SECONDARY SCHOOL STUDENTS' METACOGNITIVE AWARENESS OF READING STRATEGIES IN ENGLISH AS A SECOND LANGUAGE

Arimbi Trian Hartanti[1], Abd. Rahman[2], Triana Kartika Santi[3], St. Shabibatul Rohmah[4]

[1,2,3,4] Facultyof Teacher Training and Education, Universitas 17 Agustus 1945, Banyuwangi

E-mail: [1]arimbitrian2202@gmail.com, [2]rahman.bwi03@gmail.com, [3]trianasanti@untag-banyuwangi.ac.id, [4]shabibatul.rohmah@untag-banyuwangi.ac.id

Abstract

Metacognitive awareness is considered a key factor for proficient strategic reading, particularly for academic reading. That this study was designed to determine high school students' metacognitive awareness about academic reading strategy. Thus, through the Reading Strategy Survey, Global students' metacognitive awareness, Problem Solving and the reading support strategies used in academic reading are investigated. The results show that the participants usually use academic reading strategies so they are often aware of these strategies. They mostly use and realize problem solving strategies but supporting strategies are least used in academic reading. This study uses a survey in data collection. To achieve the goal, 104 questionnaires were administered to all participants. Researchers use the average as a measure to determine the level of use category for each category of reading strategy. The survey questionnaire developed by Mokhtari and Sheorey (2002) is called Survey of Reading Strategies (SORS). The reading strategy here is based on the SORS questionnaire, namely global reading strategies, problem solving strategies, and supporting strategies. This study found that students' use of reading strategies was high with students' preference for problem solving strategies. Suggestions are made for English teachers who can help them to improve student learning better, such as for students to know about how to apply the reading strategies they use well, and also for future researchers who have similarities with this research.

Keywords**: *Reading strategy, English second language, Survey reading strategy*

1. INTRODUCTION

Reading is one of the language skills that must be mastered by students. By reading, students can increase their English vocabulary and know the contents of the reading. So, Reading is defined as an interactive cognitive process in which the reader interacts with the text. During the reading process, readers are constantly forming hypotheses, testing predictions, and using their knowledge of vocabulary and language to construct meaning (Carrell, 1989; Zhang, 2001). With the advent of the second language psycholinguistic model reading, the reader's background knowledge and the use of appropriate strategies such as previewing the text, using contextual cues or making inferences have been emphasized for reading comprehension (Sheorey & Mokhtari, 2001).

According to Garner (1987, quoted in Hatami, M. & Asl, H. D 2017, p.1224) reading strategies show the ways or actions used to draw meaning from the reading text. Basically, reading strategies are ways how readers understand what they read and what they do when they don't understand. Difficulties EFL learners usually confront when reading consists of insufficient vocabulary, inefficiency lexical items, grammatical complexity, inaccessibility of language, poor reading skills, lack of background knowledge, and Learners' lack of interest. Such strategies are considered to reveal about the way readers manage their interaction with written text, to make reading more effective and to improve comprehension (Singhal, 2001). Reader"s awareness,

SECONDARY SCHOOL STUDENTS' METACOGNITIVE AWARENESS OF READING STRATEGIES IN ENGLISH AS A SECOND LANGUAGE

Arimbi Trian Hartanti, Abd. Rahman, Triana Kartika Santi, St. Shabibatur Rohmah

monitoring and regulating of these strategies while reading are called as metacognitive awareness (Anderson 2002). It is considered as the key factor for proficient strategic reading since learners with metacognitive awareness could consciously direct the reasoning process and use strategies effectively while reading and they can access and apply these strategies and reasoning to future reading tasks easily (Carrell et al, 1989; Sheorey &Mokhtari, 2001) reading strategies according to Garner (1987) are actions or series of actions implemented in order to draw meaning out of a text.

Readers mostly use a variety of strategies to acquire, store and retrieve the information. Readers can confront some comprehension difficulties and apply these strategies to overcome their hurdles. Every individual benefits from different strategies and some of them lead to target in a faster and clearer way. (Tercanlıoğlu, 2004). Considering this need, the present study was designed to investigate the students" metacognitive awareness of reading strategies they use while reading academic texts. Through this study, it was attempted to gain more insights about how readers use their resources for cognitive awareness in reading. Moreover, it is hoped to lead further studies on the learners" awareness of the reading process. It is believed that the results of such study could provide teacher educators and instructors practical suggestions for helping learners increase their awareness and use of reading strategies (Mokhtari & Sheorey, 2002). First, it was tried to define the participant's reading strategies used in academic reading and to determine the frequency of use of these strategies so as to profile students metacognitive awareness of this reading strategy can be explained.

