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Metacognitive Strategy in Learning Literature of Senior High School Students

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ABSTRACT

This paper investigates the use of metacognitive strategies among Senior High School students in understanding literature, examining their socio-demographic profiles and the relationship between these profiles and their metacognitive strategies. The study aims to benefit both teachers and learners in the teaching-learning process. Using a descriptive correlational design, 40 research participants responded to an online survey questionnaire adapted from Channa et al. (2018). The survey included sections on socio-demographic profiles and 20 items on metacognitive strategies. Findings revealed that the majority of respondents were female, 17 years old, with parents who had a high school education and a monthly income classified as poor. Most had 4-7 siblings and a general weighted average grade in literature of 85-89 (50%). Data suggested that these students used metacognitive strategies to enhance their comprehension of reading passages. Additionally, there was a significant relationship between the socio-demographic profiles and their use of metacognitive strategies, affecting their understanding of literary texts. The study underscores the importance of guiding teachers in the use of metacognitive strategies, which are crucial for teaching literature. Implementing these strategies can significantly improve students' comprehension skills and support their overall acquisition of knowledge.

Key Words: Metacognitive Strategy, Literature, Reading Comprehension, Senior High School students

INTRODUCTION

The ability to read and comprehend literary texts in English has become increasingly imperative in our globalized world. Reading is a cooperative process where readers actively engage with written texts, constructing their own understanding of the author's intended message. Reading comprehension is crucial for ensuring students' literacy across numerous subject fields, involving various mental activities that must be performed automatically and simultaneously to grasp the meaning of a text (Ramsa, 2021). Reading is perhaps the most extensively studied language skill by researchers (Pardede, 2017). Its importance is evident as success in all content areas hinges on skillful and deep understanding of texts. However, most secondary students do not have a dedicated reading class, making reading a shared responsibility among all staff members but not a primary responsibility for any particular one.

There is significant concern about the lack of understanding and appreciation among secondary literature students. Some students dislike poetry, short stories, and literary texts, while others see these subjects as essential for developing altruistic attitudes (Kelly, 1957). As a language teacher, one of the most common problems in our educational system is the literacy or reading skills of learners. Reading is a fundamental tool used across subjects like mathematics, science, and home economics, all of which start with the written word. However, it is disheartening to see that many secondary school students can barely read or comprehend what they read. Reading instruction at the secondary level has become a major issue in many school districts across the Philippines. With the pressures of high-stakes testing, many secondary teachers do not consider reading instruction their responsibility, resulting in students graduating without the necessary literacy skills for success in college or the workforce (Nash-Diezel, 2010; Ness, 2007).

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Poor reading comprehension can compromise performance in other subjects, leading to a deterioration of language proficiency, which in turn affects global competitiveness. More research is needed to address difficulties in FL reading comprehension. Kendeou et al. (2016) and Magnusson et al. (2018) suggest exploring students' perspectives on their awareness and use of different strategies when approaching texts. Insights into which strategies students internalize and apply can contribute to improving classroom teaching and learning. Metacognitive strategies, which involve learners thinking about their thinking, help students become self-regulating learners with a strong sense of urgency in their learning. Rahmat et al. (2021) found that some learners can use metacognitive scaffolding to plan, monitor, and evaluate their learning. Metacognition, defined as knowledge about and regulation of cognition, is essential in reading comprehension and writing (Flavell, 1979; Pintrich, 2002).

Despite the extensive research on reading comprehension and the implementation of various guided reading strategies, there remains a lack of comprehensive understanding of how secondary students internalize and apply these strategies in different contexts. Additionally, there is limited research on the effectiveness of these strategies from the students' perspectives

Statement of Objectives

The paper aimed to investigate the use of metacognitive strategy in understanding literature of Senior High School students; specifically, the paper will;

1 Find out the socio-demographic profile of the Senior High School students, in terms of:

1.1 sex;

1.2 age

1.3 educational attainment;

1.3.1 Father

1.3.1 Mother

1.4 parents' income;

1.5 number of Siblings; and

1.6 grade in literature.

2. Ascertain the metacognitive strategy in understanding literature of Senior High School students.

3 Ascertain if there is a significant relationship between the socio-demographic profile of the Senior High School students and their metacognitive strategy.

REVIEW OF RELATED LITERATURE

The review of related literature aims to explore the various dimensions of metacognitive strategies in the context of literature studies, examining recent research findings, the impact of socio-demographic factors, and the role of teachers in fostering these skills.

The role of metacognitive strategies in learning literature among Senior High School students has been increasingly recognized as crucial for enhancing comprehension and overall academic performance. Metacognition, which involves self-awareness and self-regulation of cognitive processes, allows students to plan, monitor, and evaluate their understanding and learning strategies. According to Channa et al. (2018), metacognitive strategies empower students to take control of their learning by enabling them to identify their comprehension challenges and select appropriate strategies to overcome them. This self-regulatory approach is particularly beneficial in literature studies, where students must navigate complex texts and diverse genres.

