

Examination the Metacognitive Reading Strategies of Secondary School Sixth Grade Students

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Abstract

The aim of this study is to investigate the use of metacognitive reading strategies of the sixth grade middle school students. The method of this research is survey design. Multistage cluster sampling was used to determine the sample. The sample of the study consisted of 388 students attending five public schools randomly selected. The sample of the students consisted of 200 girls; 188 are boys. The metacognitive reading questionnaire was used to determine the metacognitive reading strategies used by the students. The metacognitive reading strategies scale was applied by the researcher in the classroom environment. The survey was conducted by the researcher. The data obtained as a result of these applications were uploaded to the computer, the percentage, frequency, t test results were reached by using SPSS 20. According to the results of the study, sixth grade students frequently use pre-reading, pre- and post-metacognitive reading strategies, and less frequently recall strategies. Students pay attention to the parts that are important in the text and evaluate the text and comprehension status after reading.

Keywords: Sixth grade, metacognition, reading, strategy.

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INTRODUCTION

In the introduction part of the study, metacognition concept is explained. Then, metacognitive reading was emphasized. The stages of metacognitive reading are indicated. The importance of metacognitive reading is emphasized.

Metacognition

Metacognition, as well as having knowledge of the individual's characteristics, the nature of the cognitive processes to be completed, and the structure of the strategies chosen as a solution to these tasks, is defined as an ability that has a controlling role in monitoring and regulating the individual's cognitive process (Flavell, 1999, p. 22). Metacognition is any knowledge or cognitive process that refers to, monitors, or controls any aspect of cognition (Moses & Baird, 1999, p. 533). Metacognition is thinking about thinking or the monitoring and regulation of thinking (Papaleontiou-Louca, 2014, p. 523). Metacognition, is “thinking about thinking” or “cognitions about cognitions” (Bruning, Schraw & Norby 2014, p. 79; Gilbert, 2005, p. 15; Hall, Bowman & Myers, 1999, p. 99; Karakelle & Saraç, 2010, p. 46; Tracey & Morrow, 2017, p. 78). Schraw & Sperling Dennison (1994, p. 460) described the metacognition as thinking, understanding, and controlling one's own learning. Metacognition means that one is aware of his/her own thinking processes and can control these processes (Özsoy, 2008, p. 719). Metacognition recognizes what a person is learning by recognizing himself/herself and organizes education and training activities accordingly (Özbay & Bahar, 2012, p. 159). Kuhn & Dean (2004, p. 270) stated that one is aware of his/her thoughts and manages them. Metacognition is defined as the person's knowledge of his own cognitive system, his thinking about his own thought, his awareness of mental activities, his control, his evaluation and his follow-up (Bonds, Bonds & Peach, 1992, p. 56).

Any process or product occurring in the brain is simultaneously related to both cognition and metacognition. Metacognition is to follow and control cognition. Cognition is directly related to individual learning goals and allows for changing or transforming learning material. Therefore, it is extremely difficult to determine whether a product occurring in the mind is related to a cognitive process or a metacognitive process (Başaran, 2013, p. 227). Metacognition includes two interrelated knowledge: 1. knowing what skills, tactics, resources a person needs in a task. 2. knowing when and how to use these skills, tactics, and resources to make the task a successful outcome (Schunk, 2009, p. 186; Mokhtari, Reichard, 2002, p. 249; Bang & Zhao, 2007, p. 41). Metacognition includes skills that enable learning to occur on its own. Metacognition is actually a way of learning to learn (Çakıroğlu, 2007, p. 8). The ability of individuals to perform at different levels stems from their experiences and perceptions of metacognition. The experience gained plays an important role in the development of intelligence and basic skills. Metacognition, on the other hand, plays a leading role in the strategic and effective utilization of the individual's cognitive abilities. Being aware of the variables such as the experiential factor and the effect of metacognition, emphasizes how the intelligence can be enriched in the educational process (Cornoldi, 2010, p. 262; Durkan & Özen, 2018, p. 524). As the metacognition occurs in the form of an inner conversation that the person does on his own, most students may not recognize the importance of this if the process is not explained and taught clearly (Bransford, Brown & Cocking, 1999, p. 18). Metacognition is particularly important in learning and teaching as it directly affects many factors such as gaining, understanding, remembering, critical thinking and problem solving (Hartman, 1998, p. 1).

