Utilizing Metacognitive Reading Strategies to develop Students' Reading Comprehension in EFL Classroom: Bule Hora University 1st year selected freshman Students

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Abstract

The study aimed to explore the learners' metacognitive reading strategies used during reading comprehension and their impact on their learning. The subjects of the study were English teachers of Bule Hora University and their respective students particularly freshman students. The research was conducted on a sample of five sections of freshman students from Bule Hora University. The researcher took a sample of five English teachers in the Department using the Purposive sampling technique. In this study questionnaire, interview and observation were employed as data gathering instruments. The questionnaire used in this study was revolved around the strategies such as a) setting a purpose for reading, previewing text content, predicting what the text is about, re-reading for better understanding, etc.), and c)using the support mechanisms (e.g., use of reference).All of these strategies were flown around three stages to pre-reading, while-reading, and post-reading. The findings of this study revealed that there are significant differences between the uses of overall metacognitive reading strategies by the students.

Keywords: 1. Metacognitive 2. Reading strategy 3. Reading comprehension

1. Introduction
1.1. Background of the study

The reading skill shows a key role in language learning classes. The ability to read and proficiency are pivotal to students' learning achievement that university students must develop(Bogale, 2018). Language learners read the texts to understand not only unknown words, but also the meaning of the whole sentence especially the higher -level students to go beyond the sentences to get the intended meanings of the writers(Talebinezhad&

Matou, 2012).Moreover, University students must actively process information and critically evaluate spoken, written, and electronic sources during their stay in the university(Wudeneh, 2018).

Reading requires the utilization of many mental processes as information is collected, processed ,and analyzed to understand what the writer is attempting to communicate (Mckee, 2012). Then, discovering the best methods and techniques or processes the learners choose to access is the goal of research in reading strategies(Karbalaei, 2010).Additionally, developing confidence in L2/FL reading has become an important pedagogical issue in L2 settings and one major component of reading fluency is fast and accurate word recognition(Gorsuch & Taguchi, 2010).

However, reading in a second language necessitates the simultaneous use of multiple cognitive and linguistic skills. It can be challenging for second language readers who may not have fully developed the lower-level processing skills (e.g., decoding, grammatical ability, and vocabulary knowledge) that are needed for effective comprehension. Thus, second language reading instruction could perhaps facilitate the development of learners' lower-level processing skills (Ahmed, 2015).Furthermore,proficiency in reading involves many variables, for example, automaticity of word recognition, familiarity with text structure and topic, awareness of various reading strategies, and conscious use and control of these strategies in processing a text (Pang, 2008).

Besides, reading to understand involves the interaction of several processes covering knowledge and ability, decoding, sentence structure, and other cognitive processes(Mckee, 2012). McKee identified these reading skills: automaticity in word and sentence recognition, content and schema, strategies and metacognitive skills,and reading purpose and context. Therefore, having the awareness of Metacognitive reading strategy has a significant role in reading comprehension and educational process(Reza Ahmadi et al., 2013).

Concerning the above points, For example, Carrell, et al (1998) identified specific metacognition strategies such as establishing objectives in reading, evaluating, repairing misconceptions, analyzing, and adjusting reading speed, questioning,and selecting cognitive strategies accordingly.

Teaching students with metacognitive techniques are a key to higher student achievement, but studies of classroom practice indicate that few students are taught to use metacognition and the supporting cognitive strategies that make teach easier (Wilson& Conyers, 2016).Reading strategies employed by successful language learners such as being able to organize information, use linguistic knowledge of their first language when they are

learning their second language, use contextual cues, and learn how to chunk language(Karbalaei, 2010).

1.2. Statement of the problem

The problem that is an obstaclein the atmosphere of the teaching-learning processmight be a lack of the understanding the written materials fluently. Forexample, Nunan(2002) said that "good readers know what to do when they encounter difficulties because fluent reading is the ability to read at an appropriate rate with adequate comprehension". This means meaning does not rest in the reader nor does it rest in the text. Since reading comprehension is the objective that any reader has at the beginning of an activity, the reading act is defined by the text, the reader, fluency, and strategies combined.

