A THESIS

USING METACOGNITIVE STRATEGIES IN TEACHING STUDENTS READING COMPREHENSION AT SMP NEGERI 1 SUPPA

BY

WAFIQ HIDAYAH
REG NUM: 17.1300.008

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE
2024

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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

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وَعَلَى اَلِهِ وَصَحْبِهِ أَجْمَعِيْنَ أَمَّا بَعْد

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Stated this thesis was his own writing and if it can be proved that it was copied, duplicate or complied by any other people, this thesis and the degree that has been gotten would be postponed.

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ABSTRACT

Wafiq Hidayah. *Using Metacognitive Strategies in Teaching Students Reading Comprehension at SMP N 1 Suppa. (Supervised by Nurhamdah and Munawir)*

Students Reading Comprehension at SMP N 1 Suppa showed low performing which need to be improve by using certain strategies which able to improve students reading comprehension. The purpose of this research that to examine of metacognitive strategy able to improve students' reading comprehension at eighth-grade students at SMP Negeri 1 Suppa.

The methodology of this research used an experimental design, specifically a one-group pretest-posttest design, the research compared students' reading comprehension scores before and after the implementation of metacognitive strategies. The sample consisted of SMP Negeri 1 Suppa students from eighth class grade, who were assessed using a pre-test to establish a baseline, followed by a treatment period where metacognitive strategies were employed, and concluding with a post-test to measure the outcomes.

The result of research showed that there was significant improvement in students' reading comprehension scores, with the mean pre-test score at 58.6 and the mean post-test score at 77. The t-test analysis further supported this improvement, showing a t-test value of 2.11, which was greater than the t-table value of 1.711. These results indicate that metacognitive strategies effectively enhance students' reading comprehension. The integration of metacognitive strategies into reading instruction not only improves comprehension but also fosters a more engaged and reflective learning approach. Students become self-regulated learners, capable of planning, monitoring, and evaluating their reading processes. In conclusion, the study confirms that metacognitive strategies are essential for improving reading comprehension. These strategies enable students to engage deeply with texts, leading to better academic performance and greater overall success in their education. Incorporating metacognitive strategies in teaching practices can help students become proficient, independent readers.

Keyword: *Metacognitive, Strategies, Reading Comprehension*

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CHAPTER I

INTRODUCTION

A. Background

Reading is one of the essential skills that humans must master, as stated in one of the verses of the Quran in Surah Al-Alaq, the first verse: اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ. ("Read in the name of your Lord who created"). This verse emphasizes the importance of reading and learning as means to acquire knowledge and understanding, highlighting the divine command to read and seek knowledge as fundamental to human development.

Reading as one of the basic language skills has an important role in widening ones knowledge to access information and make meaning. For many years, Indonesian government has attempted against literacy by declaring that reading is the solution for broaden knowledge. According to the curriculum of SMP Negeri 1 Suppa, some of the objectives of learning reading are; to understand, apply and analyze factual, conceptual and procedural knowledge based on their curiosity and processing, reasoning and presenting in the concrete and abstract domains of the reading material given which categorized as intensive level of reading.

In other words, the students are expected to get knowledge and understand the context that has been explained in the text based on their curiosity. It means that the students need to learn a considerable amount of information from a text by knowing their metacognitive reading strategies.

Reading has been carried out so far has only emphasized the mastery of cognitive concepts captured by objective writing tests, while the space for metacognition is less empowered. Learning activities like this make students tend

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to learn to remember or memorize and without understanding or without understanding what the teacher teaches. As a result, when students are faced with problems, students have difficulty solving them. This difficulty leads to a decrease in student learning outcomes and students reading strategies. Barnett has used the term reading strategy to refer to "the cognitive operations that take place when readers approach a text with the purpose to make sense of what they read. In this sense, reading strategies are as the comprehension processes that readers use in order to make sense of what they read.[1]

Reading comprehension as one of the main sources in getting the information provides the learner with the essential input, it stated that someone can find the information he/she needs with more specific information by reading. Another mention that reading as a complex performance that requires an implementation from interdependent task which means that readers not only trying to determines what words are present in the text but also derive meaning from what is being read from the text.[2] So that reading activities provide opportunities for students to identify the structure of the text and understand how the author develop the ideas.

Several problems caused by the students reading strategies which given from the instructor which adjusted appropriately that can help students get through the reading process successfully. The other way to help the students understand the text is by trying to find the keywords from the text, or the word that mostly

[1]Barnett, "Postgraduate Students' Use of Reading Strategies in L1 and ESL Contexts," (Link to success," 2021).p, 1-14.

[2]Harmer, J. *The Practice of English Language Teaching (4th ed.).* (England, UK: Pearson Education. (2007).

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appear from the text because to understand a text, we need to find the keywords from the text and also by finding keyword strategy, students can cover their vocabulary weaknesses over since vocabulary knowledge itself as one of the major factors that could give influence in reading comprehension.[3]

One of the strategies should be complemented by the students in reading comprehension that is metacognitive reading strategies which defines as a metacognition refers to thinking about thinking, According to Ashman and Conway metacognitive strategies related to how people are sytematically thinking about their own goals during their learning process, which is these strategies help students to monitor their cognition about their reading with planning what will they do with the text, monitor the text with appropriate strategies for better profiency of reading.[4]

This kind of strategy will be implemented by the researcher, the researcher intends to get the student's reading comprehension taught by this strategy, and which researcher wants to know the result of the strategy output from the students at reading comprehension. Based on the reason above, the researcher is interested in conducting research with the title "U*sing metacognitive strategies in teaching students reading comprehension at SMP Negeri 1 Suppa*".

[3]Emisari. "*Metacognitive Reading Strategy Training for High School Students at SMAN 1 Metro*." Publish Thesis: Master in English Language Teaching Study Program Language and Arts Education Department Teacher Training and Education Faculty Lampung University Bandar Lampung. 2016

[4]Ashman, A. F., & Conway, R. N. *Using Cognitive Methods in the Classroom*. (Routledge.2017)

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B. Research Question

Related to the background above, the following research question are necessary to answer that: Is the metacognitive strategy able to improve students' reading comprehension at eighth-grade students at SMP Negeri 1 Suppa?

C. Objective of the Research

Based on the question above the researcher formulates the objective of the research: To examine of metacognitive strategy able to improve students' reading comprehension at eighth-grade students at SMP Negeri 1 Suppa.

D. Significance of the Research

It is expected that the results of the research will provide useful contribution for teacher, students and further research, it can be explained below:

1. Teachers

   This research beneficent for the teacher because it can give information toward the reading comprehension using metacognitive strategies.

2. Students

   The significant for the students, it can motivate students to study English especially in reading comprehension using metacognitive strategies vocabulary mastery. The students will know about either ability in their reading comprehension after using metacognitive strategies.

3. Further Researchers

   Third, this research also expected to give benefit as referenced for the researcher who wants to run a research related to this area of study used for the new refrences in conducting new research which has correlation research,

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by this findings later, the new researcher will be able to comprehend, to complete and to develop their research for having better result.

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CHAPTER II

REVIEW RELATED LITERATURE

A. Previous Research Findings

Some researchers have carried out research related to inductive approach and what they found is shown in the following:

First previous study was Dangin entitled: *Metacognitive Reading Strategies and Reading Comprehension: The Correlation Study*, *Lawrence Jun Zhang entitled: Chinese senior high school EFL students' metacognitive awareness and reading-strategy use*,.This study came up with three main results. First result was focus on the students' awareness about metacognitive reading strategies. The study found that the overall strategy use was rated at level medium usage level (M=3,45, SD=42). Moreover, problem solving strategies became the most preferred subcategories of reading categories (M=3,55, SD=38) and support strategies and global strategies were used at medium usage level (M=3,45 AND 3,34, SD=46 and 39).[5]

Second research from Lawrence Jun Zhang's is study which intended to find out whether Chinese "*senior high school EFL students' metacognitive awareness and reading-strategy use of Chinese senior high school students who are learning English as foreign language (EFL)*". A total of 270 students responded to a 28 item survey of reading strategies (SORS). The strategies were classified into three categories: global, problem solving and support. The results showed that the students reported using the 3 categories of strategies at a high-frequency level.

[5]Dangin, "Metacognitive Reading Strategies and Reading Comprehension: The Correlation Study" (PublishThesis: Sanata Darmha University Yokyakarta, 2016)

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Both the main effect for strategies and the main effect for learners' proficiency were significant.[6]

Third research from Emisari, "*Metacognitive Reading Strategy Training for High School Students at SMAN 1 Metro"*. She concluded that the Metacognitive reading strategy training gives effects to the students' reading strategy. Students who have good metacognition will be able to use their metacognition from previous similar experiences to prepare for potential challenges when they have problem in other situation. Metacognitive reading strategy can be taught in the classroom to make the students more aware about how they study, how they organize their study, how they can evaluate their study and be responsible to their own learning process in general and become strategic reader who uses metacognitive strategy to solve their problem.

The researcher summarized that metacognitive reading strategy training improves students' reading strategy and give effect to the students' reading motivation and the students' reading comprehension. Students' reading motivation and metacognitive reading strategy training were positively correlated. However, students' reading comprehension and metacognitive reading strategy training were not correlated.[7]

The research shows the similarity between the previous research focused on metacognitive reading strategies, either the researcher and previous research have

[6]Lawrence Jun Zhang, "Chinese Senior High School EFL Students' Metacognitive Awareness and Reading-Strategy Use," (Reding in a foreign language. Volume 21, no 1, 2009)

[7]Emisari, "*Metacognitive Reading Strategy Training for High School Students at SMAN 1 Metro*," (Publish Thesis: Master in English Language Teaching Study Program Language and Arts Education Department Teacher Training and Education Faculty Lampung University Bandar Lampung, 2016)

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same issue of metacognitive, while different from the aspect of another object of research. The researcher also shows the similarity from the level of the sample of the research refers to Senior school.

B. Some Pertinent Ideas

1. Concept of Reading Comprehension

a. Definition of Reading Comprehension

Reading comprehension is complex skill that requires an active interaction between text elements and the reader. The reader is an active participant with a text and the reader makes sense of how ideas based on the text relate to one another by interpretive interactions between what the reader gleans from the text and what the reader already knows. Reading comprehension is an ability to understand or to gain the information from a text.[8] Furthermore, Jennifer Serravallo stated that comprehension is at the heart of what it means to really read by thinking and understanding and getting at the meaning of the text. Comprehension instruction begins before children can even conventionally read. As children are read to during read-aloud, they are asked to think about characters, make prediction about what will come next, question and wonder what happen and consider what lesson they can learn from the book.[9] It means that a reader must be able to interpret what the meaning of the text well.

According to the theory which explained by the author stated that:

1. Wayne stated that: Reading comprehension is as an interaction between

[8]Anter Nancy, *Critical Reading for College and Beyond,* (New York: Mc Graw Hill, 2004),

[9]Jennifer Seravallo, *Teaching Reading In Small Group,* (USA, Heinemann, 2010), p. 43

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thought and language.[10]

2. Reading is the most important activity in any class, not only as a source of information, but also as a means of consolidating and extending one‟s idea and knowledge of language.
3. According to Nunan, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.[11]
4. Bremer states that reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the readers prior knowledge.[12]
5. Reading is the construction of meaning from a printed or written message. Reading begins with the accurate, swift, and automatic visual recognition of vocabulary, independent of the context in which it occurs.[13]

Based on the all expert statement above, it means that an interaction in reading, it can produce a thought and then we are thinking, and we has a question for asked to someone, that called is language. Reading comprehension is a complex process that requires the activation of numerous cognitive skills.[14]

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[10]Otto Wayne, *How to Teach Reading.* (Philippines: Addison-Wesley Publishing Company, Inc, 1979), p. 70

[11] David Nunan. *Second Language Teaching and Learning*. (Boston: Heinle &Heinle. Publisher, 2013)

[12] Bremer, Christine D., Sharon Vaughn. *Collaborative Strategic Reading (CSR): Improving Secondary Students' Reading Comprehension Skills*. (Minneapolis: National Center in secondary Education and Transition, 2012)

[13] Day, Richard R. and Julian Bamford. *Extensive Reading in the Second Language Classroom*. (Cambridge University Press: USA, 2014)

[14]Kintsch, W, *Comprehension: A Paradigm for Cognition*. (New York: Cambridge University Press, 1998), p. 7.

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From the statement, it is clearly understood that comprehension is the most important in reading. Since comprehension of the text is the ultimate goal in reading. Understanding comprehension processes is crucial to the study of reading. Reading comprehension is a process to understand and to gain information from the text by thinking the meaning of the text.

b. Level of Reading Comprehension

The level of reading comprehension involves more of an active role on the part of the reader.

1. Literal comprehension.

   This level of comprehension represents the minimum of involvement on the part of the reader. It is the simple understanding of the words and ideas of author. The author's massage is received but not examined, evaluated, or utilized in any way.

2. Interpretive comprehension.

   At this level the reader not only knows what the author said but goes beyond that simple knowledge. It involves an effort to grasp relationships, compare facts with personal experiences, and understand sequences. see cause and effect relationship, and generally interpret the message. It requires a more active participation on the part of the reader.

3. Applied comprehension.

   At this level reader does more than merely receiving and interpreting the massage. The reader evaluates the author's ideas, either accepting or rejecting them or applying then to some new situation.

4. Critical comprehension.

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At this level, the reader analyzes, evaluates, and personally reacts to information presented in a passage, generally the emphasis at this level of comprehension is on actively bringing the reader's general understanding to bear on the ideas and concepts contained in the reading passage. The synthesis is necessary for higher comprehension, especially on difficult material.[15]

c. Reading Strategies

There are many different views about the definition of reading strategies depending on different scholars which is why there is no clear-cut definition. Reading strategies "as generally deliberate, playful activities undertaken by active learners, many times to remedy perceived cognitive failure". Additionally, Barnett has used the term reading strategy to refer to "the cognitive operations that take place when readers approach a text with the purpose of making sense of what they read. In this sense, reading strategies are the comprehension processes that readers use in order to make sense of what they read".[16] So, reading strategies are effective techniques that are used by EFL learners to succeed in reading comprehension. On the other hand, we cannot exclude the role of EFL teachers who should be both aware of the use of reading strategies and should teach learners on how to use these different strategies successfully.

When it comes to the study of English language, reading has usually been at the center of debates among teachers and researchers. Therefore, an attempt will be made to define reading as a communicative process by following certain

[15]Kintsch. W. *Reading Comprehension: A Paradigm for Cognition*. New York: Cambridge University Press. 1998

[16]Barnett, "Postgraduate students' use of reading strategies in L1 and ESL" (Contexts: Link to accessed, 2002 (pp1-14). International Education Journal, 5/4.)

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relevant descriptive frameworks in this area. There are three main "models" being proposed to explain the nature of foreign learning to read: (1) bottom-up processing model, which is so called because it focuses on written on a page; (2) top-down processing model, which focuses on the background knowledge that a reader uses to comprehend a text; and (3) the third model called "interactive" model which incorporates both top-down and bottom-up processing models and regards text processing as a non-linear, constantly developing phenomenon where both the former explanation constantly react and influence one another developing the basic skill of matching sounds with letters, syllables, and words.[17] it means that There are three main "models" that we can used being proposed to explain the nature of foreign learning to read.

d. The Important of Reading Strategies

In educational system, most of EFL learners face many problems especially in comprehension of written materials when reading. According to them, understanding the meaning of texts can be a great challenge i.e. they are able to understand each word and even each sentence; but unfortunately, they fail to achieve the meaning of text as a whole. For that reason, many psychologies and researchers assume that those who always struggle and find reading comprehension as a problematic issue. Because of most of these students lack the reading.

There are much evidence that have been shown on the importance of reading strategies and their effective role in enhancing and developing reading

[17]Sutarsyah, C, *Reading Theories and Practice*. (Lampung: Lembaga Penelitian Universitas Lampung, 2103), p. 2-8

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comprehension. "Reading strategies are more useful and beneficial for learners who show lack of knowledge in the domain of reading, as well as those with lower reading skill, these kinds of learners are strongly needed to these strategies to achieve reading comprehension".[18] Therefore, the continuous use of reading strategies will lead the readers to become skilled and later they will be able to utilize the reading skills acquired without conscious efforts.

5. Concept of Metacognitive

a. Definition of Metacognitive

Metacognition consists of two main words, "meta", and "cognition". "Meta" was established by Anderson which means "beyond", "behind", and "above". "Cognition" refers to what you know or perceive and the process of knowing or learning.[19]That is why metacognition refers to the process of thinking about thinking. It refers to one's knowledge concerning one's cognitive processes and anything related to them.

Metacognition is "knowledge and cognition about cognitive phenomena". In other word, metacognition refers to knowledge of cognitive processes and product and includes reflecting on one's own thoughts or cognition about cognition. In addition, Anderson believed that metacognition is closely related to critical reflection and evaluation of one's own thinking which can bring out specific changes in how to learn.[20] Then, metacognition refers to higher order thinking

[18]McNamara, D. S., Boonthum, C., Levinstein, I. B, Millis, K. "Handbook of Latent Semantic Analysis: Evaluating self-explanations in START: Comparing word- based and LSA Algorithms. Psychology Press, 2009), p. 218

[19]Seyler, D. U, *The Reading Context*. (MA: Allyn & Bacon, 19970). p, 9-10.

