

THE INTERCORRELATION AMONG EFL LEARNERS' METACOGNITIVE READING STRATEGIES, MOTIVATION, AND READING COMPREHENSION ABILITY

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Abstract: This study aims to predict the relationship among the use of metacognitive reading strategies, motivation, and reading comprehension ability. Thirty-five university students of second semester especially from English Language Department at University of Islam Malang were shared the questionnaires of Reading strategies and motivation followed by answering a reading test. A quantitative method was used with correlational design. The findings implied the students use different strategies when reading text. PROB (Problem-Solving Strategies) was most frequently used in students' reading activity. They also had high motivation when reading academic text since they are curious about the contents. In reading comprehension aspect, most of students got low predicate or perform below the average. Pearson product moment and spearman rank correlation in SPSS 25 were used to predict the relationship among the variables. The result showed that metacognitive reading strategies cannot be made to predict the increase of reading comprehension ability. Nevertheless, there is a significant correlation between metacognitive reading strategies and motivation. The findings contradict with the findings of most previous studies. Therefore, more investigations need conducting since there are other factors affecting reading comprehension performance such as students' linguistic knowledge, and also the appropriateness of strategy used.

Keywords: reading, metacognitive reading strategies, reading motivation, reading comprehension

INTRODUCTION

Strategies determine the smoothness of raising a goal, especially in the reading section. Mokhtari & Reichard (2002) stated that Readers had to be aware of a set of plans or strategies used to be their help of handling potential problems and monitoring reading comprehension ability to be "skilled reader". In addition, Antoni (2010) assumes that reading strategies as one of the important strategies which should be taught in the classroom in order to encourage students' comprehension of a text. Dewi and Salmiah (2019) in their research also assumed that reading strategies help the students to complete their assignments and obtain knowledge of the text. It can be grasped that students' awareness of using strategies in comprehending is totally needed. Cubukcu (2008) stated that comprehension cannot automatically occur, so it needs a metacognitive processing or directed cognitive effort, which brings cognitive processing regulation. Ashari and Hamidin (2020) in their study also explain that metacognitive strategies play important support in controlling and monitoring someone's cognition to help them become successful readers. In addition, Ayun and Yunus (2017) expressed that metacognitive awareness plays an effective and efficient part in having reading strategy instruction to have good value in reading ability such as best getting approach before, during, and after reading the text. So, the use of strategies cannot be separated as a help to get comprehension in reading activity.

Many researchers conduct the strategies use as the effect of reaching a learning goal from different contexts such as writing, reading, grammar, speaking, listening, etc. Umamah and Cahyono (2020) conducted a study of SRW (Self-regulated writing) strategies use in writing expository essays at one of the private universities in Malang. It is also done by Mistar, Zuhari, and Nuryatin (2014) in their study of metacognitive strategies effectiveness training in the teaching of writing skills at one of the Islamic senior high schools in Malang. In

another context, Hidayati and Umamah (2019) also conducted a study of different gender use of listening strategies at the University of Islam Malang. In grammar context, Mistar and Zuhairi (2020) also studied the use of Grammar learning strategies correlated with grammar mastery at 5 higher education institutions in East Java. Junaidi and Umamah (2014) also researched speaking learning strategies' contribution to students speaking proficiency at eleven senior high schools in Indonesia. In more detailed execution, Hamidin (2012) also made a study of the use of the Two Stay-Two Stray Strategy to improve students' comprehension of poems at the University of Islam Malang. From those studies, it can be indicated that the use of strategies is needed in a learning activity.

Besides that, motivation also becomes a main factor in learning second language. Yulfi and Aalayiah (2021) stated that motivation became essential to support learning second language learning. They also expressed that the most critical and influential factor in students' English achievement and performance depended on their motivation. Wigfield et al. (2016) strengthen it in their study; they fully considered that the factors that influence people's level of success were the motivation received. It can be summarized that motivation role really influences people in enhancing their interest to what they are doing.