Successful comprehension does not occur automatically; rather, successful comprehension depends on directed cognitive effort, referred to as metacognitive processing, which consists of knowledge about and regulation of processing(Bazerman, 1985; Pressley &Afflerbach, 1995 cited in Karbalaei 2010). During reading, metacognitive processing is expressed through strategies, which are —procedural, purposeful, effortful, willful, essential, and facilitative in nature and —the reader must purposefully or intentionally invoke strategies (Alexander & Jetton, 2000). Through metacognitive strategies, a reader allocates significant attention to controlling, monitoring, and evaluating the reading process (Pressley, 2000).

Additionally, Sheorey and Mokhtari(2001) stated that it is the combination of conscious awareness of the strategic reading processes and the actual use of reading strategies that distinguishskilled from unskilled readers. Some studies show that unsuccessful students lack this strategic awareness and monitoring of the comprehension process (Garcia, Jimenez, & Pearson, 1998).Metacognitive awareness and use of reading strategies by first and second language readers of English have shown that important reading strategies which deal with planning, controlling, and evaluating one's understanding (e.g., setting the purpose for reading, prediction, summarization, questioning, use of text structural features, self-monitoring, etc.) are widely used (Sheorey&Mokhtari, 2001).

Some researchers suggested their research findings in different prospective regarding the students' reading ability or completing the given passage with full understanding. For example, lesssuccessful readers indicated that their main goal was to finish the text rather than understand it(Wang, 2016).According toFriesen, D. C., & Haigh, C. A (2018) students also identified words they did not know but failed to utilize strategies to resolve the unknown vocabulary with other reading behaviors included failing to reinterpret the meaning of the text when inconsistencies were identified.Additionally, the reading problems that negatively influence the reading comprehension of the students are issues with background knowledge, trouble with fluency, difficulty with informational text,

difficulty with making inferences, issues with vocabulary, and low reading level(Sanford, 2016).

The current study aims at having better language learning or more success in EFL contexts during reading comprehension. The main reason for the present research stems from the fact that the notion of metacognitive and reading comprehension as well as their relationship with second language learning is considered to be an important and recent matter, particularly at the university level.

So, the importance of heightening Students' Reading Comprehension in English Language Teaching and Learning through Metacognitive Reading Strategy, and their impact on learning is needed. Therefore, considering these ideas in account that presently no research has been done concerning metacognitive reading strategies among EFL University students in Ethiopia particularly at Bule Hora University of the study focused. So, as far as my underlying evidence in doing this, students are not experienced to utilize metacognitive strategic awareness in dealing with their academic reading tasks to comprehend the differences existing in their reading comprehension. I conducted the present research to find answers to the following questions vis-à-visStudents' Reading Comprehension in EFL through MetacognitiveReading Strategy:

1. What Metacognitive reading strategies do students use when they are reading comprehension passages in English?

2. How English teachers are used Metacognitive Reading Strategies to encourage students' reading motivation while teaching reading comprehension text in English?

3. To what extent do the students use metacognitive reading strategies to understand a given text?

2. Theoretical context and literature review

2.1 The importance of metacognitive strategies

In education the word metacognition has become a remarkable word that needs attention for our learners in education. To clarify this, the author of this study adopted the definition offered by Kuhn (2000). Kuhn defined metacognition as, "Enhancing (a) metacognitive awareness of what one believes and how one knows and (b) metastrategic control in application of the strategies that process new information" (p. 178). This awareness is developmental and lies on a continuum. Proficient readers use one or more metacognitive strategies to comprehend text. Pressley et al. (1998) found that students' comprehension was not enhanced by merely reading more text. If the students used even one of the strategies, for example summarizing, comprehension was improved. If students were given a host of strategies that they could apply at their discretion, comprehension was greatly improved.

2.2 Cognitive and Metacognitive Reading Strategies

Metacognitive reading strategy awareness, are strategies that help students to regulate or monitor cognitive strategies. They are the notions of thinking about thinking, and are defined as, planned, intentional, goal directed, and future-oriented mental processing that can be used to accomplish cognitive tasks (Salataki&Akyel, 2002; Phakit, 2003).

Rmesh (2009) explained that recognizing and monitoring cognitive processes may be one of the most important skills that lecturers, teachers and instructors can assist EFL/ESL students' enhancement. Metacognitive reading strategy awareness skills should be considered and taught as a valuable use of instructional time by second/foreign language instructors.

