



METACOGNITIVE STRATEGY IN TEACHING ENGLISH FOR ACADEMIC AND PROFESSIONAL PURPOSES AND READING COMPREHENSION AMONG SENIOR HIGH STUDENTS

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ABSTRACT

Reading is said to be the training of the mind and the means to attain a deeper meaning of reality. Utilization of Metacognitive Strategy into Reading skills are essential in teaching reading for the students to enhance their reading comprehension skills. Relative to this, the study is intended to investigate the utilization of Metacognitive Strategy in Teaching English for Academic and Professional Purposes and Reading Comprehension among the Senior High School of Tanauan City College, SY. 2020-2021. Further, it aspired to determine any significant difference in the pre-test and post-test scores of the respondents in reading comprehension before and after utilizing the metacognitive strategy. This is experimental in nature as it investigate the Metacognitive Strategy(planning, monitoring and evaluating) in teaching English of Academic and Professional Purposes and Reading Comprehension with a great emphasis on the three(3) reading skills (vocabulary, sentence structure, and reasoning or background knowledge). Thirty (30) students from Academic track- STEM were used and the study covered in one month. The researcher used a teacher-made pre-test post-test, and exemplars as the instruments of the study. Statistical treatment utilized in the study was mean, standard deviation, frequency, percentages, and sample t-test. Based on the findings, the researcher concludes that there is a significant difference in the pre-test and post-test scores of the respondents in reading comprehension before and after utilizing the metacognitive strategy. The probability value, are all higher that the level of significance at .05, thus the null hypothesis is rejected. Metacognitive Strategy utilization as validated by the significant difference between in the pre-test and post-test scores of the respondents in reading comprehension before and after utilizing the metacognitive strategy, hence remarkably improving their reading skills which greatly contributes to the reading comprehension skills. Additionally, the Metacognitive Reading Strategy may be adopted in teaching especially in other disciplines.

Keywords: Metacognitive Reading Strategy, planning, monitoring, evaluating, Reading Comprehension Skills, Vocabulary, Sentence Structure, Reasoning/ Background Knowledge