In reading atmosphere, motivation holds an irrefutable role in increasing reading achievement. As stated by Fuad, Suryanto, and Muhammad (2021), they proposed that reading motivation is a valuable force that can motivate students to take action and maintain reading to hone their reading skills. Schiefele, Stutz, and Schaffner (2016) in their study also assume that a factor that significantly affects students' reading comprehension is students' reading motivation.

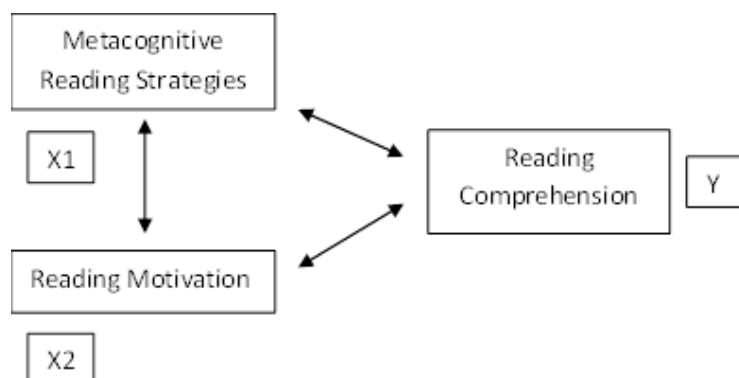
Frequently, university students around the world still face difficulty in reading comprehension especially in Indonesia. It can be due to students lack interest in reading, so they are difficult to understand any text they have read. However, learners' reading interest can be developed by reading motivation. It is supported by Cambria and Guthrie (2010) in their research, where they expressed that motivation correlates with interest, dedication, and confidence. Kirchner and Mostert (2017) added that intrinsic and extrinsic motivations play an important role in Namibia readers. Hence, the researchers suggest using that positive attitude to succeed in the reading activity. Iranian learners also undergo it. Maghsoudi, Talebi, and Khodamoradi (2020) expressed a massive impact of reading motivation on Iranian learners' performance. In another factor, Azlina and Lian (2020) express that teaching a metacognitive reading strategy gives an improvement in students' reading comprehension.

Some research from some countries, shown above, indicates a huge impact of reading strategies and motivation on reading comprehension. In spite of that, some previous studies which have the same variables showed different result. Thus, the researcher is interested in observing the intercorrelation between EFL learners' use of reading strategies, motivation, and reading comprehension at the university level in term of predicting the relationship from each variable.

METHOD

Research Design

This study used a quantitative approach with correlational design in order to find out the significant relation among three variables and the findings are in numerical forms and use statistical measurement. Quantitative design is usually in the form of structured survey, use of administrative records, extraction from the electronic health record, and direct observation (Smith & Hasan, 2019). The respondents were randomly selected as the sample in this study. They were given two sets of questionnaires and a test.



Subjects of The Study

This study took the students of English education department at University of Islam Malang. Sampling procedures were correspondences availability. From 87 students in second semester especially in University of Islam Malang, Indonesia, only 35 students were considered to fill out fully the instruments. The students were taking the reading subject in their lecture.

Instruments

To measure the students' strategy used when they are reading academic texts, the first questionnaire SORS (Survey of Reading Strategies) by Mokhtari and Shoerey (2002) was conducted. The questionnaire consisted 30 items with 1-5 Likert-scale which classified to be three sub-categories: Global Reading Strategies (GLOB), Problem-Solving Strategies (PROB), and Support Reading Strategies (SUP). Its' reliability showed 0.916 which is in very high level and be capable of being used in this study.

Motivation for Reading Questionnaire (MRQ) by Wiegfield and Guthrie (1997) was conducted to show the students' motivation during reading activity. It has 53 items for accessing 11 different aspects of reading motivation which are categorized to be three. The first category is Self-Efficacy Beliefs which contain 6 aspects. Those are reading efficacy, reading challenge, reading curiosity, reading involvement, the importance of reading, and reading work avoidance. The second category is Intrinsic and Extrinsic Motivation and Goal for Learning, which has 3 aspects including competition in reading, recognition for reading, and reading for grades. The last category is Social Aspect of Motivation, which contains 2 aspects including the social reason for reading and compliance. The reliability of this questionnaire showed 0.914 or in high level category.

