

THE CORRELATIONS AMONG METACOGNITIVE READING STRATEGIES, READING INTEREST, AND READING ACHIEVEMENT OF THE EIGHTH GRADE STUDENTS

Shafitri Indah Pratiwi¹, Tahrur², Masagus Firdaus³

^{1,2,3}Graduate Program, University of PGRI Palembang, Indonesia

sindah.pratiwi@gmail.com runtah98@yahoo.com masagus26firdaus2026@gmail.com

Received: January 20, 2023

Revised: March 15, 2023

Accepted: April 2, 2023

ABSTRACT

The aims of this study were to figure out the correlation between: a) students' metacognitive reading strategies and their reading achievement, b) students' reading interest and their reading achievement, and c) the students' metacognitive reading strategies, reading interest, and their reading achievement of descriptive text. This research also analyzed the contributions of independent variables toward students' reading achievement. There were 130 students of the eighth grade involved as the samples and were selected through simple random sampling. This study employed quantitative method of correlational research design. Two questionnaires and one reading test were used to collect the data. The data obtained were analyzed by using Simple Correlation of r-Product Moment and Multiple Regression analysis. The analysis of the data showed that there was a 4.1% contribution of the students' metacognitive reading strategies to their reading achievement, with a sig. value of 0.02 and being less than 0.05. Reading interest contributed 7.8% toward students' reading achievement, with the correlation between reading interest and reading achievement being 0.01, which was lower than 0.05. The correlations among metacognitive reading strategies, reading interest, and reading achievement were 0.003, which was less than 0.05, and both metacognitive reading strategies and reading interest contributed 8.5% to students' reading achievement. Thus, it can be stated that there were correlations among the eighth grade students at SMP Negeri 39 Palembang's metacognitive reading strategies, reading interest, and reading achievement.

Keywords: *Metacognitive Reading Strategies, Reading Interest, Reading Achievement*

INTRODUCTION

Reading, as described by Day (2020), entails several interacting processes between the reader and the text during which the reader applies knowledge to develop, generate, and construct meaning. Reading has a crucial role in assisting students to obtain important information, particularly for academic purposes. Reading's primary objective is to develop understanding. Understanding and interpreting what is read is what comprehension entails. Readers are required to understand written materials accurately and then draw appropriate conclusions based on what they have read. Moreover, reading instruction is a skill that all

English teachers at the junior high and senior high school levels are required to teach to their students in Indonesia. However, the PISA 2018 findings reveal that, out of 57 nations on five continents, Indonesia comes in at number 51, which is unfortunately disappointing (OECD, 2019). In light of this, the PISA results clearly demonstrated how poorly Indonesian students do in reading comprehension. Accordingly, Muslim (2020) listed several issues with reading comprehension that junior high school students in Indonesia face, including prior knowledge, reading interest, a variety of text types, vocabulary, the effectiveness of reading instruction, independent learning, comprehension of reading questions, responding to reading tests, and reading engagement.

It's interesting to note that there is an ongoing connection between metacognitive awareness and reading comprehension. As with any form of learning, metacognitive strategies are crucial for effective reading and are used during both the micro and macro processing phases, according to Rosnaeni et al. (2020). The study indicated that the students were able to control their metacognitive processes. Students become aware of their metacognitive when they already have an interest in the subject, a determination to learn, participate in comprehending the subject, and take responsibility for their learning. Learning will be improved compared to individuals who lack metacognitive awareness. Since the findings demonstrate that awareness of metacognitive reading methods improves both students' performance and their reading comprehension, it is recommended that schools actively endeavor to build metacognitive reading skills among all students.

