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STUDENTS' METACOGNITIVE SKILLS AND CRITICAL READING SKILLS OF KOREAN TEXTS: HOW DO THEY CORRELATE?

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ABSTRACT

Metacognitive skills are considered a pivotal modal for students to develop critical literacy, especially in reading activities, as part of the main goals of 21st-century language education. These skills also help the students succeed in their learning process because they involve the ability to evaluate one's capacity and achievement in learning. Although much research has been initiated, Korean as a foreign language (KFL) student is little known. To fill the void, this ongoing study investigates the level of metacognitive skills in reading among Indonesian undergraduate students majoring in Korean language education. Employing a descriptive quantitative approach, the researchers distributed a questionnaire and interview on students' metacognitive skills in critical reading. What about items about critical reading skills? It also turned out you have interview data. please include here in the abstract. The data were analyzed, focusing on the mean scores and percentages to get the main points of the student's responses and how students apply their metacognitive skills in critical reading. The results showed that as many as 75% of students had a moderate level of metacognitive skills, and only 5.5% had a high level of metacognitive skills. This shows that students' metacognitive abilities still need to be improved. Of the eight indicators measured, the ability in time management shows a low value. Meanwhile, the ability to implement strategies shows a high value. It can be concluded that students still have to improve their metacognitive skills in critical reading, especially in time management.

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1. INTRODUCTION

One of the skills that a university graduate needs to have is reading skills, especially critical reading and its implementation (Hidayati, et al., 2020; Hudson, 2007; Sari & Prasetyo, 2021; Shamida, et al., 2021; Yulian, 2021). The essential skills that a learner needs to have to support critical reading skills are metacognitive skills (Bataineh & Al-Shbatat, 2018; Mohseni, et al., 2020). This requirement is stated in Indonesian National Qualification Framework based on the Regulation of the President of the Republic of Indonesia Number 8 of 2012. It underlines the importance of having good critical thinking and metacognitive skills in achieving the desired goals.

Several previous studies have shown a correlation between critical thinking and metacognitive skills (Aghajani & Gholamrezapour, 2019; Amin, et al., 2020; Az-Zahra, et al., 2021; Jin & Ji, 2021; Karaoğlan-Yilmaz, et al., 2019; Kusuma & Busyairi, 2023; Melinda, et al., 2022; Saleh, et al., 2023; Teng & Yue, 2023; Tuaputty, et al., 2021; Werdiningsih, et al., 2021). The correlation is also described by McGuinness in the book entitled Talking About Thinking: The Role of Metacognition in Teaching Thinking in 1990. Also explained by Tarricone in the book entitled The Taxonomy of Metacognition in 2011. Those metacognitive skills can influence reading comprehension, as mentioned by Baker & Brown in the book entitled Metacognitive Skills and Reading in 1984). Metacognitive skills refer to knowledge, awareness, and control of cognition when carrying out an activity (Amin & Sukestiyarno, 2015). This skill is closely related to a person's ability to assess himself, understand the strategies to be implemented to meet his learning needs, and overcome a challenge or problem; such a person has a highly reflective attitude (as explained by Borkowski in the report entitled Transsituational characteristics of metacognition in 1990) that is also described by Tarricone in the book entitled The Taxonomy of Metacognition in 2011. Previous research shows that a critical thinker uses metacognitive strategies, too (Ku & Ho, 2010). Bensley and Spero (2014) added that students' critical thinking skills are related to their metacognitive skills and can help them in critical reading tests. Additionally, metacognitive skills allow learners to monitor their reading activity processes (Zimmerman, 2008). Concerning research, critical reading is an essential skill that students need to have to be able to analyze information and data and find solutions to problems they face. Critical reading skills are closely linked to Indonesia's PISA performance. Although PISA does not measure university students' performance, Indonesia's PISA reading literacy score can still be categorized as disappointing. Research by Hewi and Shaleh (2020) showed that, in general, there had not been any significant change in reading ability scores among students aged 15 from 2000 until 2018. This would affect them when they pursue their higher education in college or university. Tahmidaten and Krismanto (2020) also stated that, according to the survey and test conducted by Central Connecticut State University (2017), Indonesia was ranked 60th out of 61 of the World's Most Literate Nations. The urgency for improving critical reading literacy levels is also supported by the result of a survey conducted by the Educational Assessment Center of the Ministry of Education and Culture (2017), which showed that on a national average, only about 6% of Indonesian students have good reading literacy, 47% have fair reading literacy, and the remaining 46% have poor reading literacy.

The 21st Century literacy demands that students are skilful in finding, processing, and disseminating information obtained from literacy activities such as reading and writing. They also have critical literacy that they can articulate in essential reading activities. According to Luke (2012), since the end of the 20th century, reading models have no longer been anchored in behavioristical concepts but in meaning construction. In other words, critical reading involves understanding reading texts and higher-order skills such as predicting, criticizing, and evaluating. Furthermore, critical literacy can also improve the readers' awareness of the ideology and meaning of the reading text and how they are reflected in life around them and connected to their experiences and points of view.

