

Yustinus Gugus Wahyu Endardiyanto

similarity-towards

 Similarity Kuswandono 21-25 Part 2 (Moodle TT)

 Similarity Check - Biro Personalia (Moodle TT)

 Universitas Sanata Dharma

Document Details

Submission ID**trn:oid::1:3308461363****Submission Date****Aug 5, 2025, 10:53 AM GMT+7****Download Date****Aug 5, 2025, 11:01 AM GMT+7****File Name****28828_Yustinus_Gugus_Wahyu_Endardiyanto_similarity-towards_1084339_437065633.pdf****File Size****542.4 KB****16 Pages****6,886 Words****39,806 Characters**

0% detected as AI

The percentage indicates the combined amount of likely AI-generated text as well as likely AI-generated text that was also likely AI-paraphrased.

Caution: Review required.

It is essential to understand the limitations of AI detection before making decisions about a student's work. We encourage you to learn more about Turnitin's AI detection capabilities before using the tool.

Detection Groups

-  **0 AI-generated only 0%**
Likely AI-generated text from a large-language model.
-  **0 AI-generated text that was AI-paraphrased 0%**
Likely AI-generated text that was likely revised using an AI-paraphrase tool or word spinner.

Disclaimer

Our AI writing assessment is designed to help educators identify text that might be prepared by a generative AI tool. Our AI writing assessment may not always be accurate (it may misidentify writing that is likely AI generated as AI generated and AI paraphrased or likely AI generated and AI paraphrased writing as only AI generated) so it should not be used as the sole basis for adverse actions against a student. It takes further scrutiny and human judgment in conjunction with an organization's application of its specific academic policies to determine whether any academic misconduct has occurred.

Frequently Asked Questions

How should I interpret Turnitin's AI writing percentage and false positives?

The percentage shown in the AI writing report is the amount of qualifying text within the submission that Turnitin's AI writing detection model determines was either likely AI-generated text from a large-language model or likely AI-generated text that was likely revised using an AI paraphrase tool or word spinner.

False positives (incorrectly flagging human-written text as AI-generated) are a possibility in AI models.

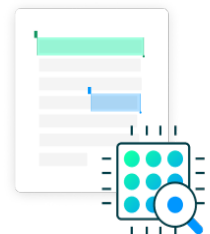
AI detection scores under 20%, which we do not surface in new reports, have a higher likelihood of false positives. To reduce the likelihood of misinterpretation, no score or highlights are attributed and are indicated with an asterisk in the report (*%).

The AI writing percentage should not be the sole basis to determine whether misconduct has occurred. The reviewer/instructor should use the percentage as a means to start a formative conversation with their student and/or use it to examine the submitted assignment in accordance with their school's policies.

What does 'qualifying text' mean?

Our model only processes qualifying text in the form of long-form writing. Long-form writing means individual sentences contained in paragraphs that make up a longer piece of written work, such as an essay, a dissertation, or an article, etc. Qualifying text that has been determined to be likely AI-generated will be highlighted in cyan in the submission, and likely AI-generated and then likely AI-paraphrased will be highlighted purple.

Non-qualifying text, such as bullet points, annotated bibliographies, etc., will not be processed and can create disparity between the submission highlights and the percentage shown.



JELTL (Journal of English Language Teaching and Linguistics)

e-ISSN: 2502-6062, p-ISSN: 2503-1848

2022, Vol. 7(1)

www.jeltl.org

doi: <https://dx.doi.org/10.21462/jeltl.v7i1.728>

Indonesian EFL Undergraduate Students' Interest Towards Metacognitive Strategy in Reading Academic Comprehension

Patrick Adtya Pratama Sinom

Sanata Dharma University, Indonesia

Jiksau04@gmail.com

Paulus Kuswandono

Sanata Dharma University, Indonesia

kus@usd.ac.id

Abstract

Academic reading comprehension is affected by many factors. This research was focused on understanding academic reading comprehension from the perspectives of interest and metacognitive strategy. This research aimed to find a correlation between students' interests and metacognitive strategy (before and during reading academic comprehension). The research was conducted at Sanata Dharma University, Yogyakarta. There were 27 students who participated in this research. The survey design using a correlational study was applied to analyze the data from the survey-open and close-ended questionnaires. Pearson coefficient correlation was used in exposing the correctional status. The result of the current study showed that there is a positive moderate correlation between students' interest and metacognitive strategy in reading academic comprehension. Supported by an open-ended data interpretation, this research found that both interest and metacognitive strategy are correlated especially in terms of self-motivation and self-regulation, mood, and strategy employment in reading academic comprehension. This research would have a great theoretical and practical contribution to the English language department, especially for teachers and students in terms of reading academic comprehension.

Keywords: Interest, metacognitive strategy, online learning, reading comprehension

Patrick Adtya Pratama Sinom & Paulus Kuswando

1. INTRODUCTION

The transformation happened in a learning process due to several factors that bring students to complications. Many aspects are affected by the transformation itself. Reading as a factor that contributes a lot to a learning process, conveying culture in learning, may be susceptible to some changes. In reading academic context, Fajri (2015) defined reading as a process that involves comprehension and interpretation activities of the written or printed language materials. Therefore, through the learning process, academic reading comprehension provides students with a cross-cultural process through contextual text material. In the Indonesian context, Nanda & Azmy (2020) found that lack of motivation, low prior knowledge, and poor English vocabulary become the three most remarkably factors that make students become poor readers. Utami & Nur (2021) stated that students seem to not like reading because of taking longer time to read while comprehending, the material is too dull, too long, the language is too hard to understand, not exciting. This problem would be becoming serious if students are not able to maintain their learning process. Due to the limitation of a virtual face-to-face learning process in the current situation, students tend to find reading affected by many things. Consequently, the role of metacognitive awareness in reading strategy is essential to detect problems in reading academic comprehension. In addition, students need to evaluate their reading skills and the strategy used.