2. LITERATURE REVIEW

Recently, in the realm of reading research at L1 and L2 (Yuksel, 2012) metacognitive strategies are most often used by students. This is followed by compensatory, cognitive, memory, social and effective strategies. The second finding shows that there is a positive and significant correlation between the use of LLS and English achievement with an r value of 0.562 with sig. 0.000. The regression test shows that LLS contributes 31.5% to achievement while 68.5% is contributed by other factors. The implication of this research is that it is necessary to develop a learning model that provides opportunities for students to practice their achievements while 68.5% is contributed by other factors. The implication of this research is that it is important to develop learning models that provide opportunities for students to practice LLS during the learning process. English teachers can also use Strategy-Based Instruction to teach LLS which is integrated into learning tasks (Sukarni, 2019). In summary, much of the research on metacognitive in L2 reading strategies shows that readers use metacognitiveawareness was positively related to their success in reading comprehension and performance at L2 and both reading ability and overall L2 ability were related to the development of readers' metacognition (Mokhtari and Reichard, 2004). More advanced readers tend to have a better awareness of their metacognitive knowledge than less good readers (Phakiti, 2003).

According to Hatami (2017), the main instrument is the Metacognitive Awareness of Reading Strategies Inventory (MARSI) Questionnaire. It was awarded to 110 Iranian advanced English learners, male and female, in 19 English language institutions in northern Iran. Students must choose among five different options for each type of strategy to determine if they are "I never or almost never do this", "I do this only occasionally", "I do this sometimes", "I usually do this ". do this." or "I always or almost always do this.". Among the three different strategy groups namely support reading strategy, problem solving strategy and global reading strategy, the findings show

that students at this level of English proficiency have a tendency to use support reading strategies than other types.

Sheorey and Mokhtari (2001) investigated differences in the use of cognitive, metacognitive, and support strategies in academic reading among both native and non-native English readers and they conclude that "skilled readers are better able to ponder and monitor cognitive processes while reading" (p.445). Accordingly, Anderson (2002) discovered a second language readers most often use Problem Solving Strategies for example adjusting reading speed, rereading difficult texts and pausing to think about the meaning of the passage. Much research on metacognition in L2 reading strategies shows that readers using mindful metacognition is positively related to their success in reading comprehension and performance at L2 and both L2 reading proficiency and overall proficiency are related to the development of reader metacognition (Carrell,1989; Sheorey & Mokhtari, 2001; Anderson, 2002; Mokhtari and Reichard, 2004). Therefore, it is very important for L2 readers to know how they use reading strategies in planning, organizing, and evaluate their own reading process. Consider the importance of reading metacognitive awareness strategies for reading performance this study was designed to determine student performance.

3. IMPLEMENTATION METHOD
Participants

This study uses a quantitative approach because the aim of the researcher is to obtain information about reading strategies used by cross -interest grade X students at SMA 1 BWI. The paricipants in this study were 40 students, 26 female and 14 male of cross-interest class II (English as a Foreign Language). All participants were L2 class X students aged 15-16 years. The students have attended a cross-interest English class that they have chosen as an additional class. English interest classes are taught once a week but English classes that are included in the learning curriculum are still scheduled on other days, the difference is that this interest class is an additional class where all students must choose and take the class they take.

Insruments

Researchers used a quantitative survey research design as a data collection method using a questionnaire completed by students of SMAN 1 Banyuwangi. Survey research provide a quantitative description of the attitudes, or opinions of a population by studying a sample of that population, researcher use random sampling to collect data.

In this study, to determine the participants metacognitive awareness of the reading strategies used in an academic text, Survey of Reading Strategies (SORS), developed by Mokhtari and Sheorey (2002), was used. SORS was validated (Cronbach's alpha=0.93) in a different study (Mokhtari and Sheorey 2002; Sheorey & Mokhtari; 2001). It consists of 28 items, each of which uses a five-point Likert scale ranging from 1 ("never done this") to 5 ("I always do this") . The validity and reliability of instrument (SORS) has been field tested by previous researchers (Wilujeng, 2016) using Product Moment Correlation Method. Students are asked to read from each statement and circle the number that corresponds to them indicate the frequency with which they used the reading strategy in the statement. Thus, it is considered as such the higher the number, the more often you feel you are using the strategy and conversely the lower the number, the more you never use the strategy.

