

ABSTRACT

Nurhalimatussyah, Lina (2025): **The Relationship between EFL Students' Frequency of Using Metacognitive Reading Strategies and Their Inferential Reading Skills.**

Reading comprehension is a basic skill for EFL students, particularly in academic contexts where the ability to understand, interpret, and critically evaluate texts is essential. However, Indonesian students continue to face challenges in this area, as reflected in the PISA 2022 results, which placed the country significantly below the OECD average in reading literacy. Among the various factors influencing reading performance, the strategic use of metacognitive reading strategies—planning, monitoring, and evaluating one's reading process—has been shown to enhance comprehension. Despite this, little research has specifically examined how university-level EFL learners employ these strategies when engaging with academic texts, especially for inferential reading tasks. This study aimed to determine students' frequency of using different metacognitive strategies, evaluate their inferential comprehension levels, and identify the relationship between these two variables.

The research used a quantitative method to examine the relationship between metacognitive reading strategies and inferential reading skills. The researcher used two instruments: the Survey of Reading Strategies (SORS), adapted from Mokhtari, K. & Reichard with 30 items on a 5-point Likert scale, and an inference reading test with 25 multiple-choice items by Philip D. (2001). The results were analyzed statistically using Pearson correlation to determine the strength and significance of the relationship between the two variables. This study found a moderate and significant positive relationship in 51 students, $r = 0.539$, with a significance value of 0.000 ($p < 0.01$) between metacognitive reading strategies and inferential reading skills score. This finding suggests that students with scores in metacognitive reading strategies tend to perform better in inferential reading tasks.

The findings from this study indicate that the higher the use of metacognitive strategies in reading activities, the higher the students' inferential abilities. The researchers suggest that explicit instruction and practice in these strategies can strengthen students' inferential thinking and overall comprehension. At the same time, future research should explore their effects across diverse populations and comprehension levels using both quantitative and qualitative approaches.

Keywords: *Metacognitive Reading Strategies, Inferential Reading, Reading Comprehension, EFL Students.*