2.3. Classroom instruction using metacognitive strategies

Even though metacognitive strategies are considered to be of value for adequate text comprehension, classroom teachers often fail to teach this process. Pressley et al. (1998) conducted a qualitative research study on 10 fourth- and fifth-grade classrooms to investigate instructional practice regarding reading, writing, motivation, classroom management, use of materials, and instructional goals. Teachers were interviewed twice during a yearlong period and monthly observations were carried out. They found that direct teaching of comprehension strategies was minimal. At the same time, the teachers professed to teach reading comprehension strategies. Some of the teachers did mention strategy use but did so in a passive manner without actively and directly teaching the strategies. Some teachers felt like they taught the use of the strategies by using summarizing, predicting, and imagery as an assessment tool. This, however, does not validate that students used the strategies during the act of reading text. While some teachers used these more often, most of the teachers did not believe it necessary to see that the students were aware of the use of such strategies.

Palincsar and Brown (1984) identified four activities they believe aid in comprehension-fostering and comprehension-monitoring activities. These activities are self-questioning, summarizing, clarifying, and predicting. The technique used by Palincsar and Brown was termed reciprocal teaching (RT). While research has shown that the strategies employed in RT are effective (Rosenshine& Meister, 1994)

2.4 Review of Studies on Metacognitive Reading Strategy Awareness

According to O'Malley and Chamot (1990), most investigations on metacognitive reading strategy awareness in both L1 and L2 contexts has emphasized on clarifying and categorizing the metacognitive reading strategies that proficient readers employ in comparison to less-proficient readers.

2.5 Correlation between Metacognitive Reading Strategy Awareness and Reading Comprehension

There is a positive relationship between metacognitive reading strategies awareness and reading comprehension. Accordingly, Flavell (1976) stated that the theoretical framework that supports this study is metacognitive reading strategy awareness theory (Flavell, 1976), it believes that self-monitoring and regulation is the main important factor in reading comprehension. These strategies not only promote reading comprehension but also motivate readers to read more and understand better the written message/messages.

3. Methodology

The Participants: The subjects of the study were English teachers of Bule Hora University and their respective students particularly freshman students. The research was conducted on a sample of five sections of freshman students from Bule Hora University. 20 active staffs are tenured to teach the students. Except for four instructors 16 of them were assigned to teach communicate English Skills I, which is the main focus of the study concerned.

Sampling Techniques: the researcher took sample of five English teachers in the Department using the purposive a sampling technique since their population is small to manage.

In the 2019/20 academiccalendar, there are around 3702 freshman students assigned into 68 sections in the first semester. The number of students is large to take the sample. Therefore,a scholar like (Bryman, 2016).In addition, DE Vaus (1996) illustrates that large and adequate sample size is the main method to ensure that the data collected would provide a reliable basis for drawing inferences, making recommendations, and supporting decisions. Within this respect, a large and adequate sample size would remove bias and meet the criteria required by the analytical methods used within the research. Based on this, from total the numbers of 3702 freshman students, 370 or 10% of them were taken as a representative sample. This is because as Mertler 2005 suggests that for descriptive studies, a common recommendation is to sample approximately 10%-20% of the population. They were taken from each different section (Natural Group[1-36 and] Social Group[1-32])in which those teachers were assigned to teach English.

The Research Design of the Study: This study was grounded on pragmatism as a research paradigm aligned with a mixed research design. This study required the use of both quantitative and qualitative approaches to address the research problem (Cresswell, 2014; Shannon-Baker 2016). As a result, a descriptive survey design was employed to achieve the purpose of this study.

Materials

The researcher used Communicative English Skills I final Examination that is well organized with reading stages to evaluate and reach on conclusion as

ReadingComprehension Test.The results of students' reading comprehension exam were taken for further comparison with the targeted topic of study since the exam was carried out after data were collected.

Questionnaire: In this study, the researcher used a questionnaire to dig information from students regarding the metacognitive reading strategies they use while reading.The questionnaire revolves around the strategies such as a) setting a purpose for reading, previewing text content, predicting what the text is about, re-reading for better understanding, etc.), and c)using the support mechanisms (e.g., use of reference).All of these strategies were flown around three stages to pre-reading, while-reading, and post-reading.