SECONDARY SCHOOL STUDENTS' METACOGNITIVE AWARENESS OF READING STRATEGIES IN ENGLISH AS A SECOND LANGUAGE

Arimbi Trian Hartanti, Abd. Rahman, Triana Kartika Santi, St. Shabibatur Rohmah

4. RESULTS AND DISCUSSION

The data collected using questionnaire adapted from Sheorey and Mokhtari (2002) named SORS. The questionnaire has been distributed to a total of 104 students. The SORS consits of three broad categories of reading strategies based on Sheorey and Mokhtari (2002) which are GLOB (Global Reading Strategy), PROB (Problem solving Strategy) and SUPP (Support Strategies). SORS is using likert-scale with scale from 1 to 5. There are a total of 30 statements in SORS that divided into 13 statements of GLOB (Global Reading Strategy), 8 statements of PROB (Problem Solving Strategy) and 9 statements of SUPP (Support Strategies). The researcher used mean as the measurement to determine the category of usage level for each reading strategy (GLOB, PROB and SUPP). There were 3 categories of usage level based on the mean of each strategy. If the mean was below or equal to 2.4 was categorized as low usage, between 2.4 and 3.5 was categorized as medium usage and if it is higher or equal to 3.5 was categorized as high usage (Akbar and Adi, 2020).

Global Reading Strategy (GLOB)

After the researchers distributed the questionnaries to the students, the reseachers could follow data about global reading strategy that the students used. In, SORS there are 13 items for global reading strategy. Teen students are in low usage, 53 students in medium usage and 41 students in high usage on using global reading strategy. For the students preference toward each item in GLOB presented below :

Table 1. Students Preference of Each Item in GLOB

GLOBAL READING STRATEGY			
Students	**Strategy**	**Mean**	**Category**
GLOB 1	Setting purpose for reading	4.20	High
GLOB 2	Using prior knowledge	3.96	High
GLOB 3	Previewing text before reading	3.77	High
GLOB 4	Checking how text content fits purpose	3.32	Medium
GLOB 5	Skimming to note text characteristics	2.73	Medium
GLOB 6	Determining what to read	3.52	High
GLOB 7	Using text features	3.40	Medium
GLOB 8	Using context clues	3.28	Medium
GLOB 9	Using typographical aids	3.13	Medium
GLOB 10	Critically evaluating what is read	3.29	Medium
GLOB 11	Resolving conflicting information	3.80	High
GLOB 12	Predicting or guessing text meaning	3.68	High
GLOB 13	Confirming predictions	3.78	High

The table shows that students prefer to use GLOB 1 with mean score of 4.20 and as for the other GLOB with higher usage are GLOB 2, 3, 6, 11, 12 and 13. There is no low usage in global reading strategy that means this strategy still often used by the students.

Problem solving Strategy (PROB)

Problem solving Strategies are the actions or procedures that readers use while working directly with the text. These are localized, focused techniques used when problems develop in

---

understanding textual information (Sheorey & Mokhtari, 2002, p. 4). From the Table 2 below. For the students preference toward each item in PROB will be presented below :

Table 2. Students Preference toward Each Item in PROB

PROBLEM READING STRATEGY			
Students	Strategy	Mean	Category
PROB 1	Reading slowly and carefully	3.84	High
PROB 2	Trying to stay focused on reading	3.82	High
PROB 3	Adjusting reading rate	3.69	High
PROB 4	Paying close attention to reading	4.07	High
PROB 5	Pausing and thinking about reading	3.17	Medium
PROB 6	Visualizing information to read	4.18	High
PROB 7	Re-reading for better understanding	3.98	High
PROB 8	Guessing meaning of unknown words	3.74	High

From the Table 2 above, the researcher conclude that problem solving strategies are overall in higher usage. It means that these reading strategies are often used by the students, especially for PROB 6 which the students tries to visualizing information to read with the mean score of 4.18. Even though problem solving is in higher usage it doesn't mean that all of the statements listed are all high, there is one statement that is in medium usage which is PROB.