Further, it is necessary to look at a person's reading interest as it is one of the important aspects that affects their success with reading comprehension. For reading activities to be enjoyable, interest is essential. Because reading can be mastered with great excitement and adequate information, students should be encouraged to read more. As stated by Zur et al. (2022), interest is the propensity of an energetic spirit to comprehend linguistic patterns in order to gather knowledge that is closely connected to the will, activity, and pleasure feelings, which may allow people to pick, focus on, and accept anything outside of themselves. Hence, it is generally believed that reading will occur meaningfully if a reading interest exists beforehand. In addition, Pitoyo (2020) found that literacy, technology, and libraries were the three main influences on readers' suggested reading interests. To increase reader interest, it is

essential to add reading penetration as a component. By providing supported components, students are expected to have better reading interest, especially in reading English texts. Furthermore, a study by Dewi et al. (2020) found a significant correlation between reading interest and reading comprehension achievement. The impact of reading interest on comprehension was validated.

Additionally, earlier research has been done to determine how closely the variables are related. As an example, a study by Uniswa et al. (2021) found a substantial correlation between metacognitive reading strategies and reading comprehension. According to a study conducted by Maryam et al. (2019), students who were aware of metacognitive reading strategies outperformed others in terms of reading comprehension. This study showed that learners who frequently employed metacognitive reading methods were better able to comprehend the information, which showed a major contribution of metacognitive reading strategies to reading comprehension. Moreover, Fitria (2019) study found a correlation between students' reading interest and reading comprehension. The students had excellent results in both reading interest and reading comprehension. According to Pratama's study from 2022, reading interest and comprehension are highly correlated among students. Between the two variables, there is a positive correlation between students' reading interest and their English reading comprehension.

According to the writer's personal correspondence with the English teacher at SMP Negeri 39 Palembang, who has been teaching English for a while, the students' English scores were varied, especially considering that their reading test results were still regarded as poor. The teacher said that reading is considered as a complex skill to be taught in English classrooms. Some factors were acknowledged to might have contributed to the process of teaching and learning reading skills in English lessons. The two of them were the awareness of using reading strategies and students' interest in reading. Based on this, the writer then suggested a study with the topic "The Correlations among Metacognitive Reading Strategies, Reading Interest, and Reading Achievement of the Eighth Grade Students." The following questions represent the problems of this study: 1) Was there any significant correlation between metacognitive reading strategies and reading achievement of the eighth grade students at SMP Negeri 39 Palembang?, 2) Was there any significant correlation between reading interest and

reading achievement of the eighth grade students at SMP Negeri 39 Palembang?, and 3) Were there any significant correlations among metacognitive reading strategies, reading interest, and reading achievement of the eighth grade students at SMP Negeri 39 Palembang?

METHODS

This study used quantitative method with a correlational research design. This approach was used to relate two or more variables to determine whether they had any influence on one another. The purpose of this study was to investigate the correlations among metacognitive reading strategies (X_1), reading interest (X_2), and reading achievement (Y) of eighth grade students at SMP Negeri 39 Palembang.

192 eighth grade students from SMP Negeri 39 Palembang in the academic year 2022/2023 participated in this study's population. Random sampling, also known as probability sampling, specifically employing simple random sampling, was the technique utilized to collect the sample. Every component (member) of the population has an equal chance of being picked as a sample member under the sampling technique known as probability sampling, as stated by Sugiyono (2013, p. 82). The Solvin Formula was initially employed by the author to calculate the sample size for this study. After that, the writer used the Excel technique by randomly selecting the sample from all of the eighth graders by using "Rand" and "Rank" formulas in Microsoft Excel. The writer operated Excel by using these formulas until 130 selected random students were accomplished.

Moreover, two sets of questionnaires and one reading test were given out by the writer in order to collect the data. In this study, the findings of students' metacognitive reading strategies and their interest in reading were evaluated using questionnaires. The first questionnaire collected details regarding students' metacognitive reading strategies. This study modified a pre-made questionnaire created by Mokhtari and Sheorey (2002). The SORS (Survey of Reading Strategies) is a tool for measuring metacognitive reading strategy awareness in students or ESL learners. There are 30 items total in the questionnaire, divided into three main categories, including Global Reading Strategies (GLOB), Problem Solving Strategies (PROB), and Support Strategies (SUP). The writer selected 28 valid items to be included in this study after confirming their validity through try-out.