Data Gathering Instruments:A "Triangulated Data gathering" approach was used in this study to adequatelyassess the data and determine the metacognitive reading ability of the students from various perspectives either on their own or with the help of their English teacher. In this study questionnaire, interviews and observations were employedas data gathering instruments.

The questionnaire included a point Likert scale: Never, sometimes, rarely, and always. A semi-structured reflective interview was used to supplement the questionnaires and classroom observation. The interview helped the researcher to further explain the nature and type of students' approaches to reading and reading strategies to increase the reading comprehension ability. This semi-structured reflective interview was conducted consecutively after the administration of the questionnaire from the students and classroom observation. This helps the researcher to further assess the students' approaches to reading and reading strategies theteacher had adopted to help students while reading thetext.

Methods of Data Analysis: The descriptive statistics was employed to quantitatively describe and explain how far students use metacognitive reading strategies to strength their ability in comprehending reading independently. Moreover, the data obtained through interview and open-ended questions of the questionnaire were qualitatively analyzed, and the findings were used for triangulating the quantitative data.

The Results and Discussion

Students' Questionnaire

Table 1: The Metacognitive Reading Strategies Students employ in comprehending the text during reading

No	Items	N		R		S		A	
		F	%	F	%	F	%	F	%
1	I use my prior knowledge to help me understand what I read.	155	41.8	89	24.1	62	16.8	64	17.3
2	I think about whether the content of the text fits my reading purpose.	108	29.2	75	20.3	97	26.2	90	24.3
3	I use reference materials (e.g, dictionary) to help me understand what I read	71	19.18	63	17.02	104	28.1	132	35.7
4	I use tables, figures, and pictures in text to increase my understanding	121	32.7	99	26.8	73	19.7	77	20.8
5	I use context clues to help me better understand what I am reading.	88	23.78	145	39.2	55	14.86	82	22.16
6	I try to check my understanding when I see new information.	25	6.8	182	49.2	110	29.7	53	14.3
7	I try to predict what the content of the reading comprehension passage is about when Read	59	15.94	196	53	50	13.5	65	17.6
8	I later remind if my prediction/s about reading comprehension passage is/are right or wrong.	171	46.2	84	22.7	33	8.9	82	22.2

Never=N   Rarely=R   Sometimes=S   Always=A

As it can be seen from table 1 of item 1, 17.3% of the students always consider their prior knowledge in comprehending the text. In addition, 16.8% of them responded as they used what they know to understand the given text. On the other hand, 24.1% of the students responded rarely to the items whereas 41.8% of the students responded that they never use their prior experiences or what they have known before to understand the given reading comprehension. However, Marinaccio(2012) stated that usingprior knowledge as the pre-reading strategy will be the most efficient for students to successfully comprehend the provided text.Additionally,classroom observation results confirmed that teachers did not givestrategy with link of concepts, experiences, and associations that encourage their interactions with the given reading comprehension. Furthermore, when students make connections to the text they are reading, their comprehension increases. Finally, being able to appropriately use and activate prior knowledge is an important factor that helps students to better understand a text (Armand, 2001).

Item 2 from Table 1 reflects on how learners think about whether the content of the text fits their reading purpose.Then, 26.2 % and 24.3% of them responded to sometimes and always respectively. 20.3% of them rarely responded to the item. Regarding the above item 2 of table 1, also 29.2% of the students responded to" never". So, this finding indicates that there are students who have never thought about whether the text's content fits their

purpose of reading.However, asTheide&Dunlosky(1999)described that successful reading includes the ability to adjust processing in such a way that learning goals, as a function of reading purpose, are met, but the ability to maintain learning goals during reading may differ across individuals.Besides,as Linderholm(2004) recommended that students should use a specific study area associated only with serious reading to help prime the kind of cognitive processing that is associated with reading for study purposes and better recall. That is, ask students to set the stage for learning by designating an area in their dorm room or apartment that is strictly used for study purposes.

On item 3of table 1, regardingstudents 'exposure to using reference materials (e.g., dictionary) to help in understanding what was read, almost all students were positively responded to 28.1% and 35.7% for sometimes and always respectively.On the contrary, the smallest percentage of students, i.e. 63 (17.02%) and 71(19.18%)of the total students replied that they rarely and never use dictionary respectively.

