

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING METACOGNITIVE STRATEGY
ON READING COMPREHENSION
OF THE TENTH GRADERS OF SMA NEGERI 6 METRO**



By:

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**Tarbiyah and Teacher Training Faculty
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H / 2024 M**

AN UNDERGRADUATE THESIS
THE INFLUENCE OF USING METACOGNITIVE STRATEGY
ON READING COMPREHENSION
OF THE TENTH GRADERS OF SMA NEGERI 6 METRO

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

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APPROVAL PAGE


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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be
discussed on the Munaqosyah. Thank you very much.

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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RATIFICATION PAGE

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The Undergraduate Thesis entitled: THE INFLUENCE OF USING METACOGNITIVE STRATEGY ON READING COMPREHENSION OF THE TENTH GRADERS OF SMA NEGERI 6 METRO. Written by Rosidah, student number 2001052014, English Education Departement, had been examined (Munaqosyah) in Tariyah and Teachers Training Faculty on Tuesday, June 25th 2024 at 08.00 - 10.00 p.m.

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ABSTRACT

THE INFLUENCE OF USING METACOGNITIVE STRATEGY ON READING COMPREHENSION OF THE TENTH GRADERS OF SMA NEGERI 6 METRO

By:

ROSIDAH

The study aimed at investigateis the influence of using metacognitive strategy on reading comprehension of the tenth grade of SMA Negeri 6 Metro. Metacognitive strategy comprised three steps: planning, monitoring, and evaluating. In the planning, students assessed their prior knowledge, followed by material delivery narrative text. During monitoring, teachers and students engaged in discussions, allowing students to employ various reading strategies aligned with learning objectives. Evaluating involved assessing learning outcomes, encouraging students to summarize and ask questions.

This research was experiment research by using quasi-experimental design. The subjects of this research were 64 students of class tenth selected used simple random sampling, class X-8 as the experimental class and class X-7 as the control class. This research used a reading comprehension test instrument consisted of ten essay questions of narrative text.

The results from pre-test and post-test comparisons revealed significant improvement in comprehension among experimental group students. The experimental students' post-test scores were higher than their pre-test scores. That's possible seen from the results of the Independent Sample t-test Sig. (2-tailed) post-test is $0.011 < 0.05$. It means that there was a positive and significant influence of using metacognitive strategy on reading comprehension of the tenth graders of SMA Negeri 6 Metro.

Keywords: *Metacognitive Strategy, Reading Comprehension, Narrative Text.*

ABSTRAK

PENGARUH PENGGUNAAN STRATEGI METAKOGNITIF PADA PEMAHAMAN MEMBACA SISWA KELAS SEPULUH DI SMA NEGERI 6 METRO

Oleh:

ROSIDAH

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan strategi metakognitif terhadap pemahaman membaca siswa kelas sepuluh SMA Negeri 6 Metro. Strategi metakognitif terdiri dari tiga langkah: perencanaan, pemantauan, dan evaluasi. Dalam perencanaan, siswa menilai pengetahuan mereka sebelumnya, diikuti dengan teks narasi penyampaian materi. Selama pemantauan, guru dan siswa terlibat dalam diskusi, memungkinkan siswa untuk menggunakan berbagai strategi membaca yang selaras dengan tujuan pembelajaran. Evaluasi melibatkan penilaian hasil belajar, mendorong siswa untuk meringkas dan mengajukan pertanyaan.

Penelitian ini merupakan penelitian eksperimen dengan menggunakan quasi experimental design. Subjek penelitian ini adalah 64 siswa kelas sepuluh yang dipilih menggunakan simple random sampling, kelas X-8 sebagai kelas eksperimen dan kelas X-7 sebagai kelas kontrol. Penelitian ini menggunakan instrumen tes pemahaman bacaan yang terdiri dari dua belas pertanyaan esai teks naratif.

Hasil dari perbandingan pre-test dan post-test menunjukkan peningkatan pemahaman yang signifikan di antara siswa kelompok eksperimen. Nilai post-test siswa eksperimen lebih tinggi dari nilai pre-test mereka. Hal itu dimungkinkan dilihat dari hasil uji t Sampel Independen Sig. (2-tailed) post-test adalah $0,011 < 0,05$. Artinya ada pengaruh positif dan signifikan penggunaan strategi metakognitif terhadap pemahaman bacaan siswa kelas sepuluh SMA Negeri 6 Metro.

Kata kunci: Strategi Metakognitif, Pemahaman Bacaan, Teks Naratif.

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate, thesis is originally the result of the research's research, in exception certain parts which are excerpted from the bibliography mentioned.

Metro, June 12, 2024

The Writer



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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 12 Juni 2024

Penulis



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NPM. 2001052014

MOTTO

وَأَحْسِنُ كَمَا أَحْسَنَ اللَّهُ إِلَيْكَ

"...show kindness to others just as Allah has shown kindness to you..."
(Qs. Al-Qashash: 77)

Key of successful of all my activities are my parents' pray

DEDICATION PAGE

Praise and gratitude I pray to Allah SWT, with great gratitude I dedicate this thesis as an expression of my sincere respect and love to:

My beloved parents, Mr. Misnayar and Mrs.Sulistiani, my younger sister, Kholifah, my sisters and brothers in law, Rofikoh, Harmadi, Husnul, Tri Munanto who always provide best prayer, reminder me in doing good things. Thanks for all generosity, finance, and encouragement. My niece and nephew Dzaki, Athiya, Imam, and Nayla which has always been the source of my happiness every day.

My Friends who like to help and share knowledge too support during the preperation of this thesis, Kurnianto Lestari Putra, Merlin Jhean Aura, Rima Handes Tari, Erdila Suryani, thanks for your support and being with me from the beginning of college. I am so grateful and lucky to meet you guys.

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Alhamdulillah Robbil ‘Alamin, first all the researcher would like to express her deepest praise and gratitude to Allah SWT who has given blessing and merciful to complete this an undergraduate thesis. Shalawat and salam are addressed to the final chosen religious messenger, the Prophet Muhammad SAW.