On the other hand, one factor that needs to be considered in a learning process is interest. According to Hidi (2001), interest has always been considered a key influence in the learning process including reading academic comprehension. Therefore, the researchers assumed that students' interest seems to be a factor contributing to metacognitive strategy, especially in reading academic comprehension. Also supported by Bria & Mbato (2019), the reading will be useless if readers are not actively involved in the reading process. Moreover, they stated that without interest, reading objectives will be considered unreachable or can be concluded as unproductive. Thus, students' metacognitive strategy and interest in reading seem to take a role in the transition of reading comprehension culture especially related to the changing situation from offline to online learning or vice versa.

During the process of reading academic comprehension, students employ their specific or authentic technique or strategy toward tasks given. Nevertheless, it might be possible for them to not apply metacognitive strategy in their reading process: planning, monitoring, regulation, and evaluation. Moreover, not all students are aware of implementing metacognitive strategies in their reading comprehension process. Sometimes, they are not interested or engaged in the task or do not know what to do and what strategy is appropriate for the task completion, even the effectiveness of the technique. In fact, students who use metacognitive strategies in the learning process will find the most effective way to accomplish the tasks – related to reading comprehension (Raoofi et al., 2013). Moreover, According to Mekala et al. (2016), metacognitive strategy is running when students consciously understand their environment of a learning process that includes reading planning, testing, revising, and considering the time availability of reading. In line with the statement, Karbalaie (2011) also stated that metacognitive strategy involves understanding a particular strategy used in a specific context and evaluating the effectiveness of the strategy.

Indonesian EFL Undergraduate Students' Interest Towards Metacognitive Strategy

Furthermore, the role of interest in a reading process is to control students on their motivation in achieving their goals (Armbruster, Echols, & Brow, 1983), supported by (Auerbach & Paxton, 1997) that metacognitive strategy would only become efficient when achieving specific goal setting.

In the previous studies, some researchers had revealed that there is a positive relationship between reading achievement and metacognitive strategy in reading comprehension (Ahmadi et al., 2013; Hapsari, 2019; Rastegar et al., 2017; Zhang & Seepho, 2013). However, not many studies have investigated specific variables-metacognitive strategies and interest in academic reading comprehension. Nevertheless, Muhid et al. (2020) in their research proved that there is a connection between metacognitive strategy and academic reading comprehension. Harahap (2021) also revealed that students' interest was improved from one cycle to the next cycle by implementing a metacognitive strategy, which eventually could help students to maintain or even improve their interest and engagement in reading.

As what have been mentioned above, the researchers assumed that both metacognitive strategy and interest are taking roles in students' reading academic comprehension process. Especially in the changing situation, metacognitive strategy can help students to find the most suitable strategy for their reading comprehension. In addition, Interest can also help students to motivationally realize the goal or objective of their reading comprehension. Therefore, this study was aimed to find the relationship between students' interest and their metacognitive strategy in a learning process, especially in a reading comprehension process. The study then took a big picture related to the effect of interest on students' metacognitive strategy in setting action of cognitive skill in reading academic comprehension. The study was designed to answer the questions stated below:

1. How does undergraduate students' interest correlate to their metacognitive strategy in reading comprehension?
2. How do undergraduate students' interest and metacognitive strategy impact their reading comprehension?

Related to question number two, the researchers stated the hypotheses as follow:

- There is no correlation between reading interest and metacognitive strategy
- There is a correlation between reading interest and metacognitive strategy

2. LITERATURE REVIEW

2.1 Metacognitive Strategy

As unique living beings, human has a remarkable ability to decode-cognitive ability. For cognitive ability to work maximally, the concept of metacognition as Flavell (1976) defined one's knowledge concerning the cognitive ability related to processes and things related to it is needed to be employed in the learning process. In addition, Anderson (2002) defined the concept of metacognition as thinking about thinking which means that students know and understand better what they are doing in a track. Indeed, students who know and understand what they are doing in the learning process have a better learning performance. Moreover, Tobias & Everson (2002) supported that students' ability to detect what they have learned and what they have not learned is a central aspect of successful academic

Patrick Adtya Pratama Sinom & Paulus Kuswandono

performance. In line with that, Mbato (2013) mentioned that success in learning included the knowledge of self and the cognitive process.

Through the process of learning, students will meet different characteristics of different subjects and learning processes. Toward that, students must regulate and manage their learning to a more extensive scope of learning. Therefore, the process of planning, monitoring, regulation, and evaluation are essential to be employed on a particular task to find the most effective learning process. This process is also known as the metacognitive strategy (Schraw et al., 2006). For a metacognitive strategy to work successfully, cognitive knowledge is vital to be highlighted. In addition, it is related to an individual's ability in a process of receiving knowledge – which is divided into three types: declarative (capacity), procedural (learning process), and conditional awareness (cognitive action using).