Regarding the use of tables, figures, and pictures in the text to increase understanding, 77(20.8%) of students responded to "always".73(19.7%) of the students responded to "sometimes". In opposite, 99(26.8%) of the students responded negatively to "rarely". Besides, 121(32.7%) of the students responded negativelythat they never use tables, figures, and pictures in the text to increase their understanding.

Item 5 from table one clearly shows 88(23.78%) of the students never use context clues to help their better understanding on what they read .In addition, 145(39.2%) of the students rarely use context clues to help their better understanding of what they read.In opposite,55(14.86%) and 82(22.16%) of the students responded to "sometimes "and "always "respectively or a limited number of students use context clues to help their better understanding of what they read. However, Tuyen and Huyen 2019 recommended that using contextual clues is considered as one of the essential strategies that can guide students to figure out the meanings of unknown words.

Regarding item 6 from table 1 above, 110(29.7%) of the students responded that they sometimes try to check their understanding when they see new information in the text. In addition, 53(14.3%) of the students responded that they always try to their understanding when they see new information the text. On contrary, few students or 25(6.8%) of them responded that they never try to check their understanding when they see new information from the text, but around half the total population of students or 182(49.2%)showed their response as they rarely try to check their understanding when they see new information from the text.

On item 7 from the above table, only 50(13.5%) and 65(17.6%) of students were sometimes and always predict what the content of the reading comprehension passage is about while reading respectively. Differently, 59(15.94) of the students never do this. In addition, a large number of students confirmed that they rarely predict what the content of the reading comprehension passage is about while reading. However, Steubing 2011 argues that using strategies, such as predicting, help students not only gain a better

understanding of what they are reading, but help build confidence in their abilities to read.. When students actively predict while reading, they stay connected to the text and can reflect upon, refine, and revise their predictions. Similar to this, on item 8, 171(46.2) of the students responded that they never later remind if their prediction/s about reading comprehension passage is/are right or wrong. But, students should revise their predictions as they read and this helps them understand what they are reading and remember it. They become so focused on confirming or revising their predictions that they remain engaged with the text and motivated to read on. Mills (2009)argued that Students should confirm or correct their predictions when they read the article.

Table 2: The Metacognitive Reading Strategies Students use to organize or manage their reading.

No	Items	N		R		S		A	
		F	%	F	%	F	%	F	%
1	I **take notes** while reading to help me understand what I read.	102	27.6	155	41.9	56	15.1	57	15.4
2	I **underline or highlight** essential information in the text to help me remember it	39	10.5	70	18.9	102	27.6	159	42.97
3	I label my reading speed based on what I am Reading	222	60	107	28.9	-	-	41	11.1

Never=N   Rarely=R   Sometimes=S   Always=A

The above table 2 partially shows the students' response about the Metacognitive Reading Strategies they use to organize or manage their reading. Based on this, 56(15.1) of the students sometimes take notes while reading to help them understand what they read, and 57(15.4%) of them always did this In opposite,102(27.2%) of the students never take notes while reading to help them understand what they read.Furthermore,155(41.9%) of the students responded that they rarely take notes while reading to help them understand what they read.

As can be seen from item two of table 2, it is indicated that 10.5 % of the respondents confirmed that they underline or highlight essential information in the text to help them remember it. The rest 18.9% considered that they sometimes underline or highlight essential information in the text to help me remember it. In contrast, 27.6 % and 42.97 % of the respondents positively reacted to "sometimes" and "always" respectively.

On item three table two, regarding "I label my reading speed based on what I am Reading", 11.1 of the students replied as 'always'. None of the respondents said 'sometimes'. The rest 28.9% replied to 'rarely'. Likewise, a large number, or 60 % of the students responded that they never label their reading speed based on what they were Reading.However, the students can get many advantages knowing Speed reading. For example, Browning (2003) presents positive points in learning to read faster. The first one is the amount of time you will save when you're able to double your speed. The second advantage is that readers can

concentrate better which leads to greater comprehension. These are important gains for the student that will promote academic success.

