

Effectiveness of Metacognitive Skills in Comprehension Instruction for Elementary Students

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Abstract : Using a variety of strategies to read text plays an important role to make students strategic independent, strategic, and metacognitive readers. Given the importance of comprehension instruction (CI), it is essential to support the fostering comprehension skills at elementary age students, particularly those who struggle with or dislike reading. One of the main components of CI is activating metacognitive skills, which double function of elementary students. Thus, it's important to evaluate the implemented comprehension interventions to inform reading specialist and teachers. There has been limited review research in the area of CI, so the conduction review research is required. The purpose of this review is to examine the effectiveness of metacognitive reading strategies in a regular classroom environment with elementary aged students. We develop five inclusion criteria to identify researches relevant to our research. First, the article had to be published in a peer-reviewed journal from 2000 to 2023. second, the study had to include participants in elementary school it could include of special education students. Third, the intervention needed to be involved with metacognitive strategies. Fourth, the articles had to use experimental or quasi experimental design. The last one needed to include measurement of reading performance in pre and post intervention. We used computer data-based site like Eric, PsychoINFO, and google scholar to search for articles that met these criteria. we used the following search terms: comprehension instruction, meta cognitive strategies, and elementary school. The next step was to do an ancestral search that get in reviewing the relevant studies cited in the articles that were found in the database search. We identified 30studies in the initial searches. After coding agreement, we synthesized 13 with respect to the participant, setting, research design, dependent variables, measures, the intervention used by instructors, and general outcomes. The finding show metacognitive strategies were effective to empower student's comprehension skills. It also showed that linguistic instruction will be effective if got mixed with metacognitive strategies. The research provides a useful view into reading intervention. Despite the positive effect of metacognitive instruction on students' comprehension skills, it is not widely used in classroom.

Keywords : comprehension instruction, metacognition, metacognitive skills, reading intervention

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