Several experts have stated the importance of critical reading (Bağci, 2019; Pantito, 2020; Yunus & Ubaidillah, 2021). In addition to what has been said before, critical reading can improve the learner's skill in comparing and associating some interrelated phenomena and making arguments (Hudson, 2007). In other words, critical reading skills are closely related to critical thinking skills. On the contrary, learners who lack critical reading ability will have a considerable challenge in completing their studies (Marschall & Davis, 2012). Furthermore, Harvey and Goudvis in their book entitled Strategies that Work: Teaching Comprehension for Understanding and Engagement in 2007, believe that the ability to connect, inquire, visualize, conclude, and synthesize information in a reading text is important. This set of abilities is closely linked to critical thinking skills.

Although it has been studied before (please include more updated studies/ 5 years), empirical evidence is still needed about whether there is relevance and a connection between students' metacognitive skills and their critical reading ability. This issue is important to investigate further, particularly concerning the ability to read in a foreign language. Korean Language Education Study Program students need critical reading ability in Indonesian and an equally essential degree of reading ability in Korean. Based on the abovementioned issues, this study aims to examine the students' metacognitive skills in critical reading and the factors that influence them.

1.1 Metacognitive Skills

Metacognitive skill is the ability to monitor thinking through various assumptions and their implications in multiple activities. Metacognitive skill, as a process of thinking about thinking, refers to knowledge about anything or a theoretical approach to oneself (Lee & Baylor, 2006; Samsudin & Hardini, 2019). This skill is needed by students in their learning activities, particularly in understanding theories and reading, so that they can produce assumptions relevant to their reading materials and creative and critical ideas in processing their learning resources.

There are four metacognitive skills (Samsudin & Hardini, 2019), namely:

1) Skills in problem-solving,

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2) Skills in decision-making,
3) Skills in critical thinking, and
4) Skills in creative thinking.

These skills are useful for students in solving a problem, analyzing and then producing various solutions. There are eight indicators with which metacognitive skills are assessed (Samsudin & Hardini, 2019; Schraw & Moshman, 1995), namely:

1) Declarative knowledge, which enables the student to
   a) Understand an event, what, who, where, when, why and how an event can take place;
   b) Understand knowledge and skills, intellectual resources, and the abilities they have as a learner;
   c) Students get their knowledge through presentations, demonstrations and discussions.
2) Procedural knowledge, which enables students to,
   a) Apply learning procedures that are relevant to their needs;
   b) Understand a learning process and when to apply it in various situations;
   c) Obtain knowledge through discovery, cooperative learning, and problem-solving processes
3) Conditional knowledge, which enables the student to
   a) Know when and why they use multiple procedures in education;
   b) determine specific conditions related to a function or skill in a learning activity;
   c) obtain this knowledge from a simulation process.
4) Planning enables students to plan, determine the objective, and allocate resources before learning.
5) Information Management Strategy enables students to order the strategies used to process information more efficiently, i.e. by organizing, describing, summarizing and focusing.
6) Monitoring understanding enables students to assess others or themselves in learning activities. Furthermore, students can implement and employ well-planned strategies.
7) Strategy implementation, which enables students to implement strategies particularly to improve understanding and thinking errors in the process of learning.
8) Evaluation, which enables students to analyze the performance and strategies that have been used in the learning process.

Students who have these indicators of metacognitive skills are expected to be able to improve their critical thinking abilities. Metacognitive skill (Magno, 2010) has a significant path to critical thinking. These abilities will help students improve their reading abilities, particularly critical reading abilities.

1.2 Critical Reading

Critical reading is a reading activity that is more active than usual reading activities. This reading activity has a deeper and more complex relationship with the text. Critical reading is a process of analyzing, interpreting, and sometimes evaluating reading texts according to Kurland in the research entitled How The Language Really Works: Fundamentals of Critical Reading and Effective Writing in 2010 http://www.criticalreading.com, also explained by Wheeler in the research entitled Critical Reading of An Essay's Argument in 2004 http://web.cn.edu/kwheeler/reading_basic.html. In critical reading skills, one of the skills needed in reading texts is the ability to think critically in an effective way (Al-Roomy, 2022). This ability is needed by students to understand the statements in the text and relate them to their own understanding and foster their motivations (Arini & Sulistyarini, 2021;).

Critical reading is a reading activity that is carried out in depth, through analysis and evaluation, and not just looking for errors in the text or basic information related to the text. To achieve success in reading and engaging in reading activities, students need to have certain abilities. There are three levels in the process of critical reading that are interconnected. The first level involves reading to find the message conveyed by the author. The second level involves reading to find what is implied in the text. The highest level is reading beyond these limits (Khonamri & Karimabadi, 2015). This last level of reading involves higher-order thinking skills (Khonamri & Karimabadi, 2015). Also explained by Bloom in the handbook entitled Taxonomy of Educational Objectives in 1956 that reading that involves higher-order thinking is a critical reading activity.