2.2 Metacognitive Strategy and Interest in Reading Academic Comprehension

Students who try to understand a second language are required to understand the first language first; it would be helpful for students in understanding and comprehending the reading materials (Upton & Lee-Thompson, 2001). In addition, according to Bria & Mbato (2019), reading comprehension is defined as a memory construction in which students build ideas based on the intended meaning – the connection between the author's intention and the reader's interpretation. Furthermore, as interest can help someone pay attention to what things have been done, Hidi (2001) stated that the retrospective experience will help students to decide the suitable and effective strategy for reading. Therefore, by applying a metacognitive strategy, students are not only expected to conduct the best method toward text reading material based on its characteristics or categories but also be able to maintain their interest during reading (Schraw et al., 1995). Likewise, Hidi (1990) argued that interest is central in determining how to select and process certain types of information in reading comprehension.

In fact, one of the problems in reading is that not all the time students have the authority to choose their reading material in a school academic setting; the case is sometimes related to the curriculum used in reading academic class. Students are sometimes not interested or engaged in the reading material given. Thus, metacognition is essential to be considered as a part of the reading comprehension strategy. Nevertheless, self-regulation is also important to allow students to make reading material exciting and develop an individual's interest in uninterested reading materials (Sansone & Smith, 2000; Sansone et al., 1992, 1999 from Hidi, 2001). In addition, Armbruster et al. (1983), the four variables – text, task, strategies, and learner characteristics- are essential in reading as part of the metacognitive strategy. Moreover, they defined the four variables into parts; text needs to be considered by its difficulty, importance, structure, and contextual limitations, task needs to be considered as a reader needs to know the decoding process, strategy is considered to find the most effective way in comprehending reading. Learner characteristic is the ability to know and act as a good reader and a poor reader.

Interest is one of many factors that affect someone to do an action. Therefore, the interest could be associated with the connection of things that attract a person; the connection is caused by interaction. In other words, the action is the interaction of persons

Indonesian EFL Undergraduate Students' Interest Towards Metacognitive Strategy

with the object of interaction. Consequently, someone who can find the interaction of the object of interest will give more attention and effort by pleasure to the action done (Hidi, 2001). In this research context, interest in reading academic comprehension is affected by factors that allow students to find their excitement in their reading, hence reading is more interesting to do-giving more exertion toward reading. Moreover, students will effortlessly reach their objective or goal of their reading. In general, interest can also be defined as a motivational variable that contains emotions and intellect; making the interest a more powerful energizer (Renninger & Hidi, 2011). In addition, the interaction exists in an individual, which means that external factors cannot decide it, but external factors can affect someone's Interest (Wulandari et al., 2020).

Reading academic comprehension seems to get affected by interest significantly. Hidi (2001) in his study, has summarized that there have been many pieces of research that have been conducted research related to interest and reading. As a result, he firmly believes that there is a strong connection between interest and reading comprehension. As an example, Krapp (1999), Hoffmann et al. (1998), and Schiefele & Krapp (1996) found that interest was related to deep-comprehension questions, recall of main ideas, and a higher degree of cognitive organization in college students' knowledge structures.

3. RESEARCH METHODS

3.1 Research Design

This research was aimed to find the relationship between reading interest and metacognitive strategy to support the hypothesis and to see the impact of interest and metacognitive strategy in reading academic comprehension materials. Thus, the researchers employed a survey design, using a cross-sectional method. The survey design was employed because the researchers used the questionnaire to collect data on students' perspectives on reading interest and metacognitive strategy. According to Creswell (2012), survey design is a method that the researcher manages a survey or questionnaire to a group of people or sample to understand trends in behaviors, attitudes, and opinions of a larger group of people or population. Next, a cross-sectional method is the use of a survey or questionnaire to investigate the concerns of the population at a certain point in time. Hence, in this research, the questionnaire is divided into two parts: a questionnaire on reading interest and a questionnaire on metacognitive strategy.

3.2 Participants

Forty students were at first approached, however only twenty-seven students responded to the questionnaire. All the participants are undergraduate students in semester one of the ELT Department of Sanata Dharma University, Yogyakarta. The participants are considered to have reading class during the semester-a compulsory class curriculum. The participants are 15 females and 12 males. The age range of the participants is from 17-20 years old. The students were asked whether they want to contribute to the research or not - only volunteer participants.

Patrick Adtya Pratama Sinom & Paulus Kuswandono

3.3 Instruments

The researchers adapted the questionnaire from Mbato (2013) and Fajri (2015). For some reason, the researchers found that the questionnaires from Mbato (2013) and Fajri (2015) pointed to relatively similar objectives however some changes were made. The questionnaire on metacognitive strategy is adapted from (Mbato, 2013) in which the questionnaire focuses on planning, monitoring, and evaluating reading comprehension. Still, due to the intended objective, some changes are made. The questionnaire of reading interest is adapted from (Fajri, 2015) in which the questionnaire focuses on two significant aspects of interest, namely, internal motivation (focusing attention, curiosity, time spending, effort, concluding) and emotional factor (pleasure, enthusiasm, impression). To be more detailed, the researchers provided the notions of the questionnaires in the tables below:

Metacognitive Strategy in reading academic comprehension

Number	Notions
1	Attention and goal-setting
2	Activation of background knowledge
3	Prediction of the text
4	Contextual learning
5	Analyzing the obstacles
6	Using references to solve problems
7	Checking understanding toward reading
8	Evaluating the strategy
9	Measuring the goal achievement
10	Note-taking

Interest in reading academic comprehension

Number	Notions
1	Curiosity and intrinsic motivation
2	Pleasure in reading
3	Comprehension level of reading
4	Self-reflection toward the content
5	Impression
6	Enthusiasm
7	Concluding the text
8	Effort
9	Focusing attention
10	Time spending

Indonesian EFL Undergraduate Students' Interest Towards Metacognitive Strategy

3.4 Data Analysis

The analysis of the correlational study was used to see the relationship between reading interest and metacognitive strategy. Correlational research was used to find the degree of relation between two variables (Senthilnathan, 2019). An open-ended survey was employed to understand the impact of interest and metacognitive strategy on reading comprehension. The open-ended questionnaire has been analyzed using Miles, Huberman, and Saldana's (2014) techniques, employing data collection, data reduction, data display, and conclusion drawing and verification (Miles et al., 2014).