The researcher realizes that many people had given their help and useful suggestion for finishing an undergraduate thesis with the title *The Influence Of Using Metacognitive Strategy On Reading Comprehension Of The Tenth Graders Of Sma Negeri 6 Metro*. Without the assistance of them, this an undergraduate thesis would never have existed. In this opportunities, the researcher would like to express her deepest gratitude especially thanks to:

My journey through academia has been a challenging yet enriching experience, made possible by the unwavering support and guidance of several key individuals to whom I owe my deepest gratitude. Foremost, I extend my sincere appreciation to Prof. Dr. Siti Nurjanah, M. Ag. PIA, the esteemed Rector of State Islamic Institute of Metro, whose leadership and academic excellence have been a constant source of inspiration. Dr. Zuhairi, M.Pd, as the Dean of Tarbiyah and Teacher Training Faculty, who has provided invaluable guidance, fostering an environment conducive to learning and professional growth. Similarly, Dr. Much Deiniatur, M.Pd.B.I the Head of the English Education Department of IAIN Metro, who has played a pivotal role in my academic journey, offering insights and encouragement that have greatly benefited my research.

I am profoundly thankful to Linda Septiyana, M.Pd, my supervisor, for her dedication and commitment. Her tireless efforts, insightful feedback, and constructive criticism have been instrumental in the completion of this research. Her encouragement and advice have not only guided me through the complexities of my study but have also helped me grow as a scholar.

To my beloved parents, Mr. Misnayar and Mrs. Sulistiani, no words can fully capture my gratitude. Your endless love, support, and prayers have been my foundation, giving me the strength and motivation to persevere. Your sacrifices and unwavering belief in my abilities have been the driving force behind my achievements, and for that, I am eternally grateful.

The writer do apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research. Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, June 12, 2024

The Researcher



Rosidah

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CHAPTER I

INTRODUCTION

A. Background of Study

Language enables humans to create and use complex systems of communication. It allows interaction, collaboration, and connection among people. The focus of this study is on English, which is recognized as an international language, used as a first or second language in almost every country. Additionally, English has been declared an official language internationally for many years.¹ Students also recognize the importance of English to gain in-depth knowledge. If they can not speak English fluently, they will be difficulty finding jobs.

In the process of learning English, it is essential for students to develop proficiency in four key areas: listening, speaking, reading, and writing. Among these, reading as a crucial skill that must be mastered². Fluent readers are able to absorb information and knowledge effortlessly. Furthermore, the ability to comprehend what is read plays a significant role, as it enables students to synthesize the general theme and identify supporting details of the text. Comprehension is vital in ensuring that readers truly understand the content they are engaging with. This is because comprehension involves grasping the core message of the text, establishing a direct link between reading and understanding.

¹ Crystal, D. 2012. English as a global language (2nd ed.). Routledge. (p. 112)

² Graesser, A. C., & McKoon, G. (1998). Reader strategies for learning. Lawrence Erlbaum Associates, Publishers. (p. 15)

The table presented below indicates the presence of learning disabilities among students.

Table 1
The Pra-survey Data On Reading Comprehension
Of The Tenth Grade Students
Of SMA Negeri 6 Metro In The Academic Year of 2023/2024

Interval	Frequency	Percentages	Explanation
70-80	14	22%	Good
61-65	2	3%	Fair
30-60	48	75%	Bad
Total	64	100%	

On December 6th, 2023, a pre-survey was conducted with 64 tenth graders at SMA N 6 Metro. To pass English, students need a minimum mastery criteria 70. However, only 14 students (22%) score 70, 2 students (3%) got scores from 61 to 65, and 48 students (75%) scored between 30 to 60. This shows that the reading comprehension skills of the students are still low.

The pre-survey findings indicate that students to face significant challenges with English, particularly in the area of reading comprehension. Notable problems include: student has difficulty in understanding the main idea of story , student lacks of prediction of topic, student lacks understanding of reading comprehension strategies, they are difficult in analyzing word structures and understanding word meanings, and their reading comprehension scores are low.

Based on the explanation above, the author assumes that, one feasible and reasonable way to solve the above problems is to use metacognitive strategy to help

students with reading comprehension. Metacognitive strategy are strategies can help students identify their strengths and weaknesses as learners.³

Considering the benefits of metacognitive strategy in reading, the writer believe that this strategy can motivate students in the reading process. Therefore, the writer will use an experimental research design to the tenth grade students in SMA Negeri 6 Metro in the Academy Year of 2023/2024 to implement metacognitive strategy in reading activities. As discussed in the preceding explanation, the writer examine the influence of using metacognitive strategy on the students' reading comprehension ability.

B. Problem Identification

Based on the above background of study, the writer can identify the following problems:

1. Students have difficulty understanding the main idea of the story.
2. Students are less capable of predicting topics in a text.
3. Students lack of reading comprehension strategies.
4. Students difficulty to analyze the structure of words, therefore they do not understand their meaning.
5. Students have low reading comprehension scores.

C. Problem Limitation

Based on problem identification, the researcher limits the problem only to the fifth problem, which is student have low reading comprehension scores.

³ Paris, S., Zimmerman, B. J., Wixson, K. K., & Beck, J. C. 2001. Strategic reading and self-regulation of learning. *Reading Research Quarterly*, 36(2), 143-162. (p. 145)

D. Problem Formulation

The writer choose a problem to research based on the problem briefly described in background of study. The research question can be formulated as follows: " Is there any positive and significant influence of using metacognitive strategy on the students reading comprehension of the tenth graders of SMA Negeri 6 Metro?"

E. Objective and Benefit of Study

1. Objective of research is:

The objective of this study was to examine whether the use of metacognitive strategy influence on the students' reading comprehension of SMA Negeri 6 Metro.

2. Benefits of the research are:

a. For students

Students should learn to employ metacognitive strategy effectively and efficiently for better understanding of English texts and will enhance their motivation towards reading comprehension.

b. For the English Teacher's

Makes it clear to teachers that metacognitive strategy can effectively improve students' reading comprehension and provide a reference for how teachers teach and direct students.

F. Prior Research

This research was conducted in conjunction with several prior research that discussed the existing topic of discussion.

The first previous research was conducted by Indah Rif'ah Dianti entitled "Using Metacognitive Reading Strategies To Improve Students' Reading Comprehension Skill". The research used qualitative descriptive method. This study aims to examine the effectiveness of metacognitive reading strategies in boosting students' comprehension abilities and to detail how these strategies contribute to the enhancement of their reading skills.

