

The Correlation Between Eighth-Grade Students' Metacognitive Reading Awareness, Reading Intrinsic Motivation, and Reading Habits

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ABSTRACT

Reading, which improves language and mental skills, is the most effective way to reach information from the past to the present. The study tried to determine the relationship between the metacognitive reading awareness, reading intrinsic motivations, and reading motivations of eighth-grade students. The study group consists of 132 eighth-grade students in a secondary school in the Battalgazi district of Malatya province—the research design is a relational screening model. The metacognitive reading awareness scale, “Intrinsic Reading Motivation Scale,” and “Book Reading Habit Scale” were used as data collection tools. As a result of the analyses, the students got moderate scores from the metacognitive reading awareness, intrinsic motivation, and book reading habit scales. Moreover, no notable difference was found in students' metacognitive reading strategies, reading motivations, and reading habits according to gender. The study suggests no significant link exists between “metacognitive reading awareness” and “intrinsic motivation to read,” based on the correlation analysis conducted on the three scales. Nonetheless, there were exceptionally high positive correlations among the sub-dimensions of the scales.

Key words: Metacognitive Reading Awareness, Reading Intrinsic Motivation, Reading Habits, Literacy

INTRODUCTION

In the 21st century, individuals need reading skills to make sense of the texts they find in different media. Besides books, this skill is a critical acquisition of the modern world. In this direction, individuals in society should be able to read, comprehend, infer, and engage in critical thinking.

Reading is a mental process that requires seeing the texts, analyzing them, and making sense of the letters in a text. In addition, the dimension of making sense of the reading process includes the stages of remembering the preliminary information, the reader's interpretation of this information through the filter of criticism, and the visualization in the reader's mind by evaluation. The fact that the concepts of reading and making sense are interrelated depends on the most efficient implementation of these two processes. In this direction, it is necessary to increase reading and comprehension levels using age-appropriate metacognitive methods and strategies. Many strategies and methods have been developed to develop reading skills, which requires using multiple cognitive actions together. One of them is metacognitive reading and strategies. These strategies are among the strategies that readers use for efficient reading and help them analyze the text (Özen & Durkan, 2016).

Flavell, who researched children's advanced memory skills in 1976, used the term “metamemory” for the first time and entered the literature. Flavell restructured their theory, including “metacognition” in research in 1979 (Act. Özsoy, 2008). Metacognition is a process that requires individuals to predict how to analyze their thoughts, conclude from these analyses, and apply the acquired learning to their lives (Babacan, 2012). In this aspect, metacognition is a latent power that regulates the processes of being aware of the information one has, making predictions about the mental processes that one can do, making plans, and monitoring and evaluating events and thoughts. According to Akın and Abacı (2011), metacognitive strategies are an individual's sequential process to gain control of learning and achieve cognitive goals. Metacognitive strategies contribute to the regulation and control of an individual's learning.

In the realization process of reading skills, there is a combination of more than one cognitive activity. The metacognitive reading methods used in this process help the realization of comprehension in reading, the ability to analyze the text, and the realization of cognitive thinking activities. Comprehension occurs in this active process in which the reader is conscious of understanding. In this process, the

reader's cognition about reading, defined as "metacognition," is active and is accepted as the stage of understanding what is in the text (Bang & Zhao, 2007). The metacognitive strategies used by the individual during reading significantly help his/her to understand the text and organize and control what he/she has learned from what he/she reads. In addition, students who can understand what they read can enjoy reading, have a positive attitude, and make reading a habit.

In the age of information and technology, where the individual's lifelong learning process continues, reading plays the most influential role in acquiring knowledge. In this direction, the importance of reading habits that individuals will acquire at an immature age is increasing. Students' attitudes towards reading are an essential factor in gaining reading habits. In addition, it is expected that readers who use strategies while reading, enjoy reading are internally happy, and interact socially with their environment about the books they read will have a prominent level of reading participation and habit (Guthrie & Cox, 2001; Guthrie et al., 1996). Thanks to all these factors, the habit of reading can turn into a lifestyle and become an inquiring, critical, and imaginative individual.