[20]Anderson, N. J., *L2 learning strategies. In E. Hinkel (Ed.), Handbook of research in second language teaching and learning*, (Mahwah, NJ: Lawrence Erlbaum,2015), p. 757-771

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which involves active control over the cognitive processes engaged in learning. Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature. Because metacognition plays a critical role in successful learning, it is important to study metacognitive activity and development to determine how students can be taught to better apply their cognitive resources through metacognitive control. From the statements above, the researcher conclude that metacognition is about a process of cognitive.

Based on the author explanation above, the research sums that model of metacognition to develop student metacognitive knowledge and metacognitive experiences. Metacognitive knowledge which comprises knowledge and outcome of cognitive activities. Metacognitive experiences certain to cognitive or affective experiences in relation to intellectual activities which are consciously activated metacognitive knowledge in practice. So, there are two model of metacognition. They are metacognitive knowledge and metacognitive experience. Metacognitive knowledge is activities of cognitive and metacognitive experience is metacognitive in practice.

b. The component of metacognition

There are two components of metacognition. They are knowledge of cognition and regulation of cognition. Knowledge of cognition included declarative knowledge, procedural knowledge and conditional knowledge. Regulation of cognition included information management strategies, planning, comprehension monitoring, debugging strategies and evaluation. It can be explained below:

1) Knowledge of Cognition

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Stratgeis which reading can be influenced by other performing of students which also procedural knowledge in doing group learning.

a) Declarative knowledge includes knowledge about oneself as a learner and about what factors influence one's performance.
b) Procedural knowledge refers to knowledge about doing things. Much of this knowledge is represented as heuristics and strategies.
c) Conditional knowledge refers to knowing when and why to use declarative and procedural knowledge.

2) Regulation of Cognition

Strategies specific to reading can be classified in the following three components of metacognition: planning, monitoring, and evaluating strategies.

a) Planning strategies are used before reading.
b) Monitoring strategies occur during reading.
c) Evaluating strategies are employed after reading.[21]

c. The Important of Metacognition

Nowadays, schools are helping students to construct essential cognitive knowledge still the main goal of education. However, solely having students understand and memorize essential cognitive knowledge appears to be insufficient these days because students must also become able to deal with a fast-growing amount of information. It is fast growing amount of information that requires students become be able to construct cognitive knowledge. In terms, the information is used to understand and remember basic concepts, principles, and applications, *of their own*

[21]Susan E. Israel, *Metacognition in Literacy Learning* (London: Lawrence Erbium Associate, 2005), p. 4

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accord. Moreover, in our society, information can be found easily. It is expected that one understands which information is essential, the required information is found effortlessly, and new information can be integrated into one's existing knowledge in such a way. It can be applied, adapted to new circumstances, used for thinking, and used for creating new meanings. Obviously, being able to handle information in such a way is truly demanding. Therefore, to prepare today's students for their future life, they need to become independent learners who can further advance their own learning.[22]

Based on the explanation above, the research concluded that from everyday life, metacognition is important. Metacognition will make students independent of studying by self. The students must decide whether the material is generally well learned, and if not, what information necessitates further study, this decisions influence of studying behavior.

d. Metacognitive Reading Strategies

William points out, "In reading instruction, metacognition is associated with reading strategies." It referred to metacognition as awareness and monitoring processes described as "the knowledge of readers' cognition about reading and self-control mechanism". While Paris described metacognitive knowledge in terms of declarative, procedural, and conditional knowledge, because self-appraisal answers questions about *what* you know, *how* you think, and *when* and *why* to apply knowledge or strategies.[23]

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[22]Joke Van Velzen, *Metacognitive Learning: Advancing Learning by Developing General Knowledge of the Learning Process* (New York: Springer, 2016)

[23]William and Atkins, "The Role of Metacognition in Teaching Reading Comprehension to Primary Students. In Hacker. D.J, Dunlosky. J and Graesser. A. C. (Eds.), Handbook of Metacognition in Education" (New York. Taylor & Francis, 2009), p. 27

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Knowledge of cognition means understanding what someone knows about what the task is or what an object is used for. There are three components of metacognition, which is labeled declarative knowledge that refers to the readers ability to understand the kinds of reading strategies can be utilized; procedural knowledge that is relevant to how to execute the reading strategies appropriately; and conditional knowledge that talk about the state of affairs in reading strategies.[24] Declarative knowledge refers to what an individual knows about the appropriate, approach to gaining information. "It involves factual information and is the state of knowledge referred to as 'knowing what'". For instance, a reader may know that previous knowledge and setting the reading's goal has a significant impact on his reading comprehension and fluency.

Conditional knowledge refers to a state of knowledge that pertains to when and where knowledge could or should be applied. For this reason, it has been described as "knowing when and where". For instance, a student needs to know when he should use paraphrase and know why the paraphrase strategy should be applied.

Characteristics of learning that utilize metacognitive abilities in general have not been seen in the learning process in schools. The teacher is considered a giver of knowledge and students are in an empty state so that students only receive knowledge. In fact, the abilities that exist in students are very diverse and if used properly can make the learning process more effective, including in reading. In the Models of Teaching it is stated that in metacognition there is a process of "letting the student in on the secret" so that students can build their own knowledge and abilities,

[24]Jacobs,Paris, "Cildren's Metacognition about Reading: Issue in Definition, Measurement, and Instruction, Educational Psychologist", 22, 1987), p. 255-278.

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decide what learning strategies to use, problem solving, and find the knowledge to be learned.[25]

Management skills have relevance to the regulatory process for operating the strategies. Schraw also provided regulatory skills of metacognitive reading strategies into three essential skills and are as follows.[26] Strategies specific to reading can be classified in the following three components of metacognition: planning, monitoring, and evaluating strategies.

e. Metacognitive Reading Method

Reading method are used before reading; activating learners' background knowledge to get prepared for reading is an example of planning strategies. Also, previewing a title, picture, illustration, heading, or subheading can help readers grasp the overview of the text. Readers may also preview the general information in the text and its structure. Learners may check whether their reading material has a certain text structure, such as cause and effect, question and answer, and compare and contrast. Further, setting the purpose for reading can also be categorized as a planning Reading method.

Evaluating strategies are employed after reading. For example, a fter reading a text, learners may think about how to apply what they have read to other situations. They may identify with the author, a narrative, or main character, and may have a better perspective of the situation in the book than they did at first.[27]

Baker and Brown stated that are in line with the use of metacognitive abilities that are actually owned by a learner. They state that effective readers are individuals

[25] Bruce Joyce dan Marsha Weil. *Models of Teaching* (Mars: Allyn & Bacon.1996)
[26]Schraw and Moshman, *Metacognitive Theories*: Education Phsychology Review, 7, 1995)
[27]Schraw and Moshman, *Metacognitive Theories*: Education Phsychology Review, 7, 1995)

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who have metacognitive abilities, including: explain the purpose of reading by understanding the text questions both explicit and implicit, dentify the important aspects of the text message, to focus attention on the main content of the text, monitor activities continuously to determine ability measures, involves self-questioning to determine whether objectives have been achieved, and take corrective steps or actions if any failures are found.[28]

Learning reading method cannot be separated from four components, namely the learner's self, learning materials, learning strategies, and assignments. Self-learners are readers who are influenced by several factors when reading texts, such as background knowledge, behavior, interests, and motivation to understand reading material. Learning materials are reading materials or reading texts that have different structures and types. Reading material can influence the reader in understanding the reading. Learning strategies involve planning that is carried out before reading through the selection and application of reading methods and techniques to achieve the stated goals. Supervision (monitoring) is very necessary in implementing learning reading method . Meanwhile, assignments are a means to improve reading comprehension skills.[29]

Metacognition in reading for study is defined as the learner's knowledge of strategies and the ability to expand knowledge to monitor the reading process carried out.[30] Students as independent learners always know why, how, and when they use

[28] Tierney, R. J., J. E. Readence, dan E. K. Dieshner. *Reading Strategies and Practices*:(A Compendium III. Boston: Allyn and Bacon.1990)

[29] Caverly, David. *Teaching Reading in a Learning Assistance* (Center University of Arizona, 1997) http://www.pvc.maricopa.edu/~lsche/proceeding/967-proc/967proc-caverly.htm. accessed on 18 December 2021

[30] Richard Vacca T. dan Jo Anne L. Vacca. *Content Area Reading*. (London: Scott, Foresman and Company;1989)

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reading strategies. In them, they develop an awareness to stand up and analyze the purpose of reading activities, identify what is known and what is not known, plan the reading process so that it is carried out well, and evaluate the results of their reading activities.

In the same sourcesuggest that there are four basic work of metacognition in understanding texts in various fields of study, including assessment, awareness, modeling and demonstration, and application. applications).[31] The assessment carried out will help the teacher in knowing the ability of his students. Awareness leads students to be aware of why and how learning strategies are implemented. As a follow-up to student awareness efforts, modeling and demonstration by the teacher are needed, explanations, practices, and strengthening of procedures, while the application refers to the practices carried out.

Metacognition consists of three basic elements. The three elements include preparing plans, monitoring plans, and evaluating plans. In planning, the reader must know what to do first before reading the text, why to read the text, how much time will be spent reading, and so on. In the activity of monitoring the plan, the reader must be aware of how the reading activity is carried out and where the position of reading comprehension is, whether it is still at a low, moderate level, or has really understood. Then what will be done if you do not understand the reading. Meanwhile, in evaluating the plan, the reader must be aware of the reading activities that have been carried out, whether it is good or not, and how to apply the knowledge that has been learned in other fields or problems. These three elements are metacognitive abilities that help the reader to know for sure the position of the reader in the reading

[31] Richard Vacca T. dan Jo Anne L. Vacca. *Content Area Reading*. (London: Scott, Foresman and Company;1989)

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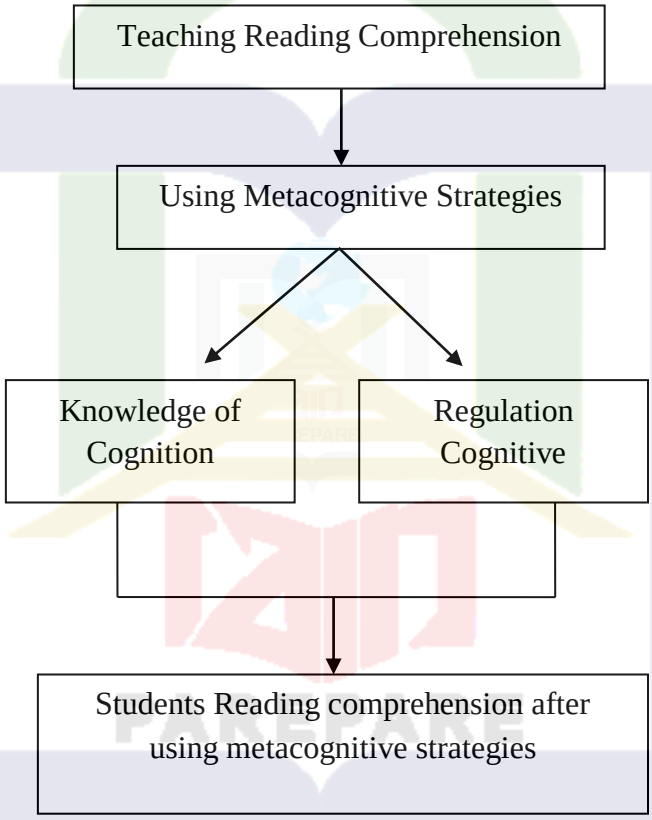
activity that is carried out so that it can be used as an effort to improve reading comprehension.[32]

D. Conceptual Framework

The researchers design the conceptual framework of this research by showing the diagram below:



Picture 2.1 Conceptual Framewiork

Conceptual framework above is explained about the step of the research in the field of the research, first step will be teaching reading comprehension which using of

[32]North Central Regional Educational Laboratory. 1995. "Strategic Teaching and Reading Project Guidebook", http://www.info@ncrl.org . Diakses pada 18 december 2021.

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metacognitive strategies in devvided into knowledge cognition and regulation cognitive. The indicator will be using for identifying the students reading comprehention.this research will use experimen design which effective to identify the students reading improvment using metacognitive strategy.

E. Hypothesis

Hypothesis is a statement and provisional answer toward the research problem, the hypothesis formulation is based on the theoretical investigated and the conceptual framework that the researcher do, moreover the hypothesis need the research process to examine the data.[33]

Based on the previous related literature and the problem statement above, the researcher puts forward the following hypotheses:

1. Null Hypothesis (H0): Metacognitive strategies do not improve students' reading comprehension in the eighth-grade students of SMP Negeri 1 Suppa.
2. Alternative Hypothesis (Ha): Metacognitive strategies improve students' reading comprehension in the eighth-grade students of SMP Negeri 1 Suppa.

[33] Sugiono, "Metode Penelitian Pendidikan Kuantitatif Kualitatif", (Bandung, Alfabeta 2015).

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CHAPTER III

RESEARCH METHOD

A. Research Design

The design of this research used an experimental design, which use one group of pretest-posttest design. The characteristics of experimental design are this design may have pre-test and posttest, without a control group. According to Gay and Airasian , the one group pretest and posttest design takes a group that is pretested, exposed to treatment, and post tested.[34] Based on the description above, this study investigated students' reading comprehension using metacognitive strategies at SMP Negeri 1 Suppa.

According to Sugiyono, the type of pre-experimental design of this research is comparing the result after and before giving treatment. The researcher only compared score of pretest and posttest.[35] The quantitative aspect of this research involved administering a pretest to establish a baseline, implementing the metacognitive strategies as a treatment, and then conducting a posttest to measure changes in reading comprehension. Statistical analysis, such as paired t-tests, was used to compare the pretest and posttest scores to determine the effectiveness of the metacognitive strategies.

Table 3.1 Research Type

Group	Pre-Test	Treatment	Pre Test
E	O_1	X	O_2

[34]L. R. Gay, *Educational Research: Competencies for Analysis & Application*. (USA: Charles E Merill Publishing Company, 1976), p.138

[35] Donald T.. *Experimental and Quasi Experimental Designs for Research*, (Houghton Mifflin Company, U.S.A, 1963) p. 13

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Where:

E = Experimental Group

O_1 = Pre-Test

X = Treatment

O_2 = Post Test

B. Location and Time

This research was conducted at SMP Negeri 1 Suppa located JL. Ambo Siraje No.1, Watang Suppa, Kec. Suppa, Kabupaten Pinrang, Sulawesi Selatan and this research would spend 30 days research including of analysis data.

C. Population and Sample

1. Population

   Population is the entire research object. In this research the population is eighth-grade students of SMP Negeri 1 Suppa. It consists of 65 students.

2. Sample

   Researchers select the entire population of eighth-grade students at SMP Negeri 1 Suppa for this study. The sampling method will use random sampling, chosen by the researchers based on specific criteria. These criteria include selecting classes that will receive metacognitive strategy interventions to ensure data quality. Researchers will randomly select 25 students as the sample for this study.

D. Technique of Collecting data

This research used test as instrument and collecting data. It is a helpful method to achieve subject's ability, comprehending and quality, even or action in a

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highly personal and detailed level.[36] Test is giving questions used to measure the knowledge, intelligence, the ability from individual or group work.[37]

The procedures of collecting data are as follows

1. **Pretest**
   - Objective: To assess students' initial reading comprehension abilities before receiving treatment.
   - Steps:
     1. Instrument: Administer a reading comprehension test consisting of 20 multiple-choice questions based on relevant curriculum reading texts.
     2. Execution:
        - Students read the reading text for 20 minutes.
        - Subsequently, students answer 20 multiple-choice questions within 30 minutes.
     3. Data Collection: Collect answer sheets and scores for each student based on prepared answer keys.
2. **Treatment**
   - Objective: To teach students metacognitive strategies to enhance reading comprehension.
   - Duration: The treatment is conducted over six sessions.
   - Treatment Steps:

1) Narratives:

Session 1: Introduction to Narratives

[36]Arikunto, S. *Dasar-Dasar Evaluasi Pendidikan.* (Jakarta: Bumi Aksara, 2013)

[37]Sugyono. *Metode Penelitian Kuantitatif & Kualitatif R & D.* (Bandung: Alfabeta, 2010)

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- Researchers explain the concept of narratives and the essential elements of a story.
- Students understand the narrative structure and identify characters, plot, and setting.

Session 3: Application of Metacognitive Strategies in Narrative Stories.

- Researchers guide students in using metacognitive strategies to comprehend and evaluate more complex narratives.

2) Procedures:

Session 2: Learning about Procedures

- Researchers explain texts containing procedures.
- Students understand explicit procedural steps in the text.

Session 4: Application of Metacognitive Strategies in Procedure Texts

- Students apply metacognitive strategies to understand, monitor, and evaluate more complex procedural texts.

3) Descriptive:

Session 5: Introduction to Descriptive

- Researchers explain descriptive texts and their communicative purposes.
- Students understand the structure of descriptive texts and identify main ideas and supporting details.