Data were collected through observations, interviews, and questionnaires. The finding shows that metacognition was used to a moderate extent by students in this research. This research shares similarities with prior research in its use of metacognitive strategy. However, it differs in that it employs a quantitative research methodology. The data were gathered through tests and documentation. While prior research used descriptive qualitative methods, data collection was conducted using observation, interviews, and questionnaires.

The second research was conducted by Yunita Sari in entitled "Metacognitive Reading Strategies in Reading Comprehension In Islamic Higher Education". The objective of this study is to explore the metacognitive reading strategies employed by students and to determine the frequency of their use in enhancing reading comprehension.⁴ The research employs a descriptive quantitative approach. The research involved participants, specifically fifth-semester English language students, who were assessed on their use of metacognitive reading strategies and their awareness of English proficiency. The

⁴ Yunita Sari, " Metacognitive Reading Strategies in Reading Comprehension In Islamic Higher Education.", Banjarmasin: UIN Antasari, 2021.

findings data indicates that the average use of metacognitive reading strategies among students was moderate, with a mean score of 3.37.

A similarity between this study and prior research is that they both use metacognitive strategy. While the differences, this research used quantitative research with 64 students tenth grade in SMA Negeri 6 Metro, and data was collected through tests, and documentation. Prior research have employed descriptive quantitative approaches. This research focused on fifth-semester students from the English Education Department.

The third research was conducted by Hervina Hervina, Ifna Nifriza, Afdaleni Afdaleni, Dila Thampisa with the title "Metacognitive Strategy In Reading Comprehension Used By The Students Of STKIP Yayasan Abdi Pendidikan Payakumbuh". This study is qualitative and descriptive⁵. In this study, the researcher selected participants through purposive sampling samples. The researcher selected 31 sixth semester students of STKIP Abdi Pendidikan Payakumbuh as participants in this research. The researcher used a questionnaire as the data source.

The finding this study the metacognitive strategy used by students in reading comprehension are supporting strategies, followed by problem-solving strategies and global strategies.

⁵ Hervina Hervina, Ifna Nifriza, etc, " *Metacognitive Strategy In Reading Comprehension Used By The Students Of Stkip Yayasan Abdi Pendidikan Payakumbuh*", STKIP Abdi Pendidikan Payakumbuh 2022.

This research shares a similarity with prior research in its use of metacognitive strategy. Then differences in that it employs quantitative research methods and was carried out at SMA Negeri 6 Metro with 64 students from tenth graders, in this research use simple random sampling to analyze statistical peculiarities and the data were gathered through test and documentation. While prior research used descriptive qualitative method, the sample for this research included 31 sixth-semester students of the English Department at STKIP Abdi Pendidikan Payakumbuh. The researcher selected the sample using a purposive sampling technique.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading Comprehension

1. Definition of Reading Comprehension

Reading is a skill that can be trained. Reading basically uses a reading structure that starts with the title first, then the first paragraph, then the content, and then the end. Mastering reading skill is very important because by reading students will get new, wider information, knowledge, and insights⁶. Reading comprehension, according to Anderson and Hiebert, is the process of generating meaning by coordinating a number of complicated processes such as word reading, word and world knowledge, and fluency.⁷

Conversely, Kintsch posits that reading comprehension stems from processes activated while reading, aimed at creating mental models or situational modes of the text's content.⁸ Schools typically employ one of two strategies for teaching reading comprehension: either by having students engage with the text through commentary or by answering questions about it.⁹

Reading, according to the reasoning above, can be described as certain learning goals and the actions that assist pupils achieve those goals. Students can increase their skill, cognition, and information by reading. All of this can be

⁶ Linda Septiyana, Widhiya Ninsiana, Eka Yuniasih and Farida Nur Laily. Development of Islamic Text Based Reading Materials with a Genre Based Approach, Institut Agama Islam Negeri Metro, Volume 10, Number 2, Pg 170 December 2022. Pedagogy.

⁷ Janette K. Klingner, Teaching Reading Comprehension to Students with learning Difficulties, (New York: The Guilford Press, 2007), P. 2

⁸ Kristi L. Santi and Deborah K. Reed, Improving Reading Comprehension of Middle and High School Students, (New York: Springer, 2015), P. 2

⁹ Allan Collins and Edward E. Smith, Teaching the Process of Reading Comprehension, (Champaign: Illinois, 2007), P. 2

achieved through reading. In other words, it is a basic skill English learners must acquire.

From the explanation above, the conclusion that reading comprehension is the process of understanding the meaning of the content and all the information about the topic in the text. Since English is a foreign language, it is difficult for students to understand English sentences. Many readers are unable to understand the author's ideas because they have a limited ability to think and analyze the meaning of words and sentences. Therefore, readers should read carefully to understand the author's ideas.

2. Types of Reading Comprehension

According to Jeremy Harmer, there are two types of reading. He divided reading into intensive reading and extensive reading. There are two types of reading:¹⁰

1. Extensive Reading

According H. Douglas Brown, in his book “Language Assessment, and Classroom Practices”, states that extensive reading refers to texts that are slightly longer than those we have covered so far, such as magazine articles, technical reports, long essays, short stories, and books that fall into this category.¹¹ Based on the above statement, the goal is simply to gain an overall understanding of the text, and the reader cannot understand every words in reading activity.

¹⁰ Jeremy Harmer, *The Practice of English Language Teaching*. (England: Pearson Education Limited, 2001), p.210

¹¹ Brown, H. D. *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education Inc, 2001), p. 212.

2. Intensive Reading

According to Christine Nuttal “Intensive reading is a task that engages with a text under the guidance of a teacher, or that requires students to focus on a text. The aim is to understand not only the meaning of the text, but also how that meaning is created.”¹² The emphasis is on understanding specific reading material. Requiring deep understanding, students must fully understand the message of authors. Additionally, Jeremy Harmer said that intensive reading is reading texts such as poems, magazines, novels, and newspapers, so on.¹³

From the above description, we can see that the use of intensive reading occurs by performing the details of the meaning of the text based on the specific purpose of the reader, such as business, science, etc. In summary, intensive reading helps readers gain a deeper understanding of texts that are important to them. To achieve comprehension while reading, you need to pay attention to reading accuracy, vocabulary, and structure of the text. Therefore, making it easy to understand can make the content easier to understand.