Table 3: The Metacognitive Reading Strategies Students prefer when they face difficulties while reading

No	Items	N		R		S		A	
		F	%	F	%	F	%	F	%
1	I read carefully and slowly to make sure that I understand the overall reading	41	11.1	66	17.8	128	34.6	135	36.5
2	I return to the right path when I lose focus.	111	30	183	49.5	26	7	50	13.5
3	I try to **visualize descriptions** in order to better understand the text	193	52.16	150	40.54	27	7.3	-	-
4	I **re-read** the text When I am facing difficulty comprehending a text,	110	29.73	91	24.6	80	21.6	89	24.05
5	I guess the meaning of unfamiliar words or phrases When I read	44	11.9	214	57.8	46	12.43	66	17.84

Never=N   Rarely=R   Sometimes=S   Always=A

Table 3 concerns the Metacognitive Reading Strategies Students prefer when they face difficulties while reading. On item of table 3, regarding reading carefully and slowly to understand the overall reading, few numbers of students or 11.1% and 17.8% reacted to 'never 'and 'rarely 'respectively. In contrast, 34.6% of the students responded to 'sometimes'. In addition, 36.5 % of the students confirmed positively that they always read carefully and slowly to understand the overall reading.

 On item 2 from table 3, students were asked whether they return to the right path or not when they lose focus. A limited number of students or 7% replied positively to 'sometimes' regarding this statement. Similarly, 13.5 % of the students were responded to 'always". In opposite, 30% of the students never return to the right path when they lose focus. And also, almost half of the respondents, or 49.5 % confirmed that they rarely return to the right path when they lose focus, so i.e. there was no such practice in the all-day classroom observation.

On item 3 from table 3, regarding try to visualize descriptions to better understand the text, 40.54% of the students replied that they rarely do it. Also, 52.16% of the students replied that they never try to visualize descriptions to better understand the text. The rest 7.3% of the respondents responded as they sometimes try to visualize descriptions in order to better understand the text. Therefore, students need to be encouraged to recall ideas visually inappropriate reading contexts (Pressley, 2000).

On item 4 from table 3, concerning re-reading the text when facing difficulty in comprehending a text, 21.6% ,and 24.05% replied positively to 'sometimes' and 'always' respectively.But, 29.73% and24.6 % of the respondents reacted to, never' and 'rarely' respectively. Therefore, finding shows that students have the lack of re-reading the text when they face difficulty in comprehending a text. However, Nurjanah(2018)claims that Students should need to stop, go back and re-read to clear up any confusion they may have.

On item 5 from table 3, students were invited to respond concerning guessing the meaning of unfamiliar words or phrases as metacognitive reading strategies when they face difficulties while reading. To this end, 12.43 % and 17.84 % of the respondents responded to 'sometimes' and 'always'.Nonetheless,11.9 % of the students responded to 'never'. More than half the students confirmed that they rarely guess the meaning of unfamiliar words or phrases when they face difficulties while reading. Wulandari(2016) claims in his study that students will often come across difficult words in texts they are exposed to, but inferring and guessing meanings of unfamiliar words is a strategy that is worth developing.

Summary of the teachers' interview result

The main aim of the interview was to provide the researcher with an in-depth understanding of the teachers' ways of using metacognitive reading comprehension strategies to their students in EFL classes. The researcher used to validate the teachers' answers previously stated in the questionnaire as well classroom observation.Therefore, a total of five teachers were asked to answer five open-ended questions related to using metacognitive reading comprehension strategies in EFL learning/teaching

Question One' Do you teach metacognitive reading comprehension strategies to your students?

This question is used to know the importance attributed to teaching metacognitive reading strategies compared to other aspects of the language teaching in the class. Except for twoinstructors,all of them said 'No", which means they have not experienced teaching metacognitive reading comprehension strategies to their students.

Question Two,If so, what are the metacognitive reading strategies that you obviously teach?(e,g Note-Taking , word-mapping, Inferencing from textual evidence ,Distinguishing facts from opinion , Previewing, Predicting, Skimming and scanning, Guessing from context, Paraphrasing and summarizing,etc.).It was asked to know other ways (if any) used by teachers to help students to know and understand their reading comprehension. Without any surprise, almost totally, the respondents declared not using metacognitive reading strategies such as word-mapping, and Previewing.

Question Three, 'Do you bring additional reading text to the class without the regular module you have commonly so as?It was asked to know the teachers' degree of reference to the additional reading text to the class without the regular module and encourage students to train in using strategies in reading comprehension strategies for better understanding. Except for one teacher four of the interviewed Teachers commented that they never create opportunities for learners to understand the reading comprehension. Even the rest one instructor responded that he rarely brings additional reading text to the class.