Session 6: Application of Metacognitive Strategies in Descriptive Texts

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- Students use metacognitive strategies to summarize and evaluate their understanding of descriptive texts.

3. Posttest

- Objective: To measure students' reading comprehension abilities after receiving treatment with metacognitive strategies.
- Steps:
  1. Instrument: Use a reading comprehension test similar to the pre-test, consisting of 20 multiple-choice questions based on different but comparable reading texts.
  2. Execution:
     - Students read the reading text for 20 minutes.
     - Subsequently, students answer 20 multiple-choice questions within 30 minutes.
  3. Data Collection: Collect answer sheets and scores for each student based on prepared answer keys.

E. Technique of Data Analysis

The technique data analysis in this research used descriptive statistical techniques. The technique data analysis of the research as follows:

1. Descriptive Statistics

   Data analysis used descriptive statistic, which describes the existing data to obtain fact from respondents, hence more easily to understand. The analysis used descriptive statistic was done by collecting, compiling,

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presenting, and analyzing all data of all variables in terms of percentage, frequency distribution, mean, and standard deviation.

The researcher applied the process of analyzing data as follow:

a. Scoring the students answer based on the variable of the research, in this case, the researcher will note all the students' score given by the test result:

3.2 Rubric Evaluation Test

No	Criteria	Score
1	The answer are Correct	5
2	The answer are Incorrect	0
3	No answer	0

Finding out the mean score used the following formula:

$$\text{Score}(x) = \frac{\sum xi}{N}$$

Where:

X : Mean

$\sum xi$: Total Score

N : Total Number of Sample

Table 3.4 Classification of the Students' Score

No	**Classification**	**Score**
1	Excellent	86-100
2	Good	71-85
3	Fair	56-70
4	Poor	41-55
5	Very poor	<40

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b. The paired t-test.

Used to compare two means from the same sample measured under two different conditions, such as before and after treatment. The paired t-test is also used to calculate the difference between paired measurements (D), then use these difference values to determine whether the changes are statistically significant.

Here we explain the student t test formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

D: the mean of the differences between pre-test and post-test scores.

$\sum D^2$: the sum of the squares of the differences.

$(\sum D)^2$: the square of the sum of the differences.

N: the number of samples.

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CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The findings of this research consist of the classification of students' pre-test and post-test scores and the impact of metacognitive strategies on students' reading comprehension. This section aims to answer the research question. The researcher administered two tests, a pre-test and a post-test. The pre-test was given before the treatment to assess students' initial reading comprehension, while the post-test was given after the treatment to measure any changes in their comprehension. The results of the post-test aimed to determine if using metacognitive strategies could improve students' reading comprehension at SMP Negeri 1 Suppa.

1. Students' Reading Comprehension Using Metacognitive Strategies

   This section describes the results of data analysis on the use of metacognitive strategies by eighth-grade students at SMP Negeri 1 Suppa.

   a. The Students' Scores in the Pre-Test

      The researcher administered a pre-test to the students to assess their initial reading comprehension skills. Each student was required to answer multiple-choice questions based on narrative, procedure, and descriptive texts provided. The results of the pre-test are presented in the following table:

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Table 4.1 The Students' Reading Comprehension score in the Pre-Test

No	Name	Pre-test of Students (X1)			
		Correct Answer	Total Score (XI)	$(X1)^2$	Classification
1	DH	10	50	2500	Poor
2	RD	11	55	3205	Poor
3	AWI	10	50	2500	Poor
4	MK	11	55	3205	Poor
5	NSS	11	55	3205	Poor
6	IAL	13	65	4225	Fair
7	NR	13	65	4225	Fair
8	MFA	2	10	100	Very Poor
9	F	18	90	8100	Excellent
10	MF	13	65	4225	Fair
11	MNR	15	75	5625	Good
12	DM	12	60	3600	Fair
13	MRA	16	80	6400	Good
14	MKD	3	15	225	Very Poor
15	ALT	9	45	2025	Poor
16	HAF	12	60	3600	Fair
17	NHM	10	50	2500	Poor
18	MR	10	50	2500	Poor
19	SR	16	80	6400	Good
20	MKH	15	75	5625	Good
21	MA	15	75	5625	Good

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22	MN	12	60	3600	Fair
23	MF	12	60	3600	Fair
24	MNA	14	70	4900	Good
25	RZ	10	50	2500	Poor
Total			**$\sum X = 1465$**	**$\sum X^2 = 94215$**	

Based on the score above, can classified into five levels classification as follows:

Table 4.2 The Students' Classification score, frequency and percentage of Pretest.

No	Classification	Score	Frequency of Pre-Test	Percentage of Pre-Test
1	Excellent	86-100	1	4%
2	Good	71-85	6	24%
3	Fair	56-70	7	28%
4	Poor	41-55	9	36%
5	Very Poor	<40	2	8%
Total			**25**	**100%**

As the explanation in the table above, the average score of students' prior reading comprehension before using metacognitive strategy. Most student were on poor classification with the percentage was 36%. The total score in pre-test was 1465. It had shown that the students reading comprehension in pre-test was low, because most of the students got fair, poor and very poor score. The following are the process of calculation to find out the mean and standard deviation in pre-test of the table 4.2.

Mean score of pre-test:

$$x = \frac{\sum x}{N}$$

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$$x = \frac{1465}{25}$$

$$x = 58.6$$

So, the mean score (X1) of pre-test is 58.6.

Based on the results of the pre-test, the data shows that the average pre-test score is 58.6. From the analysis, it can be seen that most of the 25 students' reading comprehension is still very low because most of the students got fair and poor scores. Next, the researcher calculated the standard deviation of the pre-test:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{94215 - \frac{(1465)^2}{25}}{25-1}}$$

$$SD = \sqrt{\frac{94215 - \frac{2146225}{25}}{24}}$$

$$SD = \sqrt{\frac{94215 - 85849}{24}}$$

$$SD = \sqrt{\frac{8366}{24}}$$

$$SD = \sqrt{348}$$

SD = 18.65.

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After determining the mean score (X1) of pre-test was 58.6 and standard deviation of the pre-test was 18.65. It had shown that students' reading comprehension were in low category.

b. Students score in post-test

The researcher administered a post-test to the students to assess their reading comprehension after the implementation of metacognitive strategies. Each student was required to answer multiple-choice questions based on the narrative, procedure, and descriptive texts provided. The results of the post-test are presented in the following table:

Table 4.3 The Students' Reading Comprehension score in the Post-Test

No	Name	Post-test of Students (X1)			
		Correct Answer	Total Score (XI)	$(X1)^2$	Classification
1	DH	14	70	4900	Fair
2	RD	18	90	8100	Excellent
3	AWI	16	80	6400	Good
4	MK	19	95	9025	Excellent
5	NSS	16	80	6400	Good
6	IAL	19	95	9025	Excellent
7	NR	17	85	7225	Good
8	MFA	8	40	1600	Poor
9	F	15	75	5625	Good
10	MF	18	90	8100	Excellent

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11	MNR	16	80	6400	Good
12	DM	18	90	8100	Excellent
13	MRA	16	80	6400	Good
14	MKD	7	35	1225	Very Poor
15	ALT	19	95	9025	Excellent
16	HAF	18	90	8100	Excellent
17	NHM	17	85	7225	Good
18	MR	13	65	4225	Fair
19	SR	18	90	8100	Excellent
20	MKH	15	75	5625	Good
21	MA	16	80	6400	Good
22	MN	16	80	6400	Good
23	MFA	11	55	3025	Poor
24	MNA	9	45	2025	Poor
25	RZ	13	80	6400	Good
Total			**∑X= 1925**	**∑X^2= 155075**	

Based on the score above, it can classified in to five level classification as follow:

Table 4.4 The Students' Classification Score, Frequency and Percentage of Post-Test.

No	Classification	Score	Frequency of Pre-Test	Percentage of Pre-Test
1	Excellent	86-100	8	32%
2	Good	71-85	11	44%
3	Fair	56-70	2	8%
4	Poor	41-55	3	12%

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5	Very Poor	<40	1	4%
Total			**25**	**100%**

As the explanation in the table above, the average score of students' prior reading comprehension before using metacognitive strategy. Most student were on good classification with the percentage was 44%. The total score in pre-test was 1925. It proved that there were improving of students' score in post-test. In addition, the result of post-test showed that there were just four students have poor score.

The following are the process of calculation to find out the mean and standard deviation in post-test of the table 4.4.

Mean score of post -test:

$$x = \frac{\sum x}{N}$$

$$x = \frac{1925}{25}$$

$$x = 77$$

So, the mean score (X1) of pre-test in experiment class is 77.

Based on the results of the post-test, the data shows that the average post-test score is 77. From the analysis, it can be seen that almost of the 25 students' reading comprehension score was good.

Next, the researcher calculated the standard deviation of the pre-test:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

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$$SD = \sqrt{\frac{155075 - \frac{(1925)^2}{25}}{25-1}}$$

$$SD = \sqrt{\frac{155075 - \frac{3705625}{25}}{24}}$$

$$SD = \sqrt{\frac{155075 - 148225}{24}}$$

$$SD = \sqrt{\frac{6850}{24}}$$

$$SD = \sqrt{285}$$

SD = 16.88.

After determining the mean score (X1) of pre-test was 77 and standard deviation of the pre-test was 16.88. It had shown that students' reading comprehension skill were in good category. Thus, the standard deviation (SD) of post-test is 16.88.

c. The result of the pre-test and post-test

The researcher compared the result of the pre-test and post-test by calculating the mean score and standard deviation of the test. The result of pre-test and post-test were presented in the following table to know the difference between the mean score and standard deviation:

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Table 4.5 the mean score and standard deviation of pre-test and post-test.

Test	Mean Score	Standard Deviation
Pre-Test	58.6	18.65
Post-test	77	16.88

The data in table 4.5 showed that the mean score of Pre-test was 58.6 (X1) while the mean score of the post-test increased 77 (X2). The standard deviation of pre-test was 18.65 while the standard deviation of post-test was 16.88.

As a result, the mean score of the post-test was higher than the mean score of the pre-test. This indicates that the students' reading comprehension improved significantly after the learning process that utilized metacognitive strategies.

d. The rate percentage of the frequency of the pre-test and post-test

The researcher compared by calculation the percentage of students' classification score namely excellent, good, fair, poor and very poor. The result the rate percentage of the frequency of the pre-test and post-test were presented in the following table:

Table 4.6 the rate percentage of the frequency of the pre-test and post-test.

No	Classification	Score	Frequency		Percentage	
			Pre-Test	Post-Test	Pre-Test	Post-Test
1.	Excellent	86-100	1	8	4%	32%
2.	Good	71-85	6	11	24%	44%
3.	Fair	56-70	7	2	28%	8%

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4.	Poor	41-55	9	3	36%	12%
5.	Very Poor	<40	2	1	8%	4%
Total			**25**	**25**	**100%**	**100%**

The data in the table above indicate a significant improvement in students' reading comprehension scores from the pre-test to the post-test. The percentage of students scoring in the 'Excellent' range (86-100) increased from 4% in the pre-test to 32% in the post-test. Similarly, the percentage of students in the 'Good' range (71-85) increased from 24% in the pre-test to 44% in the post-test.

On the other hand, the percentage of students in the 'Fair' range (56-70) decreased from 28% in the pre-test to 8% in the post-test. The 'Poor' range (41-55) also saw a reduction from 36% in the pre-test to 12% in the post-test, and the 'Very Poor' range (<40) decreased from 8% to 4%.

These results show that the use of metacognitive strategies positively affected students' reading comprehension. The overall improvement in scores from the pre-test to the post-test indicates that students were able to improve their reading comprehension after the treatment.

e. T-test value

The following is the table to find out the difference of the mean score between pre-test and post-test.

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Table 4.7 The difference of the mean score between pre-test and post-test.

No	Name	X1	X2	$(X1)^2$	$(X2)^2$	$D(X_2-X_1)$	$D(X_2-X_1)^2$
1	DH	50	70	2500	4900	20	2400
2	RD	55	90	3205	8100	35	4895
3	AWI	50	80	2500	6400	30	3900
4	MK	55	95	3205	9025	40	5820
5	NSS	55	80	3205	6400	25	3195
6	IAL	65	95	4225	9025	30	4800
7	NR	65	85	4225	7225	20	3000
8	MFA	10	40	100	1600	30	1500
9	F	90	75	8100	5625	-15	-2475
10	MF	65	90	4225	8100	25	3875
11	MNR	75	80	5625	6400	5	775
12	DM	60	90	3600	8100	30	4500
13	MRA	80	80	6400	6400	0	0
14	MKD	15	35	225	1225	20	1000
15	ALT	45	95	2025	9025	50	7000
16	HAF	60	90	3600	8100	30	4500
17	NHM	50	85	2500	7225	35	4725
18	MR	50	65	2500	4225	15	1725
19	SR	80	90	6400	8100	10	1700
20	MKH	75	75	5625	5625	0	0
21	MA	75	80	5625	6400	10	775

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22	MN	60	80	3600	6400	20	2800
23	MFA	60	55	3600	3025	-5	-575
24	MNA	70	45	4900	2025	-25	-2875
25	RZ	50	80	2500	6400	30	3900
Total		**$\sum X_1$= 1465**	**$\sum X_2$= 1925**	**$\sum X_1^2$= 94215**	**$\sum X_2^2$= 155075**	**$\sum D$= 465**	**$\sum D^2$ =60860**

In the other to see the students' score, the following is T-test was statistically applied to find out D used the formula as follow:

$$D = \frac{\sum D}{N} = \frac{465}{25} = 19$$

So the mean score difference was 18.6.

Finding out the difference by calculating the T-test value by using the following formula:

The calculating the t-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{19}{\sqrt{\frac{60860 - \frac{(465)^2}{25}}{25(25-1)}}}$$

$$t = \frac{19}{\frac{\sqrt{60860 - \frac{216225}{25}}}{25\ (24)}}$$

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$$t = \frac{19}{\sqrt{\frac{60860 - 8649}{600}}}$$

$$t = \frac{19}{\frac{\sqrt{52211}}{600}}$$

$$t = \frac{19}{\sqrt{87}}$$

$$t = \frac{19}{9}$$

t= 2.11.

Thus, the t-test value is 2.11.

f. Test of Significant

To find out whether the mean pre-test score and mean post-test score were significantly different, the researcher used the t-test. The result of the T- test was 2,11. To find the degrees of freedom (df) the researcher used the following formula:

df = N- 1

= 25 – 1

= 24

For the significant level (α) 5% and df = 24, and the table value is 1.711 while the t-test value is 2.11. This means that the t-test value is greater than the t-table (2.11 > 1.711).

Table 4.8 The test of significant

Variable	**T-test**	**T-table value**
Pre-test - Post-test	2.11	1.711

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This means that there is a significant effect on students' reading comprehension after being given treatment using metacognitive strategies in the learning process. It shows that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. Therefore, it can be concluded that "metacognitive strategies" were able to improve students' reading comprehension.

B. Discussion

Based on the results of data analysis, the mean of the students' scores after receiving treatment was higher than before the treatment. The mean score of the pre-test was 58.6, while the mean score of the post-test was 77. Additionally, the result of the t-test analysis shows that the t-test value (2.11) was greater than the t-table value (1.711). This indicates that the metacognitive strategy effectively improved students' reading comprehension.

The comparison between the pre-test and post-test results reveals a significant improvement in students' reading comprehension after the implementation of metacognitive strategies. The data, presented in shows that the mean score of the pre-test was low, while the mean score of the post-test increased to a good. This improvement in mean score suggests that students' overall performance in reading comprehension enhanced notably. Additionally, the standard deviation for the pre-test whereas for the post-test it available. The decrease in standard deviation indicates a reduction in score variability among students, suggesting a more consistent improvement in their comprehension skills. Overall, the higher mean score and lower standard deviation in the post-test reflect a significant positive impact of the metacognitive strategies on students' reading comprehension abilities.

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The results from the pre-test and post-test indicate an improvement in students' reading comprehension levels. Initially, students' reading levels were relatively low, as evidenced by the pre-test mean score. This low score reflects that student's faced challenges in comprehending reading materials effectively. However, following the implementation of metacognitive strategies, the mean score significantly rose to 77 in the post-test, indicating that students' reading comprehension levels improved to a good level.

The research begins with the identification of a problem which students low interest in reading. This issue is initially observed through a pre-test, which shows that students' reading skills are below expectations. This low level of interest and performance highlights the need for intervention. To address this issue, a treatment is introduced. In this case, the treatment involves the use of metacognitive strategies. Metacognitive strategies were techniques that help students become aware of and control their own learning processes. This approach might include strategies such as self-monitoring, planning, and evaluating their own understanding and strategies while reading. According study by Antoni found that students who employed reading research showed significant improvement in their reading comprehension and engagement after get low performing and low interest in the pretest section.[38] This study supports the notion that metacognitive approaches can be effective in enhancing students' reading abilities.