3. Indicators of Reading Comprehension

Reading with understanding allows you to recognize the purpose and important points of a text, as well as understand the surface meaning of the text. On

¹² Christian Nuttal, *Teaching Reading Skill in a Foreign Language*, (London: Macmillan, 1996), p.38.

¹³ Jeremy Harmer, *Teaching English*, (Oxford: Pearson Education Ltd, 2007), p.110.

he other hand, Nuttal assumes that in order to facilitate the reader's comprehension of the text, the reader needs to master her five short text reading skills:¹⁴

1) Identifying Main Idea

Identifying main idea is one of the most important reading comprehension skills for grasping and finding the main idea of a text by summarizing it and looking for repetition of ideas and words. The main idea is important to the reader. This is because the main content of the story is written in it. Without knowing the main idea, the reader cannot understand the purpose of the text.

2) Identifying information details

Identifying details are facts and ideas that explain or prove the topic sentence or main idea. Supporting details help the reader gain more information about the main idea or theme of the text. This is information that helps readers infer the text. Supporting details provide answers to readers' questions.

3. Making Inferences

Inference is a pedagogical guess or inference based on the logic of the text. Inference occurs when students decide what the teacher means based on cues from the story and what they know from their own experiences. Teachers can't necessarily tell you everything, so you have to make inferences to understand and

¹⁴ Cristine E. Nuttal, *Teaching reading skills in a foreign language/* Christine Nuttal, (London: Heinemann, 1985),

visualize the story. Students make inferences to understand what they read. It goes like this:

- 1) Think about the type of information your teacher is giving you.
- 2) Think about how the topics in the text relate to your own life and the experiences of your students.

4. Understanding Vocabulary

Successful communication depends on accurate understanding of vocabulary. This means that understanding the meaning of words is important in vocabulary. As vocabulary acquisition improves, comprehension deepens. Vocabulary means understanding the meanings of words and how they are used, which helps with reading comprehension and knowledge building.

5. Determining Reference

One of the sub processes in sentence comprehension is referential expression. This process identifies connections between words in a sentence and words outside of it. Referential expressions are supported by the fact that the reference is easily recognizable. The reader must identify the referent of a pronoun if it occurs recently in the text and has already been mentioned. This is a cue for the reader to find meaning elsewhere in the text. Therefore, reading comprehension involves identifying main ideas, identifying details of information, drawing inferences, understanding vocabulary, and determining references.

4. Scoring Rubric

To score the student's answer of main idea the researcher used the following formula:¹⁵

Table 2
Rubric of Main Idea

No	Criteria	Score
1	The answer include a clear generalization that state or implies the main idea.	4
2	The answer states or implies the main idea from the story	3
3	Indicator inaccurate or incomplete understanding of main idea	2
4	The answer include minimal or no understanding of main idea	1
5	No answer	0

Rubric of information details¹⁶

Table 3
Rubric of Information Details

Point	Criteria
4	Student response includes at least 2 key details from the passage that support the main idea of the passage
3	Student response includes at least 2 details with at least one key detail from the passage that supports the main idea.
2	Student response includes 2 details which does not support the correct main idea

¹⁵ Pollard. 2007. Main Idea, Gives Supporting Details and Inferences. Article. Accessed on April 27th 2017

¹⁶ Gay, L.R. 1981. Education Research. (Merrin Publisher Company).

1	Student response includes one detail that does not support the main idea
0	Student did not provide any details. or Student did not attempt to respond to the item

B. The Concept of Metacognitive Strategy

1. Definition of Metacognitive Strategy

Flavell describes metacognition as a broad cognitive effort that involves metacognitive knowledge, experiences, and the interactive relationship between goals (or tasks) and approaches (or strategies).¹⁷

Veenman and colleagues describe metacognition as an individual's awareness and managerial control over their cognitive processes. Furthermore, Baker and Brown identified a connection between metacognition and reading comprehension. They highlighted that reading extends beyond merely engaging with texts and textbooks, as it is a widespread component of numerous academic tasks. But, a significant number of students struggle with effectively managing their reading strategies.¹⁸

Next, Brown et al. they hypothesize that metacognitive strategy include planning, monitoring, and reviewing learning outcomes.¹⁹ Since the late 18th century, the concept of metacognitive has referred to the self-regulatory use of thought processes. The belief that students can learn to apply certain reading

¹⁷ Elena Railean, *Metacognition and Successful Learning Strategies in Higher Education*, (United States of America: IGI Global, 2017), P. 5

¹⁸ Kouider Mokhtari, *Improving Reading Comprehension through Metacognitive Reading Strategies Instruction*. (New York: Rowman & Littlefield, 2017), P. 51

¹⁹ J. Michael O'Malley and Anna Uhl Chamot, *Learning Strategies in Second Language Acquisition*, (New York: Press Syndicate of the University of Cambridge, 1990), P. 144

strategies on their own while reading continues to be upheld today. Hyde and Bizarre note that metacognitive processes include activities such as individuals engaging in self-planning, self-monitoring, self-regulation, questioning themselves, reflecting on their own thoughts and actions, and examining themselves critically.²⁰

According to Anderson's theory, metacognitive strategy encompass understanding learning processes and managing learning via planning, monitoring, and evaluating. Anderson identifies metacognitive tasks like focused attention, directing awareness to certain elements of input, and scrutinizing or evaluating current comprehension in relation to the requirements of the task. Elsewhere, monitoring is highlighted as a crucial activity that separates successful learners from less successful ones. Although it is generally believed that metacognitive strategy can be applied to a variety of tasks, cognitive strategies may be more suited to specific learning activities.²¹

From the preceding discussion, metacognitive strategy involve "thinking about thinking." Effective readers employ these strategies to manage and enhance their reading process. This involves setting a clear purpose before starting to read and occasionally previewing the text. During the reading process, you can monitor your comprehension, adjust your reading speed based on the difficulty of the text, and "fix" comprehension problems. Following the reading, it's important to review and confirm your understanding of the material.