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Recent studies have highlighted the effectiveness of metacognitive strategies in improving students' reading comprehension and engagement with literary texts. For instance, Zhang et al. (2019) found that students who employed metacognitive strategies showed significantly better comprehension and retention of literary content compared to those who did not. This is because metacognitive strategies encourage active engagement with the text, prompting students to ask questions, make predictions, and draw connections to prior knowledge. Moreover, the implementation of metacognitive strategies in classroom settings has been shown to foster a deeper appreciation of literature. Rahmat et al. (2021) demonstrated that students who were taught to use metacognitive strategies not only improved their comprehension skills but also developed a more profound appreciation for literary themes and techniques. This holistic understanding of literature contributes to a more enriching educational experience, as students are better equipped to interpret and analyze texts critically.

Furthermore, the relationship between socio-demographic factors and the use of metacognitive strategies has also been explored in recent research. For example, Lin et al. (2020) examined how factors such as gender, parental education, and socio-economic status influence students' metacognitive strategy use. They found that students from higher socio-economic backgrounds and those with more educated parents were more likely to employ metacognitive strategies effectively. This suggests that socio-demographic factors can play a significant role in shaping students' metacognitive abilities and their overall success in literature studies. Additionally, the significance of metacognitive strategies in the context of learning literature among Senior High School students has been further corroborated by several recent studies. For instance, Hilden and Pressley (2018) emphasize that metacognitive strategies enable students to become more adept at self-regulating their learning processes, which is critical in literature studies where students must often interpret ambiguous or complex texts.

Moreover, metacognitive strategies have been linked to improved academic outcomes beyond comprehension alone. According to research by Kendeou et al. (2019), students who employ metacognitive strategies tend to exhibit higher levels of critical thinking and problem-solving skills. These students are better equipped to analyze literary texts, identify underlying themes, and appreciate the nuances of different literary forms. This enhanced analytical ability is crucial for success in literature courses and contributes to overall academic achievement. The integration of metacognitive strategies in the classroom has also been shown to positively affect students' motivation and engagement. Zohar and Barzilai (2019) found that when teachers explicitly teach metacognitive strategies, students are more likely to engage deeply with the material. This is because metacognitive instruction helps students understand the value of their learning processes and empowers them to take ownership of their education.

Consequently, students who feel more in control of their learning are more motivated and likely to persist in the face of challenges. Furthermore, the role of teachers in fostering metacognitive strategies is pivotal. According to Teng (2020), teachers who model metacognitive thinking and provide opportunities for students to practice these strategies in a supportive environment can significantly enhance their students' learning outcomes. Teachers' awareness and implementation of metacognitive strategies can transform their instructional practices, making them more effective in addressing diverse student needs and promoting higher-order thinking skills.

Finally, the influence of socio-demographic factors on the effectiveness of metacognitive strategies continues to be a critical area of study. A study by Chen and Whitehead (2020) explored the differential impact of metacognitive strategy instruction on students from varying socio-economic backgrounds. Their findings indicated that while all students benefit from metacognitive strategies, those from lower socio-economic backgrounds showed the most significant gains in comprehension and academic performance. This underscores the potential of metacognitive strategies to bridge educational gaps and promote equity in academic achievement.

The literature review on metacognitive strategies in learning literature underscores their significant impact on students' comprehension, engagement, and overall academic success. The pieces of evidence suggest that metacognitive strategies not only enhance students' ability to understand and appreciate complex literary texts but also foster critical thinking and problem-solving skills.

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METHODOLOGY

Research Design

This study adopts a quantitative approach, utilizing descriptive statistics to present the socio-demographic profile of Senior High School students in terms of age, sex, parents' educational attainment, parents' income, number of siblings, and grades in literature. The study is also correlational, as it seeks to establish the relationship between the socio-demographic profile of the respondents and their metacognitive strategies. The identification of the respondents' socio-demographic profiles and metacognitive strategies was achieved through an online survey questionnaire.

Participants

The participants of the study comprised forty Senior High School students from Calapi National High School, located in Calapi, Motiong, Samar, Philippines, who were enrolled in the 21st Century Literature subject for the school year 2021-2022. The respondents provided informed consent, fully understanding the purpose and use of the research.

Data Collection

To achieve the study's objectives, the researchers conducted an online survey questionnaire. The survey included questions about the socio-demographic profile of the respondents and twenty statements designed to explore various themes related to the respondents' metacognitive strategies.