Many reasons can make people want to read or keep them away from reading. The individual's enjoyment of reading, thinking that he/she has developed himself/herself linguistically and mentally in this process, and being internally satisfied are the elements that make him/her a good reader. In this direction, internal motivation is effective in reading, which can become a habit in the individual. Reading motivation can be defined as a preference and a willingness to participate in reading (Gambrell, 2011). Reading motivation is essential in forming an individual's desire and commitment to reading. At the same time, individuals motivated to read get the highest level of efficiency from reading by trying to make sense of the text by using reading strategies in the reading process.

According to international criteria, reading comprehension levels are determined by exams called the Program for International Student Assessment (PISA) and the International Reading Skills Development Project (PIRLS). Considering the average scores of our country from PISA, it can be seen that PISA 2009 and PISA 2012 performances are higher than PISA 2015 performances. In addition, the average of other countries was determined to be 460 points, and it was determined that Turkey's average score of 428 was below this average. As can be understood from these results, although our country continues to have problems in reading comprehension, it is also seen that there is a regression rather than progress in this regard. The main reasons for this result may be the inability to use reading methods and strategies adequately and efficiently and the need for reading habits.

Considering the studies on this subject in the literature, strategies related to reading and reading education, metacognitive competencies, and metacognitive reading strategies (Çoğmen & Saracaloğlu, 2010; Çetinkaya Edizer, 2015; Dilci & Babacan, 2011; Topuzkanamış & Maltepe,

2010) are related to reading motivations. (Yıldız et al., 2015; Ürün-Karahan, 2015; Ülper & Çeliktürk, 2013; Savaşkan & Özdemir 2017; Baydilek et al. 2018) on reading habits (Akyol & Yıldız, 2011; Şahin, 2012; Davarcı, 2013; Gürsoy, 2018; Ünal, 2019; Alan, 2020). However, among the studies conducted, no study directly examines the relationship between metacognitive reading and reading motivations and reading habits, and many researchers make suggestions in this direction (Sarıkaya, 2017; Akbabaoğlu et al., 2019). It formed the starting point of this research.

Purpose of the Research

The study aims to check the relationship between 8th-grade students' metacognitive reading awareness, reading intrinsic motivation, and book reading motivation. In this direction, the following sub-objectives were tried to be achieved.

- 1.1.1. What are the levels of metacognitive reading awareness, internal motivation for reading, and reading habits of eighth-grade students?
- 1.1.2. Is there a noticeable difference in the metacognitive reading strategies, reading motivations, and reading habits of eighth-grade students according to their genders?
- 1.1.3. Is there a statistically notable relationship between the eighth-grade students' metacognitive reading awareness and reading intrinsic motivations and their motivation to read books?

METHODOLOGY

Pattern of the Research

This study aims to determine the relationships between eighth-grade students' metacognitive reading awareness, their intrinsic motivation to read, and their motivation to read. For this purpose, the research design was determined as the comparison type relational survey model, one of the quantitative research methods. Screening is a quantitative research design used to discover the thoughts or characteristics of a particular group of people in a sample or universe about a subject or event, such as abilities, skills, and attitudes (Creswell, 2012; Fraenkel et al., 2012). Although there are various known limitations, hatching patterns have a standard application area. It is accepted as the best option when experimental models cannot be used (Karasar, 2009).

Working Group

Convenient sampling, one of the non-random sampling methods, was used to determine the students participating in the research. In the sampling method deemed appropriate for the conduct of the research, the participants must be voluntary and accessible to determine who constitutes the sample of the research (Creswell, 2012). The research was carried out with 8th-grade students studying at Atatürk Secondary School in Battalgazi, Malatya. The data were collected face to face and manually in the first semester of the 2021-2022 academic year. Data were collected from 158 students in

total, but since 26 students did not fill in the data collection tools completely, the data of these students were excluded from the analysis. Therefore, the study sample was limited to 132 students. The majority of the participants were girls (71, 54%) while the rest were boys (61, 46%).

Data Collection Tools

This study used the Reading Strategies Metacognitive Awareness Scale, Secondary School Reading Habit Scale, and Reading Intrinsic Motivation Scale as data collection tools. Before the data collection tools were distributed to the participants, they were informed about the purpose of the research, that their personal information would be kept confidential, and that the results would be used for purely scientific purposes. In addition, the participants filled in the informed consent form published by the Scientific Research and Publication Ethics Committee of İnönü University.