²⁰ Auflage, *Teaching Metacognitive Reading Strategies to Second Language Learners in a Classroom Setting*, (Germany: GRIN Verlag, 2009), P. 2

²¹ J. Michael O'Malley, *The Role of Learning Strategies in Second Language Acquisition: Strategy Use by Students of English*, (America: Army Research Institute, 1987), P. 4

2. The Model of Metacognitive Strategy

Metacognitive strategy categorized into two distinct but interconnected sections, which are as follows:

a. Metacognitive Knowledge

Metacognitive knowledge is the knowledge that we can control our own thinking and the thinking of others. Three types of metacognitive knowledge, each of which plays a role in learning and problem solving, including:

- Declarative Knowledge: “what I know” – Knowledge about my own learning processes and learning strategies.
- Procedural Knowledge: “knowing how” – knowing which skills and strategies to use and how to apply them
- Conditional Knowledge: “knowing when” – Knowledge of why and when to use different learning strategies.

b. Self-regulation

Self-regulation involves activities that enable learners to manage their own learning process. Central to self-regulation present three key skills, as follows:

1. Planning involves strategizing about how to tackle a task prior to starting it. This could include making predictions about a book before reading it or selecting a particular method to solve a problem.
2. Monitoring refers to students' perceptions of their progress, understanding, and overall performance on a task. Monitoring skills develop slowly and are difficult even for adults, but can be improved with training and practice.

3. Evaluating, students need to see the results and effectiveness of their learning experiences. Evaluating involves revisiting goals and conclusions, determining how to improve next time, and considering what you have learned from the perspective of others to diagnose problems.²²

From the previous discussion, metacognitive strategy model is categorized into two distinct types: metacognitive knowledge and self-regulation. Metacognitive knowledge involves an individual's understanding of their own thought processes, while self-regulation encompasses activities that enable learners to manage their learning process effectively.

3. The procedure of Metacognitive Strategy

Metacognitive processes employed by readers serve to oversee understanding, determine which information is retained, and refine reading strategies. These strategies encompass rehearsing (repeating information to enhance memory), reviewing, taking notes, and verifying comprehension.

Metacognitive strategy has several procedures, namely:

- a. Planning is anticipating important ideas, making plans for completing tasks, paying attention to important information, and finding and arranging conditions for effective learning.
- b. Monitoring consists of self-checking one's own understanding.
- c. Evaluating is developing the ability to judge how well someone has completed a task.²³

²² Sarah McElwee, *Metacognition for the Classroom and Beyond: Differentiation and Support for Learners*, (Oxford: Version, 2009), P. 6-7

²³ David Nunan, *Practical English.*, P 271

a. Planning

Planning in metacognitive strategy depends on how well the learner can mentally design future learning activities. Planning ensures that the learning process is controlled in the hope that learning will achieve the best results. Planning is critical because it forces you to think through the details in advance, makes the program transparent, empowers, and creates coordination²⁴. In summary, planning will make it easier for students to learn.

b. Monitoring

In metacognitive learning, monitoring involves managing and measuring self-behavior. White and Poster these actions control the learner's learning process. In fact, a common phenomenon indicates that learners do not consciously monitor their learning process.²⁵

Learners usually find things more interesting than learning. Or you could say it's a distraction from learning. Distractions come from a variety of sources and disrupt the learning process. White and Poster define monitoring as the continuous, formative, and diagnostic evaluating of any activity or performance. You go on to say that monitoring is a central part of evaluating. In summary, through monitoring, results become more satisfactory and evaluating becomes more effective.

c. Evaluating

Evaluating is also an important aspect of language learning. Conducting evaluating helps learners identify their strengths and weaknesses in the learning

²⁴ Hunnicutt, David., PHD. (2007). The Power of Planning.WELCOA's Absolute Advantage Magazine, 6 (7), 5-11.

²⁵ White, Pearl., and Poster, Cyril (eds). 2005. The Self-monitoring Primary School. New York: Routledge

process. By knowing these strengths and weaknesses, learners can improve their study plans and achieve a better learning process. Wilson and Dobson state that assessment develops learning objectives. Learners who complete the assessment perform better in the next learning process and achieve better results after the learning process.²⁶

From the discussion mentioned, it is understood that utilizing metacognitive strategy involves three procedures: planning, monitoring, and evaluating. These steps can aid students in comprehending texts more effectively.

4. Advantages and Disadvantages of Metacognitive Strategy

Metacognitive processing often happens naturally during group learning activities. During these sessions, students engage in discussions about the pros and cons of various approaches, deliberate on which ideas to incorporate or leave out, and make adjustments to align with the specified criteria. After completing the graphic organizer, the group presents it to the other groups, then offer feedback according to the previously mentioned standards.

Therefore, applying metacognitive approaches such as self-monitoring and awareness can help develop self-learners who can plan their learning for the rest of the study period. Metacognition can also have a negative impact on learners. For example, metacognition affects students' self-esteem. Ideally, if metacognition is poor, students will not be able to develop adequate self-esteem.²⁷

²⁶ Wilson, Susan B., and Dobson, Michael S. (2008). GOAL SETTING, How to Create an Action Plan and Achieve Your Goals. (2nd. ed.). New York: Amacom

²⁷ Hope J. Hartman, Metacognition in learning and Instruction; Theory, Research and Instruction, (New York: Kluwer Academic Publisher, 2002), P. 51

Through metacognitive strategy, students can improve and further develop their learning experience in their respective subjects. Through enhanced learning experiences, students develop better problem-solving and learning skills. Additionally, metacognitive approaches help students assess their learning progress and provide appropriate direction.

However, Cullen points out that metacognition can also have a negative impact on learners. Because affects students' self-esteem. Ideally, if metacognition is poor, students will not be able to develop sufficient self-esteem. Therefore, students who have individual self-esteem usually lack the courage and ability to plan, evaluate, and judge their own learning abilities. Therefore, there can be no metacognitive strategy for students without self-esteem.

Additionally, metacognitive strategy cannot work for students with poor reading and comprehension skills. Metacognitive strategy need students who can understand the instructions and requirements of the tasks they perform. Metacognitive requirements also include language and communication skills. So, implementing metacognitive strategy requires individual students to have appropriate language and communication skills. To plan assignments, students must be able to communicate and write. Furthermore, success in society requires a good knowledge of individuals²⁸.