The last instrument was reading comprehension test which was taken from TOEFEL test. There are 50 questions for measuring the students' reading comprehension through this test. The researcher makes it the indicator of the quality of students' comprehension of reading. The reliability of this test shows 0.96 or in the very high category, so it can be stated that this test can be used to measure students' reading comprehension.

Data Collection

The data gathering procedure started with sharing the two questionnaires by using Google-form as the help since the learning condition was still in the online progress. The questionnaires were shared by the chief of the class to the members. They answered both survey by using their own smartphone or laptop with internet data connection. The same section was conducted to the reading comprehension test. The students take the test after finishing all the questionnaires. The data gathered was continuously analyzed by using SPSS 25.

Data Analysis

The result of reading strategies and motivation was analyzed using 5-Likert type and 4-Likert type scale based on the questionnaire type itself. The reading comprehension was scored as the university test scoring. Normality test was also conducted as the data gathered was less than 50, so Shapiro-Wilk Normality test was appropriate to be used. The relationship among the variables was analyzed by using Pearson product moment correlation and Spearman rank correlation. The analysis was taken since the some data showed normal while one of them is in contrast.

FINDINGS AND DISCUSSION

Findings

Metacognitive Reading Strategies

Based on the instrument (SORS) explained above, the result showed the list of strategy from the most frequently used by the students to the most rarely used. PROB 4 (giving more attention to read) was the strategy which often produces by the students since the mean showed 4.26 (High usage category). It can be stated that the students usually give more attention to what they read. In the lowest usage category, GLOB 7 (using text feature) was seldom used by the students with the mean gotten 2.6 (low usage category). It means that students rarely used a tool such as table to help them read academic text. Based on the group of strategies, PROB (Problem-Solving Strategies) was the highly used by the students with the mean 3.88 (High category), and the overall average showed 3.4. The list of strategies can be seen below:

Table 1 Metacognitive Reading Strategies

NAME	STRATEGIES	AVR	SD
PROB4	Paying close attention to reading	4.26	0.98
PROB7	Re-reading for better understanding	4.23	0.94
PROB2	Trying to stay focused on reading	4.03	1.01
GLOB 2	Using prior knowledge	3.94	0.9
PROB3	Adjusting reading rate	3.94	0.91
SUP4	Discussing reading with others	3.86	1.03
SUP9	Asking oneself question	3.83	1.07
SUP8	Going back and forth in text	3.77	1.06
PROB1	Reading slowly and carefully	3.77	1.03
PROB8	Guessing meaning of unknown words	3.77	1.06
GLOB12	Predicting or guessing text meaning	3.71	1.02
GLOB13	Confirming prediction	3.71	0.82
PROB6	Visualizing information read	3.69	1.18

Table 2 Metacognitive Reading Strategies (continued)

NAME	STRATEGIES	AVR	SD
GLOB6	Determining what to read	3.66	1.02
GLOB 1	Setting purpose of reading	3.63	1
GLOB3	Previewing text before reading	3.63	1.06
GLOB8	Using context clues	3.6	1.06
GLOB11	Resolving conflicting	3.54	1.09
SUP5	Underlining information in text	3.54	1.31
GLOB10	Critically evaluating what is read	3.46	1.13
SUP6	Using reference material	3.46	1.12
GLOB4	Checking how text content fits purpose	3.43	1.09
SUP2	Reading aloud when text become hard	3.34	1.41
SUP7	Paraphrasing for better understanding	3.31	1.1
PROB5	Pausing and thinking about reading	3.27	1.22
SUP3	Summarizing text information	3.23	1.19
GLOB9	Using typographical aids (e.g., italics)	3.11	1.16
SUP1	Taking notes while reading	2.91	1.14
GLOB5	Skimming to note text characteristics	2.77	1.06
GLOB7	Using text feature (e.g., tables)	2.6	1.26
			Mean
PROB	Problem-Solving Reading strategies		3.88
SUP	Support Reading Strategies		3.59
GLOB	Global Reading Strategies		3.47
Overall	GLOB + SUP + PROB		3.42