The effectiveness of the metacognitive strategies used, it's beneficial to refer to academic journals or studies that have demonstrated similar outcomes. According to the study from Ahmadi that research on metacognitive strategies often shows that

[38] Antoni, "Reading Skills and Strategies : A Study of Undergraduate Speakers of Arabic Learning English at Sanas University (Tesis)" (Jawaharlal Nehru University, New Delhi)

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these techniques can enhance students' reading comprehension and overall academic performance.[39] It find relevant studies that detail how metacognitive strategies have led to improvements in students' reading skills, as well as increased motivation and interest in reading. After implementing the metacognitive strategies, a post-test was conducted to measure any improvements in students' reading skills and interest. The results from this post-test should ideally show an increase in both reading performance and interest compared to the pre-test results.

Treatment processed begin with identifying the problem through a pre-test that reveals poor reading skills. This analysis helps pinpoint specific areas of struggle, such as comprehension, vocabulary, or engagement. Self-Monitoring strategies teach students to regularly check their understanding while reading, using techniques like pausing to ask questions or summarizing content. Planning encourages students to set clear goals and devise strategies for their reading tasks, such as identifying themes or researching unfamiliar words beforehand. Evaluating requires students to reflect on their reading after completing a text, discussing what strategies worked well and what didn't, and making adjustments as needed. Activities aimed at metacognitive awareness, like think-aloud exercises, help students articulate their thought processes during reading, fostering greater self-awareness of their cognitive strategies.

The increase in mean score and the reduction in standard deviation from the pre-test to the post-test suggest that metacognitive strategies were effective in enhancing students' reading abilities. Metacognitive strategies, which involve self-regulation and awareness of one's cognitive processes, likely helped students better

[39] Ahmadi, "Fostering and Teacing Reading Comprehension", (School Psychology Review. Vol.33(44). 467-480)

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understand and manage their reading strategies. By becoming more aware of their reading processes and employing specific techniques to monitor and evaluate their comprehension, students were able to improve their reading skills and achieve better results. Thus, the effective use of metacognitive strategies contributed to the notable improvement in students' reading comprehension, transforming their performance from a lower to a higher level.

The integration of metacognitive strategies in reading instruction provides students with the tools to become self-regulated learners. This involves planning their reading approach, monitoring their comprehension, and evaluating their progress. By doing so, students can develop a deeper understanding of the text, leading to better academic performance. The study's findings align with the theories and research discussed, demonstrating that students who employ metacognitive strategies are more effective readers. These students are capable of setting reading goals, identifying key information, maintaining focus, monitoring their understanding, and making necessary adjustments during the reading process.

According to Baker and Brown stated effective readers are individuals who have metacognitive abilities. These include explaining the purpose of reading by understanding both explicit and implicit questions, identifying important aspects of the text, focusing on the main content, continuously monitoring their understanding, self-questioning to determine if objectives have been achieved, and taking corrective actions if any issues are found. This aligns with the results of the study, which demonstrate that students who employed metacognitive strategies showed significant improvement in their reading comprehension.

McNamara states that reading strategies are particularly beneficial for

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learners who lack domain knowledge or have lower reading skills. These strategies are essential for achieving reading comprehension.[40] If students want to achieve better reading comprehension, they need to employ metacognitive reading strategies. This reinforces the findings of this study, suggesting that metacognitive strategies are not only beneficial but necessary for students to improve their understanding of texts.

According to Anderson states that metacognition involves critical reflection and evaluation of one's own thinking, leading to changes in learning strategies. It includes activities such as planning, monitoring comprehension, and evaluating progress. Since metacognition plays a critical role in successful learning, teaching students to apply metacognitive strategies can significantly enhance their reading comprehension. The results of this study support this, showing that the use of metacognitive strategies leads to improved reading comprehension.

This study highlights that metacognitive strategies not only improve reading comprehension but also foster a more engaged and reflective approach to learning. Students who are aware of their cognitive processes can better understand their strengths and weaknesses, leading to a more personalized and effective learning experience. This self-awareness is crucial for academic success, as it encourages students to take an active role in their education, rather than passively receiving information.

According to the previous research which supported this result that

[40] , D. S., Boonthum, C., Levinstein, I. B, Millis, K., "Handbook of Latent Semantic Analysis: Evaluating self-explanations in START: Comparing word- based and LSA McNamara Algorithms, (Psychology Press, 2009), p. 218.

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metacognitive reading strategy training gives effects to the students' reading strategy. Students who have good metacognition will be able to use their metacognition from previous similar experiences to prepare for potential challenges when they have problem in other situation. [41] Metacognitive reading strategy can be taught in the classroom to make the students more aware about how they study, how they organize their study, how they can evaluate their study and be responsible to their own learning process in general and become strategic reader who uses metacognitive strategy to solve their problem.

The researcher summarized that metacognitive reading strategy training improves students' reading strategy and give effect to the students' reading motivation and the students' reading comprehension. Students' reading motivation and metacognitive reading strategy training were positively correlated. However, students' reading comprehension and metacognitive reading strategy training were not correlated.

The increase in mean scores from the pre-test to the post-test, along with the significant t-test results, underscores the effectiveness of metacognitive strategies. These findings suggest that educators should consider incorporating metacognitive instruction into their teaching practices to enhance students' reading comprehension skills. By doing so, educators can help students become more proficient readers, capable of tackling complex texts with confidence and skill.

The study confirms that metacognitive strategies are essential for reading

[41]Emisari, "*Metacognitive Reading Strategy Training for High School Students at SMAN 1 Metro*," (Publish Thesis: Master in English Language Teaching Study Program Language and Arts Education Department Teacher Training and Education Faculty Lampung University Bandar Lampung, 2016)

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comprehension. The ability to think about and control one's cognitive processes allows students to engage more deeply with the text, leading to improved comprehension and overall academic success. The use of these strategies in educational settings can provide students with the necessary skills to become proficient and independent readers.

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CHAPTER V

CLOSING

This chapter discusses two parts. The first part contains conclusions based on the findings and discussion of the researcher. The second section contains several suggestions based on conclusions.

A. Conclusion

The research of data analysis test showed that there is a significant difference between students' reading comprehension before and after being taught through metacognitive strategies. It was proved by development of mean score from 58.6 on pre-test to 77 on post-test, while t-test 2.11 was greater than t-table 1.711. It means that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. Therefore, metacognitive strategy was able to improve students' reading comprehension.

B. Suggestion

Based on the research, the researcher gives some suggestion as follows:

For the teacher to provide teacher's belief of the effect of those metacognitive reading strategies on students' reading comprehension. It also could give the teacher an overview of metacognitive reading strategies and encourage them to promote those strategies. The teacher has to know many ways to teach English so that, make the learning process will run well and be enjoyable.

It is suggested to the English teacher to using metacognitive strategies in teaching reading because it can help improve students' reading comprehension

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effectively. By implementing these strategies, students can become more aware of their thinking processes and learn to manage their reading tasks more efficiently.

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APPENDICES

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APPENDICES 1. RESEARCH ALLOWANCE

	KEMENTERIAN AGAMA REPUBLIK INDONESIA **INSTITUT AGAMA ISLAM NEGERI PAREPARE** **FAKULTAS TARBIYAH** Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
	VALIDASI INSTRUMEN PENELITIAN SKRIPSI

Nama Mahasiswa : Wafiq Hidayah

Reg Num : 17.1300.008

Faculty/Program : Tarbiyah/Pendidikan Bahasa Inggris

Thesis : Using Metacognitive Strategies in Teaching Students Reading comprehension.

Instrument : Test

APPENDIX 2. RESEARCH INSTRUMENT

PRE-TEST

NARRATIVE TEXT

The Fox and the Grapes

One hot summer's day, a fox was strolling through an orchard until he came across a bunch of grapes just ripening on a vine that had been trained over a lofty branch.

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"Just the thing to quench my thirst," said the fox. Drawing back a few paces, he took a run and a jump, and just missed the bunch.

Turning round again with a One, Two, Three, he jumped up, but with no greater success. Again and again, he tried after the tempting morsel, but at last had to give up, and walked away with his nose in the air, saying: "I am sure they are sour."

1) What was the fox doing on a hot summer's day?

   A. He was looking for water.

   B. He was looking for shelter.

   C. He was strolling through an orchard.

   D. He was sleeping under a tree.

2) What caught the fox's attention?

   A. A tall tree.

   B. A bunch of ripe grapes.

   C. A pond of water.

   D. A bird's nest.

3) Why did the fox want to reach the grapes?

   A. To quench his thirst.

   B. To take the grapes home.

   C. To give the grapes to his friend.

   D. To play with the grapes.

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4) What happened when the fox tried to jump for the grapes?

A. He succeeded on the first try.

B. He almost reached the grapes.

C. He failed several times and finally gave up.

D. He fell and got hurt.

5) How did the fox react after failing to get the grapes?

A. He kept trying over and over again.

B. He thought of another way to get them.

C. He said the grapes were probably sour.

D. He asked another animal for help.

6) What lesson can we learn from this story?

A. Always keep trying until you succeed.

B. Sometimes it's better to give up if you can't do it.

C. Don't underestimate something hard to reach.

D. Always ask for help if needed.

7) How did the fox feel when leaving the grapes?

A. Disappointed but pretended not to care.

B. Very angry and upset.

C. Happy because he found another solution.

D. Indifferent because he didn't really want them.

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PROCEDURE TEXT

How to Make a Simple Sandwich

Ingredients:

1. 2 slices of bread
2. 2 tablespoons of butter
3. 2 slices of cheese
4. 1 slice of ham
5. 1 leaf of lettuce
6. 2 slices of tomato

Steps:

1. Spread butter on one side of each slice of bread.
2. Place a slice of cheese on top of the buttered side of one bread slice.
3. Add the ham slice on top of the cheese.
4. Place the leaf of lettuce and slices of tomato on top of the ham.
5. Put the other slice of bread on top with the buttered side facing down.
6. Cut the sandwich in half if desired, and enjoy!

Questions:

8) What is the first step in making the sandwich?

A. Place a slice of cheese on the bread.

B. Spread butter on one side of each slice of bread.

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C. Add the ham slice on top of the cheese.

D. Place the leaf of lettuce and slices of tomato on top of the ham.

9) How many slices of bread are needed to make the sandwich?

A. One slice

B. Two slices

C. Three slices

D. Four slices

10) What is placed on the bread after spreading the butter?

A. Tomato slices

B. A slice of cheese

C. A slice of ham

D. A leaf of lettuce

11) In which step do you add the ham?

A. Step 1

B. Step 2

C. Step 3

D. Step 4

12) What comes right after the ham slice in the procedure?

A. The second slice of bread

B. A slice of cheese

C. The lettuce and tomato

D. Spreading butter on the bread

13) What should you do after placing the second slice of bread on top?

A. Place a leaf of lettuce and slices of tomato

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B. Spread butter on the bread

C. Cut the sandwich in half if desired

D. Add a slice of cheese on top of the ham

14) Which ingredient is used only once in the entire procedure?

A. Bread

B. Butter

C. Cheese

D. Ham

DESCRIPTIVE TEXT

Bali Island

Bali is one of the most famous islands in Indonesia, known for its beautiful beaches, vibrant culture, and friendly people. The island is a popular tourist destination, attracting visitors from all over the world. Bali has a diverse landscape, with mountains, forests, and rice terraces. The island is also home to many temples, including the famous Tanah Lot temple, which is located on a rock formation in the sea. The traditional dance, music, and art of Bali are also well-known and appreciated by visitors.

Questions:

15) What is Bali known for?

A. Its deserts

B. Its beautiful beaches

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C. Its skyscrapers

D. Its cold weather

16) Who are the people of Bali known to be?

A. Unfriendly

B. Busy

C. Friendly

D. Shy

17) What kind of landscape does Bali have?

A. Deserts and rivers

B. Mountains, forests, and rice terraces

C. Grasslands and valleys

D. Plains and lakes

18) Where is the Tanah Lot temple located?

A. In the mountains

B. In the forest

C. On a rock formation in the sea

D. In the middle of a rice terrace

19) What cultural aspects of Bali are well-known?

A. Its architecture and technology

B. Its traditional dance, music, and art

C. Its fashion and cuisine

D. Its language and literature

20) Who are the main visitors to Bali?

A. Local residents only

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B. Tourists from all over the world

C. Scientists and researchers

D. Businessmen and politician.

POST-TEST

NARRATIVE TEXT

The Legend of Lake Toba

Once upon a time, in the northern part of Sumatra Island, there was a vast and beautiful lake called Lake Toba. According to legend, the lake was formed by a massive volcanic eruption. Long ago, a poor farmer named Toba lived near the area. One day, Toba caught a large fish, which he brought home to cook. To his surprise, the fish transformed into a beautiful woman named Samosir. She told Toba that she was a cursed princess and asked him to keep her secret. Toba agreed, and they got married. They had a son named Samosir, who was very naughty. One day, in a fit of anger, Toba revealed Samosir's mother's secret. Suddenly, the sky darkened, and heavy rain began to fall, filling the valley and creating Lake Toba. Samosir turned back into a fish, and Toba was swallowed by the rising waters.

Questions:

1. Where is Lake Toba located?

   A. Java Island

   B. Sumatra Island

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C. Bali Island

D. Kalimantan Island

2. What caused Lake Toba to be formed according to the legend?

C. An earthquake

D. A volcanic eruption

E. A tsunami

F. Heavy rain

3. Who was Toba?

A. A king

B. A fisherman

C. A poor farmer

D. A soldier

4. What did the fish turn into?

A. A dragon

B. A bird

C. A beautiful woman

D. A mermaid

5. What was the name of Toba's son?

A. Samosir

B. Toba Junior

C. Sumatra

D. Lake

6. What did Toba do in a fit of anger?

A. Revealed Samosir's mother’s secret

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B. Destroyed the lake

C. Fished in the lake

D. Built a dam

7. What happened to Samosir at the end of the story?

A. He became a king

B. He was turned into a fish

C. He moved to another island

D. He was swallowed by the rising waters

PROCEDURE TEXT

How to Make a Cup of Tea

Making a cup of tea is simple and relaxing. Follow these steps to prepare a perfect cup of tea:

1. Boil water in a kettle.
2. Place a tea bag in a cup.
3. Pour the boiling water into the cup.
4. Let the tea bag steep in the hot water for 3-5 minutes.
5. Remove the tea bag.
6. Add sugar or honey if desired.
7. Add milk or lemon if desired.
8. Stir the tea.
9. Your cup of tea is ready to enjoy.

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Questions

8. What is the first step in making a cup of tea?
   A. Place a tea bag in a cup
   B. Boil water in a kettle
   C. Pour boiling water into the cup
   D. Add sugar or honey
9. How long should you let the tea bag steep in the hot water?
   A. 1-2 minutes
   B. 2-3 minutes
   C. 3-5 minutes
   D. 5-7 minutes
10. What do you do after removing the tea bag?
   A. Boil more water
   B. Add sugar or honey
   C. Add more tea bags
   D. Drink the tea
11. What can you add to the tea if you want it sweeter?
   A. Salt
   B. Sugar or honey
   C. Pepper
   D. Lemon
12. What can you add to the tea if you prefer a different flavor?
   A. Salt or pepper
   B. Milk or lemon

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C. Coffee

D. Butter

13. What should you do after adding all the desired ingredients?

A. Boil the tea again

B. Let it cool for 10 minutes

C. Stir the tea

D. Add more tea bags

14. What is the final step in the procedure?

A. Boil more water

B. Stir the tea

C. Add more sugar

D. Enjoy your cup of tea

DESCRIPTIVE TEXT

Mount Fuji

Mount Fuji is Japan's highest mountain and one of its most iconic landmarks. It is located on Honshu Island, about 100 kilometers southwest of Tokyo. Here are some key features of Mount Fuji:

Height: Mount Fuji stands at 3,776 meters (12,389 feet) above sea level.

Shape: It is a symmetrical stratovolcano with a perfectly conical shape.

Climbing: Mount Fuji is a popular destination for climbers, with the climbing season typically from July to early September.

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Cultural Significance: It holds a special cultural significance in Japan and has been a source of inspiration for artists and poets for centuries.

Questions:

15. Where is Mount Fuji located?
    A. Hokkaido
    B. Kyushu
    C. Shikoku
    D. Honshu
16. What is Mount Fuji's height above sea level?
    A. 2,310 meters
    B. 3,776 meters
    C. 4,510 meters
    D. 5,200 meters
17. How would you describe Mount Fuji's shape?
    A. Irregular and asymmetrical
    B. Conical and symmetrical
    C. Flat and wide
    D. Rounded and rocky
18. When is the typical climbing season for Mount Fuji?
    A. January to March
    B. April to June
    C. July to September
    D. October to December
19. What makes Mount Fuji a popular destination?