Based on description above, the writer conclude that there are advantages and disadvantages of using metacognitive strategy.

²⁸ Mohammed Khzaiyem Alshammari, "The Effect of Using Metacognitive Strategies for Achievement and The Trend Toward Social Studies for Intermediate Schools Students In Saudi Arabia", (European Centre for Research Training and Development UK, Vol.3, No.7 2015, 47-54.

1) The advantages of using a metacognitive strategy are:

- a) Metacognition enhanced the learning experience.
- b) Applying metacognitive strategy such as self-awareness and self-monitoring is to develop independent learners who can control their learning.
- c) Metacognition increased skills in learning and problem-solving.

2) Disadvantages of using metacognitive strategy are:

- a) Poor self-esteem
- b) Problem-solving difficulty
- c) In achieving social success

C. The Concept of Narrative Text

1. Definition of Narrative Text

Thomas S. Kane describes a narrative as a series of events conveyed through meaningful language, characterized by its orderly sequence that organizes events in a deliberate manner. The narrative carries significance by conveying an evaluation or interpretation.²⁹ This means that the story is not random, but that there is an order within the story.

Virginia states that a narrative consists of a sequence of events, which may be fictional or drawn from personal experiences³⁰.

Nikki and Sally Yates assert that narrative plays a crucial role in how we comprehend our experiences, permeating our lives. They explain that narratives can be classified into fiction or non-fiction, with narrative non-fiction encompassing

²⁹ Thomas S. Kane, *The Oxford Essential Guide to Writing*, (New York: Oxford University Press, 2000), p. 366.

³⁰ Virginia Evans, *Successful Writing Proficiency*, (Newbury: Express Publishing, 1998), p.

informational stories, biographies, autobiographies, diaries, and letters. On the other hand, narrative fiction is composed of several key components, including narration, narrative structure, setting, characters, theme, and language.³¹

From the description above, the writer conclude that narrative text serve to entertain readers and communicate all aspects of events and experiences, either from the story itself or the author's perspective. These texts can be either fictional or non-fictional in nature.

2. Generic Structure of Narrative Text

The narrative text structure according to Blake, consists of orientation, complication, resolution, re-orientation, and coda.

a). Orientation

This marks the initial phase of creating a narrative, during which the author sets up the framework of the story and presents the setting, timeline, and main characters to the audience.

b) Complication

The second phase of a story is known as the complication, characterized by a disruption or obstacle that usually involves the protagonist and possibly other supporting characters.

c) Resolution

This stage the third in the narrative text framework, focuses on solving problems or challenges, as suggested by its title.

³¹ Nikki Gamble, et all, *Exploring Children's Literature Teaching the Language and Reading of Fiction*, (London: Paul Chapman Publishing, 2002), p. 27

d) Re-orientation/Coda

This final, optional step in the narrative text structure can be presented as a moral lesson.³²

3. The Example of Narrative Text

Snow White

A long time ago, there was a young girl called Snow White who resided with her Aunt and Uncle, her parents were dead. **(Orientation)**

One day, she overheard her Uncle and Aunt discussing their plans to leave her behind in the castle while they moved to America, citing financial constraints as the reason they couldn't take Snow White with them. Snow White did not want her Uncle and Aunt to do this, she resolved to leave. The following morning, seizing the opportunity while her Aunt and Uncle were occupied with breakfast, she fled from the house and disappeared into the forest. **(Complication)**

Upon encountering a quaint cottage, she knocked but received no response, prompting her to enter and eventually fall asleep. As the day waned, the seven dwarfs returned from their labor, discovering Snow White in a slumber within their home. Upon awakening, Snow White was greeted by the dwarfs, who inquired about her name. "My name is Snow White," she replied.

One of the dwarfs extended an offer for her to reside with them, to which Snow White joyously accepted, expressing her gratitude. She then shared her entire story with the dwarfs. This marked the beginning of their harmonious life together,

³² Blake Education, Targetig Text Lower Primary: Narrative, Poetry, Description, Response, (Singapore: Giant Press, 1999), p. 4

where Snow White and the seven dwarfs lived in contentment ever after.

(Resolution)

D. Theoretical Framework and Paradigm

1. Theoretical Framework

This study focuses on two main variables: the independent variable (X), which is metacognitive strategy, and the dependent variable (Y), which is reading comprehension.

Reading comprehension is a critical skill for acquiring basic language abilities as it allows for the efficient gathering of information through reading. However, understanding texts is often challenging in practice.

Understanding reading comprehension is crucial for basic language abilities as it allows for the easy acquisition of information through reading. However, comprehending text can actually be quite challenging. All language learners consciously or unconsciously use language learning strategies as they begin to process new information and perform language classroom tasks.

Reading comprehension requires special learning strategies. This learning strategy, which consists of specific actions, behaviors, tactics, or techniques, makes it easier for language learners to learn the target language.

So, the theoretical framework in this research is teachers' application of metacognitive strategy in teaching reading comprehension could enhance student engagement in lessons. If metacognitive strategies are used correctly, students' reading comprehension is good. However, if metacognitive strategies are not used correctly, students' reading comprehension will decline.

2. Paradigm

A paradigm is a pattern of interrelationships of variables under study. Furthermore, the author explained the paradigm based on the above theoretical framework as follows:

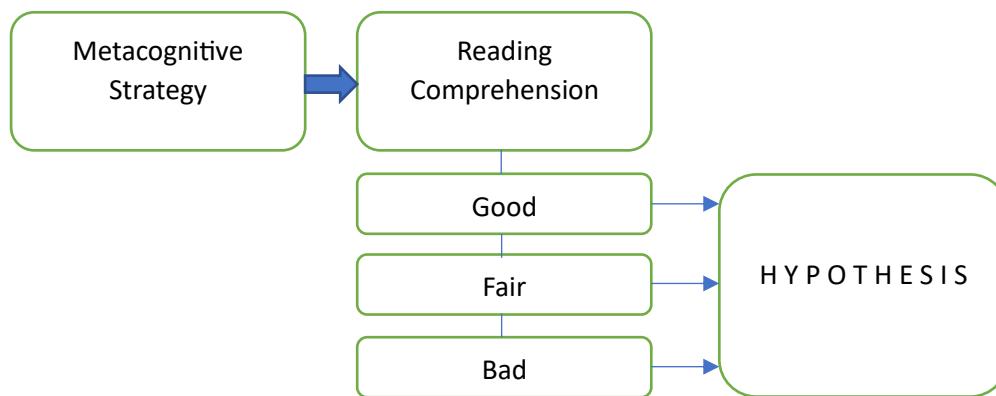


Figure 1
The Influence Of Using Metacognitive Strategy On The Students
Reading Comprehension

From the figure indicates that employing metacognitive strategy significantly enhances students' reading comprehension when these strategies are utilized effectively and the students already have a good level of reading comprehension. Conversely, when both the implementation of metacognitive strategy and the students' reading comprehension abilities are poor, there's no notable positive effect on reading comprehension from using these strategies.