Metacognitive reading

Metacognitive strategies are strategies used by the person before, during, and after reading to make the reader aware of his or her own reading process. Metacognitive awareness about reading facilitates students to monitor and control their reading processes, thus allowing them to organize reading processes. In other words, the student to follow the process of reading, reading for the purpose of self-evaluation in terms of this direction to determine the lack of editing of the reading process, if

necessary re-reading, can be considered an indicator of his or her upper cognitive awareness (Çöğmen & Saracaloğlu, 2010, p. 92; Öztürk, 2012, p. 293; Dilci & Babacan, 2011, p. 51; Chechen & Alver, 2011, p. 43). Reading is a skill acquired and developed by the individual. The reader is aware of the strategies to be used to achieve the reading purpose and has knowledge about how to use it at that stage. The reader is included in the metacognitive framework with this awareness, the understanding of the structure of the strategies and the conscious control of the process (Stewart & Tei, 1983, p. 37). During the reading action, readers consciously use mental processes to make sense of the meaning of the texts. These tactics, which are called reading strategies, make important contributions to the realization of reading comprehension. The use of various reading strategies, methods and techniques during reading facilitates understanding of the content of the text; paying attention to the structural features of the text, increasing the rate of understanding and understanding the active participation in the reading process, also prepares the ground for the development of skills such as criticizing, evaluating and remembering the text (Akyol, 2014, p. 33). At each stage of the reading process, readers who benefit from metacognitive skills observe what they understand from the text, supervise the reading process and evaluate the effectiveness of the strategies they use (Wilson & Bai, 2010, p. 270). The increase in reading comprehension achievement is ensured by supporting, monitoring and controlling the cognitive process with metacognitive strategies. In short, metacognitive reading, planning strategies, reading, editing, monitoring, whether or not the necessary processes for reading have been developed regularly, changing and renewing the application steps when there is no need, correcting by noticing the wrong or incomplete, and keeping the mind constantly awake during these actions. Metacognitive reading is that the individual can manage his own learning at the reading point and be able to master his learning (Sulak & Behriz, 2018, p. 395). Metacognitive reading strategies are allowing students to monitor and read their own reading process, allowing them to organize reading processes (Özen & Durkan, 2016, p. 571). Metacognitive strategies are applications that allow the individual to regulate or direct the reading process (Phakiti, 2003, p. 651). Reading function, pre-reading, reading order and post-reading stages of the process, including the individual's cognitive skills to be aware of himself and the process to control and finally be able to evaluate by taking feedback can be evaluated as metacognitive activities in the individual (Cakıroğlu & Ataman, 2008, p. 4). These metacognitive skills; it is possible to list the preliminary information as reading, making inferences, reading between texts, reading comprehension strategies and meaning tracking. The use of metacognitive skills during reading plays a major role in reading comprehension (Kuruyer & Özsoy, 2016, p. 773). A reading comprehension process supported by metacognitive skills is considered as a system that conveys the perception of the textual equipment of the individual to the metacognitive level (Hacker, 2004, p. 761). Considering that reading is also a purpose (comprehension), it is spontaneous that it is only possible to reach the aim of reading by strategic reading (Başaran, 2013, p. 227). If readers do not develop and use their metacognitive skills, they do not have the opportunity to plan their learning, to observe their progress, to revise what they have acquired, and to focus on new knowledge to be learned (O'Malley & Chamot, 1990, p. 8). In this sense, the instructors provide their students with the ability to use metacognitive strategies to understand what they are reading, to improve their reading skills, to be able to transfer what they have learned outside the classroom and to become lifelong learners (Barbe-Clevett, Hanley & Sullivan, 2002, p. 13).