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A. Its challenging hiking trails

B. Its wildlife diversity

C. Its hot springs

D. Its cultural significance and iconic shape

20. Why is Mount Fuji culturally significant in Japan?

A. Because it is the tallest mountain in Asia

B. Because it is a sacred mountain in Shinto belief

C. Because it has the oldest volcanic rocks

D. Because it has the largest crater lake

Parepare, 22 July 2024

Approved by

Consultant	Co-Consultant
Hj. Nurhamdah, S.Ag., M.Pd.	Muhawir, M.Pd.
197311161998032007	198809302023211016

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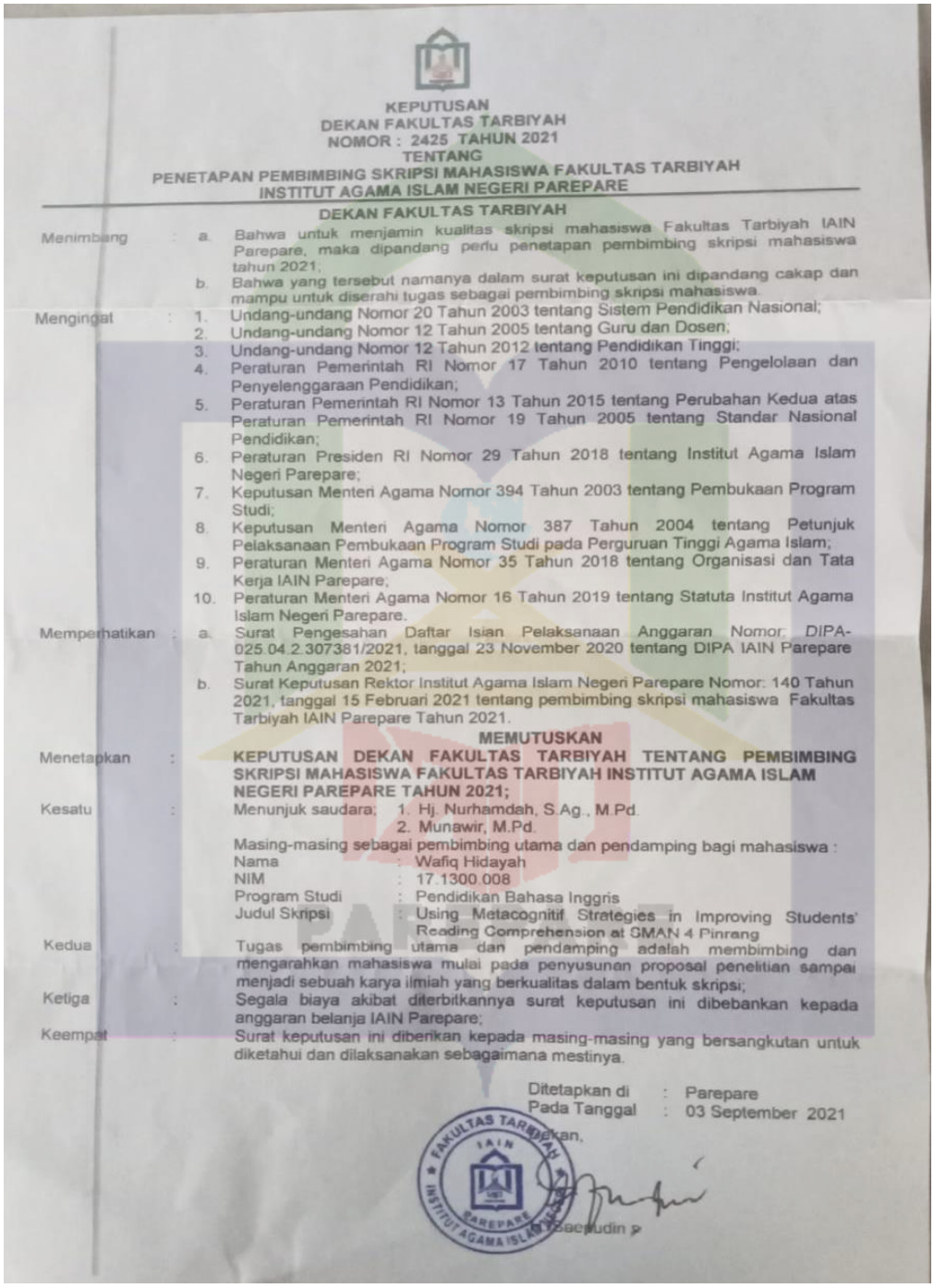
APPENDIX 2. RESEARCH ALLOWANCE



KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 2425 TAHUN 2021
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang :
a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

Mengingat :
1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

Memperhatikan :
a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: *DIPA*-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.

MEMUTUSKAN

Menetapkan :
KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;

Kesatu :
Menunjuk saudara; 1. Hj. Nurhamdah, S.Ag., M.Pd.
2. Munawir, M.Pd.
Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
Nama : Wafiq Hidayah
NIM : 17.1300.008
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Using Metacognitif Strategies in Improving Students' Reading Comprehension at SMAN 4 Pinrang

Kedua :
Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

Ketiga :
Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;

Keempat :
Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 03 September 2021

Dekan,

Saepuddin

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : JL. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 🖷 (0421) 24404
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor : B-3008/In.39/FTAR.01/PP.00.9/07/2024 — 24 Juli 2024
Sifat : Biasa
Lampiran : -
H a l : Permohonan Izin Pelaksanaan Penelitian

Yth. BUPATI PINRANG
Cq.kepala Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu
di
KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: WAFIQ HIDAYAH
Tempat/Tgl. Lahir	: PATI, 06 Juni 2000
NIM	: 17.1300.008
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: XIV (Empat Belas)
Alamat	: SUPPA BELA-BELAWA

Bermaksud akan mengadakan penelitian di wilayah BUPATI PINRANG dalam rangka penyusunan skripsi yang berjudul :

"USING METACOGNITIVE STRATEGIES IN TEACHING STUDENTS READING COMPREHENSION AT SMP NEGERI 1 SUPPA"

Pelaksanaan penelitian ini direncanakan pada tanggal 24 Juli 2024 sampai dengan tanggal 25 Agustus 2024.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,

Dr. Zulfah, S.Pd., M.Pd.
NIP 198304202008012010

Tembusan :

1. Rektor IAIN Parepare

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

PEMERINTAH KABUPATEN PINRANG
DINAS PENDIDIKAN DAN KEBUDAYAAN

UPT SMP NEGERI 1 SUPPA

Jalan Ambo Siraje No. 1 ☎0421-3313802 Suppa Kabupaten Pinrang 91272
e-mail: spensasuppa@gmail.com website: www.smpn1suppa.sch.id

SURAT KETERANGAN

Nomor: 070/078/SMP.05/2024

Yang bertanda tangan di bawah ini, Kepala UPT SMP Negeri 1 Suppa Kabupaten Pinrang menerangkan bahwa:

N a m a	: **WAFIQ HIDAYAH**
Tempat/ Tgl. Lahir	: Pati, 06 Juni 2000
Pekerjaan	: Mahasiswi IAIN Parepare
NIM	: 17.1300.008
Fakultas	: Tarbiyah
Program Studi	: Pendidikan Bahasa Inggris
Alamat	: Bela-Belawa, Suppa, Kab. Pinrang

benar telah melakukan penelitian di UPT SMP Negeri 1 Suppa berdasarkan surat Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Nomor B-3008/In.39/FTAR.01/ PP.00.9/07/2024 tanggal 24 Juli 2024 perihal Permohoban Izin Pelaksanaan Penelitian dalam rangka penyusunan skripsi dengan judul: "USING METACOGNITIVE STRATEGIES IN TEACHING STUDENTS READING COMPREHENSION AT SMP NEGERI 1 SUPPA"

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

24 Juli 2024
Kepala Sekolah,

PEMERINTAH KABUPATEN PINRANG UPT SMP NEGERI 1 SUPPA

MADE SETOMA, S.Pd, M.Si.
NIP 19641231 198411 1 004

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PEMERINTAH KABUPATEN PINRANG

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

KEPUTUSAN KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG
Nomor : 503/0455/PENELITIAN/DPMPTSP/07/2024

Tentang

SURAT KETERANGAN PENELITIAN

Menimbang : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 25-07-2024 atas nama WAFIQ HIDAYAH, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Surat Keterangan Penelitian.

Mengingat :
1. Undang - Undang Nomor 29 Tahun 1959;
2. Undang - Undang Nomor 18 Tahun 2002;
3. Undang - Undang Nomor 25 Tahun 2007;
4. Undang - Undang Nomor 25 Tahun 2009;
5. Undang - Undang Nomor 23 Tahun 2014;
6. Peraturan Presiden RI Nomor 97 Tahun 2014;
7. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 terkait Penerbitan Surat Keterangan Penelitian;
7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.

Memperhatikan :
1. Rekomendasi Tim Teknis PTSP : 0878/R/T.Teknis/DPMPTSP/07/2024, Tanggal : 25-07-2024
2. Berita Acara Pemeriksaan (BAP) Nomor : 0458/BAP/PENELITIAN/DPMPTSP/07/2024, Tanggal : 25-07-2024

M E M U T U S K A N

Menetapkan :

KESATU : Memberikan Surat Keterangan Penelitian kepada :

1.	Nama Lembaga	: INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
2.	Alamat Lembaga	: Jl. Amal Bakti No. 8 Soreang Parepare
3.	Nama Peneliti	: WAFIQ HIDAYAH
4.	Judul Penelitian	: Using Metacognitive Strategies In Teaching Students Reading Comprehension At SMP Negeri 1 Suppa
5.	Jangka waktu Penelitian	: 1 Bulan
6.	Sasaran/target Penelitian	: Siswa - Siswi Kelas 8a SMPN 1 Suppa
7.	Lokasi Penelitian	: Kecamatan Suppa

KEDUA : Surat Keterangan Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 25-01-2025.

KETIGA : Peneliti wajib mentaati dan melakukan ketentuan dalam Surat Keterangan Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.

KEEMPAT : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 29 Juli 2024

Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP.,M.Si
NIP. 197406031993112001
Kepala Dinas Penanaman Modal dan PTSP
Selaku Kepala Unit PTSP Kabupaten Pinrang

Biaya : Rp 0,-

Balai Sertifikasi Elektronik

ZONA HIJAU

OMBUDSMAN REPUBLIK INDONESIA

Dokumen ini telah ditandatangani secara elektronik menggunakan **sertifikat elektronik** yang diterbitkan **BSrE**

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 9113 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.2395/In.39/FTAR.01/PP.00.9/06/2024 21 Juni 2024
Lamp. : 1 berkas draf proposal penelitian
Hal. : **Undangan Menguji Proposal Penelitian**

Kepada

Yth. 1. Hj. Nurhamdah, S.Ag., M.Pd. (Pembimbing Utama)
2. Munawir, M.Pd. (Pembimbing Pendamping)
3. Dr. Mujahidah, M.Pd. (Penguji I)
4. Muh. Yusuf, M.Pd. (Penguji II)

di,-
Parepare

Dengan hormat kami mengundang Bapak/Ibu untuk menghadiri Seminar Proposal Penelitian untuk penyusunan skripsi bagi mahasiswa berikut :

Nama	: WAFIQ HIDAYAH
NIM	: 17.1300.007
Program Studi	: Pendidikan Bahasa Inggris
Judul Usulan Penelitian	: USING METACOGNITIVE STRATEGIES IN TEACHING STUDENTS READING COMPREHENSIONAT SMAN 4 PINRANG

Seminar proposal penelitian tersebut akan dilaksanakan pada :

Hari/Tanggal	: Selasa/25 Juni 2024
Pukul	: 13.00-14.15 WITA
Tempat	: Ruang Munaqasyah lt.2

Partisipasi aktif dalam pelaksanaan Seminar Proposal Penelitian sangat diharapkan terutama dalam memberikan koreksi dan masukan yang berkaitan dengan penelitian tersebut.

atas perhatian dan kesediaan Bapak/Ibu dihartukan terima kasih.

a.n Dekan,
Wakil Dekan Bid. AKKK

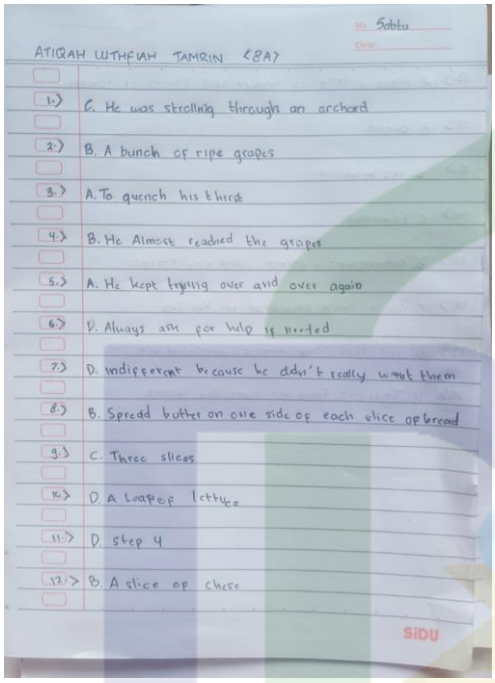
Bahtiar, M.A

Tembusan :

1. Ketua Program Pendidikan Bahasa Inggris;
2. Mahasiswa Ybs;
3. Arsip;

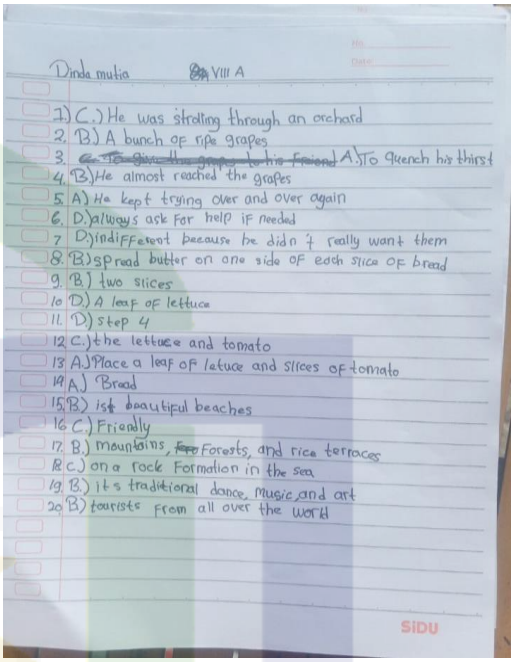
CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

APPENDICES 3. RESEARCH DOCUMENTATION



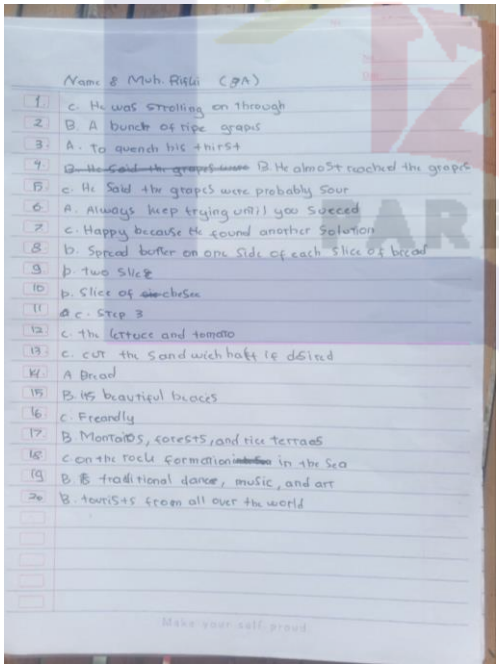
ATIQAH LUTHFIAH TAMRIN (8A)

1.) C. He was strolling through an orchard
2.) B. A bunch of ripe grapes
3.) A. To quench his thirst
4.) B. He Almost reached the grapes
5.) A. He kept trying over and over again
6.) D. Always ask for help if needed
7.) D. indifferent because he didn't really want them
8.) B. Spread butter on one side of each slice of bread
9.) C. Three slices
10.) D. A Leaf of lettuce
11.) D. step 4
12.) B. A slice of cheese



Dinda mutia VIII A

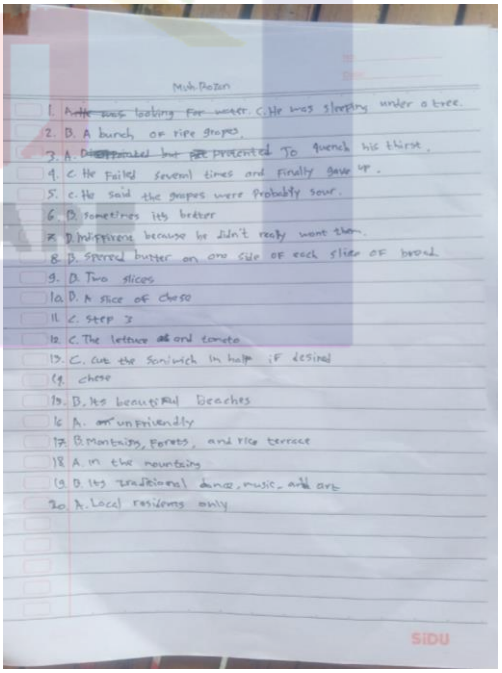
1) C.) He was strolling through an orchard
2. B.) A bunch of ripe grapes
3. ~~C. To give the grapes to his friend~~ A.) To quench his thirst
4. B.) He almost reached the grapes
5. A) He kept trying over and over again
6. D.) always ask for help if needed
7. D.) indifferent because he didn't really want them
8. B.) spread butter on one side of each slice of bread
9. B.) two slices
10. D.) A leaf of lettuce
11. D.) step 4
12. C.) the lettuce and tomato
13. A.) Place a leaf of latuce and slices of tomato
14. A.) Bread
15. B.) ist beautiful beaches
16. C.) Friendly
17. B.) mountains, ~~and~~ Forests, and rice terraces
18. C.) on a rock Formation in the sea
19. B.) it's traditional dance, music, and art
20. B.) tourists from all over the world



