas and details of the text. If they encounter difficulties, they can adjust their strategies, such as rereading or using a dictionary. Evaluation takes place after reading to assess the effectiveness of the strategies used and how well the reading goals were achieved.

Metacognitive reading strategies are essential because they enable learners to become independent and reflective readers. Through planning, students set goals and activate prior knowledge before engaging with the text. During reading, they monitor comprehension by checking main ideas, rereading difficult sections, or summarizing key points. They also pay attention to the author's purpose to ensure alignment with their reading goals. After reading,

evaluation takes place, where students reflect on the effectiveness of their strategies and consider improvements for future tasks. This reflective cycle demonstrates that metacognition is not only awareness of thinking, but also the conscious regulation of the reading process—being aware of being aware. Research by Baba et al. (2021) showed that students who were trained to use metacognitive strategies were more independent when dealing with difficult texts. Therefore, metacognitive strategies in reading serve as an important foundation for learning foreign languages, especially in the context of EFL.

Planning is a crucial initial step in metacognitive reading strategies. It helps readers set goals before they begin reading. According to Roberts (2021), Through planning, students can predict the content of a text based on its title, subheadings, or key words. This makes the reading process more efficient, as readers already have an idea of the information they'll receive. For example, before reading a scientific article, students might decide that their goal is to understand the research methods used. Proper planning helps readers adjust their reading strategies to meet their academic or personal needs (Arabia & Alsagoafi, 2023).

Next, monitoring becomes the next step after planning is completed. Readers need to assess their understanding throughout the reading process. At this stage, students identify parts of the text that are difficult to understand and evaluate whether the strategies they've used are effective (Villanueva, 2022). For example, when encountering unfamiliar technical terms, readers can pause to look up definitions or take notes. Monitoring also helps maintain focus;

readers do not just read words without understanding their meaning (Juhkam dan Jõgi, 2023). In this way, monitoring serves as a mechanism to ensure that the goals set forth earlier are indeed achieved.

Evaluation serves as the final stage that complements the processes of planning and monitoring. Readers evaluate their level of comprehension after finishing the reading material (Thongwichit dan Buripakdi, 2021). At this stage, students reflect on whether the strategies they used were effective and whether the initial goals were achieved. Evaluation also involves assessing any difficulties that arose during the reading process and determining how to overcome them (Arianto dan Hanif, 2024). For example, after reading a long text, students evaluate whether summarizing the content helped them understand it better or whether they need to try different strategies in the future. Evaluation ensures that readers continue to improve by refining their learning methods based on past experiences. This makes the metacognitive cycle continuous and more effective over time.

Fadilah et al. (2021) stated that taking notes while reading is one of the applications of metacognitive strategies. This helps readers grasp the main ideas and important details of a text. By writing down key points, students can more easily remember and review the information they've learned. Notes also serve as a tool for organizing understanding, thereby preventing passive reading (Abrio dan Ubaub, 2026). For example, students can create mind maps or lists to organize the structure of the text they're reading. Taking notes lays the foundation for further development of reading skills.

Okmawati (2021) states that asking oneself questions is an advanced strategy that helps reinforce the notes taken during reading. By asking questions like “What does the author mean?” or “How does this idea relate to previous topics?”, readers can test their understanding. These questions help identify parts of the text that are still confusing and require further attention. Additionally, asking questions encourages readers to think critically about the content. In this way, students not only take notes but also connect them to their existing knowledge (Hidayani & Perdana, 2026).

Summarizing text is the final step in the process of taking notes and reflecting on the material. In summarizing, readers rephrase important information in their own words, making it easier to understand (Idris et al., 2022). Summaries help reduce the overload of information and highlight the main points of the text (Rachmadtullah et al., 2024). For example, after reading a long article, students can write short paragraphs that contain the main ideas and conclusions. By summarizing, readers can assess their understanding of the text and reinforce the benefits of previous metacognitive strategies.

