Metacognitive Reading Strategies to Enhance Students' Reading Comprehension in The First Harry Potter Novel' Synopsis "Harry Potter and The Philosopher's Stone (2001)" In Tutoring of Official School at Master Plato College (MPC)

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Article Info

ABSTRACT

Reading comprehension means extracting necessary information from a written text as efficiently as possible, rejecting unnecessary information and quickly finding what one is looking for. The main purpose of the writer in this study is to improve the student's reading skill of Students at the third grade in official school tutoring Master Plato College. This gist of activity in this study is to focuses on how to understand the text, get the essential and detail information from the synopsis of the first harry potter film "Harry Potter and The Sorcerer's stone (2001)", there 12 students in this class which consisting of 8 female students and 14 male students, so the total of the students is 22 students. There are some benefits and significances of using metacognitive reading strategies in fostering reading success such as 1) Enhanced Comprehension and Retention, 2) Improved Problem-Solving Skills, 3) Increased Reading Engagement and Motivation, 4) Transferability of Skills. Metacognitive reading strategies help the students learn independently and enhance students' ability to make sense of, monitor, and understand text and evaluate the text they read. Metacognitive Reading Strategy helps students control their thinking while reading. Metacognitive reading strategies play a vital role in fostering reading success by improving comprehension, retention, critical thinking skills, problem-solving abilities, and overall engagement with the text.

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1. INTRODUCTION

Engaging in reading as a reader is a crucial activity where individuals receive information from written text and derive meaning based on their prior knowledge. It is essential for every student to develop and master this skill [1]. Reading holds significance for students as it necessitates the ability to comprehend and interpret English

text. The meaning is not solely inherent in the reader or the text itself. The reader's background knowledge is integrated into the text to create meaning. In addition, [2] defines reading as having four elements; they are text, reader, fluency and strategies. However, [3] state that reading occurs when people look at the text and give meaning to the symbols written in the text. It deals not only with the interpretation of the word, but also with how the reader interprets the intended meaning. Furthermore, reading as a process in which readers combine information from the text with their own background knowledge to construct meaning [4].

Reading is considered a skill involving reception, wherein individuals respond to text rather than create it. This entails comprehending the language used in the text, spanning from individual words to sentences and the overall text. It also involves linking the text to one's background knowledge. Comprehending the language enables the reader to discern the connections between sentences, known as cohesion and coherence, across various text genres and for specific purposes. Moreover, reading is a cognitive process wherein the reader endeavors to grasp and engage with the message conveyed by a writer, even when temporally distant. In essence, reading is a cognitive activity that empowers the reader to derive meaning from a text by considering background knowledge, understanding sentence relationships (coherence and cohesion), grasping diverse text types, and employing appropriate reading skills.

The proficiency of the instructor has a crucial role in the achievement of foreign language learners. A reading instructor must possess a strong enthusiasm for their profession. They should perceive themselves as a mentor to assist each reader in discovering the most effective approach. An effective reading instructor actively instructs pupils in the process of reading. In order to achieve success in the classroom, teachers require more than just a physical space and technological resources. In addition, [3] explain that in order to become better readers, students must be aware of how they read and

what they can do to improve their understanding. They should enhance their metacognitive awareness. They assert that the word "metacognitive" originates from the realm of cognitive psychology and is progressively employed in the domain of language instruction and acquisition.

Meta means after or behind and cognition means perception that knows an action or process. Metacognition is the understanding that supports or informs readers' knowledge and understanding. As teachers, they must help their students use every possible strategy and skill they have in reading. To do this, teachers must understand reading behavior in as much detail as possible. Teachers observe and encourage students' learning process during class, and teachers simultaneously assess student learning outcomes as students speak and respond.