Data Analysis

In the data organization, the data was analyzed using descriptive statistics to analyze research variables through SPSS for producing the Percentage, Mean, Standard Deviation, of the data. Pearson correlation was also used to see the relationship of the variables.

RESULTS AND DISCUSSION

This presents the analyses of the data obtained and the corresponding interpretation in connection with the specific questions of the study.

Socio-demographic profile of the Senior High School students

Age

The data revealed that out of 40 students, 26 or 65% were 17 years old, 8 or 20% were 18 years old, 3 or 7.5 % were 16 years old, 2 or 5% are 22 years old, and 1 or 2.5 % is 21 years old. This means that the majority of the Senior High school students are 17 years' old.

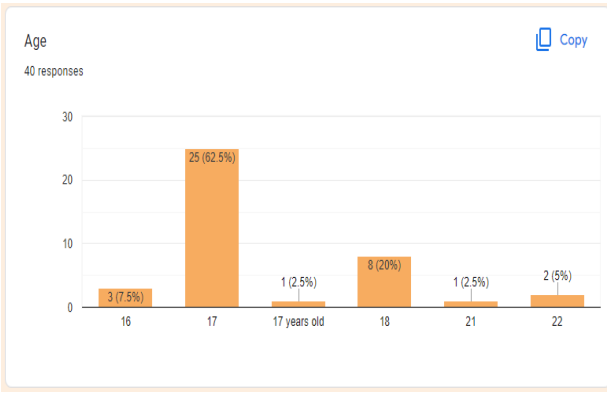

Figure 4.1.1 Age of the Respondents

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Sex

The data revealed that out of 40 students, 30 or 75% were girls and 10 or 25% were boys. It means that the majority of the Senior High School students belonged to female. This further means that the students enrolled are mostly female.

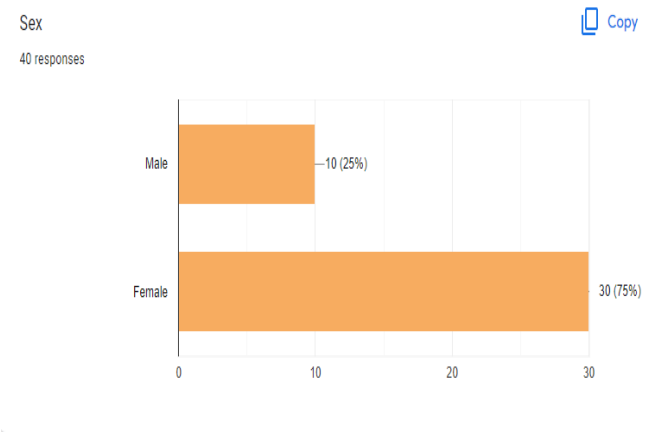

Figure 4.1.2 Sex of the Respondents

Educational Attainment of Father

Educational attainment of father of Senior High School students revealed that out of 40 senior high school students, 16 or 40% of their fathers' are high school level, 15 or 37.5% are elementary level, 5 or 12.5% are high school graduate, 4 or 10% are elementary graduate, and 1 or 2.5% is college graduate, respectively.

It shows that a majority of the respondents' father were high school level. It can be inferred that most of the respondents' father were not highly educated, as such they could not assist their children in their reading needs. Viloria (2011) states that children with parents' highly educated do better in school and talk often with teachers and become involved in the school. It cannot be denied that proper guidance from parents be accorded to the children. The motivation, encouragement, and driving force are very essential for the attainment of their goals.

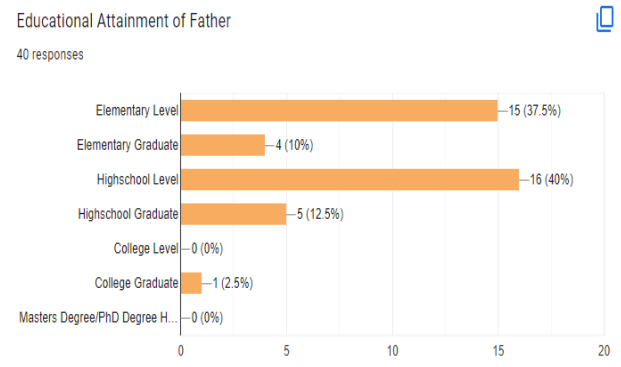

Figure 4.1.3 Educational attainment of Father

Educational Attainment of Mother

As to the educational attainment of mother of senior high school students, the data states that 42.5% were high school level, 22.5% were high school graduates, 12.5% were elementary graduates, and 10% both belonged to college graduate and elementary level. This means that a majority of the respondents' mother were high school level. In can be inferred that most of the parents of the respondents were not highly educated. This finding backs up Viloria (2011), who states on his article, "Building a Parent-Teacher Relationship", that children with

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parents who were highly educated did better in school and talked often with teachers and became involved in the school. Close communications between parents and teachers can help the student.