D. Previous Studies

Several previous studies have explored the application of metacognitive strategies in reading skills. The first study was conducted by Nur Aisah et al. (2021), titled “Metacognitive Strategies in Students’ Reading Comprehension.” This study examined how a 15-year-old introverted student applied metacognitive strategies in non-formal education settings. These strategies included planning before reading, monitoring during reading, and evaluating

after reading. The results showed that the student was able to overcome difficulties related to pronunciation and vocabulary through these strategies. The study used qualitative descriptive methods, including interviews and observations. The findings indicated that metacognitive strategies improved the students' confidence and motivation in reading. The student also demonstrated greater awareness and reflection during the reading process, thereby enhancing her comprehension skills. However, this study focuses only on one participant, which limits its generalizability. A major limitation is the lack of comparative analyses across a larger population to validate the consistency of the effectiveness of these metacognitive strategies.

In the second study, Hasani & Pahamzah (2022) conducted research titled "The Relationship between Cognitive and Metacognitive Strategies in EFL Students' Reading Comprehension". This study examined the relationship between cognitive and metacognitive strategies in EFL students' reading comprehension among 450 high school students in Serang. A descriptive design was used, with questionnaires and reading comprehension tests as the research tools. The results showed that the experimental group, which received training in metacognitive strategies, outperformed the control group significantly. The study emphasized that reading strategies directly affect vocabulary acquisition and comprehension. Statistical analysis confirmed the reliability of the instruments, with a Cronbach's Alpha value of 0.88. These findings highlight the importance of repeated practice in internalizing these strategies. Students improved their comprehension when they applied strategies such as

summarizing and setting goals. The downside is that psychological factors such as intrinsic motivation and personality traits have not been studied, and these could potentially affect the effectiveness of the strategy.

The third study in 2025, conducted by Pahrizal and colleagues, was titled "Metacognitive Reading Strategies and Their Impact on Comprehension: Insights from Rural EFL Learners". This study utilized a cross-sectional survey design, involving 114 English language students at Kerinci University. The research tools included the MARSI-R questionnaire and records of students' reading course grades. The results showed that students had a high level of awareness regarding metacognitive strategies, particularly problem-solving strategies. However, the impact of these strategies on comprehension was statistically significant but modest. Pearson's correlation and regression analysis were used to determine the relationships between various variables. The findings indicated that regular use of metacognitive strategies improved reading performance. Students relied more on problem-solving strategies than on overall or supportive strategies.Its drawback is the lack of longitudinal research to track how the use of metacognitive strategies develops over time.

The fourth study in 2021, conducted by Köse & Güneş, was titled "The Use of Metacognitive Strategies by Undergraduate Students While Reading". This study examined the use of metacognitive strategies by 236 Turkish undergraduate students, using the MARSI questionnaire. The results showed that students generally used metacognitive strategies quite effectively, especially in problem-solving strategies. ANOVA and MANOVA analyses revealed

significant differences based on gender and academic level. Female students and those in higher grades reported using metacognitive strategies more frequently than male students and those in lower grades. There was also a positive correlation between the use of metacognitive strategies and reading comprehension scores, especially in narrative texts. The reliability of the MARSI questionnaire was confirmed, with a Cronbach's Alpha score above 0.7. The study recommends training programs that take into account differences in gender and academic level. Its drawback is the lack of exploration into how cultural or academic backgrounds influence the use of various strategies.

The last research, conducted by Ramadhianti & Somba (2023), is titled "Difficulties in Reading Comprehension among Indonesian EFL Students". This study analyzed the difficulties students faced in reading comprehension among 98 first-year students in Jakarta. Through questionnaires, the researchers identified common problems, such as difficulty in distinguishing between main ideas and details, understanding vocabulary, and drawing conclusions from texts. Students also struggled with texts from different cultures and in relating topics to their prior knowledge. The most commonly used strategies were guessing meanings, using dictionaries and contextual clues, and skimming or scanning the text. The results showed that these strategies were helpful, but not sufficient to overcome complex comprehension challenges. The study emphasizes the need for teachers to provide additional guidance and training to help students develop more effective comprehension strategies. It was found that all students experienced difficulties with reading to varying degrees. The main

issue was the lack of systematic testing of metacognitive strategies to overcome the comprehension barriers that were identified.