The purpose of the second questionnaire was to discover more about the reading interests of the students. Additionally, a pre-made questionnaire from Fauzi in Bahasa Indonesia was modified (2017). It has 40 items and is a close-ended questionnaire of sorts. In this instance, the author only used 30 reliable items or statements that were pertinent to the study. Positive statements and negative statements are the two groups into which the questionnaire's items are divided. The 20 items are included in positive statements, whereas the remaining 10 items are included in negative statements.

The reading test of descriptive text was the following instrument that was utilized in this study. The writer used a test to obtain data on reading comprehension. The reading test consists of multiple-choice questions with four possible answers (A, B, C, and D). Each question only has one correct response, and the wrong response receives a null point. The results of the students' reading tests of descriptive texts were used to calculate the reading test scores, with a maximum possible score of 100.

Prior to giving the two questionnaires and the reading test to the sample students, the writer also verified their validity and reliability. In a class of 32 non-sample eighth graders at SMP Negeri 19 Palembang, the questionnaires and reading test were tested out. To determine which items were valid and invalid, the writer performed a statistical analysis of the data. SPSS Version 26 was used to analyze the data using Correlation Bivariate. The writer discovered that the reading interest questionnaire had seven invalid items, the metacognitive reading strategies questionnaire had two invalid items, and the reading test had eight invalid things after analyzing the questionnaire and reading test results. Those invalid items were purposefully deleted by the writer.

The writer then used SPSS 26's Cronbach's Alpha function to examine the reading test's and the questionnaires' reliability. Both the reading test and the questionnaires were found to be reliable. As stated by Johnson and Christensen, the Cronbach Alpha value must be equal to or greater than Sig. 0.70 in order to be considered reliable (2014). The score of Cronbach Alpha for the questionnaire on metacognitive reading techniques was determined to be 0.832, which was greater than Sig. 0.70. The reading interest questionnaire's Cronbach Alpha value was 0.903, greater than Sig. 0.70. Cronbach Alpha for the reading test was 0.902, which was greater than Sig. 0.70. Thus, the three instruments were therefore regarded to be very reliable.

In addition, the writer gave the reading test and questionnaire to 130 sample students at SMP Negeri 39 Palembang, South Sumatera, after obtaining the instruments' valid and reliable items. With SPSS Version 26, the data was statistically evaluated. The three variables were correlated using the Pearson Product Moment Correlation Coefficient, and the contributions of the dependent variables toward the dependent variables were examined using Multiple Regression Analysis (the contributions of metacognitive reading strategies, reading interest, and both to students' reading achievement).

RESULTS

Based on the formulations of the study, the results of statistical analysis are shown below.

The Correlation between Metacognitive Reading Strategies and Students' Reading Achievement

The results of the statistical analysis on the Table below revealed that the data's Sig. value was 0.021, which was less than 0.05. Ho was therefore rejected whereas Ha was accepted. It was determined that there was a significant correlation between students' metacognitive reading strategies and their reading achievement.

Table 1. The Correlation between Students' Metacognitive Reading Strategies and Reading Achievement Summary

Correlations			
		Metacognitive R. Strategies	Reading Achievement
Metacognitive R. Strategies	Pearson Correlation	1	.202*
	Sig. (2-tailed)		.021
	N	130	130
Reading Achievement	Pearson Correlation	.202*	1
	Sig. (2-tailed)	.021	
	N	130	130

*. Correlation is significant at the 0.05 level (2-tailed).

The investigation then went on to use multiple regression analysis to determine the contribution. According to the aforementioned information, the correlation coefficient (R) between students' metacognitive reading strategies and reading achievement was 0.20. It indicates that there was very weak to no association or very low correlation. Because the correlation coefficient (0.20) was greater than zero, this result also indicates that there was a

positive correlation. As a result, it was determined that there was a positive correlation between the two variables.