The difference between reading and critical reading is depicted in Table 1 below.

Table 1.
The difference between basic reading and critical reading

	Basic Reading	Critical Reading
Purpose	To get a basic grasp of the text	To form judgments about HOW a text works
Activity	Absorbing/Understanding	Analyzing/Interpreting/Evaluating
Questions	What is the text saying? What information can I get out of it?	How does the text work? How is it argued? What are the choices made? The patterns that result? What kinds of reasoning and evidence are used? What are the underlying assumptions? What does the text mean?
Direction	WITH the text (taking for granted it is right)	AGAINST the text (questioning its assumptions and argument, interpreting meaning in context)
Response	Restatement, Summary	Description, Interpretation, Evaluation

(Wheeler, 2004; Kurland, 2010)

Based on Table 1 above, it can be seen that reading activities are different from critical reading activities. Critical reading activities are more complex that every process of it will help students interact with the text in different ways, including: highlighting important points and examples, taking notes, testing answers to formulated

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questions, brainstorming, outlining arguments, reflecting on readings with their own thoughts, raising objections to ideas or evidence presented (Kurland, 2010; Wheeler, 2004). To understand the text in depth, students must be able to apply appropriate reading strategies and also set clear goals. These skills are available using metacognitive skills. Hence, it is expected that the metacognitive skills possessed by the students can influence the level of students' ability in critical reading. Furthermore, critical reading (Koray & Çetinkılıç, 2020) processes that were applied, performed better than regular processes indicated in the curriculum. Critical reading (Par, 2018) also engage in deciphering and recreating the text's meaning.

2. METHOD

This research used quantitative and qualitative approaches. The quantitative approach is used because this research measures students' metacognitive skills in critical reading. The qualitative approach supports the analysis results by explaining the factors that affect the student's metacognitive skills. This study used the causal contribution or cause-effect method to obtain maximum quantitative data. To get qualitative data, this study used a descriptive method with probing interviews focused on students' opinions and experiences that is described by Fraenkel, et al. in the book entitled How to Design and Evaluate Research in Education 2012. 71 students in the Korean Language Education Study Program participated in this research. Data were collected through questionnaires and interviews. Questionnaires were used to measure students' metacognitive skills. There were eight indicators measured in this instrument, including: 1) declarative knowledge (5 items); 2) procedural knowledge (4 items); 3) conditional knowledge (5 items); 4) planning (5 items); 5) information management strategy (6 items); 6) monitoring understanding (5 items); 7) strategy implementation (5 items); and 8) evaluation (5 items). Meanwhile, the instrument test was used to measure students' ability to read critically. There were six indicators regarding students' critical reading, including: 1) Accuracy (2 questions); 2) Clarity (2 questions); 3) Precision (1 question); 4) Dept. (2 questions); 5) Relevance (2 questions); 6) Logic (1 question). what about the critical reading? interviews were used to get in-depth information about the strategies that students used in critical reading activities relevant to their metacognitive skills and the factors that influence their metacognitive level in critical reading activities.

Several data analysis techniques were used and applied to the types of data obtained. Statistical calculations with SPSS were used to process the quantitative data, namely the results of questionnaires on metacognitive skills in critical reading. Researchers were transcribed to process the interview data, and the answers were analyzed.

3. FINDINGS AND DISCUSSION

This section presents the results of the analysis responding to the research questions.

3.1. Metacognitive Skills

This study defines metacognitive skills as students' conscious self-recognition skills. They are based on their cognitive knowledge and are used for critical reading activities. This ability has eight measurable indicators, namely 1) declarative knowledge; 2) procedural knowledge; 3) conditional knowledge; 4) planning; 5) information management strategy; 6) monitoring understanding; 7) strategy implementation; and 8) evaluation (Schraw & Moshman, 1995; Samsudin & Hardini, 2019). The metacognitive skills were measured by distributing questionnaires to 71 Korean Language Education Study Program students. The information obtained from questionnaires provided an overview of the student's metacognitive skills in the Korean Language Education Study Program, as seen below.

Table 2 below shows that only 5.5% of the students have good metacognitive skills. Correspondingly, only 19.5% of the students have poor metacognitive skills. This suggests that most students of the Korean Language Education Study Program have modest metacognitive skills.