Support Strategy (SUPP)

Sheorey and Mokhtari (2002) in his study defined that support strategies were basic support mechanisms intended to aid the reader in comprehending the text. SORS contains 9 items of statements that belong to the support strategy. For the students preference toward each item in SUPP will be presented in Table 3 below :

Table 3. Students Preference toward Each Item in SUPP

SUPPORT STRATEGY			
Students	Strategy	Mean	Category
SUPP 1	Taking notes while reading	3.18	Medium
SUPP 2	Reading aloud when text becomes hard	2.93	Medium
SUPP 3	Summarizing text information	3.77	High
SUPP 4	Discussing reading with others	3.55	High
SUPP 5	Underlining information in text	3.64	High
SUPP 6	Using reference materials	3.47	Medium
SUPP 7	Paraphrasing for better understanding	3.70	High
SUPP 8	Going back and forth in text	3.76	High
SUPP 9	Asking oneself questions	3.56	High

From the table above, the researcher concludes that support strategies still often used by the students because there is no statement which is in low usage. The preferred SUPP strategies that used by the students are SUPP 3. The results of this study are in accordance with the questionnaire

SECONDARY SCHOOL STUDENTS' METACOGNITIVE AWARENESS OF READING STRATEGIES IN ENGLISH AS A SECOND LANGUAGE

Arimbi Trian Hartanti, Abd. Rahman, Triana Kartika Santi, St. Shabibatur Rohmah

distributed and filled in by each student. The questionnaire was adapted from Sheorey and Mokhtari (2002) named SORS which consisted of 30 statements from three major strategies namely 13 Global Reading Strategies (GLOB) items, 8 Problem Solving Strategies (PROB) items and 9 Support Strategy (SUPP) items. SORS is intended to measure the types and frequency of perceived reading strategies youth and adult ESL students use when reading academic material in English.

From the findings of the questionnaire distributed to students. For each strategy, the tendency of students to use the strategy is still relatively high, although there are still some students who use it low. Here, PROB is the strategy with the highest usage among other strategies with 45 students having high usage of this strategy. Furthermore, GLOB is lower than PROB in usage level with 30 students. The last and lowest strategy is SUPP with 20 students at high usage levels and 5 students at low usage levels.

5. CONCLUSION

The researcher concluded that students still often use these three strategies and the use of these strategies is still high. As evidenced by the relatively high overall average score, students can use the strategy well; they know how to use various goal-specific tactics, execute planned sequences, and monitor their use (Weinstein & Mayer, 1985). This result is in line with the research findings of Sheorey and Mokhtari (2001) that non-native readers often use reading strategies so that their metacognitive awareness is high. Moreover, the findings indicate that the dominant use of problem solving strategies in this study is consistent with Mokhtari and Reichard (2004) and Sheorey and Mokhtari (2001) that problem solving strategies are widely used by non-native readers because these strategies are critical to understanding.

In particular, strategies such as "reread for better comprehension", "adjust reading speed" and "pay attention to reading" are some of them strategies that most of the participants preferred to use when they faced comprehension problems during academic reading. Berkowitz and Cicchelli (2004) underlined that students may experience anxiety, confusion and low motivation when reading because of comprehension problems, problem-solving strategies, especially those favored by the participants of this study, it may be preferable to tackle this problem and to concentrate reading strategy. In addition, consistent with the findings of Mokhtari and Sheorey (2001), the participants in this study prefer to apply the "guess unknown word from context" strategy most frequently among problem solving strategy (Yuksel, 2012).

These strategies are usually encouraged in courses and students are usually trained to apply them strategies if they face comprehension problems due to unfamiliar words. The researcher also concluded that the problem solving strategy was "most used" by students. This condition also occurs in previous research, Herlyna (2014) which examined students in class XI Science and Social Studies both tended to use the most problem-solving strategies compared to other strategies. However, in this study, students tended to prefer the "I try to imagine or visualize information to help remember what I read" strategy whereas previous studies preferred the "reread for better understanding" strategy.

REFERENCES

Anderson, N. J. (2002). The role of metacognition in second/foreign language teaching and learning. ERIC Digest. Washington, DC: ERIC Clearinghouse on Languages and Linguistics.

Benson, P. (2006). Autonomy in Language Teaching an Learning. *Learning Teaching*, 40, 21-40.