In order to attain a state of literacy, it is imperative that both educators and students actively participate in the process of instruction and acquisition of knowledge. The objective of teaching reading is to cultivate students' reading proficiency, enabling them to comprehend, utilize, and navigate English material with clarity, efficacy, and proficiency. Based on the aforementioned principles and the pedagogy of reading, it can be inferred that educators and learners alike should cultivate instructional practices in reading that are tailored to students' autonomous reading abilities. Another rationale for reading is to achieve understanding. Comprehension refers to the cognitive capacity to grasp and interpret the meaning of a written or spoken text, as well as to establish connections between the message conveyed in the text and one's existing knowledge and experiences. Reading comprehension is the primary purpose of reading, and vocabulary significantly influences one's ability to comprehend. In order to comprehend the content, the reader must employ suitable reading techniques. According to [5], he defines reading comprehension as a process where meaning is simultaneously extracted and constructed through interaction and engagement with

written language. It can be employed in conjunction with word isolation and structure to accentuate both the significance and insufficiency of the text as a factor in reading comprehension. According to him, the process consists of three components: a reader who possesses comprehension, the text itself, and the action that involves comprehension.

Reading comprehension involves the effective extraction of essential information from a written text while disregarding irrelevant details and promptly locating the desired information. Snow asserts that there are two primary motivations for reading: the first being for enjoyment and the second being for acquiring knowledge. Approaching a text as a collection of separate units can lead students to believe that they must comprehend each sentence individually, even though this is not essential for understanding the overall text. Consequently, they may be hesitant to infer the meanings of sentences or the text as a whole based on the context provided by preceding or subsequent sentences [6]. The primary objective of the author in this study is to enhance students' reading proficiency and their capacity to extract crucial and specific information from the text, therefore preparing them for the SBMPTN test. This paper examines a metacognitive reading technique aimed at enhancing the English reading proficiency and understanding of third-grade students enrolled in the official school tutoring program at Master Plato College Medan.

2. REVIEW OF LITERATURE

2.1 The Concept of Metacognition

Metacognition, derived from the Greek words "meta" (meaning beyond or transcendent) and "cognition" (meaning the mental process of acquiring knowledge), represents a fundamental aspect of human cognitive functioning. Metacognition pertains to our capacity to see and control our own cognitive processes, allowing us to efficiently acquire, analyze, evaluate, and apply knowledge. This essay explores the concept of metacognition, its components, development, and significance across various domains, with an emphasis on educational and cognitive psychology research.

2.2 Components of Metacognition

Metacognition has been conceptualized as consisting of two primary components: metacognitive knowledge and metacognitive regulation [7]. Metacognitive knowledge refers to our knowledge about how cognitive processes work, such as knowing which strategies to use for different tasks or understanding how memory works. It includes knowledge about learning goals, task characteristics, and the individual's own cognitive strengths and weaknesses.

Metacognitive regulation, on the other hand, comprises the processes through which we control and coordinate our cognitive activities. This involves planning, monitoring, and evaluating our ongoing mental processes. Planning involves setting goals, selecting appropriate strategies, and allocating resources. Monitoring entails observing our cognitive performance during a task, assessing progress, and identifying potential errors or difficulties. Evaluation involves reflecting on the outcomes of our cognitive processes to make sense of one's performance and adjust strategies for future tasks.

2.3 Development of Metacognition

Metacognitive abilities are not fully formed at birth; they develop gradually throughout childhood and adolescence. Research suggests that metacognition emerges in early childhood, around the age of three or four, and continues to develop, becoming more sophisticated into adolescence and adulthood [8]. Young children typically display weaker metacognitive skills, often relying on

external cues or simple strategies. As they age, these skills become more internalized and refined.

2.4 Education and Metacognition

Metacognition plays a crucial role in educational settings, as it influences how individuals approach learning tasks, self-monitor their progress, and regulate their learning strategies. Students with well-developed metacognitive skills are more likely to employ effective learning strategies, have better comprehension, and perform well academically [9]. They are better able to plan their studying, focus on important information, and self-assess their progress.

Metacognition also involves students' awareness of their own learning processes, enabling them to reflect upon their strengths, weaknesses, and progress. By engaging in metacognitive reflection, students can better understand their learning strategies, regulate their behavior, and make adjustments for future learning. Metacognitive strategies, such as self-questioning, problem-solving, and self-regulation, have shown positive effects on learning outcomes [10].