Metacognitive reading strategies are grouped under three main headings as planning, monitoring and evaluation (Baker & Brown, 1984, p. 354). The estimation is the stage in which the individual thinks the objectives, duration, content and results of the reading process, and makes various estimations and inferences. At this stage, the purpose and the necessity of reading is known, it is thought that the reading content will be more or less. It is explored how to read and what to do for a successful reading activity. Intellectual resources to make the reading effective, and how to reach these resources is reasoned about how to reach (Özbay & Bahar, 2012, p. 168). The pre-reading strategies, which are intended to be gained as a priority for primary school students, are to create a goal and to review the text (Baydık, 2011, p. 304). Having a metacognitive reading plan can be considered as an ability to develop and implement decisions that will shape the reading process that can be used throughout a person's life. At the estimation stage of metacognitive reading, the individual designs the reading process after predicting the reading process and skills. At this stage, what the student does is similar to the planning of the teacher's lessons. The target group and competences, needs, learning

subject and objectives are known. The next step is to determine which methods and techniques will be used, which tools will be used, and to plan the teaching process by estimating the number of feedbacks that can come from the target group. The individual in the reading process, like this, knows the purpose, object and duration of reading. The remaining methods and techniques of reading, when and how to use learning technologies will be designed (Özbay & Bahar, 2012, p. 169). With planning strategies, the reader can decide what to learn before starting to text (Edizer, Dilidüzgün, Başoğul, Karagöz & Yücelşen, 2018, p. 483). In the planning stage, strategies such as setting goals, reviewing and reading speed are included (Karatay, 2009, p. 60). Cognitive and metacognitive strategies to be used to make sense of the text are determined according to the schematic and content diagram of the text based on the text type. Two criteria are used in the classification of text types: structural and functional (İşeri, 2017, p. 148). The planning phase is a study draft in the intellectual sense, it is a mental preparation (Cemilolu & Ogur, 2016, p. 134).

In the second stage of metacognitive reading, the student monitors the validity of their estimates and reads according to the reading plan, and asks them questions to see how much they understand when they read it and to see their communication with the text. In this process where the realization rate of understanding is noticed by paying attention to the structure of the text, good readers control the understanding process at the time of reading and intensify their attention at important points in order to realize the understanding, connects their predictions to the results appropriate to the text, and tries to analyze the complex expressions (Özbay & Bahar, 2012, p 169). With monitoring strategies, it can control the comprehension action and lead to the formation of structures (Edizer, Dilidüzgün, Başoğul, Karagöz & Yücelşen, 2018, p. 483). During the monitoring phase, there are strategies such as highlighting important information, using dictionary, taking notes (Karatay, 2009, p. 60). It is designed to review the reading strategies that can be applied in the text, to determine the appropriate strategies, to try to understand the structure of the text, to search for ways of making inferences, to be stored in memory that may be necessary in the subsequent arrangements, to use resources such as dictionary, spelling guide, encyclopedia and general network (internet) in case of need. (Cemilolu & Ogur, 2016, p. 135). The following strategies are taught for students to use during reading (Baydik, 2001, p. 304): To understand what they read. The use of the prior knowledge and its relation to the subject. Predicting the text about the execution. Clarifying text. Set the read speed. Marking, highlighting or underlining important places in the text. Taking notes. Animation in your mind. Using text structure information.