E. Hypothesis

1. Hypothesis Formulation

A research hypothesis emerges from observations, relevant literature, or theories discussed within the study. A research hypothesis describes the

relationships that are expected to result from a study.³³ Given the assumptions, the hypothesis of this study can be stated as follows:

a. Alternative Hypothesis (Ha)

Ha: There is a positive and significant of The Influence of Using Metacognitive Strategy on Reading Comprehension of the Tenth Graders of SMA Negeri 6 Metro.

b. Null Hypothesis (Ho)

Ho: There is no positive and significant of The Influence of Using Metacognitive Strategy on Reading Comprehension of the Tenth Graders of SMA Negeri 6 Metro.

2. Statistical Hypothesis

Referring to the concept of statistical hypothesis, Yogesh explains: "A hypothesis can be stated in the null form, which is the assertion that there is no relationship or difference between variables. This form of the null hypothesis is a statistical hypothesis written as: It can be verified within the framework of probability theory. This is also a non-directional form of hypothesis".³⁴ This hypothesis can be considered an assumption about the population parameters.

A statement about a population is called a statistical hypothesis. Either hypothesis- the null hypothesis or the alternative hypothesis.

1) If "r" observed > r table. Alternative Hypothesis (Ha) is accepted and Null Hypothesis (Ho) is rejected.

³³ Donal Ary et al., Introduction to research in Education, (USA: Wadsworth Cengage Learning, 2010), 8th Edition, p. 91

³⁴ Yogesh Kumar Singh, Fundamental of Research Methodology and Statistics, (New Delhi: New Age International (P) Ltd., Publishers, 2006), p.61

2) If " r " observed $<$ r table. Alternative Hypothesis (H_a) is rejected and Null Hypothesis (H_0) is accepted.

CHAPTER III

RESEARCH METHOD

A. Research Design

Quantitative research is research that explains phenomena by collecting numerical data and analyzing it using mathematically appropriate methods, especially statistics.

In this research, the writer used a quantitative research methodology. This type of research involves explaining phenomena through the collection of numerical data, which is then analyzed using methods rooted in mathematics, specifically statistics).³⁵

This research is experiment research by using quasi-experimental design. Creswell states that quasi-experiments include assignment, but not random assignment of participants to group or it calls true experimental design.³⁶ The researcher uses two classes, class X-8 as an experimental class that receives treatment taught by metacognitive strategy and the class X-7 as a control class that does not receive treatment. The design as follows:

³⁵ Daniel Muijs, doing quantitative research in education, sage publications London, Thousand Oaks. New Delhi, 2004. P.1

³⁶ John W. Creswell, Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, (Boston: Pearson Education), 2012, p. 309

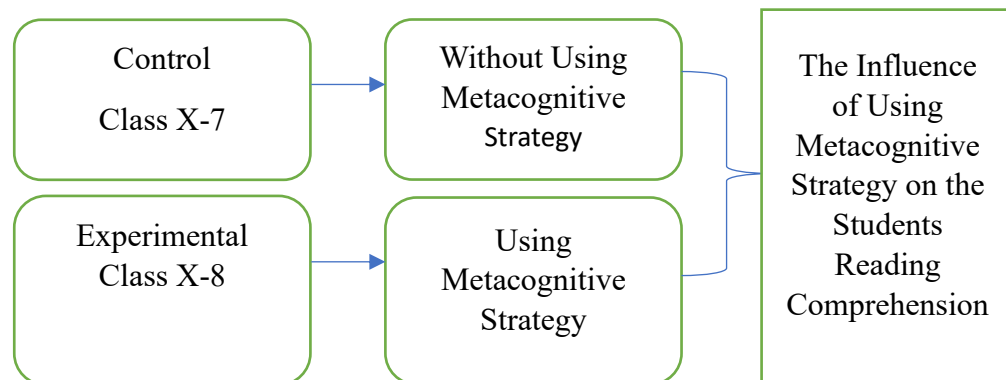


Figure 2
The Influence of Using Metacognitive Strategy In
Experimental and Control Group

First, both groups underwent a pre-test before treatment. Second, the experimental class (X-8) received treatment with metacognitive strategy, and the control class (X-7) received no treatment. Third, during the pre-test, both groups underwent a post test. Finally, we were able to determine how the use of metacognitive strategy affected students' reading comprehension.

The description of sequence is:

Table 4
The Quasi Experiment Design

Group	1. Pre-test	2. Treatment	3. Post-test
Experimental group	x	x	x
Control group	x		x

Based on the explanation above, the researcher uses the quantitative research in the form of quasi experimental design because this research is intended to investigate whether the use of metacognitive strategy can give the influence

toward the students' reading comprehension especially in the tenth grade of SMA Negeri 6 Metro.

B. Population, Sample and Sampling Technique

1. Population

The subject under investigation, known as the population, encompasses the entire group of interest. This population serves as the means for gathering and collecting data in research. It refers to an individual or a collective that represents the entirety of a specific category or group of interest.³⁷

A population is a group of individuals that have characteristics that distinguish them from other groups.³⁸ A population or universe, is the complete set of observations or subjects that represent the group from which a sample is derived. Essentially, it encompasses all the presumed subject to be studied. The population of this study consisted of all tenth grade students in SMA Negeri 6 Metro. There are eight classes, with a total of 269 students.