Table 2.
Calculation results of students' metacognitive ability levels in critical reading skills

No	Criteria	Frequency	%
1	High (Score ≥ 170)	4	5.5%
2	Moderate (Score 140 – 169)	54	75%
3	Low (Score ≤ 139	14	19.5%

The factor that influences students' metacognitive level is how they apply their metacognitive knowledge in reading activities, as mentioned in the book entitled Taxonomy for learning, teaching, and assessing*:* A revision of bloom's taxonomy of educational objectives by Anderson and Krathwohl in 2001. The metacognitive knowledge includes declarative, procedural, and conditional knowledge. Meanwhile, the metacognitive rules include planning, information management strategy, monitoring, improvement and evaluation. Literature on metacognition, as explained by Hartman in the literature entitled Developing Students' Metacognitive Knowledge and Skills in 2001, describes methods for helping students acquire strategic metacognitive knowledge and executive management metacognitive skills to improve their learning. Fig. 1 below depicts the students' metacognitive level, as seen from each indicator.

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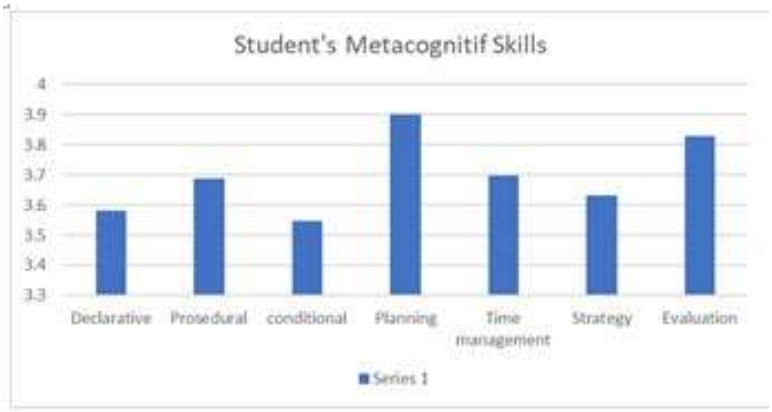

Fig. 1 – Students' metacognitive skills

It can be seen that the indicator that most influenced the students' metacognitive level was planning. This indicates that students are able to plan and set goals before reading activities. In this case, when reading, students have already determined what information they will look for in the reading.

The lowest indicator was conditional knowledge. This knowledge refers to knowing what things they should have during reading activities and what kind of strategies they should apply in reading activities. The obstacle that students experienced in applying conditional knowledge when reading critically in a second language was that the linguistic resources, they had in dealing with reading sources were still limited. They often felt disoriented during reading activities because they did not understand the contents of the text. Therefore, increasing linguistic resources to improve metacognitive skills is needed, especially for second language students.

Purpura (1997) argues that metacognitive strategies are a set of conscious or unconscious mental activities or behaviours that are directly or indirectly related to certain stages of the entire process of acquiring, using, or testing language pointed out by Zhang and Liu in the research entitled Metacognitive and Cognitive Strategy Use in Reading Comprehension in 2018. In addition, Wenden (1998) argues that metacognitive strategies are skills that students use to manage, direct, organize, and guide their learning activities, such as planning, monitoring and evaluation, also described by Zhang and Liu in the research entitled Metacognitive and Cognitive Strategy Use in Reading Comprehension in 2018. Add more justification on how the different level (low, moderate, hight) contribute to metacognitive skills.

Relevant to this, the results of this study can be described in 3 stages: preparation, monitoring and evaluation.

1) Preparation Stage

In the preparation stage, there are five types of knowledge that students need to have relevance to the required metacognitive skills in critical reading activities. The first is declarative knowledge. This knowledge refers to the student's awareness of their reading skills. The answers to the questionnaires obtained from the 71 participants are described in the following table. According to Fig. 2, out of the five sub-indicators of declarative knowledge, the sub-indicator of one's ability awareness has the highest average score of 4.19.

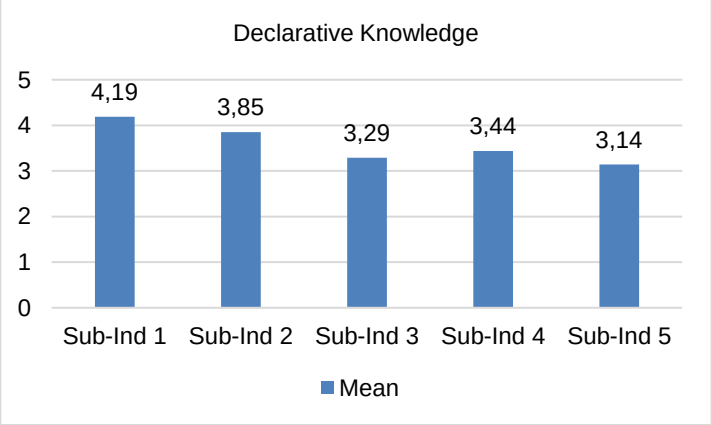

Fig. 2 - Students' declarative knowledge in metacognitive skills

This suggests that most participants are aware of their level of reading skills. The sub-indicator with the lowest score is the student's ability to remember all the information. In the preparation stage, one's confidence in retaining all information contained in a text is critical as it is the main objective of reading. Unfortunately, many students are unsure if they can remember all information contained in the reading text. This also is related to the students' ability in L2. Korean is a foreign language for students. Therefore, their linguistic resources are still very limited in understanding the information in the passage.