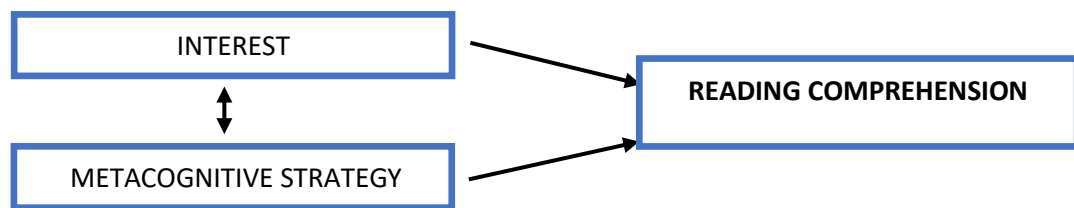


Figure 1.1 Research procedure

4. FINDINGS AND DISCUSSIONS

This research was aimed to find the correlation between interest (variable X) and metacognitive strategy (variable Y). However, the researchers did frame an open-ended questionnaire data interpretation to strengthen the data. The open-ended questionnaire data interpretation from this research was also in a hope that the interest and metacognitive strategy could contribute to the reading academic comprehension learning process.

4.1 Descriptive statistics

Table 1. Interest in reading academic comprehension

Item	Mean	SD
I am curious about the rest of a book/article/reading material after reading the introduction or abstract	3,48	,700
I am pleased when I read an academic book/article/reading material	3,22	,641
I can read an academic book/article/reading material comprehensively	3,52	,643
I can give reflective opinions about the book/article/reading material that I have read	3,33	,679
I am attracted when I see a title of an academic book/article/reading material	3,26	,712
I go to a library or studying room for reading even there is no reading task	2,74	1,023
I can conclude an academic book/article/reading material that I read	3,22	,801
I try to borrow a book/article/reading material from a friend or library if I do not have it	3,33	1,038
I read an academic book/article/reading material even in holiday	2,41	1,010
I like reading an academic book/article/reading material although it may take a long time	2,74	,984

Patrick Adtya Pratama Sinom & Paulus Kuswandono

Table 2. Metacognitive Strategy in reading academic comprehension

Item	Mean	SD
I set my goal before reading and read with that goal in mind	3,30	,869
Before I read, I thought of what I already knew about the topic	3,37	,792
I tried to predict what the text would be about	3,78	,751
I used contexts, like familiar words, pictures, and the context of the reading, to help me guess the meaning of unfamiliar words	4,15	,864
I identified what I did not understand in the reading, and I asked a question to solve the problem	3,56	,847
I used reference materials (dictionary, textbooks, computer program, and so on) to help solve a comprehension problem	4,00	,832
I rated my comprehension by reflecting on how much I understood about what I read	3,52	,893
After reading, I checked the effectiveness of the strategy used	3,15	,949
I checked whether I accomplished my goal of reading	2,96	,898
I wrote down important words and concepts	3,22	1,013

Based on the questionnaire distributed (n=27), the total mean of students' interest in reading academic comprehension is 31,26 (SD=5,382) and the total mean of students' metacognitive strategy in reading academic comprehension is 35,00 (SD=5,745). Therefore, to see the influence of Interest on Metacognitive strategy, an independent sample t-test is employed. The result of the independent sample t-test indicates that there is an influence of interest toward metacognitive strategy ($p=0,017$; $p<0,05$).

4.2 Correlation between interest and metacognitive strategy in reading academic comprehension

In answering the first research question, the researchers used Pearson correlation by employing Pearson bivariate correlation in the SPSS application. The result of the test is presented below:

Table 3. Pearson correlation of Interest and Metacognitive Strategy

Correlations		Interest (X)	Metacognitive Strategy (Y)
Interest (X)	Pearson Correlation	1	,417*
	Sig. (2-tailed)		,031
	N	27	27
Metacognitive Strategy (Y)	Pearson Correlation	,417*	1
	Sig. (2-tailed)	,031	
	N	27	27

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

The table shows that the significant correlation between Interest and Metacognitive strategy is 0,031 (2-tailed). The number (sig. 0,031) indicates that there is a correlation between Interest and Metacognitive in reading academic comprehension. Another validity

Indonesian EFL Undergraduate Students' Interest Towards Metacognitive Strategy

was tested by the r-table ($r\text{-table} > r\text{-data}$). Based on the table, the Pearson correlation is 0,417, and the r-table is 0,381 ($n=27$), which means that the r-number is higher than the r-table. Moreover, the Pearson correlation (0,417) was tested by the degree of correlation in understanding the specific correlation between students' interest and metacognitive strategy in reading academic comprehension. The result shows that the Interest and Metacognitive Strategy has a moderate correlation in terms of reading academic comprehension. These results enlighten the combination ideas of Armbruster et al. (1983) and Aurbach & Paxton (1997); Armbruster et al. (1983) stated that interest is used to control students on their motivation to achieve their goals and Aurbach & Paxton (1997) stated that metacognitive strategy would be only efficient when achieving specific goal setting.