The third and last stage of an metacognitive reading is about the reading and reading activity, in which the individual evaluates the reading activity, in which he determines the approaches, methods and techniques that will be adopted in the future readings, where the missing and superior points in reading are discussed, it is the stage where the results appear (Özbay & Bahar, 2012, p. 170). They can compare and analyze what they get from the text through evaluation strategies. Thus, both mental activities become active and meaning structures can be formed in a healthy way and language skills can develop (Edizer, Dilidüzgün, Başoğul, Karagöz & Yücelşen, 2018, p. 483). In the evaluation stage, strategies such as summarizing, checking validity in daily life and research are included (Karatay, 2009, p. 60). To able to understand the implications of reading text, to understand whether the homework is appropriate for homework, to understand the main sense or plot, to look at the results of the cognitive strategies applied at the time of reading, to compare the situations reached with previous information, to correct the mistakes, to share the results with other people, to the teacher reaching a general judgment on the success of cognitive strategies related to receiving and eventually reading texts (Cemilolu & Ogur, 2016, p. 136).

It is seen that various studies have been conducted for metacognitive reading in primary education. Research done by Bozkurt & Memiş (2013) as a result of, a significant difference between the variables with regard to gender of students, and their metacognitive awareness of reading comprehension and reading motivation grades. When the reading levels are concerned, the level of independent reader has been assessed as having the highest medium in relation with the metacognitive awareness of reading comprehension and reading motivation. It determined that there is an average relationship between the reading levels and the metacognitive awareness of reading comprehension. In

addition, a low level of relationship between reading motivation and its sub-dimensions has been assessed. According to the findings obtained from the research conducted by Kana (2014), significant relationships were found between age, gender, book reading, lesson achievement and family reading level with the use of metacognitive strategy. As a result of research conducted by Baydık (2011), it was found that the most of students with reading difficulties had difficulties in finding main idea, building cause-effect relationship, recalling general information and details in text and making inference. It was determined that the strategies least used by the students with reading difficulties were asking questions them self before reading, imagining the text in their mind, using previous knowledge, underlying the important knowledge, asking questions them self after reading. It was seen that the least reading comprehension instruction practices the teachers made were activating previous knowledge and peer mediated instruction.

The aim of this study is to investigate the use of metacognitive reading strategies of the sixth grade middle school students. The results of the research are important in terms of specifying the use of metacognitive reading strategies of the sixth grade students in the middle school. It is thought that the results of the research will be useful for the researchers working in the field of reading instruction.

METHOD

Research Design

The method of this research is survey design. In survey research, the investigator selects a sample of respondents from a target population and administers a questionnaire or conducts interviews to collect information on variables of interest. Surveys are used to learn about people's attitudes, beliefs, values, demographics, behavior, opinions, habits, desires, ideas, and other types of information (McMillan & Schumacher, 2014, p, 253).

Sample

Survey researchers typically select and study a sample from a population and generalize results from the sample to the population (Creswell, 2012, p. 381). Multistage cluster sampling was used to determine the sample. In multistage cluster sampling, the researcher chooses a sample in two or more stages because either the researchers cannot easily identify the population or the population is extremely large. If this is the case, it can be difficult to obtain a complete list of the members of the population (Creswell, 2012, p. 145). The study population consists of sixth grade students attending secondary schools in the city center of Yozgat in the 2018-2019 academic year. The sample of the study consisted of 388 students attending five public schools randomly selected. The sample of the students consisted of 200 girls; 188 are boys.

Data collection tool

The metacognitive reading questionnaire developed by Başaran (2013) was used to determine the metacognitive reading strategies used by the sixth grade students. This form consists of four parts: Before reading in the first chapter; in the second part during reading; the third chapter is followed by reading metacognitive reading strategies. The validity of the scale was obtained through expert opinion.

Data Collection

The applications were made by the classroom teachers and the researcher in classroom environment. The metacognitive reading strategies scale was applied by the researcher in the classroom environment. Before this practice, teachers were given information about metacognitive reading strategies, so that the expressions in the questionnaire to be distributed are explained to the

students. The survey was conducted by the researcher. During the application, when necessary, necessary explanations were made to the students.

Data Analysis

Most surveys describe the incidence, frequency, and distribution of the characteristics of an identified population (McMillan & Schumacher, 2014, p, 254). The data obtained as a result of applications were uploaded to the computer, the percentage, frequency were reached by using SPSS 20.