Linguistic resources are needed in reading activities. The more limited linguistic resources the students have, the more obstacles they will have in understanding and remembering the information they read. This will

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subsequently affect their critical reading skills. The second is procedural knowledge. This knowledge helps students plan the reading technique they will use. There are four sub-indicators for this type of knowledge (see Fig 3.).

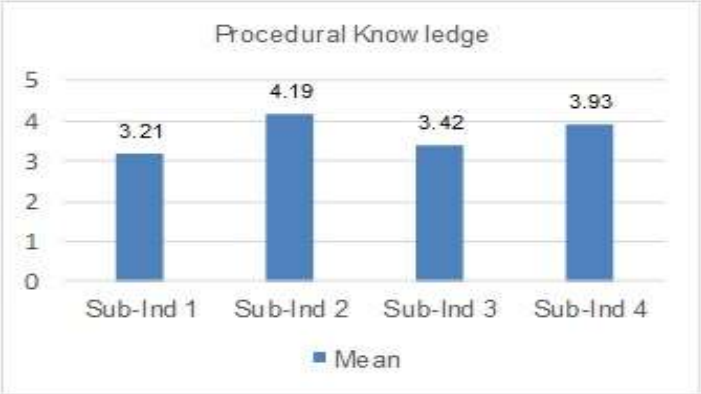

Fig. 3 - Students' procedural knowledge in metacognitive skills

The results indicate that survey is the most used reading technique that students use in preparing reading activities. The survey is a reading technique where students read the title/questions first [before reading the whole passage]. Students use this technique to build a scheme before they read. This technique was confirmed during the interview. When faced with a reading test or reading activity, students will first read the text's title or the questions. They do this to determine what technique to use next in their reading. In terms of metacognitive skills, what they do is an important step in deciding what kind of reading procedure to obtain as much information as possible. The summary of the questionnaire responses about procedural knowledge can be seen in the table below. The next type of knowledge in the preparation stage is conditional knowledge. This knowledge helps students understand what conditions they will face in their reading activities (see Fig 4.).

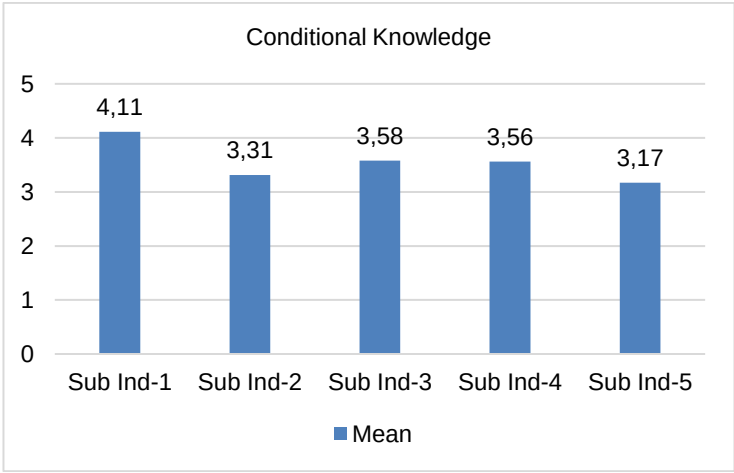

Fig. 4 - Students' conditional knowledge in metacognitive skills

With this knowledge, students can prepare the techniques or strategies they should use in anticipation of the states or situations they may face in their reading activities. One of the most important things in the preparation stage is determining the focus of the reading activities. The questionnaire results show that students anticipated the reading activities' condition by 'focusing on the information they are looking for'. In this sub-indicator, the average score is 4.11. This finding confirms the finding of the previous stage that the survey was the students' technique of choice. This technique locks the kind of information they would need from the passage.

In this sub-indicator, knowledge of the best reading strategy to use has the lowest average score of 3.17. This indicates that with regard to conditional knowledge, students are not sure yet of the best strategies to use in their critical reading activities. The answers to the questionnaires about conditional knowledge are described in the following Fig. 5.