In other words, the finding of this research, a correlational analysis between interest and metacognitive strategy, revealed that there is a connection between one variable to another in terms of reading academic comprehension, especially in terms of controlling motivation and finding the suitable strategy in achieving goal or objective of a specific situation. There were many types of research on metacognitive strategy recently, however, not many studies have discussed further metacognitive strategy and interest. This research revealed the same finding as Kung (2019). His research was focused on reading strategy (metacognitive strategy) and authentic material. In his research, He found that 83% of the participants ($n=36$) had become more effective readers. His finding revealed that students' interest was developed by implementing a metacognitive strategy. More recently, Harahap (2021) exposed that 80.55 % of students were interested in reading by implementing a metacognitive strategy. In other words, students could develop their interest and involvement in reading by implementing a metacognitive strategy. He further mentioned that metacognitive strategy also helped students to develop their enthusiasm for reading.

4.3 Open-ended questionnaire

The researchers used open-ended questions to strengthen the data interpretation. However, open-ended responses are also used to answer the second research question. Besides that, the answer to the open-ended questions also could be used as references for students in their learning process.

4.3.1 Interest in reading academic comprehension

In answering the second research question, the researchers interpreted the open-ended questions by providing the data in Figure 1.

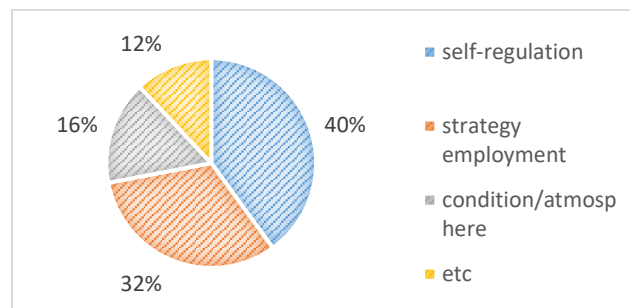


Figure 1. Students' interest in academic reading comprehension

Patrick Adtya Pratama Sinom & Paulus Kuswandono

Figure 1 represents how students' interest impacts their academic reading comprehension. Based on the data gathered (n=27), the researchers then categorized the data into four categories (students' key points were considered as data points). Thus, the data classifications are self-regulation, strategy employment, condition/atmosphere, etc-appeal of book and study hard. The explanation is as follow:

1. The researchers found that 40% of students mentioned self-regulation in maintaining their interest while reading academic comprehension. They said such as making reading enjoyable, being more curious, imagining the future as doing reading at present, finding that reading is beneficial and reduces laziness, motivating oneself, and maintaining a good mindset. They stated that when they can make the reading enjoyable by imagining it as attractive, they will not feel bored reading.
2. Students also mentioned that interest is affected by their strategy in reading. There are 32% of students mentioned strategy employment in their academic reading comprehension, such as some strategy used-particular strategy for particular reading, help-seeking, scaffolding, limiting the area of reading, and goal-oriented. In addition, they stated that when they do a reading with a suitable strategy, they can tackle some problems and increase their understanding.
3. Furthermore, 16% of students stated that condition or atmosphere affects students' interest in reading academic comprehension. They stated that reading in a suitable environment or place would get them to enjoy reading. At the same time, one student mentioned that she always enjoys reading with a drink.
4. And there are 12% of students mentioned that the appeal of books and studying hard affect their interest in reading academic comprehension.

Based on the data above, the researchers found that students' interests in reading academic comprehension are affected by self-regulation, reading strategy, condition or atmosphere, and the appeal of a book and studying hard. Consequently, those factors are significantly important in affecting students' interest in reading academic comprehension.

Therefore, this result shares the same idea with Hidi (2001) that self-regulation is an essential aspect of academic reading comprehension. In a line with the finding, recent research from Nurjanah & Pratama (2020) also stated that self-regulation is important in learning especially in self-learning, however, students need to identify clearly what to do and what strategy needs to apply. Moreover, self-regulation also allows students to make reading material exciting and develop individuals' interest in uninterested reading materials. This finding means that students have their way of maintaining their strategy in reading. Therefore, the ability for students to find their technique in learning is a students' awareness related to a specific situation. In other words, the findings also revealed that students are aware of metacognitive strategy as an aspect that affects their interest in reading-finding the best strategy for a specific situation or in achieving a specific goal. This finding is in a line with Karbalaei (2011) and Raoofi (2013) who expressed that metacognitive strategy involves the understanding of a particular strategy used by students in a specific context and evaluating the effectiveness of the strategy used for obtaining an objective. Moreover, recent

Indonesian EFL Undergraduate Students' Interest Towards Metacognitive Strategy

research from Adiarti (2019) supports the finding by revealing that there is a positive correlation between interest in reading and reading comprehension (see also. Ahmadi et al., 2013; Hapsari, 2019; Rastegar et al., 2017; Zhang & Seepho, 2013). Therefore, interest should be considered seriously in reading comprehension, especially in academic reading.