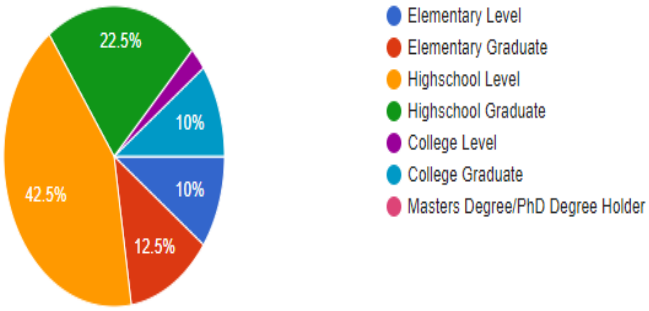

Figure 4.1.3 Educational attainment of Mother

Parents Monthly Income

Based on the data, 85% of parent's monthly income is less than PHP 10, 957; which is categorized as poor. This imply that majority of the parent's monthly income of the respondent's is categorize as poor as stated in the NEDA report of 2021.

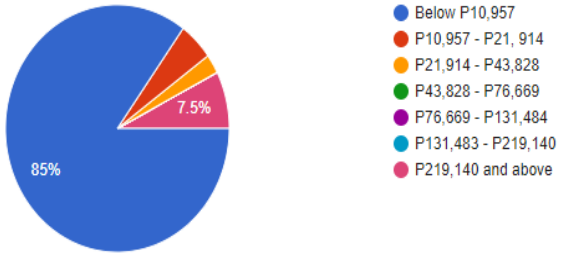

Figure 4.1.5 Parents Monthly Income

Number of Siblings

A total of 14 or 35% had 4-5 siblings, 13 or 32.5% of 6-7 siblings, both 12.5% under 2-3 and 8-9 siblings, and 3 or 7.5% who have 10 above siblings. This suggests that a majority of the senior high school students have a total of 4-5 and above siblings considered as having a big number of family members.

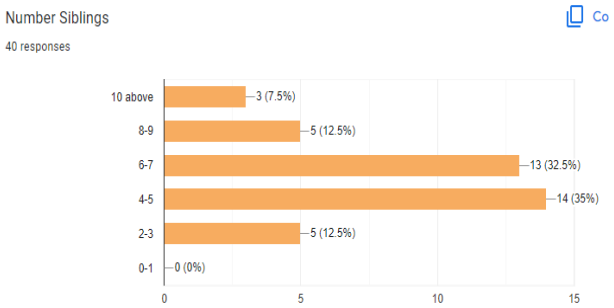

Figure 4.1.6 Number of Siblings

Grade in Literature

The data revealed that out of 40 respondents, 20 or 50% belonged to the 85-89 grading scale which is very Satisfactory, 13 or 32.5% belonged to the 80-84% grading scale which is Satisfactory, and 7 or 17.5% belonged to 90-100% grading scale which is outstanding.

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This means that all of the respondents passed the subject in literature but not all got the outstanding rating which they still need to learn more strategies in reading and applied it in understanding the subject.

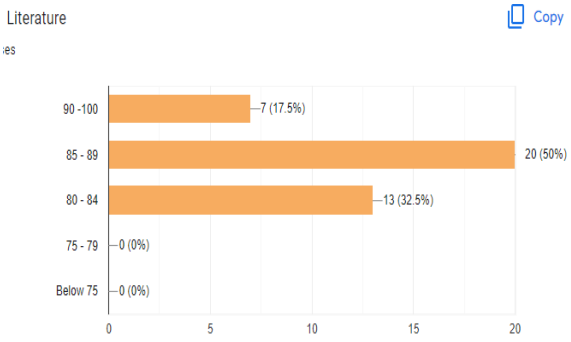

Figure 4.1.7 Grade in Literature

Metacognitive Strategy of Senior High School students in understanding literature

Table 1 revealed the metacognitive strategies used by 40 senior high school students in learning literature subject.

The result showed that "A very strong strategy" used for metacognition was "Reading instructions carefully before beginning a task", with 35% to improve reading comprehension before starting any task on reading passages. This shows that reading instructions would be beneficial to begin any task to understand the plot of the texts. It is followed by the statement "Slowing down and focusing attention on important information", with 27.5%. This revealed that when the students became confused while reading, they read passages again or they read slowly and focused on the most important piece of text in the passage to know clear meaning of the text and perceive the proper information. These two strategies indicated that the readers may not ignore the texts when they find some difficulties due to difficult texts. They would enable to learn if they would go back and start reading again slowly with great attention. The respondents rated "I stop and go back over new information that is not clear" with 22.5% to have a clear understanding about the topic or story to be discussed.