2.5 Significance in Cognitive Development

Metacognition not only influences academic achievement but also extends to numerous other cognitive domains. Research demonstrates that metacognitive skills are associated with domain-specific expertise, problem-solving, strategy selection, and decision-making [11]. Having metacognitive abilities allows individuals to adapt their thinking in different contexts, transfer knowledge across domains, and engage in critical thinking and reflection.

2.6 Metacognitive Reading Strategy in Reading Comprehension

Metacognition is the key to reading success. Metacognitive instruction aims to help readers understand their own thinking while reading. Teachers offer explicit guidance on how to employ metacognitive reading methods that students can utilize while reading. The process of explicitly teaching comprehension techniques involves the instructor providing clear explanations and demonstrations of the strategies, followed by a discussion on when and how the reader should employ these strategies when reading. Finally, students are given tactics to practice while reading. Teachers frequently employ their cognitive processes to develop modeling tactics. This teaching cycle allows for a progressive transfer or discharge of responsibility from the teacher to the pupil. Over time, pupils will progressively develop the ability to independently begin and utilize this method. The process recurs using an alternative approach.

Theoretically, strategies related to reading can be classified in three metacognitive clusters: (1) planning; (2) monitoring; and (3) evaluation of strategies [12]. Prior to reading, planning methods are employed, such as engaging pupils' prior knowledge to facilitate comprehension. An illustration of such tactics is the usage of design strategies. Additionally, providing a preview of the title, image, figure, header, or subtitle might enhance readers' comprehension of the full article. Readers are able to get comprehensive information on the text's content and organization. Students can analyze the organizational structure of the material they are reading, including cause and effect, question and response, and compare and contrast.

Furthermore, establishing a reading objective can be categorized as a strategic planning technique.

Tracking strategies appear while reading. Examples of follow-up strategies include word comprehension, self-examination (thinking if they have understood what they have read so far), summarizing and deducing the main idea of each passage [12]. Readers can also identify and focus on key information or keywords, including: (1) but; (2) however; (3) on the other hand; (4) in addition; (5) the same; and (6) finally. Another monitoring approach involves identifying the specific portions of the paragraph that should be highlighted or disregarded, depending on the objective of the assignment.

Evaluation techniques are employed subsequent to the act of reading. After perusing a work, pupils might contemplate how to use the knowledge they have gained to other scenarios. Readers might establish a sense of connection with the author, the narrative, or the protagonist, enabling them to get a deeper comprehension of the circumstances depicted in the book as compared to their initial understanding. In addition, metacognitive reading strategies consisted of: (1) setting reading goals; (2) look at the book before reading; (3) verify the suitability of the textbook for this purpose; (4) recognition of text structure; (5) identify important information from the textbook; (6) use of additional functions (such as tables); (7) use of cues and typographic support (e.g., italics); (8) conclude; and (9) confirmation of forecasts.

Metacognitive methods enhance readers' capacity to generate meaning, monitor texts, comprehend reading material, and assess their reading. Teachers who use pre-, during, and post-reading activities to teach students good comprehension skills should be familiar with this metacognitive reading paradigm [13]. To summarize, metacognitive reading strategies may be categorized into three groups: planning strategies, which are used before reading; monitoring strategies, which are used while reading; and evaluation methods, which are used after reading. Each group consists of many techniques that include metacognitive processing by readers.

1) Planning strategies

Planning techniques refer to metacognitive methods employed by readers prior to reading in order to enhance reading comprehension. Metacognitive readers use the following planning strategies before reading: (1) activate prior knowledge; (2) an overview of the information in the text; (3) paste text into text; and (4) incorporation into the text itself.

2) Follow-up strategies

Follow-up strategies - strategies that usually occur when reading a text, help the reader pay attention to the construction of meaning and understand the correct details. Metacognitive readers use the following monitoring strategies while reading: (1) determining the meaning of a word; (2) interrogation; (3) reflection, (4) monitoring; (5) summary; and (6) search for relevant information.