4.3.2 Metacognitive strategy in reading academic comprehension

To have a clear understanding, the researchers presented the data in pie charts. The answer was divided into two sections based on students' metacognitive strategy open-ended questions (n=27). Metacognitive strategy (before reading) and Metacognitive strategy (during reading). The explanation is as follow:

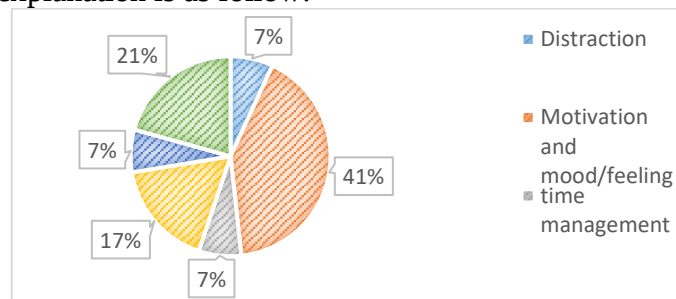


Figure 2.a. Students' metacognitive strategy (before reading)

In the first aspect, the researchers found some concerns made by students before reading. Therefore, the students' metacognitive strategy data before reading were categorized based on students' statements. The categories are motivation and mood/feeling, book concept, words, understanding, time management, and distraction. The explanation is as follow:

1. 41% of students stated that motivation and mood/feeling are the most significant concern before reading. Some students mentioned that they could not focus on reading if they are not in a good mood. Therefore, based on students' statements, the researchers concluded that boredom, laziness, and fear are involved in students' motivation and mood/feelings.
2. The book's concept is also becoming a challenge for students in reading academic comprehension. 21% of students stated that the concept of books is becoming a big concern in reading academic comprehension. Therefore, students indicated that topic, length, and content are the factors to consider in the concept of a book. One student stated that it is pretty challenging to maintain an excellent motivation to read a long text of academic reading.
3. Some students also stated that words are becoming essential in reading academic comprehension. 17% of students said that vocabulary and unfamiliar words or terms contributed to their reading academic comprehension. They stated that they always find unfamiliar words when they do a reading. Therefore, words and terms are becoming challenges that need to be considered in reading academic comprehension.
4. Furthermore, 7% of students stated that understanding is a problem in their reading academic comprehension. They stated that sometimes they are afraid that they do not understand their reading. Moreover, 7% of students consider time management-bustle

Patrick Adtya Pratama Sinom & Paulus Kuswandono

a factor in their metacognitive strategy toward reading academic comprehension. In addition, distraction is also involved as a challenge in reading academic comprehension. 7% of students mentioned phones and friends as factors affecting distraction in reading academic comprehension.

In brief conclusion, students' metacognitive strategies before reading are affected by motivation and mood/feeling, book concept, words, understanding, time management, and distraction. In other words, those factors impact students' metacognitive strategy in reading academic comprehension.

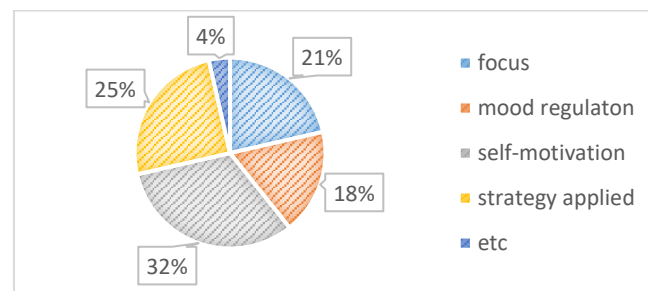


Figure 2.b. Students' metacognitive strategy (during reading)

In the second aspect, the researchers found factors involving students' metacognitive strategy during reading based on the open-ended metacognitive strategy questionnaire (see Figure 2.b). The factors are categorized into self-motivation, the strategy applied toward reading, focus, mood regulation, etc-"don't know". The categories are made based on students' perceptions statements of metacognitive strategy while reading academic comprehension. The explanation is described as follow:

1. 32% of students stated that self-motivation is important in reading academic comprehension. They mentioned that quotes and imagination are essential in maintaining their motivation while reading academic comprehension.
2. The strategy applied is also making a significant contribution to reading academic comprehension. 25% of students consider that strategies applied, such as silent reading, timing while reading, self-style, reading regularly, bedtime reading, objective-oriented, and self-reward as essential factors in reading academic comprehension.
3. 21% of students mentioned that focus is a critical aspect of reading academic comprehension. Therefore, comfortable place and concentration are considered factors involved as aspects of focus in reading academic comprehension.
4. Some students also stated that mood regulation is essential in reading academic comprehension. Therefore, 18% stated that motivation regulation and not being under pressure are factors involved in students' mood regulation in reading academic comprehension.
5. Lastly, one student (4%) stated "don't know" about metacognitive strategy while reading academic reading comprehension.

Indonesian EFL Undergraduate Students' Interest Towards Metacognitive Strategy

From the explanation above, the researchers concluded that self-motivation, the strategy applied toward reading, focus, and mood regulation affect students' metacognitive strategy while reading academic reading comprehension.

The result from both students' metacognitive strategy before and during reading revealed that interest-internal motivation and emotional factor, motivationally controlling the sustainability of effort in achieving a goal, is important as a part of a metacognitive strategy. This finding is supported by Schraw et al (2006) that metacognitive strategy is also taking motivation into account in a learning process-reading academic comprehension. Moreover, it shares the same idea with Riftana et al. (2020). In which, they revealed that students with high learning interests will be able to develop their metacognitive strategy during the learning process. This finding is an overlapped factor to the previous finding (interest in reading academic comprehension) and also supports the finding of the correlation between interest and metacognitive strategy in reading academic comprehension.