Also seen in Table 2 below, students' metacognitive reading strategies had R Square (R^2) coefficient of 0.041. Meaning that only 4.1% of students' reading achievement was influenced by metacognitive reading strategies, with the remaining 95.9% coming from other factors, is what this statistic implies.

Table 2. The Contribution of Students' Metacognitive Reading Strategies toward Reading Achievement

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Sig. F Change
					R Square Change	F Change	df 1	df 2	
1	.202 ^a	.041	.033	16.727	.041	5.427	1	128	.021

a. Predictors: (Constant), Metacognitive R. Strategies

The Correlation between Reading Interest and Students' Reading Achievement

The result of statistical analysis below revealed that the data's Sig. value was 0.01 and less than 0.05. H_0 was rejected, whereas H_a was accepted. It could be stated that the students' reading interest and their reading achievement were significantly correlated.

Table 3. The Correlation between Students' Reading Interest and Reading Achievement Summary

Correlations			
		Reading Interest	Reading Achievement
Reading Interest	Pearson Correlation	1	.279**
	Sig. (2-tailed)		.001
	N	130	130
Reading Achievement	Pearson Correlation	.279**	1
	Sig. (2-tailed)	.001	
	N	130	130

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

Another analysis was done using multiple regression analysis to determine how much X_2 contributed to Y . According to the aforementioned information, the correlation coefficient (R) between students' reading interest and achievement was 0.279. It denotes a very weak or little correlation level. The correlation coefficient (0.279) was above zero, which indicates that

this result also confirms the existence of a positive correlation. There was therefore considered to be a positive correlation between the two variables.

Additionally, Table 4 below demonstrated that the coefficient R Square (R^2) of students' interest in reading was 0.078. This indicates that only 7.8% of reading interest—out of a total of 92.2%—was contributed for students' reading achievement.

Table 4. The Contribution of Students' Reading Interest toward Reading Achievement

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Change	F Change	df1	df2	Sig. F Change
1	.279 ^a	.078	.070	16.402	.078	10.775	1	128	.001

a. Predictors: (Constant), Reading Interest

The Correlations among Students' Metacognitive Reading Strategies, Reading Interest, and their Reading Achievement

The investigation went on to use multiple regression analysis in SPSS 26.0 to determine the correlations among the students' metacognitive reading strategies, reading interest, and their reading achievement. The Table below displays coefficient of correlation analysis of the data obtained.

Table 5. The Correlations among Students' Metacognitive Reading Strategies, Reading Interest, and Reading Achievement Summary

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Change	F Change	df1	df2	Sig. F Change
1	.292 ^a	.085	.071	16.397	.085	5.928	2	127	.003

a. Predictors: (Constant), Reading Interest, Metacognitive R. Strategies

According to the preceding Table, the correlations among metacognitive reading strategies, reading interest, and reading achievement as shown by Sig. F Change were 0.003 for all three variables. H_0 was rejected whereas H_a was accepted because the Sig. F Change was less than 0.05. Thus, it was possible to state that there were correlations among students' metacognitive reading strategies (X_1), reading interest (X_2), and their reading achievement (Y).

Moreover, the R value of the correlation coefficient between students' metacognitive reading strategies and their reading interest toward reading achievement was 0.292. Based on this finding, the correlations' significance was considered to be very low or little. Because the obtained coefficient value was more than zero ($R=0.292$), the data also demonstrated that there were positive correlations among the variables.

At last, Table 5 also revealed that students' interest in reading and their metacognitive reading strategies toward reading achievement had the coefficient R square (R^2) correlation of 0.085. Thus, only 8.5% of students' reading achievement was influenced by their metacognitive reading strategies and reading interest, with the remaining 91.5% coming from other variables.

DISCUSSION

Some interpretations were obtained in relation to the analyses mentioned above.