The Reading Strategies Metacognitive Awareness Inventory (MARSI) developed by Mokhtari and Reichard (2002) was used to discover students' awareness of metacognitive reading strategies. The Turkish scale adaptation was carried out by Öztürk (2012). This inventory has a 5-point Likert-type rating: (1) Never, (2) Rarely, (3) Often, (4) Often, and (5) Always. The Cronbach Alpha internal consistency coefficient was used to calculate the scale's reliability, and this value was found to be .93 for the whole scale. An exploratory factor analysis approach was applied to test the construct validity of the scale, and according to the results obtained, it was ascertained that the items of the scale, which was adapted to Turkish, were collected in three dimensions as in the original. There are 30 items in the scale, which was adapted similarly to the original scale. All these results show that this scale is a reliable and valid measurement tool.

The Reading Intrinsic Motivation Scale developed by Kurnaz (2019) was used to verify the students' internal motivation for reading. The items in the scale are scored on a four-point Likert scale as "1 = I strongly disagree", "2 = I do not agree", "3 = I agree", and "4 = I agree". The lowest score that can be obtained from the scale is 18, and the highest score is 72. The increase in the scores obtained from the scale indicates the students' intrinsic motivation to read, while the decrease indicates that their intrinsic motivation to read decreases. Exploratory (EFA) and confirmatory (CFA) factor analyses were performed within the scope of the scale's construct validity. As a result of EFA, a three-factor, 18-item scale consisting of eighteen items was obtained. Within the scope of the reliability studies of the scale, Cronbach Alpha and Spearman-Brown values were examined. It was verified that the calculated reliability coefficients were at an acceptable level ($\alpha=.85$). These results show that the three-factor SSQ is a highly valid measurement tool that can be used to evaluate the internal reading motivation of secondary school students.

The Secondary School Reading Habit Scale developed by Tok et al. (2015) was used to check the students' reading habits. Exploratory factor analysis was applied to determine

the construct validity of the Secondary School Reading Habits Scale (OKOAÖ), which consisted of 38 items and was developed in a five-point Likert type. As a result of factor analysis, it was seen that the scale developed has a three-factor structure. Cronbach's Alpha value was calculated to determine the scale's consistency. As a result of the analysis, Cronbach's Alpha reliability coefficient for 15 items in the scale was calculated as .86. Therefore, this indicates that the "Middle School Reading Habits Scale" developed is reliable.

FINDINGS

Among the sub-problems of the research, eighth-grade students' internal motivation for reading, reading habits, and reading strategies metacognitive awareness; arithmetic mean, standard deviation, and minimum-maximum levels are given below.

Table 1 examines various aspects of reading behaviors and strategies among eighth-grade students, focusing on internal motivation, reading habits, and metacognitive strategies. Here's a synthesis of the findings:

Internal Motivation for Reading: The students demonstrate a moderate level of internal motivation for reading, with curiosity, perseverance, and interest being the key components. Curiosity appears to be the strongest motivator among them.

Reading Habits: Overall, students exhibit a relatively strong engagement in reading habits, with a wide range observed in their reading frequency and preferences.

Reading Strategies: Students display a high level of metacognitive awareness in their reading strategies, particularly in general reading strategies and problem-solving approaches. They seem adept at employing various strategies to comprehend and analyze texts effectively.

Overall, the findings suggest that eighth-grade students possess a solid foundation in reading skills and habits, with variations in motivation and strategy utilization. Understanding these nuances can inform educators in tailoring interventions to enhance students' reading experiences and outcomes.

As shown in Table 2, the relationship scores of the students with the book differ notably by gender ($t(130)=2.560$; $p=0.014<0.05$). Women's relationship with books scores ($M=18.183$) was higher than men's relationship with books scores ($M=16.213$).

The scores of students' total internal motivation for reading, Curiosity, perseverance, interest, reading habits total, the reflection of books on skills, orientation to expression based on books, reading strategies, total metacognitive awareness, general reading strategy, problem-solving strategy, supporting reading strategies do not differ significantly according to gender ($p>0.05$).