RESULTS

The metacognitive reading strategies before reading used by the sixth grade students of the secondary school are presented in Table 1.

Table 1. Pre-Reading Metacognitive Reading Strategies

Pre-reading	Never		Sometimes		Always	
	f	%	f	%	f	%
1. I determine my reading purpose (study, entertainment, memorization, etc.).	20	5,2	128	33,0	240	61,9
2. I read the ambient light, sound, heat, seat etc. check their status and try to make them suitable for me.	37	9,3	120	30,9	232	59,8
3. Quickly review the text to understand the type and subject of the text.	55	14,4	148	38,1	185	47,4
4. I prepare questions in my mind about the subject.	23	9,3	216	55,7	128	33,0
5. The type, length, subject, etc. of the text. I decide how to read by looking at its features.	36	9,3	140	36,1	212	54,6
6. I guess the contents of the text by looking at the title.	51	13,4	140	36,1	188	48,5
7. I think what the information in the text will be useful to me.	52	13,4	184	47,4	148	38,1
8. Estimate the content based on text images.	52	13,4	160	41,2	165	42,4
9. Before I read the text, I plan on what to do mentally during and after reading.	59	15,5	164	42,3	163	42,2

When Table 1 is examined, it is seen that students frequently use pre-reading metacognitive reading strategies. According to the table, the students in to control the physical condition of the environment they will read and make them suitable for reading and determine the purpose of reading in strategies. It can be said that they use fast browsing before reading the text and think about what the information in the text strategies.

The metacognitive reading strategies during reading used by the sixth grade students of the secondary school are presented in Table 2.

Table 2. Metacognitive Reading Strategies Used During Reading

During Reading	Never		Sometimes		Always	
	f	%	f	%	f	%
1. I envisage what is told in the text.	44	11,3	124	32,0	216	55,7
2. Make notes about the text.	81	20,6	188	48,5	119	30,9
3. I underline important information to better understand.	28	7,2	152	39,2	192	49,5
4. I try to find the answers to the questions that appear in my mind about the subject in the text.	36	9,3	164	42,3	180	46,4
5. If I get distracted while reading, and I think of other thoughts, I go back to the head of the text that I don't understand and read again.	36	9,3	84	21,6	268	69,1
6. I read the parts I do not understand in the text more slowly and carefully.	21	5,2	84	21,6	279	72,2
7. I read slowly, if necessary, fast when necessary.	40	10,3	128	33,0	212	54,6
8. Read the places that are difficult to understand.	28	7,2	80	20,6	280	72,2
9. I connect the information I've already learned with the information I already have.	28	7,2	232	59,8	124	32,0
10. I try to understand the main idea of the text.	39	10,3	132	34,0	205	52,6
11. Occasionally, I check how much I understand the text.	65	16,5	184	47,4	135	35,1
12. I break the complex sentences into text.	100	25,8	152	39,2	128	33,0
13. I read these sentences as if they were telling someone to understand complex sentences.	40	10,3	188	48,5	148	38,1
14. I repeat in my mind the part I read from time to time.	40	10,3	192	49,5	152	39,2
15. I read some of the places I've read before to link between what is described in the text.	43	11,3	148	38,1	192	49,5
16. I think how I can use the information I learned.	40	10,3	196	50,5	148	38,1
17. I try to find and understand ideas that cannot be expressed clearly in the text.	40	10,3	144	37,1	196	50,5
18. I think that what I read does not give me new information.	28	7,2	120	30,9	228	58,8
19. I think that the text will be understood in different ways.	56	14,4	180	46,4	144	37,1
20. If necessary, I refer to other relevant sources (dictionary, encyclopedia, etc.).	68	17,5	148	38,1	168	43,3
21. I understand the meaning of the words I do not know the internet or dictionary.	32	8,2	80	20,6	276	71,1
22. I guess the meaning of the word I do not know by looking at the sentence in which it is found.	40	10,3	192	49,5	156	40,2
23. I will not understand.	36	9,3	104	26,8	244	62,9
24. I pay attention to places underlined, oblique or dark.	27	7,2	92	23,7	264	68,0