Name : Muh. Fiqli (8A)

1. c. He was strolling on through
2. B. A bunch of ripe grapes
3. A. To quench his thirst
4. ~~D. He said the grapes were~~ B. He almost reached the grapes
5. c. He said the grapes were probably sour
6. A. Always keep trying until you succeed
7. c. Happy because he found another solution
8. b. Spread butter on one side of each slice of bread
9. b. two slice
10. b. Slice of ~~cho~~cheese
11. c. Step 3
12. c. the lettuce and tomato
13. c. cut the sandwich half if desired
14. A Bread
15. B. its beautiful beaches
16. c. Freandly
17. B. Mountains, forests, and rice terraces
18. c. on the rock formation ~~in the~~ in the sea
19. B. is traditional dance, music, and art
20. B. tourists from all over the world

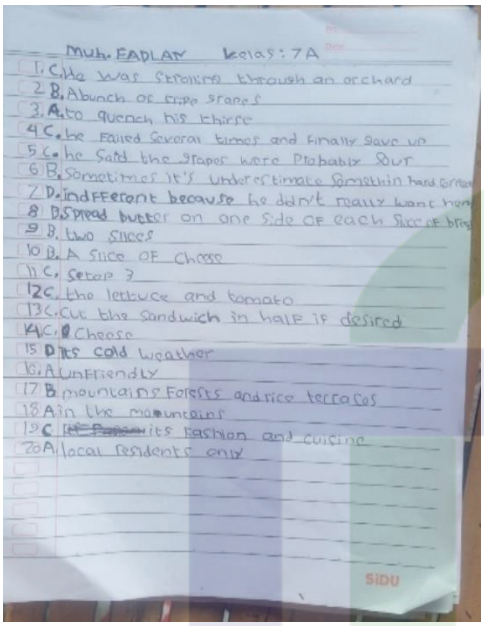
Make your self proud



Muh. Rezan

1. ~~A. He was tasting for water~~ C. He was sleeping under a tree.
2. D. A bunch of ripe grapes.
3. A. ~~Disappointed but he~~ pretended To quench his thirst.
4. c. He failed several times and finally gave up.
5. c. He said the grapes were probably sour.
6. B. Sometimes its better
7. D. Indifferent because he didn't really want them.
8. D. Spread butter on one side of each slice of bread.
9. D. Two slices
10. D. A slice of cheese
11. c. step 3
12. c. The lettuce ~~and~~ and tomato
13. C. cut the sandwich in half if desired
14. cheese
15. D. its beautiful beaches
16. A. ~~an~~ unfriendly
17. B. Mountains, forests, and rice terrace
18. A. in the mountains
19. D. its traditional ~~dance~~, music, ~~and~~ art
20. A. Local residents only

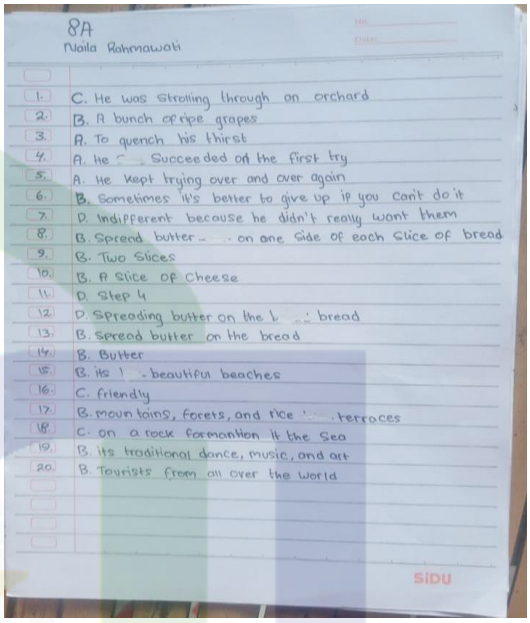
CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE



Muh. FADLAN kelas: 7A

1. C. He was strolling through an orchard
2. B. A bunch of ripe grapes
3. A. to quench his thirst
4. C. he Failed several times and finally gave up
5. C. he said the grapes were Probably sour
6. B. Sometimes it's underestimate Something hard to
7. D. indifferent because he didn't really want them
8. B. Spread butter on one side of each slice of bre
9. B. two slices
10. B. A slice of cheese
11. C. Setap 3
12. C. the lettuce and tomato
13. C. Cut the sandwich in half if desired
14. C. Cheese
15. D. its cold weather
16. A. unfriendly
17. B. mountains Forests and rice terraces
18. A. in the mountains
19. C. its fashion and cuisine
20. A. local residents only

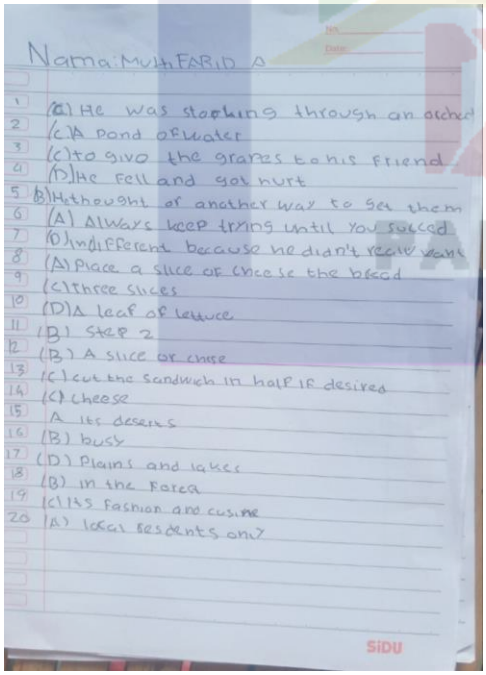
SiDU



8A
Naila Rahmawati

1. C. He was strolling through an orchard
2. B. A bunch of ripe grapes
3. A. To quench his thirst
4. A. He succeeded on the first try
5. A. He kept trying over and over again
6. B. Sometimes it's better to give up if you can't do it
7. D. indifferent because he didn't really want them
8. B. Spread butter on one side of each slice of bread
9. B. Two slices
10. B. A slice of cheese
11. D. Step 4
12. D. Spreading butter on the bread
13. B. Spread butter on the bread
14. B. Butter
15. B. its beautiful beaches
16. C. friendly
17. B. mountains, forests, and rice terraces
18. C. on a rock formation in the sea
19. B. its traditional dance, music, and art
20. B. Tourists from all over the world

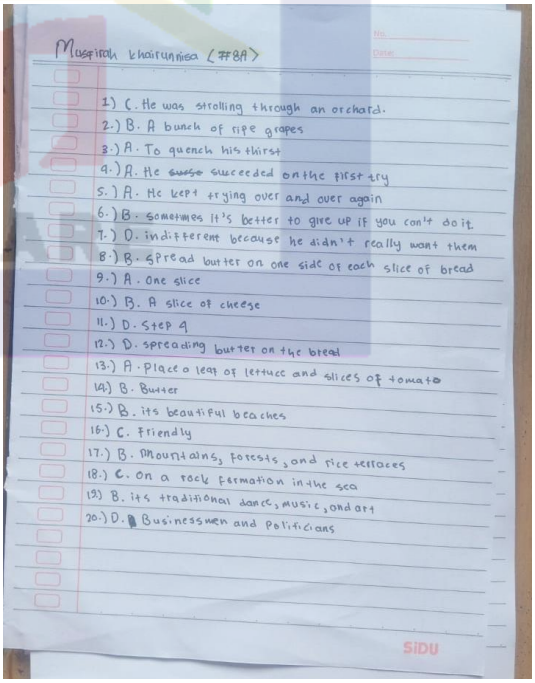
SiDU



Nama: MUHFARID A

1. (C) He was strolling through an orchard
2. (C) A pond of water
3. (C) to give the grapes to his friend
4. (D) He fell and got hurt
5. (B) He thought of another way to get them
6. (A) Always keep trying until you succed
7. (D) indifferent because he didn't really want
8. (A) Place a slice of cheese the bread
9. (C) three slices
10. (D) A leaf of lettuce
11. (B) step 2
12. (B) A slice of chese
13. (C) cut the sandwich in half if desired
14. (C) cheese
15. A its deserts
16. (B) busy
17. (D) Plains and lakes
18. (B) in the forest
19. (C) its fashion and cusine
20. (A) local residents only

SiDU

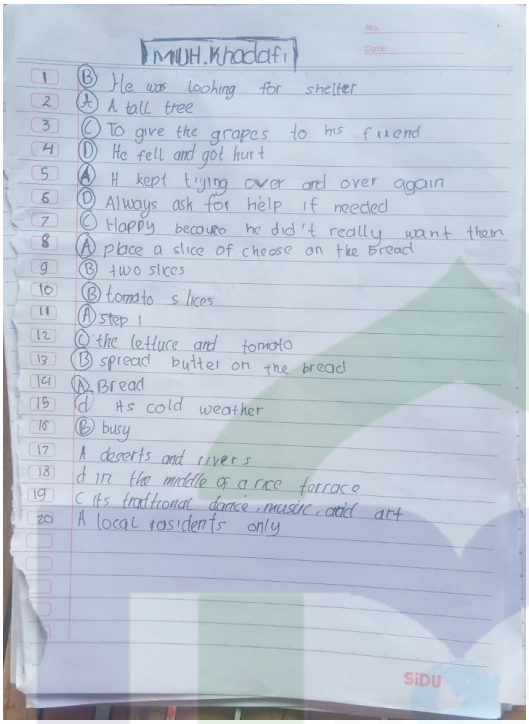


Musfirah khairunnisa (#8A)

1. C. He was strolling through an orchard.
2. B. A bunch of ripe grapes
3. A. To quench his thirst
4. A. He ~~susse~~ succeeded on the first try
5. A. He kept trying over and over again
6. B. Sometimes it's better to give up if you can't do it
7. D. indifferent because he didn't really want them
8. B. Spread butter on one side of each slice of bread
9. A. One slice
10. B. A slice of cheese
11. D. Step 4
12. D. spreading butter on the bread
13. A. Place a leaf of lettuce and slices of tomato
14. B. Butter
15. B. its beautiful beaches
16. C. friendly
17. B. Mountains, forests, and rice terraces
18. C. On a rock formation in the sea
19. B. its traditional dance, music, and art
20. D. Businessmen and Politicians

SiDU

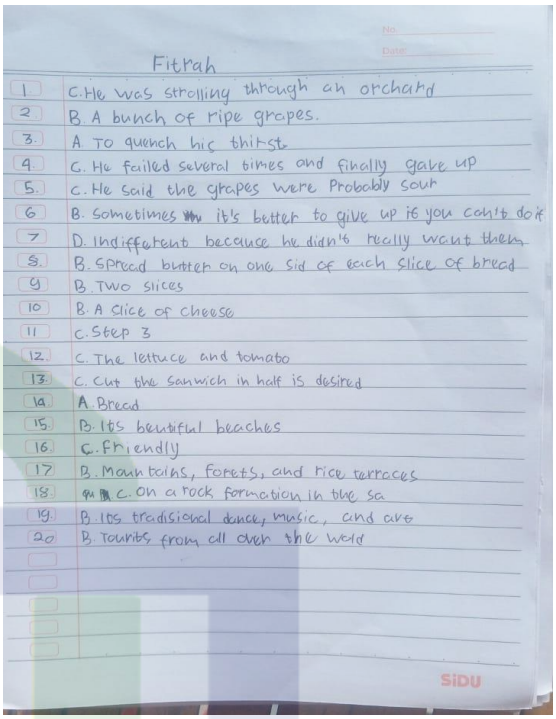
CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE



MUH. Khadafi

1. (B) He was looking for shelter
2. (A) A tall tree
3. (C) To give the grapes to his friend
4. (D) He fell and got hurt
5. (A) H kept trying over and over again
6. (D) Always ask for help if needed
7. (C) Happy because he did't really want them
8. (A) place a slice of cheese on the bread
9. (B) two slices
10. (B) tomato slices
11. (A) step 1
12. (C) the lettuce and tomato
13. (B) spread butter on the bread
14. (A) Bread
15. (d) Its cold weather
16. (B) busy
17. A deserts and rivers
18. d in the middle of a rice terrace
19. C its traditional dance, music, and art
20. A local tasidents only

SiDU



Fitrah

1. C. He was strolling through an orchard
2. B. A bunch of ripe grapes.
3. A To quench his thirst
4. C. He failed several times and finally gave up
5. c. He said the grapes were Probably sour
6. B. Sometimes it's better to give up if you can't do it
7. D. Indifferent because he didn't really want them
8. B. Spread butter on one sid of each slice of bread
9. B. Two slices
10. B. A slice of cheese
11. C. Step 3
12. C. The lettuce and tomato
13. C. Cut the sanwich in half is desired
14. A. Bread
15. B. Its beautiful beaches
16. C. Friendly
17. B. Mountains, forests, and rice terraces
18. C. On a rock formation in the sa
19. B. Its tradisional dance, music, and art
20. B. Tourists from all over the world

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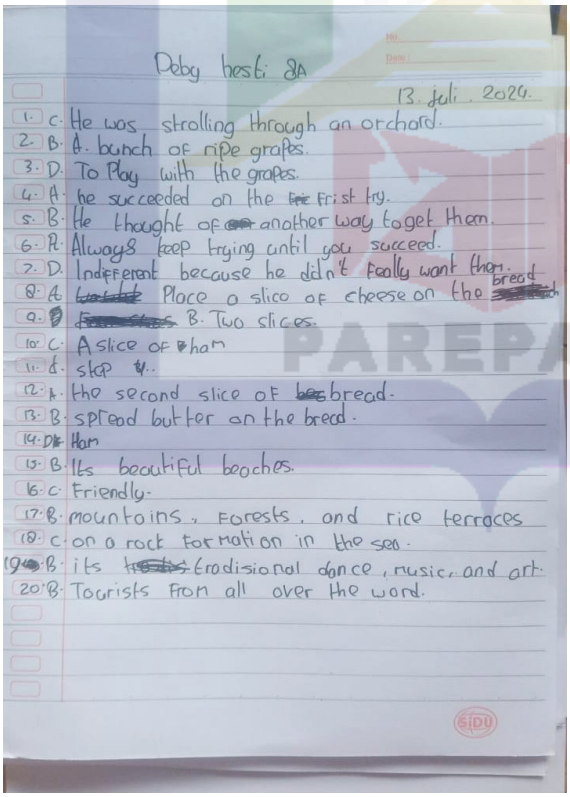

Deby hesti SA

13. juli. 2024.

1. C. He was strolling through an orchard.
2. B. A. bunch of ripe grapes.
3. D. To Play with the grapes.
4. A. he succeeded on the ~~the~~ Frist try.
5. B. He thought of another way to get them.
6. A. Always keep trying until you succeed.
7. D. Indifferent because he didn't really want them.
8. A. Place a slice of cheese on the bread
9. B. Two slices.
10. C. A slice of ham
11. d. step 4.
12. A. the second slice of bread.
13. B. spread butter on the bread.
14. D. Ham
15. B. Its beautiful beaches.
16. C. Friendly.
17. B. mountains, Forests, and rice terraces
18. C. on a rock formation in the sea.
19. B. its ~~tradisional~~ traditional dance, music, and art.
20. B. Tourists from all over the word.