First, the results showed that there was a very weak or little significant correlation between the students' achievement in reading and how frequently they apply metacognitive reading strategies. The significance level of the data was 0.021, which was less than 0.05. H_0 was therefore rejected but H_a was accepted. Meanwhile, the R Square (R^2) determination coefficient of students' metacognitive reading strategies was 0.041 and the correlation coefficient of R_{YX_1} was 0.202. Accordingly, 4.1% of students' reading achievement was influenced by metacognitive reading strategies, and the rest 95.9% was determined by other factors.

Second, the results for the second hypothesis revealed that there was a very weak or little significant correlation between students' reading interest and their reading achievement. The data's significant value was 0.01 and was less than 0.05. H_0 was therefore rejected whereas H_a was accepted. Additionally, the determination coefficient R Square (R^2) of students' reading interest was 0.078, and the correlation coefficient R_{YX_2} was 0.279. As a result, reading interest only contributed for 7.8% of students' reading achievement, with the remaining 92.2% coming from other variables. Therefore, it could be said that there was a very little correlation between students' reading achievement and their interest in reading.

Third, the study's findings showed that the significant value (Sig F) among the three variables of metacognitive reading strategies (X_1), reading interest (X_2), and students' reading

achievement (Y), was 0.003, which is a result of the third hypothesis. H_0 was rejected whereas H_a was accepted because the Sig. F Change was less than 0.05. It was therefore able to draw the conclusion that students' metacognitive reading strategies, reading interest, and reading achievement all demonstrated significant correlations. Also, the value of the correlation coefficient between students' metacognitive reading strategies and their interest in reading toward reading achievement ($R_{Y.12}$) was 0.292, and the R Square (R^2) of the correlations among those three variables were 0.085. The results indicated that the level of correlations was regarded very weak or little. Furthermore, merely 8.5% of students' reading achievement was attributed to metacognitive reading strategies and reading interest, with the rest 91.5% coming from other variables. Thus, it can be said that there were very little or no relationships among students' metacognitive reading techniques, reading interest, and reading achievement. Despite only making up 8.5%, metacognitive reading strategies and reading interest were found to be related with the results of students' reading achievement. It shows that students' results on reading achievement were positively influenced by their high usage of metacognitive reading strategies and high reading interest. In order to perform better on reading achievement tests, the students need to be more conscious on the use of metacognitive reading strategies and have a high interest in reading. Besides, the data analysis also indicated that reading interest made a bigger contribution to students' reading achievement than metacognitive reading strategies did. However, the finding revealed that reading interest and metacognitive reading strategies made the most contributions to students' reading achievement. Consequently, it can be concluded that both independent or predictor variables simultaneously made the biggest contribution to students' reading achievement.

CONCLUSION

Based on the findings of the study, the following conclusions were made:

First, there was a significant correlation between metacognitive reading strategies (X_1) and reading achievement (Y) of the eighth grade students at SMP Negeri 39 Palembang. Reading comprehension achievement among students and the use of metacognitive reading strategies were positively correlated. To say it another way, students' reading achievement will improve if they apply their metacognitive reading skills consistently.

Second, there was a significant correlation between reading interest (X_2) and reading achievement (Y) of the eighth grade students at SMP Negeri 39 Palembang. Reading comprehension and student interest in reading were positively correlated. It implies that students' reading achievement will increase in direct proportion to their level of reading interest.

Third, there were significant correlations among metacognitive reading strategies, reading interest, and reading achievement of the eighth grade students at SMP Negeri 39 Palembang. It is based on the study showing that students' reading achievement was influenced by their reading interests as well as their metacognitive reading strategies.