Bustani, B., Khaddafi, M. ., & Nur Ilham, R. (2022). REGIONAL FINANCIAL MANAGEMENT SYSTEM OF REGENCY/CITY REGIONAL ORIGINAL INCOME IN ACEH PROVINCE PERIOD YEAR 2016-2020. *International Journal of Educational Review, Law And Social Sciences (IJERLAS)*, 2(3), 459–468. https://doi.org/10.54443/ijerlas.v2i3.277.

Carrell, P. L. (1989). Metacognitive Awareness and Second Language Reading. *Modern Language Journal,* vol. 73, pp. 121-134.

Falahuddin, F., Fuadi, . F., Munandar, M., Juanda, R. ., & Nur Ilham, R. . (2022). INCREASING BUSINESS SUPPORTING CAPACITY IN MSMES BUSINESS GROUP TEMPE BUNGONG NANGGROE KERUPUK IN SYAMTALIRA ARON DISTRICT, UTARA ACEH REGENCY. *IRPITAGE JOURNAL*, 2(2), 65–68. https://doi.org/10.54443/irpitage.v2i2.313.

Geovani, I. ., Nurkhotijah, S. ., Kurniawan, H. ., Milanie, F., & Nur Ilham, R. . (2021). JURIDICAL ANALYSIS OF VICTIMS OF THE ECONOMIC EXPLOITATION OF CHILDREN UNDER THE AGE TO REALIZE LEGAL PROTECTION FROM HUMAN RIGHTS ASPECTS: RESEARCH STUDY AT THE OFFICE OF SOCIAL AND COMMUNITY EMPOWERMENT IN BATAM CITY. *International Journal of Educational Review, Law And Social Sciences (IJERLAS)*, *1*(1), 45–52. https://doi.org/10.54443/ijerlas.v1i1.10.

Ilham, Rico Nur. *et all* (2019). Comparative of the Supply Chain and Block Chains to Increase the Country Revenues via Virtual Tax Transactions and Replacing Future of Money. International Journal of Suplly Management.Volume 8 No.5 August 2019.

Ilham, Rico Nur. *et all* (2019). Investigation of the Bitcoin Effects on the Country Revenues via Virtual Tax Transactions for Purchasing Management. International Journal of Suplly Management.Volume 8 No.6 December 2019.

Lasta Irawan, A. ., Briggs, D. ., Muhammad Azami, T. ., & Nurfaliza, N. (2021). THE EFFECT OF POSITION PROMOTION ON EMPLOYEE SATISFACTION WITH COMPENSATION AS INTERVENING VARIABLES: (Case Study on Harvesting Employees of PT. Karya Hevea Indonesia). International Journal of Social Science, Educational, Economics, Agriculture Research, and Technology (IJSET), 1(1), 11–20. https://doi.org/10.54443/ijset.v1i1.2.

Likdanawati, likdanawati, Yanita, Y., Hamdiah, H., Nur Ilham, R., & Sinta, I. (2022). EFFECT OF ORGANIZATIONAL COMMITMENT, WORK MOTIVATION AND LEADERSHIP STYLE ON EMPLOYEE PERFORMANCE OF PT. ACEH DISTRIBUS INDO RAYA. International Journal of Social Science, Educational, Economics, Agriculture Research, and Technology (IJSET), 1(8), 377–382. https://doi.org/10.54443/ijset.v1i8.41.

Mahfud *et all* (2021). PEMANFAATAN TRADISI RESIK LAWON SUKU USING SEBAGAI SUMBER BELAJAR SEJARAH LOKAL PADA SMA DI BANYUWANGI. Media Bina Ilmiah Vol.16 No.3 Oktober 2021. http://ejurnal.binawakya.or.id/index.php/MBI/article/view/1294/pdf.

SECONDARY SCHOOL STUDENTS' METACOGNITIVE AWARENESS OF READING STRATEGIES IN ENGLISH AS A SECOND LANGUAGE

Arimbi Trian Hartanti, Abd. Rahman, Triana Kartika Santi, St. Shabibatur Rohmah

Mahfud, M., Yudiana, I. K., & Sariyanto, S. (2022). HISTORY OF BANYUWANGI KALIKLATAK PLANTATION AND ITS IMPACT ON SURROUNDING COMMUNITIES. International Journal of Educational Review, Law And Social Sciences (IJERLAS), 3(1), 91–104. https://doi.org/10.54443/ijerlas.v3i1.492.