Table 1. Frequency of metacognitive strategies used by senior high school students in understanding literature subject (N=40)

Metacognitive Strategies							
	Very Strong	Strong	Simple	Rare	Least	Mean	SD
1. When reading a passage, I make up questions to help focus my reading	5.0	40.0	50.0	5.0	0.0	3.450	0.6775
2. When I become confused about something I'm reading, I go back and try to figure it out	15.0	40.0	45.0	0.0	0.0	3.700	0.7232
3. Before I begin studying I think about the tings I will need to do to learn	17.5	42.5	40.0	0.0	0.0	3.750	0.7425
4. Reading instructions carefully before beginning a task	35.0	32.5	32.5	0.0	0.0	4.025	0.8317
5. Organizing time to accomplish reading goals	20.0	32.5	42.5	5.0	0.0	3.675	0.8590
6. Slowing down and focusing attention on important information	27.5	40.0	30.0	0.0	2.5	3.900	0.9001
7. Drawing diagrams to understand difficult text	10.0	32.5	42.5	7.5	7.5	3.275	1.0374
8. Translating information into words	12.5	35.0	47.5	2.5	2.5	3.525	0.8469
9. Making connection of text to self	10.0	40.0	45.0	0.0	5.0	3.475	0.8767
10. Rethinking misconceptions	15.0	32.5	50.0	0.0	2.5	3.500	0.9337
11. When studying the subject, I try to determine which concepts I don't understand well	15.0	45.0	35.0	0.0	5.0	3.600	1.0077
12. I often find that I have been reading for class but don't know what it is all about	7.5	27.5	40.0	17.5	7.5	3.100	1.0328
13. When I study, I set goals for myself in order to direct my activities in each study	10.0	40.0	40.0	5.0	5.0	3.450	0.9323
14. I try to change the way I study in order to fit the subjects of course requirement and teacher's teaching style	10.0	35.0	45.0	5.0	5.0	3.325	0.9711
15. Reading with opposite meaning to form an opinion	12.5	25.0	50.0	10.0	2.5	3.325	0.9711
16. I stop and go back over new information that is not clear	22.5	40.0	30.0	5.0	2.5	3.725	1.0124
17. I try to work with other students to complete the assignments	17.5	27.5	42.5	7.5	5.0	3.450	1.0365
18. When studying the subject, I often set aside time to discuss the course material with a group of students from the class	5.0	32.5	50.0	10.0	2.5	3.300	0.7910
19. When studying the subject, I often try to explain the material to a classmate or a friend	12.5	30.0	50.0	5.0	2.5	3.450	0.8756
20. If the materials are difficult to understand, I change the strategy/way I read the materials.	15.0	32.5	40.0	5.0	7.5	3.375	1.0786

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Further, the results showed that when studying the subject, respondents determine which concepts they don't understand well" with 45%, before they begin studying, they think about the things they will need to do to learn with 42.5%, reading a passage and making up questions to help focus in reading (40%), when become confused about something they're reading, they go back and try to figure it out (40%), slowing down and focusing attention on important information (40%), making connections of text to self (40%), when studying, they set goals for their selves in order to direct activities in each study (40%), and stop and go back over new information that is not clear (40%), which is rated as a strong strategy of the respondents. This further implies that respondents think based on their own understanding by asking questions to further understand the lesson. Relating to the literary text that we are reading is also a good way to help learners understand more the topic. In literature subject, there a lot of stories being discussed and one way to understand the text is to put yourself into the character of the story, also called as empathizing. It is the process of connection and understanding the situation of each of the character. Also, setting goals as stated as a strong strategy is a good way to produce good results. Learners need to established objectives when it comes to their activities in school to finish all the tasks.

The results also show that least strategy used for metacognition was "Drawing diagrams to understand difficult text", with 7.5% which is used to help the reader visualize what the author is describing in the text. There are certain components that diagrams have to help the reader understand them and the text. According to Fergusson (2017), our brains are designed to process information visually. We can see a pattern much more easily than a list of numbers. Pictures are easier for our brains to comprehend than words, which the picture superiority effect ensures we remember graphical information more readily than anything that we read.

Furthermore, least strategy used for metacognition also was "I often find that I have been reading for class but don't know what it is all about", and "If the materials are difficult to understand, I change the strategy/way I read the materials" with 7.5% which needs to develop by the learners in understanding literary text. Materials are often difficult to understand in literary text which learners need to be more aware of the different strategies used in reading. One of the strategy to use is to identify predictions. According to Dean (2019), understanding a text based on its context and anticipating what will happen next is one of an important skill for students to practice. When teachers allow their class to make predictions regarding an assigned text, it encourages based on prior knowledge about similar topics.