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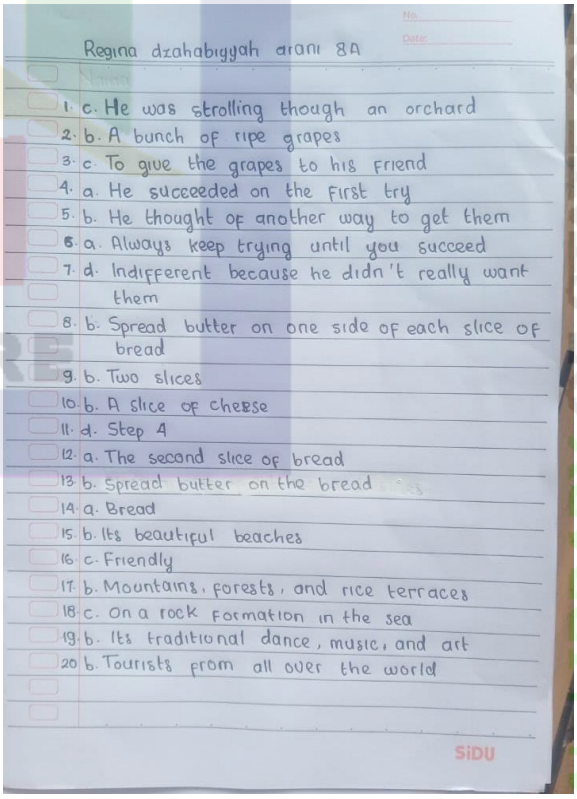

Regina dzahabiyyah arani 8A

1. c. He was strolling though an orchard
2. b. A bunch of ripe grapes
3. c. To give the grapes to his friend
4. a. He succeeded on the First try
5. b. He thought of another way to get them
6. a. Always keep trying until you succeed
7. d. Indifferent because he didn't really want them
8. b. Spread butter on one side of each slice of bread
9. b. Two slices
10. b. A slice of cheese
11. d. Step 4
12. a. The second slice of bread
13. b. Spread butter on the bread
14. a. Bread
15. b. Its beautiful beaches
16. c. Friendly
17. b. Mountains, forests, and rice terraces
18. c. On a rock formation in the sea
19. b. Its traditional dance, music, and art
20. b. Tourists from all over the world

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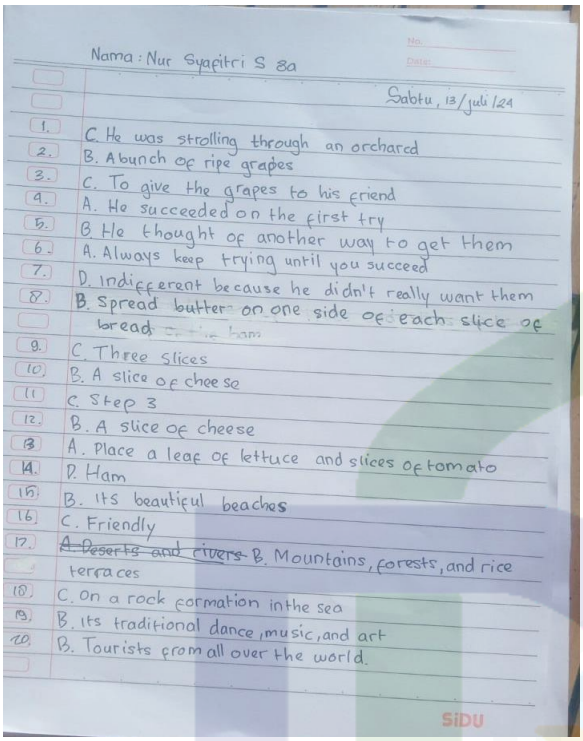

Nama : Nur Syapitri S 8a

Sabtu, 13/juli/24

1. C. He was strolling through an orchard
2. B. A bunch of ripe grapes
3. C. To give the grapes to his friend
4. A. He succeeded on the first try
5. B. He thought of another way to get them
6. A. Always keep trying until you succeed
7. D. Indifferent because he didn't really want them
8. B. Spread butter on one side of each slice of bread
9. C. Three slices
10. B. A slice of cheese
11. C. Step 3
12. B. A slice of cheese
13. A. Place a leaf of lettuce and slices of tomato
14. D. Ham
15. B. Its beautiful beaches
16. C. Friendly
17. ~~A. Deserts and rivers~~ B. Mountains, forests, and rice terraces
18. C. On a rock formation in the sea
19. B. Its traditional dance, music, and art
20. B. Tourists from all over the world

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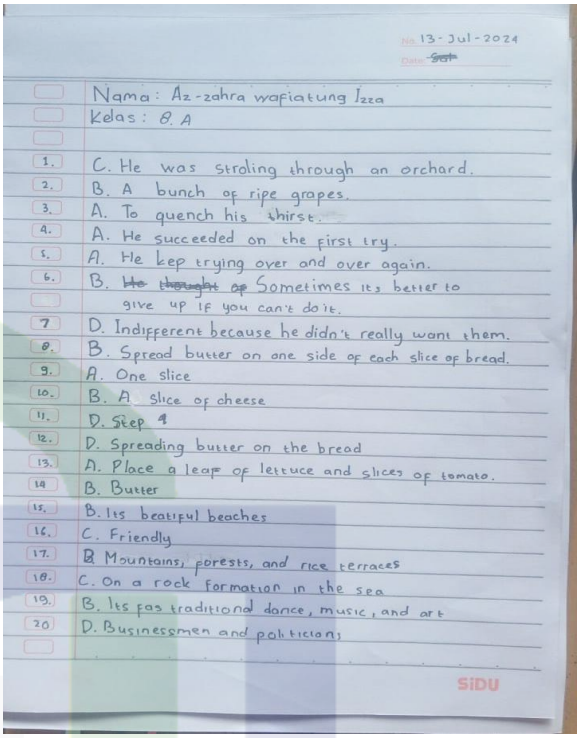


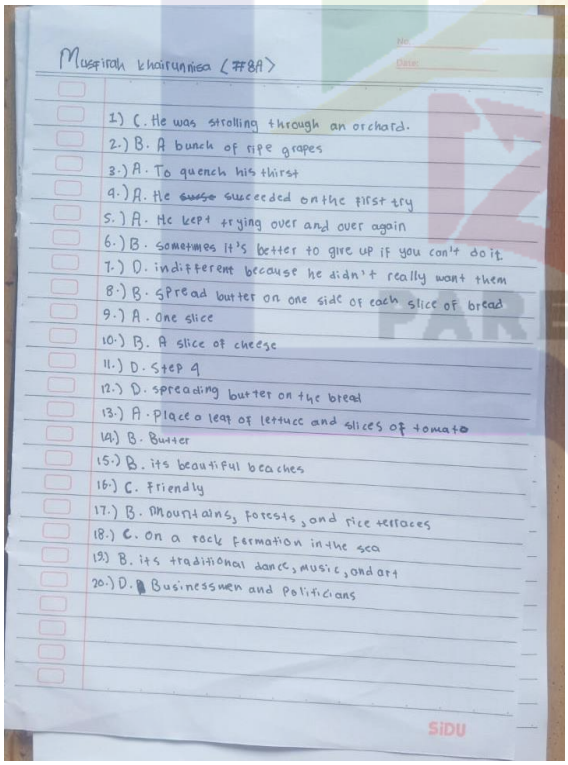
No. 13-Jul-2024

Nama : Az-zahra wafiatung Izza

Kelas : 8. A

1. C. He was stroling through an orchard.
2. B. A bunch of ripe grapes.
3. A. To quench his thirst.
4. A. He succeeded on the first try.
5. A. He kep trying over and over again.
6. B. ~~He thought of~~ Sometimes its better to give up if you can't do it.
7. D. Indifferent because he didn't really want them.
8. B. Spread butter on one side of each slice of bread.
9. A. One slice
10. B. A slice of cheese
11. D. Step 4
12. D. Spreading butter on the bread
13. A. Place a leaf of lettuce and slices of tomato.
14. B. Butter
15. B. Its beatiful beaches
16. C. Friendly
17. B. Mountains, forests, and rice terraces
18. C. On a rock formation in the sea
19. B. Its fas traditional dance, music, and art
20. D. Businessmen and politicians

SiDU



Musfirah Khairunnisa (#8A)

1) C. He was strolling through an orchard.
2.) B. A bunch of ripe grapes
3.) A. To quench his thirst
4.) A. He ~~susse~~ succeeded on the first try
5.) A. He kept trying over and over again
6.) B. Sometimes it's better to give up if you can't do it.
7.) D. indifferent because he didn't really want them
8.) B. Spread butter on one side of each slice of bread
9.) A. One slice
10.) B. A slice of cheese
11.) D. Step 4
12.) D. spreading butter on the bread
13.) A. Place a leaf of lettuce and slices of tomato
14.) B. Butter
15.) B. its beautiful beaches
16.) C. Friendly
17.) B. Mountains, forests, and rice terraces
18.) C. On a rock formation in the sea
19.) B. its traditional dance, music, and art
20.) D. Businessmen and Politicians

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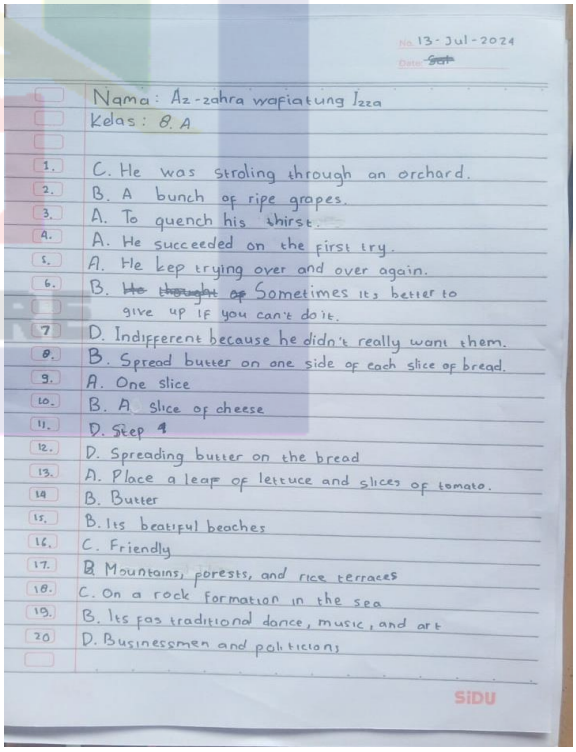

No. 13-Jul-2024

Nama : Az-zahra wafiatung Izza

Kelas : 8. A

1. C. He was stroling through an orchard.
2. B. A bunch of ripe grapes.
3. A. To quench his thirst.
4. A. He succeeded on the first try.
5. A. He kep trying over and over again.
6. B. ~~He thought of~~ Sometimes its better to give up if you can't do it.
7. D. Indifferent because he didn't really want them.
8. B. Spread butter on one side of each slice of bread.
9. A. One slice
10. B. A slice of cheese
11. D. Step 4
12. D. Spreading butter on the bread
13. A. Place a leaf of lettuce and slices of tomato.
14. B. Butter
15. B. Its beatiful beaches
16. C. Friendly
17. B. Mountains, forests, and rice terraces
18. C. On a rock formation in the sea
19. B. Its fas traditional dance, music, and art
20. D. Businessmen and politicians

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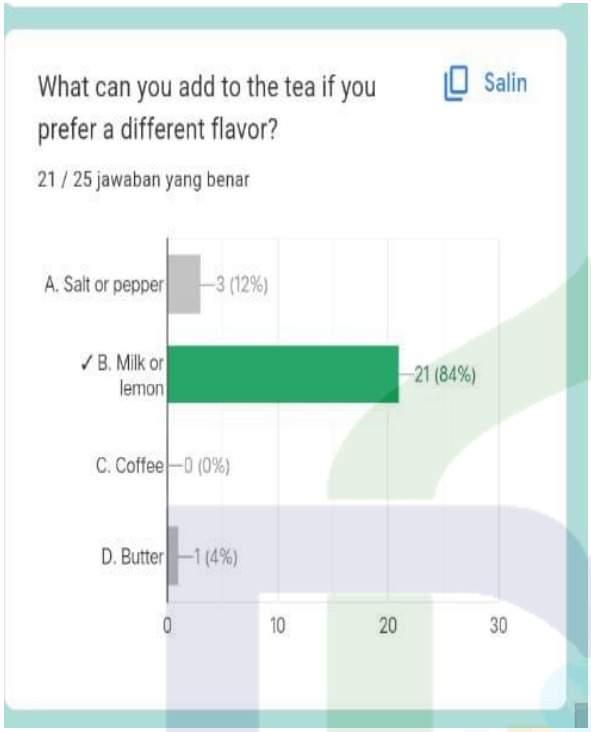

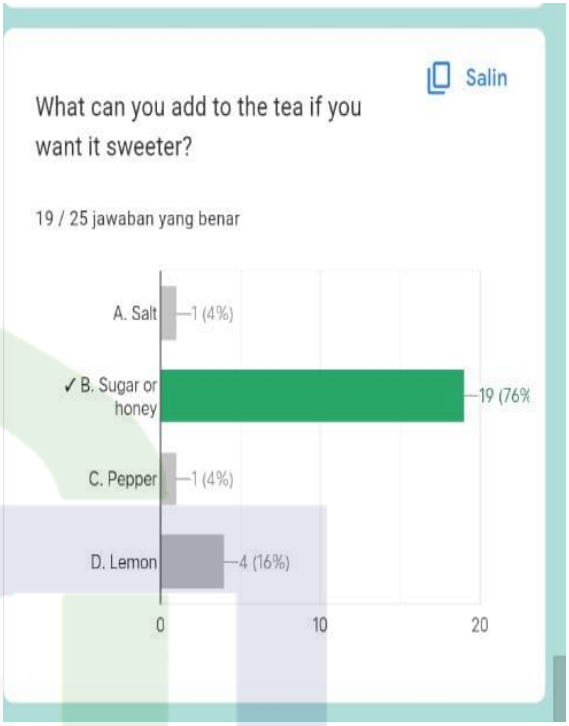

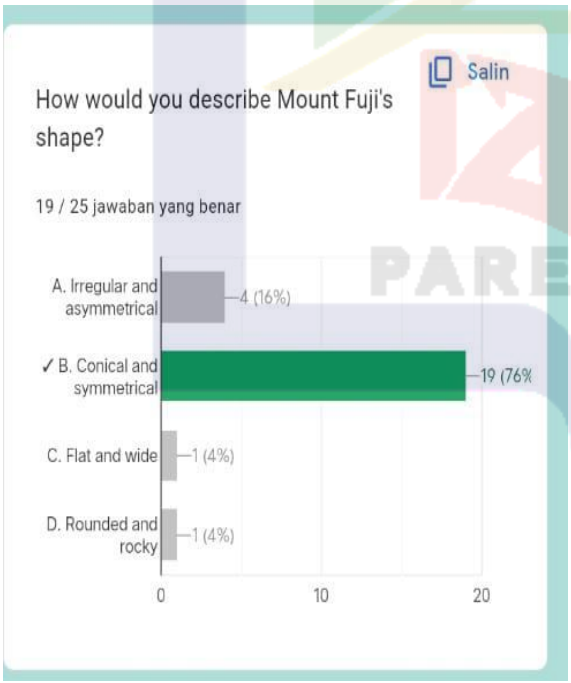

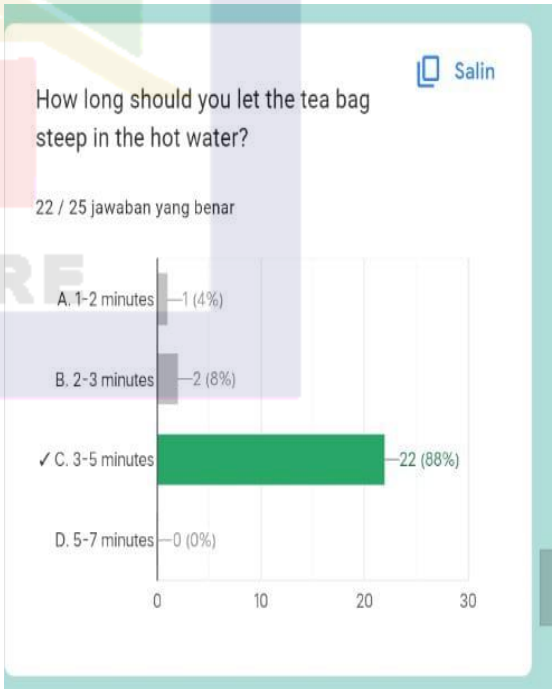

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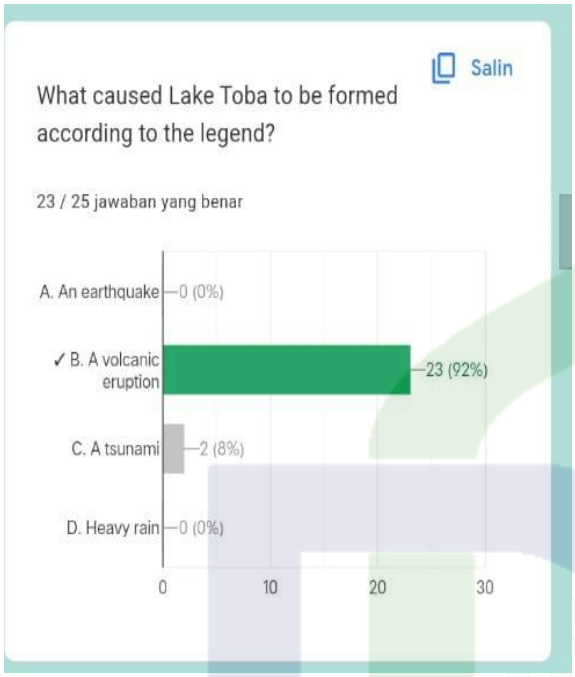