REFERENCES

- Day, R. R. (2020). *Teaching reading*. TESOL International Association.
- Dewi, R.S., Fahrurrozi., Hasanah, U., & Wahyudi, A. (2020). Reading interest and reading comprehension: A correlational study in Syarif Hidayatullah State Islamic University, Jakarta, *Talent Development & Excellence*, 12(1), pp. 241-250. <https://repository.uinjkt.ac.id/dspace/handle/123456789/50885>
- Fauzi, Y. (2017). *A correlational study between students' interest on English text and vocabulary mastery toward reading comprehension on descriptive text at the eighth grade students of MTS N Ngemplak in the academic year of 2016/2017* [Master's thesis]. <http://eprints.iain-surakarta.ac.id/748/1/Yogi%20Fauzi.pdf>
- Fitria, W. (2019). Reading interest and reading comprehension: A correlational study. *JURNAL EDUCATIVE: Journal of Educational Studies*, 4(1), pp. 95-107. <https://ejournal.iainbukittinggi.ac.id/index.php/educative/article/download/1333/pdf>
- Johnson, R. B., & Christensen, L. (2014). *Educational research: Quantitative, qualitative, and mixed approaches* (5th ed.). SAGE Publications.
- Maryam, I. S., Ihrom, S. M., & Nurlaelawati, I. (2019). The correlation between Metacognitive reading strategies and reading comprehension among 1st year Efl students at a public University in West Java. *Proceedings of the Eleventh Conference on Applied Linguistics (CONAPLIN 2018)*, 254(1), pp. 436-446. <https://doi.org/10.2991/conaplin-18.2019.191>
- Mokhtari, K., & Sheorey, R. (2002). Measuring ESL students' awareness of reading strategies. *Journal of Developmental Education*, 25(3), 2-10. https://www.researchgate.net/publication/285641803_Measuring_ESL_students'_awareness_of_reading_strategies

- Muslim, B. (2020). Students' Problems in reading comprehension at Junior High School in Indonesia. *Proceedings of the First National Seminar Universitas Sari Mulia (NS-UNISM)*. <https://doi.org/10.4108/eai.23-11-2019.2298393>
- OECD (2019), *PISA 2018 Results (Volume I): What Students Know and Can Do*, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/5f07c754-en>.
- Pitoyo, A. (2020). A Meta-Analysis: Factors affecting students' reading interest in Indonesia. *International Journal of Multicultural and Multireligious Understanding*, 7(7), 83-92. <http://dx.doi.org/10.18415/ijmmu.v7i7.1727>
- Pratama, Y. (2022). The correlation between students' reading interest and their reading comprehension at the ninth grade of MTs N 1 Lampung Utara academic year 2021/2022. *Griya Cendikia*, 7(2), 818-828. <https://doi.org/10.47637/griya-cendikia.v7i2.365>
- Rosnaeni, Dj, M. Z., & Nur, H. N. (2020). Students' metacognitive awareness and reading comprehension of narrative texts. *IJEE (Indonesian Journal of English Education)*, 7(1), 74-86. <http://doi.org/10.15408/ijee.v7i1.17027>
- Sugiyono. (2013). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Uniswa, S., Harmayanthi, V. Y., & Hatmoko, P. D. (2021). The relationship between metacognitive strategy and English reading comprehension of Vocational high school students. *Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara III (SEMNARA 2021)*. <https://jurnal.stkipkusumanegara.ac.id/index.php/semnara2020/article/download/1202/796/4736>
- Zur, S., M, Z., & Hestiana, H. (2022). Students' interest in reading English texts. *International Conference: Transdisciplinary Paradigm on Islamic Knowledge, KnE Social Sciences*, 148-157. <https://orcid.org/0000-0001-9983-2947>

How to Cite (APA style):

Indah.,P.,S Tahrin & Firdaus. (2023,May). The Correlations Among Metacognitive Reading Strategies, Reading Interest, and Reading Achievement of The Eighth Grade Students. *Exposure: Jurnal Pendidikan Bahasa Inggris*, 12(1), 62-73. <https://journal.unismuh.ac.id/index.php/exposure/article/view/10033>