Table 2 shows how often students use metacognitive reading strategies during reading. According to the table, students revitalize what is described in the text, “distractions while reading, etc. for other reasons, rewriting the text “, “reading the slower and more difficult parts of the text”, “re-reading the parts that are difficult to understand, not passing through without understanding and underlining, oblique or dark places”, they use more. Students are taking notes, in highlighting important information, deconstructing complex sentences reading like telling complex sentences, guessing the meaning of the unknown they use less. These findings show that the students comprehend the relationship between reading speed and comprehension; it can be interpreted that they do not distinguish significant and insignificant information when they note the important parts of the text.

The metacognitive reading strategies after reading used by the sixth grade students of the secondary school are presented in Table 3.

Table 3. Metacognitive Reading Strategies of Students after Reading

After Reading	Never		Sometimes		Always	
	f	%	f	%	f	%
1. I repeat the important information in the text and try to understand the whole text.	32	8,2	172	44,3	184	47,4
2. If necessary, read the text again.	52	13,4	108	27,8	224	57,7
3. I evaluate my reading performance.	36	9,3	160	41,2	183	47,4
4. Evaluate whether the content of the text is consistent with its title.	44	11,3	144	37,1	200	51,5
5. Summarize what I have read to remember the text.	48	12,4	160	41,2	180	46,4
6. Review the text.	33	8,2	112	28,9	239	61,9

When Table 3 is examined, it is seen that the majority of students use metacognitive reading strategies after reading. These findings can be interpreted as the students generally evaluate the text after reading and control the understanding.

The metacognitive reading strategies for remembering used by the sixth grade students of the secondary school are presented in Table 4.

Table 4. Metacognitive Reading Strategies Used by Students for Remembering

Remembering	Never		Sometimes		Always	
	f	%	f	%	f	%
1. I underline important information.	35	9,3	108	27,8	235	60,8
2. After reading the text, I read the parts that I underlined.	56	14,4	136	35,1	180	46,4
3. Summarize the text.	41	10,3	176	45,4	164	42,3
4. Take notes about the text.	84	21,6	140	36,1	148	38,1
5. I take note of the important parts of the text.	52	13,4	156	40,2	160	41,2
6. I will animate what I read.	32	8,2	124	32,0	221	56,7
7. Read the text again.	52	13,4	160	41,2	164	42,3
8. I think about how I can apply what I learned in real life.	43	11,3	192	49,5	135	35,1
9. Hero, stage, event etc. text elements, real-life similar to the memory of the memory.	44	11,3	152	39,2	184	47,4

When Table 4 is examined, it is seen that the students use the recall strategies in medium level in general. Underline important information. Imagine what have read, the basic reading strategies are the most used. The least used metacognitive reading strategies “I take notes about the text”. And end “I think how I can apply what I learned in real life”.

CONCLUSION, DISCUSSION AND SUGGESTIONS

According to the results of the study, sixth grade students frequently use pre-reading, during reading and post-reading metacognitive reading strategies, and less frequently recall strategies. Students pay attention to the parts that are important in the text and evaluate the text and comprehension status after reading.

It is observed that students frequently use metacognitive reading strategies before reading. Students' read the physical conditions of the environment to read and make available for reading and determining the purpose of reading strategies more. It can be said that they use fast browsing before

reading the text and think about what the information in the text will do strategies. In the pre-reading stage, it is explored how to read and what to do for a successful reading activity. Intellectual resources to make the reading effective, and how to reach these resources is reasoned about how to reach (Özbay & Bahar, 2012, p. 168). The pre-reading strategies, which are intended to be gained as a priority for primary school students, are to create a goal and to review the text (Baydık, 2011, p. 304). At the estimation stage of metacognitive reading, the individual designs the reading process after estimating the reading process and skills (Özbay & Bahar, 2012, p. 169). With planning strategies, the reader can decide what to learn before starting to text (Edizer, Dilidüzgün, Başoğul, Karagöz & Yücelşen, 2018, p. 483). In the planning stage, strategies such as setting goals, reviewing and reading speed are included (Karatay, 2009, p. 60). The planning phase is a study draft in the intellectual sense, it is a mental preparation (Cemiloglu & Ogur, 2016, p. 134).