The finding also exposed that students' perceptions of their understanding of a specific strategy in a specific situation are vital in reading academic comprehension. In other words, this finding indicates that the strategy applied is a crucial aspect of academic reading comprehension. This finding is in a line with Rastegar et al. (2017) who revealed a positive relationship between metacognitive strategy and reading comprehension. Furthermore, Muhid et al. (2020) also showed that students had better performance in their reading comprehension by applying metacognitive strategy-students are aware of their strategy in achieving their goal in reading. In addition, the findings also revealed that the challenges in reading mentioned by students such as topic, length, and content are quite similar to (Utami & Nur, 2021) who stated that some problems commonly faced by students are the reading material which is too long and too dull, time-consuming, the language used is too hard, and not exciting.

Based on the two variables, students' interest and students' metacognitive strategy in reading academic reading comprehension, it can be stated that some aspects are overlapping one to others. Hence, the overlapping statements are self-motivation and self-regulation, mood, and strategy employment. However, some aspects are existed in a specific variable only, such as condition or atmosphere, the appeal of a book, studying hard, the concept of a book, understanding a book, time management, distraction, and focus.

5. CONCLUSION AND SUGGESTIONS

To sum up the finding and discussion, it is clearly defined that some aspects of interest and metacognitive strategy are connected. As in survey-close-ended questionnaire interpretation data, the result of the independent sample t-test indicates that there is an influence of interest toward metacognitive strategy ($p=0,017$; $p<0,05$). Therefore, students' interests influence students' metacognitive strategy in reading academic comprehension. The Pearson correlation was done to see the specific connection between the variables. As a result, the Pearson correlation test indicated that there is a moderate correlation between students' interest and metacognitive strategy (sig. 0,031). In addition, the analysis of the open-ended question is also provided to strengthen the data. The analysis of open-ended questions indicates that some aspects of the students' interest and students' metacognitive

Patrick Adtya Pratama Sinom & Paulus Kuswandono

strategy in reading academics are overlapping. The overlapping aspects are self-motivation and self-regulation, mood, and strategy employment

Suggestions are addressed to undergraduate students and future researchers. For undergraduate students, reading academic comprehension is more effective with a metacognitive strategy. Moreover, students are also expected to manage their interest in reading academic comprehension. For future researchers, this research was limited to the number of populations and areas discovered. Therefore, the researchers expect that future researchers may explore a big number population and find more variables involved in reading academic comprehensions such as critical thinking, self-regulated learning, and emotional intelligence.

REFERENCES

- Adiarti, A. W. (2019). *Students' Reading Comprehension Ability At the First*. Raden Intan State Islamic University of Lampung.
- Ahmadi, M. R., Ismail, H. N., & Abdullah, M. K. K. A. (2013). The importance of metacognitive reading strategy awareness in reading comprehension. *English Language Teaching*, 6(10), 235–244. <https://doi.org/10.5539/elt.v6n10p235>
- Anderson, N. J. (2002). The role of metacognition in second language teaching and learning. *ERIC Digest*, 1, 1–7.
- Armbruster, B. B., Echols, C. H., & Brown, a L. (1983). The role of metacognition in reading to learn. *Learning*, 84(5), 45–56.
- Auerbach, E. R., & Paxton, D. (1997). “It’s Not the English Thing”: Bringing Reading Research into the ESL Classroom. *TESOL Quarterly*, 31(2), 237. <https://doi.org/10.2307/3588046>
- Bria, M. G., & Mbato, C. L. (2019). Metacognitive strategies of undergraduate and postgraduate students in reading. *LLT Journal: A Journal on Language and Language Teaching*, 22(2), 182–197.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson.
- Fajri, M. (2015). *The correlation between students' reading interest and their speed reading (A correlational study at the fourth semester of English Education Department Faculty of Tarbiya and Teachers' Training UIN SyarifHidayatullah Jakarta)* [Syarif Hidayatullah State Islamic University]. [http://repository.uinjkt.ac.id/dspace/bitstream/123456789/30806/1/Mochamad Fajri \(1110014000092\)_Watermark.pdf](http://repository.uinjkt.ac.id/dspace/bitstream/123456789/30806/1/Mochamad_Fajri_(1110014000092)_Watermark.pdf)
- Flavell, J. H. (1976). Metacognitive Aspects of Problem Solving. *The Nature of Intelligence*, 12, 231–235. <http://ci.nii.ac.jp/naid/10021876052/en/>
- Hapsari, A. D. (2019). Metacognitive Strategy Training in The Teaching of Reading Comprehension: Is It Effective in EFL Classroom? *LangEdu Journal*, 14.
- Harahap, S. D. (2021). *Reading comprehension with metacognitive strategy*. 3(2), 116–124.
- Hidi, S. (1990). Interest and Its Contribution as a Mental Resource for Learning. *Review of Educational Research*, 60(4), 549–571. <https://doi.org/10.3102/00346543060004549>
- Hidi, S. (2001). Interest, Reading, and Learning: Theoretical and Practical Considerations.