The relations between the dimensions determining the students' internal motivation for reading, reading habits, and metacognitive reading awareness levels, which are another sub-problem of the research, were examined by correlation analysis. Analysis results are given in Table 3.

Table 1. Reading intrinsic motivation, reading habits, and reading strategy mean scores

	N	M	Ss	Min.	Max.	Kurtosis	Skewness	p
Reading Intrinsic Motivation Total	132	51.780	11.972	22.000	72.000	-0.373	-0.527	0.908
Curiosity	132	21.068	5.137	8.000	28.000	-0.490	-0.619	0.899
Determination	132	16.091	4.343	7.000	24.000	-0.900	0.013	0.912
Interest	132	14.621	4.114	5.000	20.000	-0.728	-0.531	0.889
Book Reading Habit Total	132	53.136	12.167	18.000	75.000	0.192	-0.532	0.860
Reflection of Books on Skills	132	24.871	6.263	9.000	35.000	-0.266	-0.452	0.785
Relationship with the Book	132	17.273	4.500	5.000	25.000	0.029	-0.397	0.585
Orientation to Narration Based on Books	132	10.992	3.149	3.000	15.000	-0.396	-0.543	0.644
Reading Strategies Metacognitive Awareness Total	132	107.227	26.647	30.000	150.000	0.503	-0.577	0.948
General Reading Strategy	132	46.023	12.505	13.000	69.000	0.212	-0.576	0.897
Problem Solving Strategy	132	28.470	7.664	8.000	46.000	0.044	-0.427	0.830
Supporting Reading Strategies	132	32.735	8.311	9.000	45.000	0.435	-0.582	0.862

Table 2. Differences in reading intrinsic motivation, reading habits, and reading strategy scores by gender

Groups	Female (n=71)		Male (n=61)		t	df	p
	M	Ss	M	Ss			
Total of Reading Intrinsic Motivation	51.578	11.444	52.016	12.650	-0.209	130	0.835
Curiosity	20.761	5.041	21.426	5.265	-0.741	130	0.460
Determination	16.268	4.057	15.885	4.680	0.503	130	0.616
Interest	14.549	4.031	14.705	4.240	-0.216	130	0.829
Total of Book Reading Habit	54.775	10.624	51.230	13.590	1.681	130	0.095
Reflection of Books on Skills	25.155	5.939	24.541	6.655	0.560	130	0.576
Relationship with the Book	18.183	3.638	16.213	5.161	2.560	130	0.014
Orientation to Narration Based on Books	11.437	2.786	10.475	3.477	1.762	130	0.086
Total of Reading Strategies Metacognitive Awareness	109.873	24.833	104.148	28.511	1.233	130	0.220
General Reading Strategy	47.789	11.874	43.967	12.997	1.765	130	0.080
Problem Solving Strategy	28.958	7.505	27.902	7.869	0.788	130	0.432
Supporting Reading Strategies	33.127	7.646	32.279	9.067	0.583	130	0.561

Independent Groups T-Test

Reading intrinsic motivation total, curiosity, perseverance, interest, reading habits total, the reflection of books on skills, relationship with books, orientation to expression based on books, reading strategies total metacognitive awareness, general reading strategy, problem-solving strategy, supporting reading strategies, correlation between scores when the analyzes are examined; $r=0.919$ positive very high ($p=0.000<0.05$) between Curiosity and reading intrinsic motivation total, $r=0.823$ positive high ($p=0.000<0.05$) between perseverance and reading intrinsic motivation, $r=0.603$ positive moderate between perseverance and Curiosity ($p=0.000<0.05$), $r=0.894$ positively high between interest and reading motivation in total ($p=0.000<0.05$), $r=0.788$ positive high between interest and Curiosity ($p=0.000<0.05$), between interest and perseverance $r=0.586$ positive moderate ($p=0.000<0.05$) correlation was found.

The findings of the study indicate various levels of correlation between different aspects related to reading habits and skills. Here is a simplified summary of the results:

- There is a very weak positive correlation between reading habit and interest ($r=0.204$, $p=0.019$).