Relationship between the Socio-demographic profile and the Metacognitive Strategy

Table 2 shows the summary result of the socio-demographic profile and the metacognitive strategy of the respondents

Pearson correlation was used to test the relationship between the socio-demographic profile of the respondents and their metacognitive strategy (Table 2). Results of the analysis showed that sex (r=0.331, sig.=0.037), and age (r=0.474, sig.=0.0002), was significantly correlated to the metacognitive strategy, "When reading a passage, I make up questions to help focus my reading".

The metacognitive strategy item number two, "When I become confused about something I'm reading, I go back and try to figure it out", is significantly correlated to the educational attainment of father (r=0.348, sig.=0.028) and mother (r=0.478, sig.=0.0002), and grade in literature (r=0.553, sig.=0.0004). This means that learners

The statement number three, "Before I begin studying I think about the things I will need to do to learn has also a significant relationship to the educational attainment of father (r=0.454, sig.=0.003), and mother (r=0.355, sig.=0.024), and grade in literature (r=0.340, sig.=0.032).

On number four statement, "Reading instructions carefully before beginning a task", was significantly correlated to the number of siblings (r=0.326, sig.=0.040). Number five statement, "Organizing time to accomplish reading goals", was found significantly correlated with the educational attainment of father (r=0.419, sig.=0.007). This imply that accomplishing goals might be difficult for learners for their parents could not assist them in their needs because of the educational attainment.

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Number six statement, "Slowing down and focusing attention on important information was significantly correlated to the number of siblings (r=0.334, sig.=0.035) and grade in literature (r=0.507, sig.=0.0001). Focusing attentively on the topics being discussed or tasks to be done in literature subject like making poetry, essays, short stories, etc. requires outmost devotion. The result could be implying that because of the large number of siblings, some tasks could be not accomplished because of the loud environment that the learner has.

The number seven statement, "Drawing diagrams to understand difficult" was significantly correlated to the grade in literature (r=0.420, sig.=0.0007). The number eight statement, "Translating information into words was found significant correlated to the educational attainment of father (r=0.359, sig.=0.023), parents' monthly income (r=0.314, sig.=0.049), and grade in literature (r=0.556, sig.=0.0002).

Number nine statement also was found significantly correlated to the grade in literature (r=0.535), sig.=0.0004). Number ten statement, "Rethinking misconceptions" was significantly correlated to the grade in literature (r=0.343, sig.=0.030).

Table 2. Relationship between the Socio-demographic profile and Metacognitive Strategy