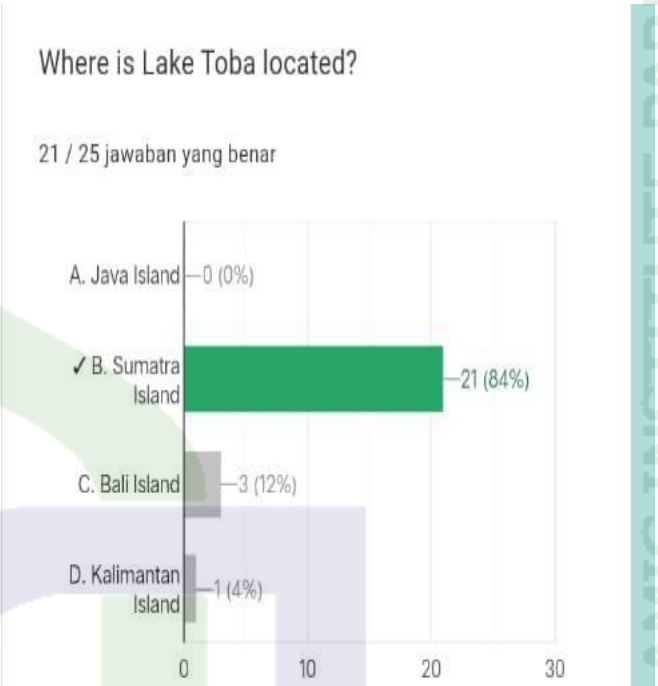

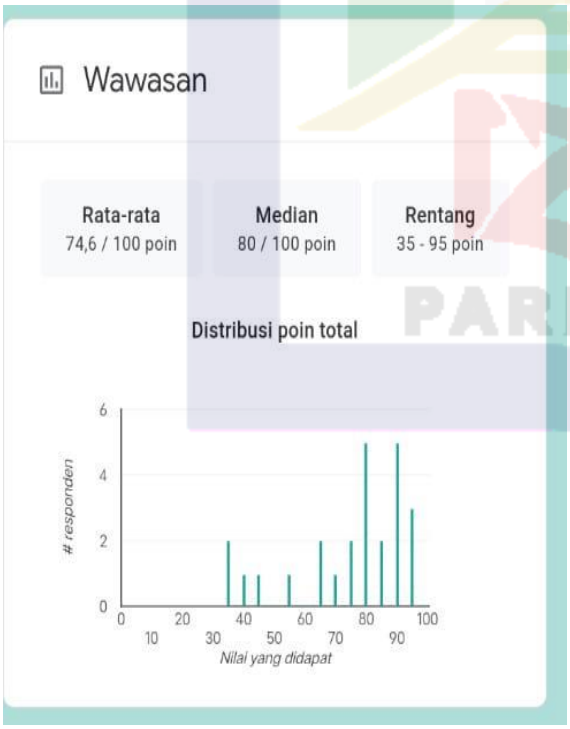

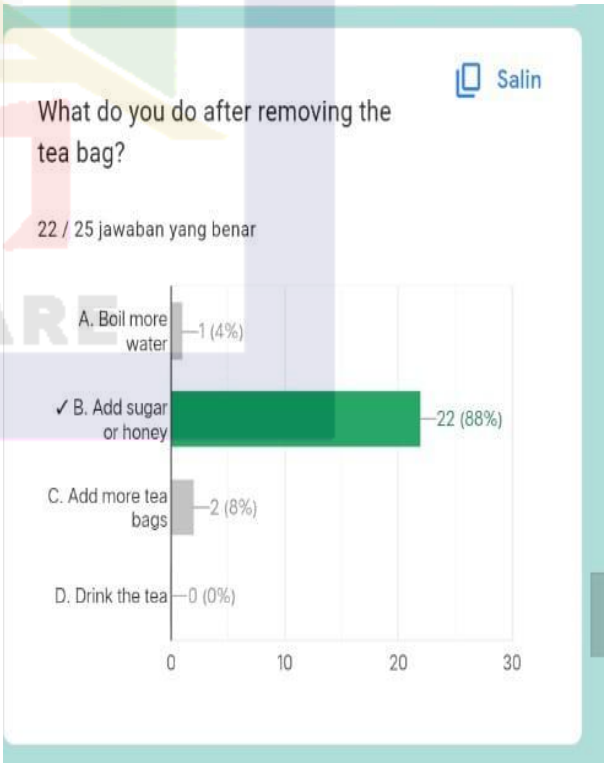

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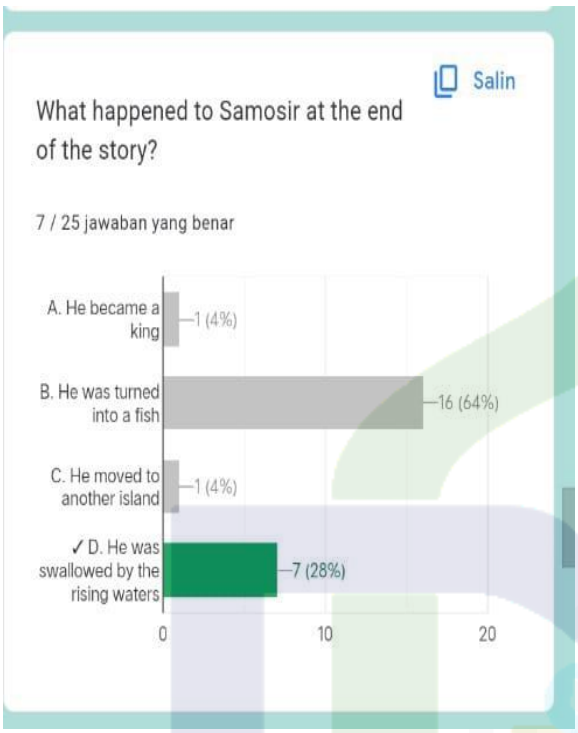

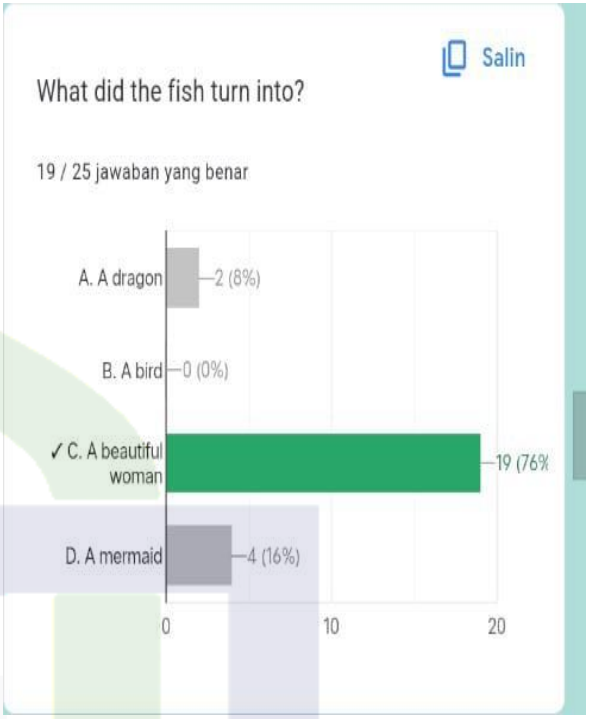

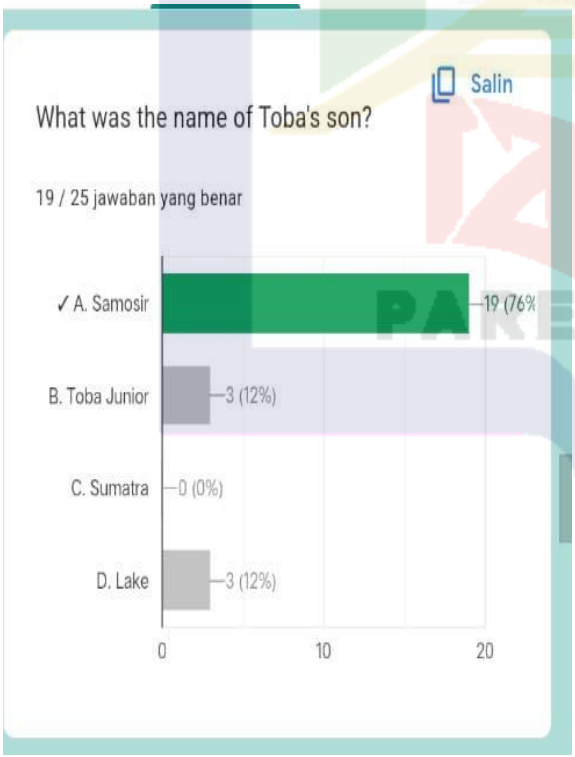

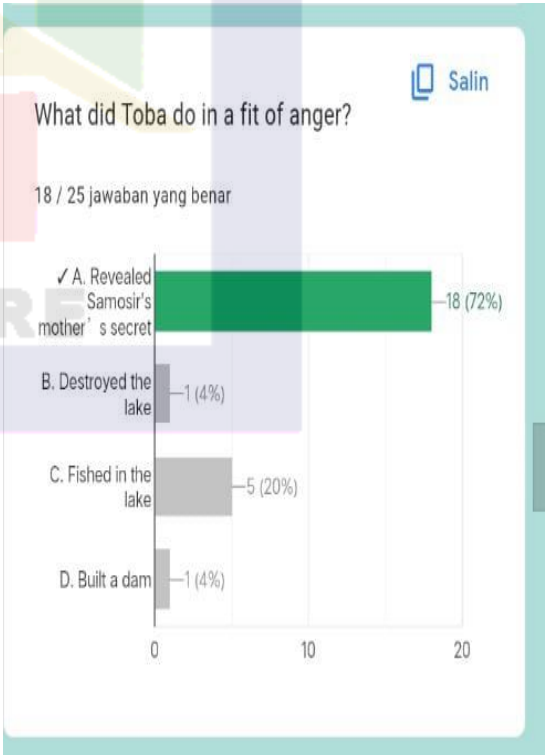

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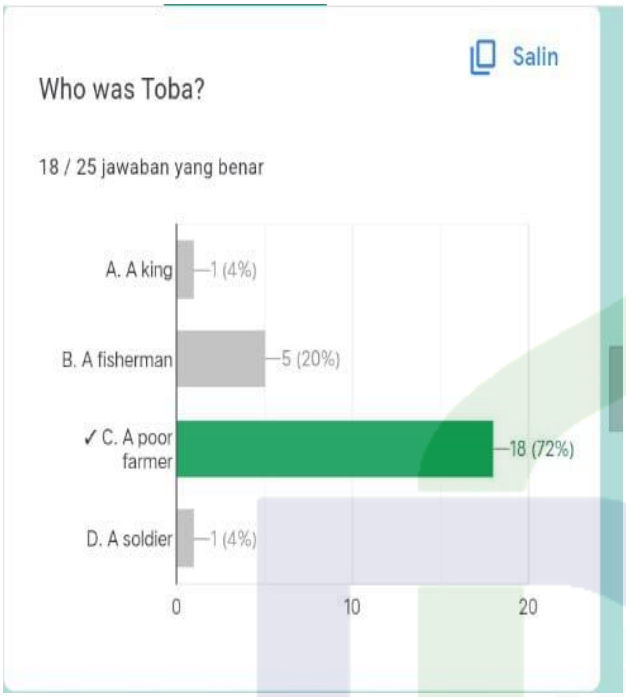

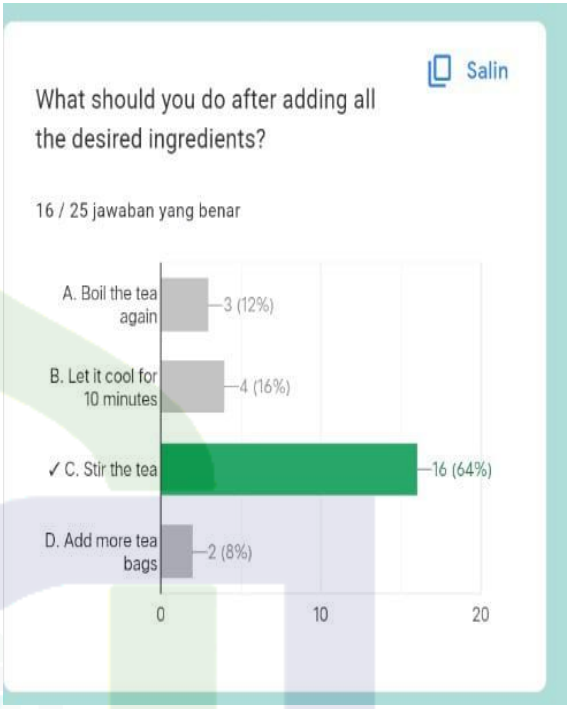

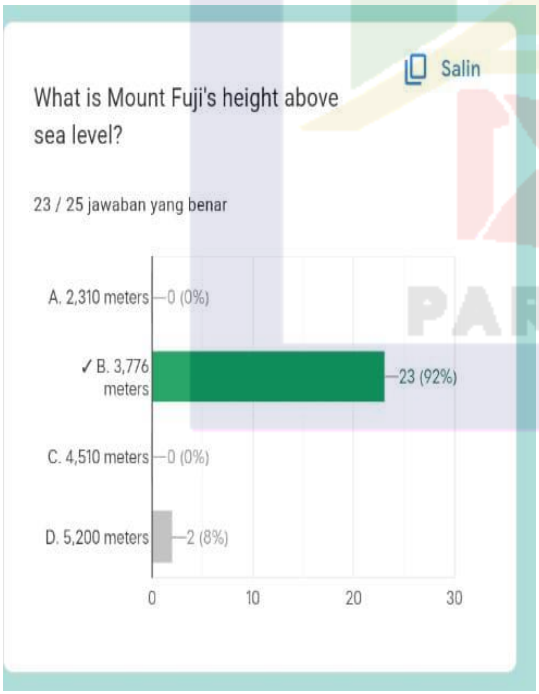

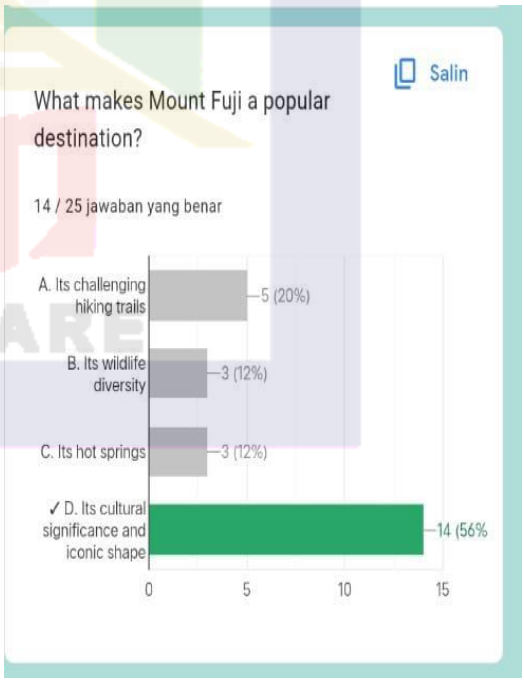

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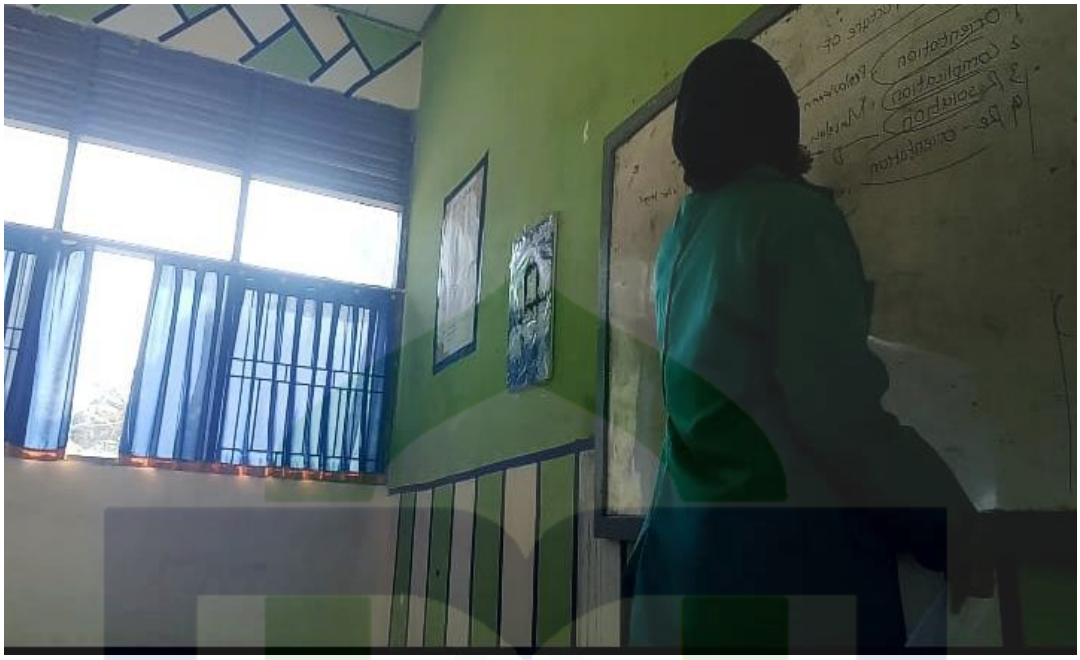

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CURRICULUM VITAE

Wafiq Hidayah, the writer was born on June 06 2000 in Pati. She is the first child in her family. She has one brother. Her father's name is Muhammad Zain and her mother's name is Sri Suryati. She began her studies in 2004 at SDN 01 Sukobubuk and graduated in 2011. In the same year, she continued her studies at SMPN 1 Suppa and graduated in 2014. In the same year, she continued her study at SMA Negeri 4 Pinrang and graduating in 2017.

After graduating, she decided to continue her study at State Islamic College (STAIN) Parepare, but now become State Islamic Institute (IAIN) Parepare. She took Tarbiyah Faculty and focused on the English Education Program. She completed her thesis in 2024 with the title "Using Metacognitive Strategies in Teaching Students Reading Comprehension at SMP Negeri 1 Suppa".

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