Students often use metacognitive reading strategies during reading. students, visualization of what is described in the text, distractions when reading, etc. for other reasons, rewriting the text, reading the slower and more difficult parts of the text, re-reading the parts that are difficult to understand, not passing through without understanding, underlining, oblique or dark places, they use more. Students are taking notes, in highlighting important information, stopping and understanding deconstructing complex sentences, reading like telling complex sentences and guessing the meaning of the unknown they use less. In this process where the realization rate of understanding is noticed by paying attention to the structure of the text, good readers control the understanding process at the time of reading and intensify their attention at important points in order to realize the understanding, connects their predictions to the results appropriate to the text, and tries to analyze the complex expressions (Özbay & Bahar, 2012, p 168). With monitoring strategies, it can control the comprehension action and lead to the formation of structures (Edizer, Dilidüzgün, Başoğul, Karagöz & Yücelşen, 2018, p. 483). During the monitoring phase, there are strategies such as highlighting important information, using dictionary, taking notes (Karatay, 2009, p. 60). It is designed to review the reading strategies that can be applied in the text, to determine the appropriate strategies, to try to understand the structure of the text, to search for ways of making inferences, to be stored in memory that may be necessary in the subsequent arrangements, to use resources such as dictionary, spelling guide, encyclopedia and general network (internet) in case of need. (Cemiloglu & Ogur, 2016, p. 135). As a result of the research, it is seen that the sixth grade students use the mentioned metacognitive reading strategies.

It is observed that most of the students use metacognitive reading strategies after reading. These findings can be interpreted as the students generally evaluate the text after reading and control the understanding. It is observed that students generally use recall strategies at medium level. Underline important information. Imagine what have read, reading strategies are the most used. The least used metacognitive reading strategies take notes about the text, think how can apply what learned in real life. The third and last stage of an metacognitive reading is about the reading and reading activity, in which the individual evaluates the reading activity, in which he determines the approaches, methods and techniques that will be adopted in the future readings, where the missing and superior points in reading are discussed, it is the stage where the results appear (Özbay & Bahar, 2012, p. 170). They can compare and analyze what they get from the text through evaluation strategies. Thus, both mental activities become active and meaning structures can be formed in a healthy way and language skills can develop (Edizer, Dilidüzgün, Başoğul, Karagöz & Yücelşen, 2018, p. 483). In the evaluation stage, strategies such as summarizing, checking validity in daily life and research are included (Karatay, 2009, p. 60). To able to understand the implications of reading text, to understand whether the homework is appropriate for homework, to understand the main sense or plot, to look at the results of the cognitive strategies applied at the time of reading, to compare the situations reached with previous information, to correct the mistakes, to share the results with other people, to the teacher reaching a general judgment on the success of cognitive strategies related to receiving and eventually reading texts (Cemiloglu & Ogur, 2016, p. 136). As a result of the study, it was determined that the sixth grade students of secondary school frequently use the mentioned metacognitive reading strategies.

It should not be deduced that the teaching of metacognitive reading strategies in elementary schools is unnecessary or that teachers can do this in a limited manner. Because the use of metacognitive reading strategies of 6th grade students depends mainly on the class teacher. As a result of the research, it is observed that the branch variable which is continued is very effective on students' rates of using metacognitive reading strategies. The main aim is to provide the students with the necessary cognitive skills in order to become a good reader in the future and to make students aware of this issue.

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