	Parameters	Sex	Age	Educational attainment of father	Educational attainment of mother	Parent's monthly Income	Number of siblings	Grade in Literature
1. When reading a passage, I make up questions to help focus my reading	Pearson r	0.331	0.474	0.304	0.148	0.164	0.141	0.426
	Sig.	0.037	0.002	0.056	0.363	0.312	0.385	0.006
	Interpretation	**Significant**	**Significant**	Not Significant	Not Significant	Not Significant	Not Significant	Significant
2. When I become confused about something I'm reading, I go back and try to figure it out	Pearson r	0.212	0.196	0.348	0.478	0.255	0.181	0.553
	Sig.	0.190	0.225	0.028	0.002	0.112	0.265	0.0004
	Interpretation	Not Significant	Not Significant	**Significant**	**Significant**	Not Significant	Not Significant	**Significant**
3. Before I begin studying I think about the tings I will need to do to learn	Pearson r	0.095	0.137	0.454	0.355	0.010	0.170	0.340
	Sig.	0.558	0.398	0.003	0.024	0.950	0.295	0.032
	Interpretation	Not Significant	Not Significant	**Significant**	**Significant**	Not Significant	Not Significant	**Significant**
4. Reading instructions carefully before beginning a task	Pearson r	0.155	0.034	0.281	0.257	0.095	0.326	0.251
	Sig.	0.339	0.833	0.079	0.109	0.561	0.040	0.118
	Interpretation	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	**Significant**	Not Significant
5. Organizing time to accomplish reading goals	Pearson r	0.226	0.027	0.419	0.238	0.261	0.176	0.356
	Sig.	0.161	0.871	0.007	0.139	0.104	0.278	0.024
	Interpretation	Not Significant	Not Significant	**Significant**	Not Significant	Not Significant	Not Significant	Significant
6. Slowing down and focusing attention on important information	Pearson r	0.309	0.283	0.257	0.303	0.170	0.334	0.507
	Sig.	0.053	0.077	0.109	0.057	0.294	0.035	0.001
	Interpretation	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	**Significant**	**Significant**
7. Drawing diagrams to understand difficult text	Pearson r	0.165	0.229	0.250	0.267	0.220	0.280	0.420
	Sig.	0.308	0.155	0.120	0.095	0.173	0.080	0.007
	Interpretation	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	**Significant**
8.Translating information into words	Pearson r	0.015	0.024	0.359	0.274	0.314	0.194	0.556
	Sig.	0.926	0.886	0.023	0.087	0.049	0.229	0.0002
	Interpretation	Not Significant	Not Significant	**Significant**	Not Significant	**Significant**	Not Significant	**Significant**
9. Making connection of text to self	Pearson r	0.079	0.111	0.227	0.213	0.188	0.311	0.535
	Sig.	0.627	0.494	0.160	0.188	0.245	0.051	0.0004
	Interpretation	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	**Significant**
10. Rethinking misconceptions	Pearson r	0.213	0.260	0.226	0.175	0.130	0.146	0.343
	Sig.	0.188	0.105	0.160	0.279	0.423	0.368	0.030
	Interpretation	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	**Significant**
11. When studying the subject, I try to determine which concepts I don't understand well	Pearson r	0.259	0.046	0.160	0.036	0.245	0.060	0.386
	Sig.	0.107	0.777	0.325	0.825	0.127	0.712	0.014
	Interpretation	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	**Significant**
12. I often find that I have been reading for class but don't know what it is all about	Pearson r	0.005	0.303	0.010	0.159	0.352	0.009	0.106
	Sig.	0.973	0.058	0.952	0.329	0.026	0.957	0.517
	Interpretation	Not Significant	Not Significant	Not Significant	Not Significant	**Significant**	Not Significant	Not Significant
13. When I study, I set goals for myself in order to direct my activities in each study	Pearson r	0.058	0.053	0.243	0.107	0.191	0.197	0.501
	Sig.	0.723	0.745	0.131	0.510	0.238	0.223	0.001
	Interpretation	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	**Significant**
14. I try to change the way I study in order to fit the subjects of course requirement and teacher's teaching style	Pearson r	0.326	0.304	0.065	0.042	0.020	0.076	0.427
	Sig.	0.040	0.057	0.691	0.796	0.902	0.642	0.006
	Interpretation	**Significant**	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	**Significant**
15. Reading with opposite meaning to form an opinion	Pearson r	0.034	0.144	0.018	0.014	0.124	0.257	0.237
	Sig.	0.837	0.377	0.912	0.931	0.444	0.109	0.141
	Interpretation	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant
16. I stop and go back over new information that is not clear	Pearson r	0.223	0.072	0.042	0.049	0.186	0.343	0.419
	Sig.	0.167	0.657	0.796	0.762	0.252	0.030	0.007
	Interpretation	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	**Significant**	**Significant**
17. I try to work with other students to complete the assignments	Pearson r	0.003	0.158	0.015	0.184	0.240	0.458	0.273
	Sig.	0.987	0.329	0.929	0.255	0.136	0.003	0.088
	Interpretation	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	**Significant**	Not Significant
18. When studying the subject, I often set aside time to discuss the course material with a group of students from the class	Pearson r	0.050	0.066	0.165	0.069	0.265	0.065	0.253
	Sig.	0.758	0.684	0.308	0.672	0.098	0.689	0.115
	Interpretation	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant
19. When studying the subject, I often try to explain the material to a classmate or a friend	Pearson r	0.068	0.121	0.327	0.197	0.099	0.251	0.428
	Sig.	0.677	0.457	0.039	0.222	0.543	0.118	0.006
	Interpretation	Not Significant	Not Significant	**Significant**	Not Significant	Not Significant	Not Significant	**Significant**
20. If the materials are difficult to understand, I change the strategy/way I read the materials	Pearson r	0.217	0.200	0.156	0.358	0.076	0.239	0.440
	Sig.	0.179	0.215	0.336	0.023	0.640	0.138	0.004
	Interpretation	Not Significant	Not Significant	Not Significant	**Significant**	Not Significant	Not Significant	**Significant**

The number 11 statement, "When studying the subject, I try to determine which concepts I don't understand well", showed significant relationship with grade in literature (r=0.386, sig.=0.014).

The next statement on metacognitive strategy (12), "I often find that I have been reading for class but don't know what it is all about was significantly correlated to parents monthly income (r=0.352, sig.=0.026).

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Statement number 13, "When I study, I set goals for myself in order to direct my activities in each study", showed significant relationship with grade in literature (r=0.501, sig.=0.001)

The statement number 14, "I try to change the way I study in order to fit the subjects of course requirements and teacher's teaching style was found significantly related to the sex (r=0.326, sig.=0.040) and grade in literature (r=0.427, sig.=0.006). The statement number 16, "I stop and go back over new information that is not clear", was significantly correlated to the number of siblings (r=0.343, sig.=0.030) and grade in literature (r=0.419, sig.=0.007).

The number 17 statement, "I try to work with other students to complete the assignments", was found significantly correlated with the number of siblings (r=0.458, sig.=0.003).