Reading Motivation

Table 3 Reading Motivation

TYPE OF MOTIVATION	MEAN	SD	GROUP AVERAGE	OVERALL AVERAGE
	3.03	0.89		
Reading Efficacy	2.71	0.79	2.69	
	2.34	0.72		2.73
	2.63	1		
	2.8	0.96		
Challenge	2.71	0.82	2.83	
	2.86	0.69		
	3.17	0.93		
	3.2	0.68		
	3.03	0.95		
Curiosity	3.14	0.81	3.12	
	3.11	0.72		
	3.23	0.78		
	3.03	0.92		

Table 2 Reading Motivation (continued)

TYPE OF MOTIVATION	MEAN	SD	GROUP AVERAGE	TOTAL AVERAGE
	2.8	1.08		
	3.29	0.99		
Reading Involvement	3.49	0.7	2.98	
	2.91	1.07		
	2.54	1.1		
	2.86	1.06		
Importance	3.2	0.8	2.98	
	2.77	0.91		
	2.97	0.92		
Recognition	2.34	0.91	2.51	
	2.4	0.98		
	2.83	0.92		
	2.03	0.9		
	2.77	0.91		
Grades	2.89	1	2.69	
	3.03	0.82		
	2.09	0.95		
	1.51	0.7		
	1.86	0.94		
	2.29	1.2		
Social	1.69	0.93	2.08	
	2.77	0.94		
	2.31	1.02		
	2.14	0.98		
	2.89	1		
	2.71	1		
Competition	2.54	0.9	2.67	
	2.69	1		
	2.4	1.03		
	2.83	0.79		
	2.6	0.81		
	2.94	1		
Compliance	3	0.67	2.90	
	2.97	0.82		
	3.03	1		
	2.34	0.91		
Reading for Avoidance	2.74	1.12	2.55	
	2.8	1.01		
	2.34	1.13		

The data gathered from MRQ about students' reading motivation had been analyzed. The result showed the most gotten motivation when students' read the reading text. From the data analyzed, Curiosity became the high motivational matter when the students read academic text since the mean indicated showed 3.124 (high

category) while social aspect was placed in the rarely gotten motivation with the mean 2.1, but based on the category it was still in the medium category. The overall average indicated 2.73 (medium category). It told that the students moderately read academic text since they got motivational support to produce it. The result of reading motivation is presented in table 2.

Reading Comprehension

The result of TOEFEL test consisting of 50 questions showed the students' reading comprehension ability. The data was categorized as the university system scoring explained previously. The result of reading comprehension was showed in the table below:

Table 4 Reading Comprehension

NO	NAME	SCORE	NO	NAME	SCORE
1	RMA	24	18	TII	30
2	SWI	40	19	MRA	36
3	IWA	48	20	MSA	36
4	DRN	30	21	MJL	54
5	AFB	36	22	EPA	44
6	SRI	22	23	AHN	36
7	LWT	24	24	MSI	58
8	IL	32	25	RDA	42
9	MH	30	26	KXN	26
10	NAA	50	27	FAN	46
11	OSN	30	28	RRA	62
12	VKA	58	29	NAS	22
13	LAR	46	30	ZBI	18
14	YLM	30	31	TAD	38
15	ADA	28	32	FZR	46
16	MRD	28	33	APP	58
17	VLM	26	34	BDI	16
			35	FSA	16

From the table 3, the result showed that there are none of the students getting very good and good predicate (70-100), 4 of 35 students get enough predicate (55-70), 2 students have less predicate (50-55), and the rest shows failed predicate since the score is less than 50. It is concluded that more students got a bad score on the reading comprehension test. The data is followed by the measurement of descriptive statistics. The result can be seen in the table as follows:

Table 5 Descriptive Statistic of Reading Comprehension

Statistics	
RC_Test	
N	Valid 35
	Missing 0
Mean	36.17
Std. Error of Mean	2.157
Median	36.00
Mode	30
Std. Deviation	12.764
Variance	162.911
Range	46
Minimum	16
Maximum	62
Sum	1266

From the table 4, the mean shows the average of reading comprehension test from 35 respondents is 36.17. The median of the check shows the center of the information if it's sorted and divided into 2 massive same. The standard deviation is 12.764 for students' reading comprehension. The minimum score shows 16 while the maximum score is 62. From that result, the range is gotten 46.

The Correlation among EFL Learners' Metacognitive Reading Strategies, Motivation, and Reading Comprehension Ability

Normality Test

Normality test is conducted for knowing that the data in the research is distributed well or collected from a normal population. This test is usually conducted if the sample is more than 30 participants or less than 40 participants and statistically it can be assumed normal according to some statisticians. The research also used the Shapiro-Wilk test for the normality test as the data is not more than 50 participants. The result of the normality test is described below:

Table 6 Normality Test

Tests of Normality							
	Kolmogorov-Smirnov ^a			Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.	
SORS	.122	35	.200*	.907	35	.006	
RC_Test	.143	35	.068	.956	35	.169	
MRQ	.067	35	.200*	.984	35	.887	

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the table 5 especially in the Shapiro-Wilk part, it can be seen that the sig. are SORS (0.006), MRQ (0.887), and Reading Test (0.169). So, It can be concluded that MRQ and Reading Test is normally distributed since the sig. value is more than 0.05 or MRQ (0.887)>0.05 and Reading Test (0.169)>0.05, while on the other side, the SORS is not normally distributed as the sig. value is less than 0.05 or SORS (0.006)<0.05. It can be caused since the sample is not from the balance level, so the result of the test can be extremely low or extremely high. So, the researcher used Pearson Product Moment to measure normal data (MRQ and Reading test) and Spearman rank correlation for the SORS which does not show normal conditions.

Pearson Product Moment

Pearson product-moment analysis especially measures the data which is normally distributed where in the researcher data; MRQ and Reading test are the normal data. The table below is the answer to the second research problem. The result can be seen as follows:

Is there a significant relationship between learners' reading motivation and their reading comprehension ability?

From the table 6, the data shows the correlation coefficient between students' motivation and students' reading comprehension is 0.111 with a significance of 0.526. It can be concluded that there is no correlation between students' motivation and their reading comprehension because the significant value is more than 0.05. From that result, the null hypothesis (Ho) is certainly accepted while the alternative hypothesis (Ha) is rejected.

Table 7 Correlation Result of Reading Motivation and Reading Comprehension

Correlations			
		RC_Test	MRQ
RC_Test	Pearson Correlation	1	.111
	Sig. (2-tailed)		.526
	N	35	35
MRQ	Pearson Correlation	.111	1
	Sig. (2-tailed)	.526	
	N	35	35

Spearman Rank Correlation

Spearman rank correlation is an application of correlation, especially in non-parametric statistical data. This non-parametric statistic is a measure of association or relationship that can be used in the condition that one or both of the variables measured are on an ordinal scale (in the form of ranking) or both variables are quantitative but the normal conditions are not met. The result of this method shows the answer to the first and the third research problems since one of the variables is not normal. And the data can be seen below:

Is there a significant relationship between learners' use of metacognitive reading strategies and their reading comprehension ability?