- The correlation between the reflection of books on skills and interest is also very weak and positive ($r=0.192$, $p=0.027$).
- A significantly high positive correlation exists between the reflection of books on skills and reading habit in total ($r=0.919$, $p=0.000$), as well as a high positive correlation between the relationship established with the book and the reading habit in total ($r=0.865$, $p=0.000$).
- Other correlations include a moderate positive correlation between the relationship established with the book and the reflection of books on skills, weak positive correlations between directing to narration based on books and reading intrinsic motivation total, as well as between orientation towards expression based on books and reading habit.

The study also found correlations between various reading strategies, metacognitive awareness, curiosity, intrinsic motivation, and problem-solving strategies. These correlations ranged from very weak to high, indicating different levels of relationships between these factors.

Table 3. Correlation analysis between reading intrinsic motivation, reading habit, and reading strategy scores

	1	2	3	4	5	6	7	8	9	10	11	12	
Reading Intrinsic Motivation Total	r	1.000											
	p	0.000											
Curiosity (OM)	r	0.919**	1.000										
	p	0.000	0.000										
Determination (OM)	r	0.823**	0.603**	1.000									
	p	0.000	0.000	0.000									
Interest (OM)	r	0.894**	0.788**	0.586**	1.000								
	p	0.000	0.000	0.000	0.000								
Book Reading Habit Total	r	0.144	0.067	0.125	0.204*	1.000							
	p	0.099	0.446	0.153	0.019	0.000							
Reflection of Books on Skills	r	0.118	0.047	0.087	0.192*	0.919**	1.000						
	p	0.179	0.596	0.319	0.027	0.000	0.000						
Relationship with the Book	r	0.075	0.000	0.098	0.117	0.865**	0.661**	1.000					
	p	0.390	0.996	0.264	0.183	0.000	0.000	0.000					
Orientation to Narration Based on Books	r	0.216*	0.167	0.170	0.241**	0.799**	0.620**	0.599**	1.000				
	p	0.013	0.056	0.052	0.005	0.000	0.000	0.000	0.000				
Reading Strategies Metacognitive Awareness Total	r	0.246**	0.274**	0.168	0.195*	0.140	0.151	0.086	0.119	1.000			
	p	0.005	0.001	0.055	0.025	0.109	0.084	0.329	0.174	0.000			
General Reading Strategy	r	0.233**	0.257**	0.172*	0.174*	0.145	0.149	0.100	0.122	0.951**	1.000		
	p	0.007	0.003	0.048	0.046	0.097	0.087	0.255	0.165	0.000	0.000		
Problem Solving Strategy	r	0.232**	0.243**	0.154	0.210*	0.163	0.184*	0.092	0.132	0.923**	0.807**	1.000	
	p	0.007	0.005	0.078	0.016	0.062	0.035	0.296	0.130	0.000	0.000	0.000	
Supporting Reading Strategies	r	0.223*	0.268**	0.136	0.171*	0.081	0.090	0.040	0.077	0.924**	0.800**	0.823**	1.000
	p	0.010	0.002	0.120	0.049	0.356	0.304	0.651	0.382	0.000	0.000	0.000	0.000

DISCUSSION AND CONCLUSION

This study was carried out to determine the relationship between 8th-grade students' metacognitive reading awareness, intrinsic motivation, and book reading motivation. The results obtained in line with the purpose of the research were discussed by comparing them with institutional information and similar research results, and suggestions were developed for researchers and teachers in light of the findings.

The Results Related to Eighth Grade Students' Metacognitive Reading Awareness, Intrinsic Reading Motivation and Reading Habits