Indonesian EFL Undergraduate Students' Interest Towards Metacognitive Strategy

- Educational Psychology Review*, 13(3), 191–209.
<https://doi.org/10.1023/A:1016667621114>
- Hoffmann, L., Baumert, J., Krapp, A., & Renninger, K. (1998). Interest And Learning: Proceedings Of The Seeon Conference On Interest And Gender. *Interest And Learning: Proceedings Of The Seeon Conference On Interest And Gender*.
<https://works.swarthmore.edu/fac-education/59>
- Karbalaei, A. (2011). Metacognition and Reading Comprehension. *Angewandte Chemie International Edition*, 16(28), 5–14.
- Krapp, A. (1999). Interest, motivation and learning: An educational-psychological perspective. *European Journal of Psychology of Education*, 14(1), 23–40.
<https://doi.org/10.1007/BF03173109>
- Kung, F. W. (2019). Teaching second language reading comprehension: The effects of classroom materials and reading strategy use. *Innovation in Language Learning and Teaching*, 13(1), 93–104. <https://doi.org/10.1080/17501229.2017.1364252>
- Mbato, C. L. (2013). *Facilitating EFL learners' self-regulation in reading: implementing a metacognitive approach in an Indonesian higher education context*. Southern Cross University.
- Mekala, S., Ponmani, M., & Shabitha, M. P. (2016). The Role of Metacognitive Strategies in Second Language Writing. *GSTF Journal on Education*, 4(1), 11–19.
https://doi.org/10.5176/2251-3566_l316.46
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publication, Inc.
- Muhid, A., Amalia, E. R., Hilaliyah, H., Budiana, N., & Wajdi, M. B. N. (2020). The effect of metacognitive strategies implementation on students' reading comprehension achievement. *International Journal of Instruction*, 13(2), 847–862.
<https://doi.org/10.29333/iji.2020.13257a>
- Nanda, D. W., & Azmy, K. (2020). Poor reading comprehension issue in EFL classroom among Indonesian secondary school students: Scrutinizing the causes, impacts and possible solutions. *Englisia: Journal of Language, Education, and Humanities*, 8(1), 12–24. <https://doi.org/10.22373/ej.v8i1.6771>
- Nurjanah, R. L., & Pratama, M. R. A. (2020). Self-Regulated Learning Strategy Instructions in Reading Comprehension Skill Learning During Outbreak Era. *Journal of English Language Teaching and Linguistics*, 5(2), 191–201.
<https://doi.org/10.21462/jeltl.v5i2.409>
- Raoofi, S., Chan, S. H., Mukundan, J., & Md Rashid, S. (2013). Metacognition and second/foreign language learning. *English Language Teaching*, 7(1), 36–49.
<https://doi.org/10.5539/elt.v7n1p36>
- Rastegar, M., Mehrabi Kermani, E., & Khabir, M. (2017). The Relationship between Metacognitive Reading Strategies Use and Reading Comprehension Achievement of EFL Learners. *Open Journal of Modern Linguistics*, 7(1), 65–74.
<https://doi.org/10.4236/ojml.2017.72006>
- Renninger, K. A., & Hidi, S. (2011). Revisiting the conceptualization, measurement, and generation of interest. *Educational Psychologist*, 46(3), 168–184.
<https://doi.org/10.1080/00461520.2011.587723>

Patrick Adtya Pratama Sinom & Paulus Kuswandono

- Riftana, R. J., Suratno, S., & Wahyuni, D. (2020). The analysis of metacognitive in biology lesson to senior high school students with different learning interest. *Journal of Physics: Conference Series*, 1465(1), 1–11. <https://doi.org/10.1088/1742-6596/1465/1/012051>
- Schiefele, U., & Krapp, A. (1996). Topic interest and free recall of expository text. *Learning and Individual Differences*, 8(2), 141–160. [https://doi.org/10.1016/S1041-6080\(96\)90030-8](https://doi.org/10.1016/S1041-6080(96)90030-8)
- Schraw, G., Bruning, R., & Svoboda, C. (1995). Sources of situational interest. *Journal of Reading Behavior*, 27(1), 1–17. <https://doi.org/10.1080/10862969509547866>
- Schraw, G., Crippen, K. J., & Hartley, K. (2006). Promoting self-regulation in science education: Metacognition as part of a broader perspective on learning. *Research in Science Education*, 36(1), 111–139. <https://doi.org/10.1007/s11165-005-3917-8>
- Senthilnathan, S. (2019). Usefulness of Correlation Analysis. *SSRN Electronic Journal*, 1–10. <https://doi.org/10.2139/ssrn.3416918>
- Tobias, S., & Everson, H. T. (2002). Knowing What You Know and What You Don't: Further Research on Metacognitive Knowledge Monitoring. In *College Entrance Examination Board*. <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED562778&site=ehost-live>
- Upton, T. A., & Lee-Thompson, L.-C. (2001). The Role of the First Language in Second Language Reading. *Studies in Second Language Acquisition*, 23(4), 469–495. <https://doi.org/10.1017/s0272263101004028>
- Utami, S., & Nur, J. (2021). An analysis of students' reading interest during learning from home amidst the covid-19 pandemic. *IJEE (Indonesian Journal of English Education)*, 8(1), 140–155. <https://doi.org/10.15408/ijee.v8i1.17157>
- Wulandari, C., Surtikanti, M. W., & Agung, A. S. S. N. (2020). A case study of internal and external factors on the difficulties in learning English. *JOEEL: Journal of English Education and Literature*, 1(2), 43–48. <https://journal.stkippamanetalino.ac.id/index.php/bahasa-inggris/article/view/81>
- Zhang, L., & Seepho, S. (2013). Metacognitive strategy use and academic reading achievement: Insights from a Chinese context. *Electronic Journal of Foreign Language Teaching*, 10(1), 54–69.