Majied Sumatrani Saragih, M. ., Hikmah Saragih, U. ., & Nur Ilham, R. . (2021). RELATIONSHIP BETWEEN MOTIVATION AND EXTRINSIC MOTIVATION TO ICREASING ENTREPRENEURSHIP IMPLEMENTATION FROM SPP AL-FALAH GROUP AT BLOK 10 VILLAGE DOLOK MASIHUL. *MORFAI JOURNAL*, *1*(1), 1–12. https://doi.org/10.54443/morfai.v1i1.11.

Mokhtari, K., & Sheorey, R. (2002) Measuring ESL students" awareness of reading strategies. *Journal of Developmental Education, vol.* 25, no. 3, pp. 2-10.

Mokhtari, K., & Reichard, C. (2002). Assessing students,, metacognitive awareness of reading strategies. *Journal of Educational Psychology*, 94(2), 249–259.

Mokhtari, K., & Reichard, C. (2004). Investigating the strategic reading processes of first and second language readers in two different cultural contexts. System, 32, 379-394.

Sheorey, R., and Mokhtari, K. (2001) Differences in the metacognitive awareness of reading strategies among native and non-native readers.*System*, vol. 29, pp. 431-449.

Mandasari, B., & Oktaviani, L. (2018). An Exploratory Study of Management and Engineering Students. *Journal of English Education and Applied Linguistic*, 7 (2), 61-78.

Merriam, S. B. (1998). Qualitative Research and Case Study Application in Education. *Jossey-Bass Publisher.*

McDonough, S. (1995). *Strategy and Skill in Learning a Foreign Language*. Edward Arnold, London.

Nur Ilham, R. ., Arliansyah, A., Juanda, R., Multazam, M. ., & Saifanur, A. . (2021). RELATHIONSIP BETWEEN MONEY VELOCITY AND INFLATION TO INCREASING STOCK INVESTMENT RETURN: EFFECTIVE STRATEGIC BY JAKARTA AUTOMATED TRADING SYSTEM NEXT GENERATION (JATS-NG) PLATFORM. *International Journal of Economic, Business, Accounting, Agriculture Management and Sharia Administration (IJEBAS)*, *1*(1), 87–92. https://doi.org/10.54443/ijebas.v1i1.27.

Nur Ilham, R., Heikal, M. ., Khaddafi, M. ., F, F., Ichsan, I., F, F., Abbas, D. ., Fauzul Hakim Hasibuan, A. ., Munandar, M., & Chalirafi, C. (2021). Survey of Leading Commodities Of Aceh Province As Academic Effort To Join And Build The Country. *IRPITAGE JOURNAL*, *1*(1), 13–18. https://doi.org/10.54443/irpitage.v1i1.19.

Nur Ilham, R., Arliansyah, A., Juanda, R. ., Sinta, I. ., Multazam, M. ., & Syahputri, L. . (2022). APPLICATION OF GOOD CORPORATE GOVERNANCE PRINCIPLES IN IMPROVING BENEFITS OF STATE-OWNED ENTERPRISES (An Emperical Evidence from Indonesian Stock Exchange at Moment of Covid-19). *International Journal of Economic, Business, Accounting, Agriculture Management and Sharia Administration (IJEBAS)*, *2*(5), 761–772. https://doi.org/10.54443/ijebas.v2i5.410.

Nur Ilham, R., Likdanawati, L., Hamdiah, H., Adnan, A., & Sinta, I. . (2022). COMMUNITY SERVICE ACTIVITIES "SOCIALIZATION AVOID STUDY INVESTMENT" TO THE STUDENT BOND OF SERDANG BEDAGAI. *IRPITAGE JOURNAL*, *2*(2), 61–64. https://doi.org/10.54443/irpitage.v2i2.312.

Oxford, R. (2011). *Teaching and Researching Language Learning Strategies (Applied Linguistic in Action)*. ESL, England.

Phakiti, A. (2003). A closer look at the relationship of cognitive and metacognitive strategy use to EFL reading achievement test performance. Language Testing, 20(1). 26-56.

Rahim, M., & Yadollahi, S. (2011). Success in Learning English as Foreign Language as a Predictor of Computer Anxiety. *ScienceDirect,* 3, 175-182.

Rahmaniar, R., Subhan, S., Saharuddin, S., Nur Ilham, R. ., & Anwar, K. . (2022). THE INFLUENCE OF ENTREPRENEURSHIP ASPECTS ON THE SUCCESS OF THE CHIPS INDUSTRY IN MATANG GLUMPANG DUA AND PANTON PUMP. International Journal of Social Science, Educational, Economics, Agriculture Research, and Technology (IJSET), 1(7), 337–348. https://doi.org/10.54443/ijset.v1i7.36.