The 19th statement," When studying the subject, I often try to explain the material to a classmate or a friend", was significantly correlated to the educational attainment of father (r=0.327, sig.=0.039), and grade in literature (r=0.428, sig.=0.006).

Lastly, the last statement on metacognitive strategy, "If the materials are difficult to understand, I change the strategy/way I read the materials', was found significantly correlated to the educational attainment of the mother (r=0.358, sig.=0.023), and grade in literature (r=0.440. sig.=0.004).

However, statement number 15 and 18, "Reading with opposite meaning to form an opinion", and "When studying the subject, I often set aside time to discuss the course material with a group of students from the class", was found not significantly correlated to the socio-demographic profile of the respondents.

It clearly shows how the socio-demographic profile affects the metacognitive strategy of the learners in understanding literature subject. According to De Beni et al. (2003), older-old adults had poorer working memory than younger-old poor comprehenders. Age influenced the relationship between reading comprehension and memory and metacognition.

Sex had been found significantly correlated. This means that girls are keener readers than boys and that a gender gap in reading enjoyment between boys and girls is a phenomenon corroborated by other studies that revealed that boys enjoy reading less than girls.

Educational attainment of father and mother shows significant relationship to the metacognitive strategy. It means that understanding the strategy were higher when their parent shave higher educational level. Children with parents who are highly educated do better in school and talk often with teachers and become involved in school. Close communications between parents and teachers can help the learners especially on understanding the different metacognitive strategy for literature subject.

Also, parents monthly income was found significantly correlated in their metacognitive strategy. Learners were more motivated when they are financially supported by their parents when it comes to educational purposes. According to Moneva (2020), the capacity of the parents to provide financially the needs of the learners in their studies is referred to as parental financial support. Parents need to support their children financially so that their children will be motivated to learn and go to school regularly. Students should be more motivated and eager to learn new things as it will be use in their future work.

The number of siblings was also found significantly correlated to the metacognitive strategy. It means that having a large number of siblings influenced significantly the students' learning and understanding text. Older siblings could help their younger brothers/sisters in enriching their understanding of a certain literary text.

The grade in literature was found significantly correlated to almost metacognitive strategies. This implies that learning the metacognitive strategy is very helpful in understanding literary text. Considering the grades that the respondents have, all of them passed the subject. However, learners still need to develop all the metacognitive strategies to have an outstanding grade which is the basis for a total understanding of the subject.

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This further implies that the profile of the students plays a vital role on learning the basic skills in reading which are important in comprehending and analyzing the text.

CONCLUSION AND RECOMMENDATION

The findings of this study indicate that the use of metacognitive strategies among students needs significant improvement to achieve better reading comprehension. Future research should focus on developing an appropriate metacognitive strategy model for senior high school students and evaluating the effectiveness of this model. Teachers must recognize the diverse language learning strategies employed by students and identify which strategies are most effective. By doing so, students can better assess and enhance their performance, planning the additional work needed to achieve their learning goals.

Systematic guided reading strategies, a teacher-monitored approach, have proven to be highly effective in developing students' reading abilities. However, their potential effectiveness can vary due to multiple factors, including the socio-demographic profiles of students. Teachers should use these strategies effectively rather than merely viewing them as a fixed activity. When students possess metacognitive awareness, they can reflect on the practices and processes that aid their understanding and problem-solving (Hornby, 2022). Additionally, teachers should provide engaging activities for both boys and girls. At home, parents must support their children's progress by encouraging reading and providing advice on studying. Active parental involvement in school activities is crucial, as parents significantly influence their child's development.

Close communication between administrators, teachers, and parents can foster better reading habits by guiding parents on how to support and discipline their children in reading. Integrating metacognitive strategies into the curriculum can help address the needs and challenges students face in reading.

Educators are encouraged to integrate metacognitive strategies—such as think-alouds, self-monitoring tools, and reciprocal teaching—into literature instruction while simultaneously adopting culturally responsive and differentiated approaches that address socio-demographic disparities. By selecting inclusive texts that reflect learners' diverse backgrounds, providing equitable access to resources, and scaffolding instruction to meet varied needs, teachers can foster reflective reading practices that not only enhance comprehension and critical thinking but also ensure that all students, regardless of their socio-economic or cultural contexts, are meaningfully engaged in the study of literature.

Learning literature in senior high school is challenging, especially without the necessary skills and strategies. It is not solely the teacher's responsibility to implement these strategies; it is a collective effort. While it may be difficult to improve a process without self-awareness, understanding what we are doing in the moment is crucial for improvement.

"If one of the goals of instruction is to prepare children to be lifelong learners, then it is essential to help students become aware of themselves as learners and to take control of their own activities."

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