Regarding the first sub-problem of the research, the analysis was conducted to verify the level of the eighth-grade students' metacognitive reading awareness, reading intrinsic motivation, and book reading habits. When the arithmetic mean and standard deviation values of the student's answers to the Reading Intrinsic Motivation Scale were examined according to the sub-dimensions, it was seen that the highest dimension was Curiosity ($M= 21.068$), followed by Perseverance ($M= 16.091$) and Interest ($M= 14.621$) dimensions, respectively. Considering the total score of the scale, it can be seen that the student's internal motivation for reading ($M= 51780$) is at a moderate level. According to the arithmetic mean and standard deviation values of the student's answers to the Book Reading Habit Scale, it can be seen that the highest dimension is Reflection of Books on Skills ($M= 24.871$). This is followed by the relationship Established with the Book ($M= 17.273$) and the Orientation to the narration Based on the Book ($M= 10.992$) dimensions. Considering the total score of the scale, it was determined that the scores of the students from the reading habit scale ($M= 53.136$) were at a moderate level. When the arithmetic and standard deviation values of the answers given to the Reading Strategies Metacognitive Awareness Scale by the students participating in the research are examined according to the sub-dimensions, it is seen that the highest score is General Reading Strategy ($M= 46.023$). This is followed by Supporting Reading Strategies ($M=32.735$) and Problem-Solving Strategies ($M= 28.470$). Considering the total score of the scale, it is seen that the scores of the students from the Reading Strategies Metacognitive Awareness Scale are moderate. When the students' total scores in all three scales are evaluated, it can be said that the total scores they get from the reading internal motivation, reading habits, and reading strategies metacognitive awareness scale are at a moderate level. The study conducted by Yılmaz (2012) on reading habits shows that students have moderate and robust reading habits. As a result, Katrancı (2015) determined that the motivation of primary school fourth-grade students to read books is at a moderate level. Aksoy (2014) discovered that among the reasons that negatively affect students' reading habits, they could not find printed publications on exciting subjects, and some of them preferred watching television and playing computer games to reading. Again, Öztürk and Aydemir (2013) found in their research that daily reading time increases reading motivation and that parents' reading

activity does not significantly distinguish children's reading motivation.

The Results of Metacognitive Reading Strategies, Reading Motivation and Reading Habits of Eighth Grade Students According to their Gender

The second sub-problem of the study examined whether there was a notable variance in the metacognitive reading strategies, reading motivations, and reading habits of eighth-grade students according to gender. According to the results obtained, it was determined that there was a significant difference only in the "relationship with the book" sub-dimension of the eighth-grade students according to gender. It was concluded that no other scale or sub-dimension scores differed significantly by gender. In their study, İnan (2005) concluded that there was a variance between the fifth-grade students. Those who went to kindergarten had a high family education level, read an average of 1 hour a day, and had more than twenty-five books at home.

The Results Between Eighth Grade Students' Metacognitive Reading Awareness and Intrinsic Reading Motivation and their Motivation to Read Books

As a result of the correlation analysis conducted to find out the relationship between the metacognitive reading awareness and reading intrinsic motivations of the eighth-grade students, which is the third sub-problem of the study, and their motivation to read, the following results were obtained: No significant relationship was found between the three scales. However, remarkably high, and high positive correlations were found with the sub-dimensions of the scales. It was found that there was a remarkably high positive correlation with all sub-dimensions of the sum of metacognitive reading awareness (general reading strategy, problem-solving strategy, supporting reading strategies). It was determined that there was a highly noticeable positive correlation between problem-solving strategy and general reading strategy, between supporting reading strategies and general reading strategy, and between supporting reading strategies and problem-solving strategy. On the other hand, there was a very high positive correlation with the curiosity sub-dimension, which is the sub-dimension of intrinsic motivation in reading.

In contrast, a high positive correlation was found in the other sub-dimensions (interest and perseverance). A high level of positive correlation was found between interest and Curiosity. Okur (2017) concluded that there is a positive and significant relationship between students' intrinsic and extrinsic reading motivation and their reader self-perception levels.

While there is a very high correlation between the total habit of reading books and the reflection of the books with sub-dimensions on the skills, there is a high positive correlation between the relationship with the book and the orientation towards expression based on the books. There is a moderately positive relationship between the orientation

towards narration based on the books and the reflection of the books on the skills and between the orientation towards the narration based on the books and the relationship established with the book. Yıldız (2010) concluded that while intrinsic motivation positively affects reading comprehension, extrinsic motivation (other than the competitive variable) harms reading comprehension. It has been determined that reading habits do not directly contribute to reading comprehension. As a result, it is possible to say that this study will contribute to the literature.

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