Table 8 Correlation Result of Reading Strategies and Reading Comprehension

Correlations			
		SORS	RC_Test
Spearman's rho	SORS	Correlation	1.000
		Coefficient	.223
		Sig. (2-tailed)	.
RC_Test		N	35
		35	35
		35	35
SORS	RC_Test	Correlation	.223
		Coefficient	1.000
		Sig. (2-tailed)	.199
RC_Test		N	35
		35	35
		35	35

The table above shows that the correlation coefficient between two variables, metacognitive reading strategies, and reading comprehension, is 0.223, while the significance shows 0.199. From that result, it can be concluded that there is no correlation between students' metacognitive reading strategy and their reading comprehension since the significance is more than 0.05 (0.199>0.05). It can be concluded that the Ho (null hypothesis) is accepted and the alternative hypothesis (Ha) is rejected.

Is there a significant relationship between the learners' use of metacognitive reading strategies and reading motivation?

The table 8 showed that the correlation coefficient between metacognitive reading strategies and reading motivation is 0.437 with significance 0.009. From the data, it can be concluded that Students' metacognitive reading strategies and their reading motivation have a correlation where the significance shows lower than 0.05 ($0.009 < 0.05$). And the correlation brings a positive curve which means if the independent variable is increased, the dependent variable will follow. From that result, it indicates that the null-hypothesis is rejected while the alternative hypothesis (H_a) is accepted.

Table 9 Correlation Result of Metacognitive Reading Strategies and Reading Motivation

		Correlations		
		SORS	MRQ	
Spearman's rho	SORS	Correlation Coefficient	1.000	.437**
		Sig. (2-tailed)	.	.009
		N	35	35
	MRQ	Correlation Coefficient	.437**	1.000
		Sig. (2-tailed)	.009	.
		N	35	35

** . Correlation is significant at the 0.01 level (2-tailed).

DISCUSSION

Based on findings, the students use different metacognitive reading strategies moderately when doing a reading activity. It is the same as the study conducted by Alsamadani (2009), Yuksel and Yuksel (2012), and Meniado (2016). The moderate use of strategy can be linked to the students' non-familiarity with the metacognitive reading strategies existence as their help to comprehend texts, or the teacher has less awareness of using strategies in reading instruction (Meniado, 2016).

In metacognitive reading strategies, "giving more attention to what is read" is a high usage by the students. Therefore, this strategy is already known and frequently used when the students are reading texts. Karbalaei (2010) in his study also finds that "giving more attention to what is read" is one of the top 5 strategies used by both Iranian and Indian. In a more general view, most the students often use Problem-Solving Strategy (PROB) when conducting reading activities. It is also undergone by Yuksel and Yuksel (2012), Al-Shobani (2013), and Meniado (2016) in their study. So, it can be seen that students' consideration of the difficulty of linguistics is good, and they must find strategies that help them overcome their linguistic difficulties when reading. It can be concluded that the Problem-Solving strategy is widely used by the students in a different context.

The students' self-motivation also usually accompanied when reading text. Most students have to find much information about what they are curious about and interested in since the more they are curious, the more they will struggle to know it. It can be defined as "Curiosity" which shows the high received motivation by the students in this study.

In the case of students' comprehension, nearly most of the students do not have good scores in answering reading comprehension tests; therefore, they may not still understand what they read when answering the test. It seems that the reading strategies use gives no effect on the students' reading comprehension performance.

The recent study between students' metacognitive reading strategies with their reading comprehension expresses none of the correlational results the same as what was studied by Mehrdad, Ahghar, and Ahghar (2012), Erliana (2015), and Meniado (2016). It means that the students' reading strategies do not affect their reading comprehension. It is a unique result since this study disproves the previous studies. Rastegar, Kermani, and Khabir (2017) and Kung and Aziz (2019) tell their result of a significant correlation between metacognitive reading strategies and reading comprehension. However, it is contrast to this study. Although the use of reading strategies is high, the result of reading comprehension is overall a low score. It can be caused that the students highly rate themselves in the use of metacognitive reading strategies but have limited linguistic skills that can affect their reading comprehension performance (Meniado, 2016). It is supported by Alsamadani (2009) who stated that there are other factors interplaying in students' process of reading which can affect their reading comprehension performance. Mehrdad, Ahghar, and Ahghar (2012) in their research result express that students' linguistic knowledge can affect their reading comprehension vary. Therefore, the students' linguistic mastery needs to be considered as it influences their reading comprehension.