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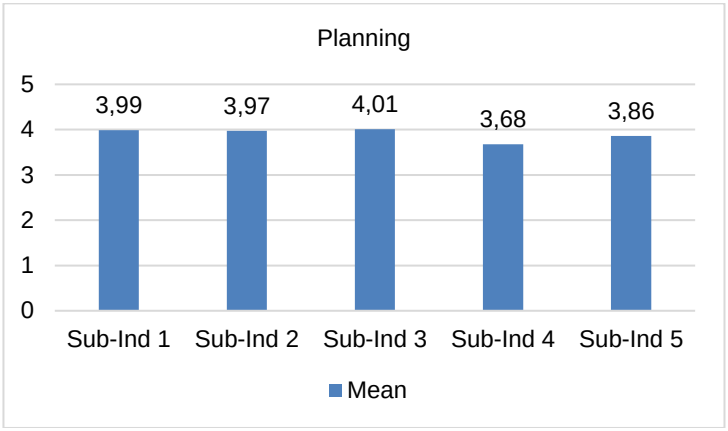

Fig. 5 - *Students' understanding of planning in metacognitive skills*

The next type of knowledge in the preparation stage is planning knowledge. Planning is, of course, the most important type of knowledge in the planning stage. In the metacognitive skills, planning knowledge deals with the techniques students need to prepare for their reading problems. The ability to organize everything and use all the resources to get as much information as possible is very important. In reading, sometimes we may not need to understand every detail in the passage, but we must get the essential information that can be used to understand the entire content. There are five sub-indicators for this type of knowledge, all of which obtained the same or similar score in the questionnaire (see Fig 5.). The most used technique by the students is understanding the questions first. As explained, the survey was the technique that most students used in planning, where they looked for information and tried to anticipate the kind of information they would need at that moment. This sub-indicator ranked first with an average score of 4.01, as shown in the following figure. The last type of knowledge in the planning stage is knowledge of time management (see Fig 6.).

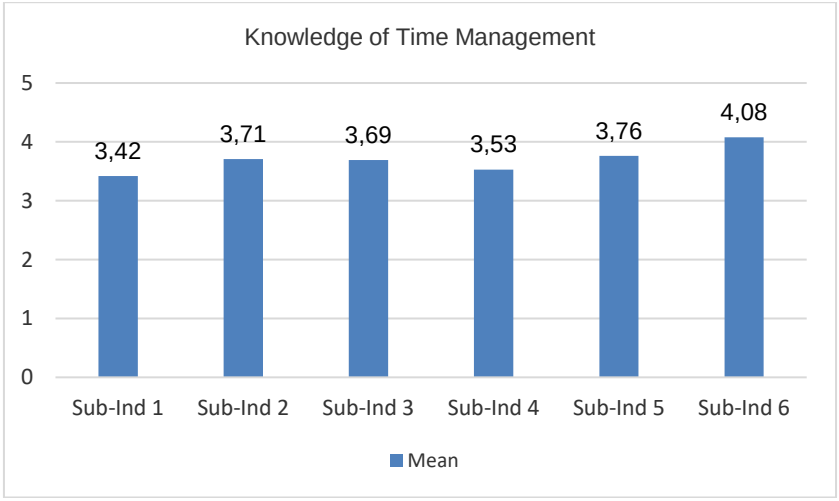

Fig. 6 - *Students' understanding of time management in metacognitive skills*

As we know, reading speed plays an important indicator of one's reading skills. Reading activities must not be too slow or too fast. Concerning time management, students try to translate the content of the passage they read. This often becomes an obstacle in L2 reading process.

2) Monitoring Stage

After the planning stage, the next stage in the metacognitive strategy is the monitoring stage. There are two indicators in this stage: understanding what one has done and understanding the strategy used. In the monitoring stage, students believe repeated reading or recall is a useful strategy. They feel that this technique can improve their understanding. Therefore, many students rely on repeated reading/recall techniques to improve their knowledge.

Nevertheless, many students feel they cannot apply the strategy that they have planned. They often lose their focus when reading, so they forget the information they have obtained. A summary of questionnaire responses about this type of knowledge can be seen in the table below. The next indicator is knowledge of strategy application (see Fig 7.).

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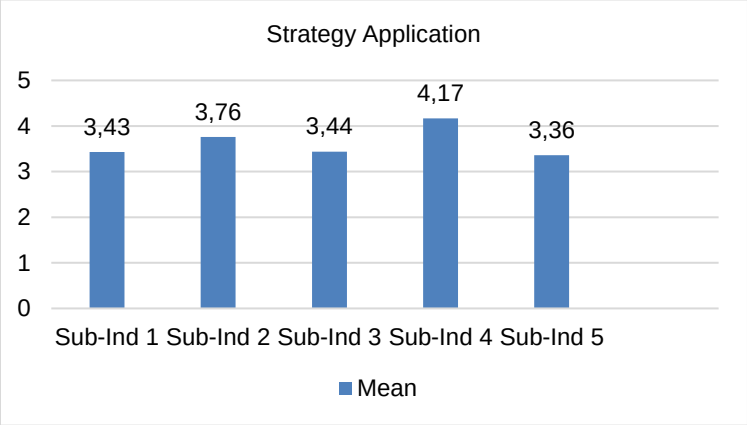

Fig. 7 - *Students' understanding of monitoring in metacognitive skills*

In the monitoring activity, students must understand to what extent they have applied the strategy, whether it was successfully used, or whether they ought to change it halfway. Students have to have this skill not only in reading but also in other activities. When applying the strategy, students usually re-read the text when the reading situation or condition changes. As explained before, students read the text repeatedly when they find confusing information. Students would also re-read the text when they felt their answer to a question was incorrect. They re-read the text to get new information. The analysis results for the five indicators are presented in the following table.