3) Evaluation Strategies

Post-reading evaluation procedures enable the reader to engage in critical thinking and make

cognitive or emotive assessments of the text. Metacognitive readers use the following evaluation strategies after reading: (1) think like the author; (2) text evaluation; (3) take care of the use of the information; (4) means to observe, to know when you know, to know when you do not know; (5) use and create a schema, make connections between the new and the known, create and activate background knowledge; (6) asking questions, generating questions before, during and after reading that deepen your understanding of the text; (7) prioritization, deciding what is most important to remember; (8) draw conclusions, combine background information with information from the text to predict, conclude, make judgments, interpret; (9) using sensory and emotional imagery, creating mental images to deepen and extend meaning; and (10) synthesize - create a development of meaning by combining understanding with information from other texts/sources.

Metacognitive methods enable students to systematically arrange, strategize, and assess their own learning. Metacognitive methods are employed to synchronize and manage the process of learning. Strategies encompass cognitive processes such as metacognition, self-monitoring, and self-assessment, which contribute to effective learning. This study specifically examined the utilization of MRS techniques for the purpose of enhancing reading comprehension. In order to address the symptoms of the problem, a metacognitive reading strategy approach was implemented in the classroom.

There are steps how to learn reading, first, the teacher introduced metacognitive reading strategies. Even when it comes to a strategy first, students still cannot use it freely. Second, teachers repeated modeling strategies for students, for example through Think Aloud. One way to teach metacognition is through teacher modeling using thinking skills techniques. The teacher reads the passage and discusses the thought processes occurring at the same time. This will help students see some points that each reader should think about while reading. After modeling, you can give students a passage to read, but also challenge them to think about the strategies they use to understand the concepts. This is followed by a class discussion where students share their skills and findings. These reports on thought processes can always be incorporated into activities related to reading instruction.

In addition to helping students think of their own ideas, teachers can also help with the diagnostic level of each student's problem areas. Teaching students to think is very different from teaching them to think. There are many methods that can help. One is to provide students with a variety of pre-reading questioning techniques to prepare topics and assess their understanding later. Questions include: (1) What is the main idea of this choice? (2) How many application details do you have? (3) What are the details of the application? (4) Are there any examples to illustrate the main idea? Before the pretest, teachers administered expert questionnaires on cognitive strategies and

metacognitive strategies to demonstrate students' metacognitive knowledge. After completing the test, students assess their reading strategies by answering several questions:

1. What kinds of strategies did you use to understand the reading passage?
2. How do you know the main ideas of a reading paragraph?
3. As a reader, how do you like to understand poetry?
4. Are there special strategies for reading comprehension?
5. What do you do before you start reading?
6. What do you do while reading to get more ideas for reading comprehension?
7. What do you do when you come across a word you don't understand?
8. What should I do if I encounter confusing parts of the text?
9. What do you do when you finish reading?

In a metacognitive reading strategy lesson, the teacher asked the students to tell what they remembered from the class about the prior knowledge presented during the reading. The MRS has three components: planning, monitoring and evaluation. Planning, monitoring and evaluation are assessed using metacognitive knowledge. During planning, students implement a metacognitive monitoring strategy by asking themselves some questions to generate some questions to monitor their comprehension as they read:

1. Are you reading in titles and headings?
2. Can I see the pictures?
3. Can I predict the content of the text?
4. I wonder what I know about the subject?

5. Is this reading section relevant?
6. Should you use the organizational structure of the text to help you understand this reading section?

After planning a strategy, students will ask some questions to assess and evaluate their reading comprehension in their follow-up strategy:

1. Am I thinking what I'm reading?
2. Sometimes I pause or wait and wonder if I understand what I read or don't understand what I'm saying now? Do I picture in my mind the people, places, and events I read about?
3. When you read a book, do you feel like you're having a conversation with the author?
4. How many options do you consider when trying to answer the questions you asked yourself before reading?
5. Do you need to review what you read to understand it?
6. Are you already analyzing what you are reading?
7. Do I translate what I read into my own words?
8. am I still reading?
9. Looking for clues and trying to figure it out?
10. Do you use a dictionary or dictionary if you do not know a word, phrase or sentence?