In this study, reading motivation also does not correlate with reading comprehension. It is absolutely different from previous studies that show the correlation between reading motivation and reading comprehension. Manan (2017) and Chotimah (2020) in their thesis state that the higher motivation gotten by the students, the better their reading comprehension gotten by them. This study really disproves them in the findings which show none of the correlation between reading motivation and reading comprehension. It is the same as the study of Blay, Mercado, and Villacorta (2009). They state that all aspects of motivation do not fully bring a positive correlation with reading comprehension. This can be due to the limited linguistic skills and context in the whole reading test administration (Meniado, 2016). When the students face length and hard academic reading texts, they produce lazy feelings and directly skip the reading test and guess the answer without reading and comprehending the text first as well as the choice. It can be seen that the students still perform unsatisfactorily in reading activities because of some factors (Reader, Text, and Context).

Although metacognitive reading strategies and reading motivation do not have a significant correlation with reading comprehension, both variables show a positive correlation with each other. It affirms the findings from Meniado (2016) and Öztürk and Aydoğmuş (2021). Metacognition increases the readers' tendency the success and failure in the reading process. Their awareness of the success and failure in the whole reading process helps them be confident in their ability in making strategies for overcoming unfamiliar and difficult tasks in the whole reading process (Meniado, 2016). The higher reading motivation also makes the readers more focused on reading texts and provides them with the opportunity to use actively and effectively metacognitive reading strategies. Based on the previous studies, students with higher motivation get more awareness of their reading activity, so they give fully focus on reading texts and provide metacognitive reading strategies for helping them solve any possible difficulties in reading texts.

CONCLUSION AND SUGGESTION

In summary, 35 students in the second semester are strategic readers based on the result of moderate use of metacognitive reading strategies. The students also prefer finding strategies for solving any difficulties in the reading process since the Problem-Solving Strategies (PROB) shows frequently used by the students. It can also affect their reading motivation to often have and manage challenging reading tasks.

Curiosity becomes the factor of the readers having ore reading texts. It can be seen as the result of "Curiosity" as the highly received motivation by the students. Based on that, the students have an increased reading interest if they are curious about what they read.

In reading comprehension, most students have a low predicate. It indicates that they do not understand the text. Seeing on the previous study, it is due to the students do not like reading boring material, they need fun and enjoyable reading text. And it can also be because the teacher focuses only on the instruction of metacognitive reading strategies without seeing the other factors influencing students reading comprehension such as linguistic knowledge, social, psychological, etc.

On one hand, in proving the hypothesis, the relationship between metacognitive reading strategies and reading motivation brings a positive result. It means that the use of metacognitive reading strategies can be used to predict the increase of their motivation to read, or the better motivation received by the students, the more varied metacognitive reading strategies used by them in the reading process. On the other hand, there is no correlation between metacognitive reading strategies and reading comprehension. This indicates that the use of metacognitive reading strategies cannot be used to predict the development of students' reading comprehension performance. The last correlation between reading motivation and reading comprehension also shows a negative or none of correlation appeared. Although some previous studies show a positive relationship between both variables, this study does not prove it. Reading motivation does not guarantee the quality of reading performance. It can be concluded that the reading motivation cannot be used to predict the increase of students' reading comprehension ability. Although the students have high motivation, their reading comprehension performance does not increase since their linguistic knowledge is still low to actualize reading tasks. Therefore, the researcher suggests to the further researcher to study about the effects of linguistic knowledge in reading comprehension performance.

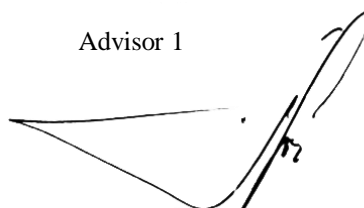
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