3) Evaluation Stage

The results of calculating the correlation between students' metacognitive and critical reading skills are illustrated in Table 3. In reading, evaluation skills are needed to answer questions as shown in Fig. 8.

Table 3.
The correlation between students' metacognitive skills and critical reading skills

Correlations

		Metacognitive Skills	Critical Reading skills
Metacognitive skills	Pearson Correlation	1	.255*
	Sig. (2-tailed)		.032
	N	71	71
Critical Reading Skills	Pearson Correlation	.255*	1
	Sig. (2-tailed)	.032	
	N	71	71

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

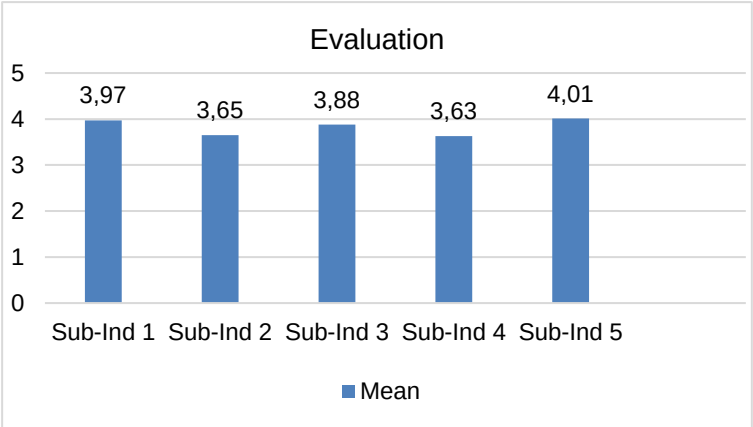

Fig. 8 - *Students' understanding of evaluation in metacognitive skills*

The evaluation stage is the last in the metacognitive skills. Students who have metacognitive skills can evaluate themselves or even others. It is important to have so that they do not make the same mistake again. With this knowledge, students can take action to improve their work. This knowledge marks students' ability to recognize their achievements.

In evaluation activities, students can assess how much they have understood the context of the text to determine the next step required. Based on the analysis results, the most prominent sub-indicator is the students' ability to consider various solutions to a problem. The score for this sub-indicator is 4.01. When reading,

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students often encounter problems, particularly in understanding the passage's content. This problem arises because their linguistic resources are still limited. To overcome this problem, students usually would translate the words verbatim or in context. However, some students still find this to be difficult to do. As a result, they often misunderstand the content of the passage.

3.2. Do Metacognitive Skills Correlate with Critical Reading Skills?

Metacognitive skills have eight indicators that are measured, namely 1) declarative knowledge; 2) procedural knowledge; 3) conditional knowledge; 4) planning; 5) information management strategy; 6) understanding of monitoring; 7) strategy implementation; and 8) evaluation (Schraw & Moshman, 1995; Samsudin & Hardini, 2019). Meanwhile, critical reading ability has 6 main indicators, namely 1) accuracy; 2) clarity; 3) precision; 4) depth; 5) relevance; 6) logic (Leist, et al., 2012). By looking at the indicators in each skill, it can be seen that both have the same common thread. That is, they both have to use higher-order thinking skills.

This study wanted to determine whether there is a relationship between metacognitive skills and students' critical reading abilities. To find out this uses, correlation and regression calculations. Correlation calculations determine the significance level of the relationship between metacognitive skills and critical reading. While the regression calculation is used to see the extent to which the level of metacognitive skills affects students' critical reading abilities. A total of 72 students were given 10 questions related to 1 Korean text. Students are asked to answer each of these questions to measure their level of reading skills. Therefore, two hypotheses are measured in the formulation of this problem.

- **Ha**: there is a relationship between metacognitive skills and critical reading skills
  Ho: there is no relationship between metacognitive skills and students' critical reading skills
- **Ha**: Metacognitive skills affect students' reading skills
  Ho: Metacognitive skills do not affect students' reading skills

The results of calculating the correlation between students' metacognitive and critical reading skills are illustrated in Table 3. Based on the table, it can be seen that the result of $r = 0.255 > r_{table} = df\ (69,0.05) = 0.250$. Thus, Ho is rejected, meaning there is a relationship between Metacognitive Skills and Students' Critical Reading Skills. Judging from the Pearson Significance value (2 –tailed) = 0.032 <0.05, thus Ho is rejected, and Ha is accepted, it means that there is a relationship between metacognitive skills and students' critical reading skills.