In the final strategy, the students will ask some questions to evaluate and assess their reading comprehension:

1. Do you need to read the text again?
2. Continue reading?
3. Trying to get help with pictures and drawings?

4. Do I think about what I say?
5. Are you doing what you learned?

6. Do you compare what you have already known with you read?

Table 1. List of Activities in implementing Metacognitive Reading Strategies to enhance students' reading comprehension

Activities	Objectives
1. Students were asked to use their prior knowledge to think about topic	- Enrich the understanding of the text - Motivate students to read the text carefully
2. Reads slowly and takes notes on the mental images that appear from the words in the text.	- Help students focus on reading the text - Help students think about what they say
3. Utilize clues to discover the most thought	- Help students find the main idea easily
4. Examines known passages to identify selected words and phrases.	- Help the students easily to understand the passage
5. Highlight or emphasize	- To write down the main points of text
6. Mark key words from the text	- To look for special words for better understanding when reading text
7. Figure obscure words	- To discover particular words
8. Utilize titles to gather what data might take after	- To get fundamental point from the content
9. analyze the key words within the to begin with sentences of the passages	- To get the most subject of the content
10. Examine the main ideas of each of the	- To get the information from the text easily
11. Wonder how this information relates to the information given above.	- To get particular data from the content
12. Find supporting ideas and details.	- To get superior understanding approximately the content
13. Identify and write the key words	- To comprehend the content organization
14. Use key words to find meaning in text	- To comprehend the content organization
15. Recognize key words (things and verbs) found inside a single sentence	- To discover particular data from the content
16. Recognize key words (things, verbs, and descriptive words) in a single section	- To discover particular data from the content
17. Remember what they know about a topic	- To comprehend the content the subject or concept
18. Read again to mean	- To get superior understanding around the content

The table above is an example of an activity list that uses metacognitive reading strategies to improve students' reading skills to understand Harry Potter Volume 1 in Master Plato College for third grade.

3. METHOD

This study is conducted in official school tutoring locates on Jl. Sei Bertu No.23a, Merdeka, Kec. Medan Baru, Kota Medan, Sumatera Utara 20222, Indonesia. This institution guides students who want to continue their study to higher education and

help students guide in order they successfully pass the test of official schools in Indonesia. This study focuses on how to improve the students' skill in understanding the text, get the essential and detail information from the passage. The reading material which is given to the students is the synopsis of the first harry potter film "Harry Potter and The Sorcerer's stone (2001)", there 12 students in this class which consisting of 8 female students and 14 male students, so the total of the students is 22 students. The description of this activity in the classroom described as follows:

Table 2. The description of this activity in the classroom described

Activities	Objectives
1. Students were asked to use their prior knowledge about the first harry potter film "Harry Potter and The Sorcerer's stone (2001) to think about topic	- Enrich the understanding of the text - Motivate students to read the text carefully
2. Students reads slowly the synopsis and takes notes on the mental images that appear from the words in the text.	- Help students focus on reading the text - Help students think about what they say
3. Students utilize clues (instruction) from the passage to discover the most thought	- Help students find the main idea easily
4. The students identify selected words and phrases from the passage in order to understand the passage	- Help the students easily to understand the passage
5. Highlight or emphasize the main points from the passage	- To write down the main points of text
6. Students mark key words from the text in order to be more understand the passage	- To look for special words for better understanding when reading text
7. Students figure obscure words and the translate them in order to add vocabularies	- To discover particular words
8. They analyze the key words within the to begin with sentences of the passages to more understand the content of the passage.	- To get the most subject of the content
9. They examine the main ideas of each paragraph to understand the text easily	- To get the information from the text easily
10. They find supporting ideas and details to get prime understanding of the passage.	- To get superior understanding approximately the content
11. They identify and write the key words from the passage	- To comprehend the content organization
12. They use key words to find meaning in the passage	- To comprehend the content organization
13. They recognize key words (things and verbs) found inside a single sentence	- To discover particular data from the content
14. They recognize key words (things, verbs, and descriptive words) in a single section	- To discover particular data from the content
15. They remember what they know about a topic	- To comprehend the content the subject or concept
16. They read again to mean the passage.	- To get superior understanding around the content

The Synopsis of First Harry Potter film "Harry Potter and The Sorcerer's Stone (2001)",

Sir Dursley, a rich Englishman, noticed something strange when he went to work one day. That night, Albus Dumbledore, Headmaster of Hogwarts School of Witchcraft and Wizardry, meets Professor McGonagall, who also teaches at Hogwarts, and a giant named Hagrid outside the Dursleys' house. Dumbledore tells McGonagall that someone named Voldemort killed the Potters and tried to kill their young son, Harry, but failed.