Question Four, How often do you let your students practice reading comprehension strategies?It was used to know teachers' attitudes towards letting their students practice reading comprehension strategies.

The interview response of one of the instructor was directly written as follows:

"First of all,I will give chance for the learner to predict,discuss,and talk about the topic, and then I will ask them to read the text or do different activities while reading.Lastly,I ask my students to summarize the text or to relate the concept of the text with their life; compare and contrast the idea in the text with real life. Moreover, I let them do exercise given often the text" From this direct interview, a researcher understood how much the instructor is ready to help his students by letting them to exposure of different reading activities.

On the other hand,four of the teachers stressed to 'sometimes' the importance ofletting their students to practice reading comprehension strategies to encourage them.

Question Five, What are the metacognitive reading strategies you practice with your students in classroom to increase their reading comprehension?This question was intended to know the specific metacognitive reading strategies teachers are used in the classroom to help their students.

The metacognitive reading strategies that all of the interviewed instructors mostly listed include skimming, scanning, guessing from the context,inferencing, predicting, and summarizing.

In support of teachers' interview result and students' questionnaire responses, the classroom observations results were also summarized as follows:The teachers frequently use tasks and follow strategies to motivate students to engage in the reading process as well as motivate students to help them to activate their prior knowledge of the topic;the teachers hardly help students create a focus for their reading efforts to set a purpose for the reading.

4. Research Findings and Recommendations

4.1. Research Findings

Based on the research instruments and participants' responses the following findings were counted and elaborated:

-Students lack using their prior experiences to understand the given reading comprehension;

-This finding suggests that there are students, who did not adjust their thought about whether the content of the text fits their reading purpose;

- This finding suggests that there are students who never thought about whether the content of the text fits their reading purpose;

-The existence of limited use of reading strategies like tables, figures, and pictures in text to increase understanding;

-The students rarely use context clues , lack of reminding prediction about reading comprehension passage at post-reading stage, lack of checking understanding during new information from the text existed;

-students rarely take notes while reading to help them understand what they read;

- Students never label their reading speed based on what they were Reading;

-Students rarely return to the right path when they lose focus;

-Students lack re-reading the text when facing difficulty in comprehending a text;

- Lack of teachers' attention to teaching metacognitive reading comprehension strategies to their students;

- Teachers rarely bring additional reading text to the class without the regular module and encourage students to train in using strategies in reading comprehension strategies for better understanding;

- All the teachers did not let their students to practice reading comprehension strategies equally to encourage them;

-The teachers frequently use tasks and follow strategies to motivate students to engage in the reading process as well as motivate students to help them to activate their prior knowledge of the topic;

-The teachers hardlyhelp students create a focus for their reading efforts to set a purpose for the reading

4.2. Recommendations

Succeeding the results in this study the next recommendations requisite to be occupied into concern by language educators, teacher educationists, and education policymakers if Metacognitive reading strategy in developing students' reading proficiency has to be accomplished:

-Students should use their prior experiences to understand the given reading comprehension;

-Students should adjust their thought about whether the content of the text fits their reading purpose while doing through reading comprehension;

-students should take notes while reading to help them understand what they read;

- Students should label their reading speed based on what they were reading;

-Students should re-read the text when facing difficulty in comprehending a text;

- Teachersshould give attention to teach metacognitive reading comprehension strategies to their students;

- Teachers should bring additional reading text to the class without the regular module and encourage students to train in using strategies in reading comprehension strategies for better understanding;

-Teacher should let their students to practice reading comprehension strategies equally so as to encourage them;

-The teachers should use tasks and follow strategies to motivate students to engage in the reading process as well as motivate students to help them to activate their prior knowledge of the topic

-The teacher should help students create a focus for their reading efforts so as to set a purpose for the reading;

-English language teachers should have concern on teaching reading lesson. In addition, the concerned body should supervise and give supportive feedback based on the teachers teaching practice;

-Teachers should encourage their students to come with their reading comprehension hand out to be distributed from English department and make the reading lesson enjoyable;

-English Teachers have to inspire students to practice reading strategies in the classroom;

-Teachers should encourage students by teaching different types of reading strategies explicitly and implicitly;

Finally, teachers should upgrade their theoretical knowledge about reading strategies, andbe aware of effective reading strategies.

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