Furthermore, the results of the regression calculation to see the effect of metacognitive skills on critical reading skills are illustrated in Table 4 below.

Table 4.
The effect of metacognitive skills on critical reading ability

Coefficients[a]

Model	Standardized Coefficients Beta	t	Sig.
1 (Constant)		1.692	.095
Metacognitive skills	.255	2.187	.032

a. Dependent Variable: Critical Reading skills

Based on the SPSS calculation results above, it was found that $t = 2.187 > t_{table} = 2.00$. Thus, H_o is rejected, and H_a is accepted, meaning that metacognitive skills significantly impact critical reading skills.

Table 5 below explains the correlation value of the relationship between students' metacognitive skills and students' critical reading skills.

Table 5.
The correlation value of the relationship between students' metacognitive and students' critical reading skills

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.255[a]	.065	.051	19.527

a. Predictors: (Constant), Metacognitive Competency

Based on the calculation results, an R-value of 0.255 is found. It is explained that the magnitude of the presentation of the influence of the independent variable on the dependent variable is called the termination coefficient, which is the result of squaring R. From these data, a determination coefficient of 0.065 is obtained, which means that the influence of metacognitive skills on critical reading skills is low.

The results show that the metacognitive skills possessed by the students affect 25% of students' critical reading skills in a second language context. The low influence of this metacognitive skill is because the text is in a foreign language so the linguistic resource factor will greatly affect students' understanding of the text.

3.3. Discussion

Based on the calculation results, it has been stated that students' metacognitive skills affect critical reading skills. This is, of course, caused by several factors. In reading skills, accuracy or accuracy is needed. Metacognitive skills are also required always to do everything in a planned manner. The first thing to do in metacognitive is to prepare every action to deal with a condition.

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Based on the results of the interviews, students in reading activities always plan their reading techniques. One of the techniques used is repeated reading. By reading repeatedly, students can improve their understanding of the information contained in the reading. Preparing techniques like this is one of the metacognitive skills possessed by the students.

However, the results of the regression calculations show that the influence of metacognitive skills on critical reading skills is relatively low. Various factors influence this result. The first thing, the reading skills that are measured are critical reading skills in Korean. In this case, Korean is a foreign language for students (L2). The participants in this study were 5th-semester students who had just completed a reading Korean (Ilki) course. Second-language reading skills are indeed influenced by various factors related to students' language abilities, so their metacognitive skills still have little influence on their critical reading skills.

In line with this, according to Grabe in the handbook entitled Teaching and Testing Reading in 2009, there are three main differences between L1 readers and L2 readers, which can be summarized as follows: (a) linguistic and processing differences; (b) differences in development and education; and (c) socio-cultural and institutional differences. In other words, it is understood that compared to L1 readers, L2 readers have fewer linguistic resources to support their comprehension in reading. In addition, because they do less or rarely perform activities and different systems of their L1 orthography and morphology from L2, they have vocabulary recognition, syntactic processing, and semantics, which are very important in understanding slower L2 texts. From a developmental and educational perspective, L2 readers will bring their L1 reading experience and skills into L2 reading, impacting their L2 reading development, according to Zhang and Liu in the research entitled Metacognitive and Cognitive Strategy Use in Reading Comprehension in 2018.

The second factor is the obstacle faced by students in the Korean language vocabulary skill context. Based on the results of interviews with students, the obstacle they face in reading activities is vocabulary mastery. They don't understand a lot of vocabulary when reading a text. Therefore, this can affect the results of students' critical reading skills.

The next factor is the difficulty in relating the context and redescribing the results of their understanding. According to the metacognitive skill questionnaire results, students' ability to associate a context with other things still needs to be improved. Meanwhile, critical reading skills require a high understanding of the content of the information they read. When students do not understand the content of the information, they will find it difficult to explain what the author wants to convey.

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The last factor, students with a high level of metacognitive skills, is still quite a few. Therefore, it is necessary to have the right strategy to improve students' metacognitive skills. So that by increasing students' metacognitive skills, it is expected to support students in enhancing their critical reading skills.

4. CONCLUSION

Based on the results of this study, the metacognitive skills of students of the Korean Language Education Study Program still need to be improved. The results of this study show that few students have a high level of metacognitive skills and some students have low metacognitive skills. In other words, more students with low-level skills than those with high-level skills. Therefore, it is necessary to implement appropriate learning strategies that foster the students' thinking skills. The metacognitive approach must be part of the language skill learning activities. Many essential strategies have yet to be optimally implemented by the students. It can be seen from the low score that some sub-indicators get in the questionnaire and the most used metacognitive strategies that students used: survey, reading and recall. When doing the critical reading test, students reviewed the passage, i.e. they read the questions first to develop the schema of the course so that it will be easier for them to find what they need to see in the passage. The next thing they did was read the text given. Then, when they found a problem in answering the questions, they recall or re-read the text.

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