Dumbledore leaves an explanatory note for Harry in a basket in front of the Dursleys' house.

Ten years later, the Dursleys are ruled by the Dursleys' son, Dudley, who bullies and tortures Harry. Dudley was pampered and Harry had to sleep in the cupboard under the stairs. On Dudley's birthday, the vase in front of the boa constrictor exhibit at the zoo disappears, surprising everyone. Harry was later punished for this incident.

The secret letters to Harry begin. They are worried about Mr. Dursley, trying to save Harry's letters, but the letters keep falling through every crack in the house. Finally, on the night of Harry's tenth birthday, he ran away with his family to a cabin on a remote island. In the middle of the night there was a loud knock on the door and Hagrid entered. Hagrid gives Harry an acceptance letter to Hogwarts School of Witchcraft and Wizardry. Harry realizes that the Dursleys have been trying to deny Harry his magic for years.

The next day, Hagrid took Harry to London to buy school supplies. First go to Gringotts, the wizarding bank. There, Harry saw that his parents had left him a lot of money. They shop in the magical shopping street called Diagon Alley, where Harry wears his school uniform. Harry buys books, potions and finally a magic wand, the wand of the evil Voldemort.

A month later, Harry went to the train station and took the train to Hogwarts on the 9 and 3/4 track. On the train, Harry befriends other first-year students such as Ron Weasley and Hermione Granger, a muggle girl chosen to attend Hogwarts. At school, first year students take turns wearing the "disconnect hat" and find out which dorm they will be in. Harry is afraid of being put into the evil Slytherin house, but he, Ron and Hermione end up in Gryffindor house.

When the school year begins, Harry realizes that his potions teacher, Snape, does not like him. Hagrid assures Harry that Snape doesn't like him. During their first flying lesson, the students are asked to stay in their seats while their teacher takes an injured boy named Neville to the hospital. Draco Malfoy, a Slytherin bully, grabbed Neville's toy and ran up a tree. Harry ran after him. Malfoy tossed the ball into the air and Harry rushed down and caught it gracefully. Professor McGonagall noticed this. Instead of punishing Harry, he forced him to play Quidditch, a soccer-like game played with broomsticks, for Gryffindor. Later that day, Malfoy challenged Harry to a wizarding duel at midnight. Malfoy didn't make it to the designated spot and Harry was about to get himself into trouble. While hiding, he finds a ferocious three-headed dog guarding a trap in the third-floor hallway.

On Halloween, a ghost was found in the house. All the students went back to their dorms, but Harry and Ron walked in to find Hermione alone, unaware of the party. Unknowingly, they trapped the troll and Hermione in the women's bathroom. They defeat the troll. Hermione lay down to protect Harry and Ron from the whippings. During Harry's first Quidditch match, his broom lost its power. Hermione saw Snape look at Harry and mutter a curse. He decided he was playing with Harry's broom and set Snape's clothes on fire. Harry also takes control of the broom and makes moves to win the Quidditch tournament.

For Christmas, Harry receives his father's invisibility cloak and explores the invisible school at night. He finds an Erised mirror that reveals the viewer's deepest desires. Harry looked inside and saw his parents alive. After Christmas, Harry, Ron and Hermione begin to uncover a mysterious connection between the break-in at Gringotts and the three-headed guard dog. They learn that the dog that guards the Philosopher's Stone, which can grant eternal life and infinite wealth to its owner, belongs to Nicholas Flamel, Dumbledore's longtime friend.

A few weeks later, Hagrid won the dragon fruit in a poker game. Since taking dragons is illegal, Harry, Ron and Hermione contact Ron's older brother, who studies dragons. They planned to get rid of the dragon, but were trapped. Harry, Ron and Hermione are punished and Gryffindor takes 150 points. Also, part of his punishment is going to the enchanted forest with Hagrid to find out who killed the unicorn. In the forest, Harry encounters a hooded man who drinks unicorn blood. The man tries to kill Harry, but Harry is saved by a centaur friend who claims that Voldemort is his target. Harry also discovers that the person trying to steal the Philosopher's Stone is Voldemort.