Reytan, S. N., & Hamra, A., & Weda, S. (2015). The Language Learning Strategies use by Students of Merchant Marine Students Polytechnies Makassar. *ELT worldwide*, 2 (2), 78-94.

Rico Nur Ilham, Irada Sinta, & Mangasi Sinurat. (2022). THE EFFECT OF TECHNICAL ANALYSIS ON CRYPTOCURRENCY INVESTMENT RETURNS WITH THE 5 (FIVE) HIGHEST MARKET CAPITALIZATIONS IN INDONESIA. *Jurnal Ekonomi*, *11*(02), 1022–1035. Retrieved from http://ejournal.seaninstitute.or.id/index.php/Ekonomi/article/view/481.

Safran, J. (2013). Strategies of Learning English as a Foreign Language at Faculty of Technical Science. *Social and Behavioral Science*, 93, 775-782.

Sandi, H. ., Afni Yunita, N. ., Heikal, M. ., Nur Ilham, R. ., & Sinta, I. . (2021). RELATIONSHIP BETWEEN BUDGET PARTICIPATION, JOB CHARACTERISTICS, EMOTIONAL INTELLIGENCE AND WORK MOTIVATION AS MEDIATOR VARIABLES TO STRENGTHENING USER POWER PERFORMANCE: AN EMPERICAL EVIDENCE FROM INDONESIA GOVERNMENT. *MORFAI JOURNAL*, *1*(1), 36–48. https://doi.org/10.54443/morfai.v1i1.14.

Sinta, I., Nur Ilham, R. ., Authar ND, M. ., M. Subhan, & Amru Usman. (2022). UTILIZATION OF DIGITAL MEDIA IN MARKETING GAYO ARABICA COFFEE. IRPITAGE JOURNAL, 2(3), 103–108. https://doi.org/10.54443/irpitage.v2i3.467.

Sinurat, M. ., Heikal, M. ., Simanjuntak, A. ., Siahaan, R. ., & Nur Ilham, R. . (2021). PRODUCT QUALITY ON CONSUMER PURCHASE INTEREST WITH CUSTOMER SATISFACTION AS A VARIABLE INTERVENING IN BLACK ONLINE STORE HIGH CLICK MARKET: Case Study on Customers of the Tebing Tinggi Black Market Online Store. *MORFAI JOURNAL*, *1*(1), 13–21. https://doi.org/10.54443/morfai.v1i1.12.

Vann, R. J., & Abraham, R. G. (1998). Strategies of Unsuccessful Language Learners. *TESOL*, 24, 177-198.

Wayan Mertha, I. ., & Mahfud, M. (2022). HISTORY LEARNING BASED ON WORDWALL APPLICATIONS TO IMPROVE STUDENT LEARNING RESULTS CLASS X IPS IN MA AS'ADIYAH KETAPANG. International Journal of Educational Review, Law And Social Sciences (IJERLAS), 2(5), 507–612. https://doi.org/10.54443/ijerlas.v2i5.369.

Wilujeng, R, "EFL students' reading strategies across different achievement levels at SMPN 21 Malang," *Brawijaya Univ. Malang Indones.*, 2016.

Yin, R. K. (1994). *Case Study Research Resign and Methods*. (2nd ed). Age Publisher.

SECONDARY SCHOOL STUDENTS' METACOGNITIVE AWARENESS OF READING STRATEGIES IN ENGLISH AS A SECOND LANGUAGE

Arimbi Trian Hartanti, Abd. Rahman, Triana Kartika Santi, St. Shabibatur Rohmah

Yusuf Iis, E., Wahyuddin, W., Thoyib, A., Nur Ilham, R., & Sinta, I. (2022). THE EFFECT OF CAREER DEVELOPMENT AND WORK ENVIRONMENT ON EMPLOYEE PERFORMANCE WITH WORK MOTIVATION AS INTERVENING VARIABLE AT THE OFFICE OF AGRICULTURE AND LIVESTOCK IN ACEH. *International Journal of Economic, Business, Accounting, Agriculture Management and Sharia Administration (IJEBAS)*, *2*(2), 227–236. https://doi.org/10.54443/ijebas.v2i2.191.