Harry decides he has to find the stone before Voldemort. He, Ron and Hermione entered the third-floor corridor that night. They do many

amazing things as they escape from the guard dogs and approach the stone. Harry finally meets Quirrell, who tells him that Harry must die. Realizing that Harry wanted to find the stone, Quirrell placed Harry in front of the Mirror of Erised and told him what he had seen. Harry saw with a stone in his pocket and at the same time felt a stone in his pocket. But he told Quirrell that he noticed something different. A voice told Quirrell that the boy was lying down.

4. RESULT AND DISCUSSION

Students get good improvement in reading after the teaching learning activity of the first Harry Potter film "Harry Potter and The Sorcerer's Stone (2001). There are some benefits and significances of using metacognitive reading strategies in fostering reading success, namely:

1. Enhanced Comprehension and Retention

    Students enhance their comprehension and storage of knowledge. Metacognitive reading strategies, such as predicting, summarizing, and questioning, help students activate their prior knowledge, engage with the text, and construct meaning. A study by Baker and Brown (1984) examined the effects of metacognitive instruction on comprehension and found that students who received metacognitive training showed significant improvement in reading comprehension compared to a control group. The researchers emphasized the importance of teaching students to be active readers who reflect on their understanding and evaluate their comprehension.

2. Improved Problem-Solving Skills

    This improves the students' skill in finding solution for their problem. Metacognitive reading strategies encourage individuals to approach reading as active problem solvers. By becoming aware of their own reading processes, readers can identify their strengths and weaknesses, identify confusing sections, and employ effective strategies to overcome comprehension barriers. According to Dunning (1991), students with strong metacognitive skills tend to approach texts more analytically, generating hypotheses and applying appropriate strategies to tackle complex information. Consequently, metacognition equips readers with the ability to solve problems independently and think critically.

3. Increased Reading Engagement and Motivation

    Students are able to increase their reading engagement and motivation. Metacognitive reading strategies facilitate the development of self-efficacy, which is the belief in one's own ability to successfully complete a task. When readers are equipped with a range of metacognitive strategies, they gain confidence in their reading abilities, which increases motivation and engagement. A study conducted by Schunk and Rice (1991) on a group of elementary students showed that metacognitive reading training significantly improved students' self-efficacy, leading to increased reading engagement and a greater willingness to tackle challenging texts.

4. Transferability of Skills

    Students are not only able to improve their reading comprehension but also have transferable skills. Metacognitive reading strategies are not isolated to the reading process but can also be transferred to various aspects of daily life. The ability to monitor and regulate one's understanding is beneficial in problem-solving, decision-making, and lifelong learning. Klingner et al. (2003) found that instruction in metacognitive strategies not only improved reading comprehension but also resulted in transferable skills, with students exhibiting increased self-regulation in

other academic areas. This suggests that metacognition has a far-reaching impact beyond just reading skills.

5. CONCLUSION

Metacognitive reading strategies enhance students' ability to make sense of, monitor, and understand text and evaluate the text they read. MRS helps students control their thinking while reading. MRS helps students learn independently. Teachers are encouraged to model metacognitive strategies to support students as they learn to use metacognitive strategies and to minimize such support as students learn to use them independently. In this study, MRS was shown to help students use appropriate strategies to solve reading problems. MRS helps students find main ideas, clear details, clear details, references, and the meaning of words. Metacognitive reading strategies are invaluable tools for improving reading comprehension. Metacognitive reading strategies play a vital role in fostering reading success by improving comprehension, retention, critical thinking skills, problem-solving abilities, and overall engagement with the text. By being aware of and regulating their own cognitive processes, readers become active participants in the reading experience, leading to deeper comprehension and an enhanced ability to analyze and evaluate information. Therefore, educators and learners alike should prioritize the teaching and application of metacognitive reading strategies to reap the numerous benefits they provide.

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