2. Sample

A sample is "a portion of the population being studied."³⁹ A sample is a part of a population used as a data source and can represent the entire population. The sample a subgroup of the target population that the researcher wanted to study in order to make a general statement about the target population. The research sample

³⁷ Timothy C. Urda, statistics in plain English., London LAE. 2005. P.1.

³⁸ John W. Creswell, "Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research", (United States of America: Pearson, 2012), Fourth Edition,

³⁹ L.R. Gay, Educational Research-Competencies for Analysis and Application, (New York: Mc millan publishing company, 1990), Second Edition, p. 102

included two classes: an experimental class and a control class, each comprising 32 students.

The researcher used simple random sampling to class X-8 as the experimental class and class X-7 as the control class. Based on the definition of the research method above, this study adopted quantitative research. An experimental study was used in this study.

The students is presented in the following table:

Table 5
The Total Students used in Sample

NO.	Class	Gender		Total
		Male	Female	
1	X-7 (Control Class)	10	22	32
2	X-8 (Experimental Class)	12	20	32

The experimental class uses metacognitive strategy in reading comprehension, while the control class does not use metacognitive strategy. This approach is designed to determine the effect of metacognitive strategy on students' reading comprehension.

3. Sampling Technique

Sampling is the process of selecting people to participate in a research study. In this study, researcher use simple random sampling to analyze statistical peculiarities. In random sampling, a sample is selected such that all individuals in

a defined population have an equal and independent chance of being selected into the sample.⁴⁰

C. The Operational Definition of Variable

In quantitative studies, operational definitions specify the measurement methods for variables, enabling research that might not be feasible otherwise. Variables are categorized into two types:

1. Independent Variable

An independent variable is considered by the researcher to have an impact on or a connection with the dependent variable.⁴¹ Independent variables are the primary factors chosen, altered, and assessed by the researcher.

In this particular research, the independent variable is identified as the metacognitive strategy (X), which is a technique designed to enhance reading comprehension.

There are several indicators students can master the objectives of this strategy, including:

- a. Students can set goals and make plans while reading the text.
- b. Students can monitor the text being read.
- c. Students can create problem-solving when they find them in the text.
- d. Students can evaluate what the problem in the text.

⁴⁰ Ibid., P. 104

⁴¹ Graeme Keith Porte, *Appraising Research in Second Language Learning (A practical approach to critical analysis of quantitative research)*, (Amsterdam: John Benjamin Publishing Company, 2002), P 23

2. Dependent Variable

In this research, the dependent variable is the main variable being observed or measured to see if it changes due to the influence of an independent variable.⁴² For this particular study, the dependent variable is reading comprehension. This entails the students' ability to understand and identify key components of text, such as the main idea, theme, and so on. To assess the students' reading comprehension skills, the researcher conducted a test that evaluated the students' ability to explain the texts.

The indicators for the dependent variable (Y) are:

- a. Students can find more information (specific information)
- b. Students can find information either explicitly (reference) or implicitly (inference)
- c. Students can find interpretable words, phrases, or sentences in the text (vocabulary).

D. Data Collection Technique

The writer applied specific methods to gather precise data at SMA Negeri 6 Metro. In data collection process, the writer employed the following technique:

1. Test

As described by Donald Ary, a test involves presenting a set of stimuli to an individual to prompt a response, which is then quantified with a numerical score.⁴³ This approach is used to assess a person's skills or knowledge in a specific area.

⁴² Ibid. P 23

⁴³ DonalAry, et al., Introduction to Research in Education, (USA: Wadsworth Cengage Learning, 2010), Eight Editio, P. 67

a. Pre-test

The pre-test was given during the initial meeting before any intervention to assess the students' baseline competencies before starting the action research.

b. Post-test

The post-test was administered in the final meeting following the intervention to evaluate if the intervention had an impact on the students' classroom performance.

Thus, the writer utilized these tests to collect data on the students' reading comprehension skills. The reading comprehension test, which included essay questions, was given to the tenth-grade students at SMA Negeri 6 Metro.

2. Documentation

The writer was documentation encompass bibliography, scholarly information services, records management, and archival work.

E. Research Instrument

The research instruments in this study are the tests, that will be explained as follow:

1. Instrument Blueprint

The research instruments used in this study were:

- a. The instruments used to measure the reading comprehension of individual or group students are tests. The test type is an essay test consisting of ten questions.
- b. The instruments used for documentation method are: documents regarding the school's history, condition, quantity of students, and sketch location of SMA Negeri 6 Metro.

The instrument for this study was designed and adapted to the indicators which has specified . In addition, this study used an essay question consisting of ten questions. High values ranged from 80-100 and low values ranged from 30-55.

Table 6
Students Reading Comprehension

No	Variable	Variable Indicator	Item Number	Item Total	Form of the Tes
	Dependent Variable (Y) Reading Comprehension	a. Students can discover precise and detailed information(specific information, main idea).	1,2,3,4,8,9	6	Essay
		b. Students can uncover both explicit (reference) and implicit (inference) information.	5	1	
		c. Students are able to interpret words, phrases, or sentences within the text (vocabulary).	6,7,10	3	
	Total			10	

2. Instrument Calibration

This study is an essay-based test. A reading comprehension test consisting of five elements for understanding texts. Additionally, several questions were tested to measure the metacognitive strategy used by the researcher. The writer utilized the instrument by conducting both a pre-test and a post-test. Pre-tests aims of establishing scores prior to the application of the treatment, aimed at assessing a

student's understanding of reading material. Following the treatment, the post-test scores were calculated to evaluate any notable changes in performance. An objective test was employed by the researcher for this assessment.

F. Data Analysis Technique

To investigate whether there is a positive and significant influence of metacognitive strategy on the students' reading comprehension of the tenth grade of SMA Negeri 6 Metro. The researcher analyzes the data by using Independent sample t-test from SPSS (Statistical Program for Social Science) 25 version. SPSS is the software most often chosen and used to process and analyze quantitative data. SPSS can read various types of data by entering data directly into the SPSS Data Editor.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research

a. The Brief History of SMA Negeri 6 Metro

SMA Negeri 6 Metro is the youngest high school in Metro City, Lampung. SMA Negeri 6 Metro is located at Jalan FKPPi No 01, Rejomulyo, Metro Selatan.

In the past, SMA Negeri 6 Metro was an Athlete-based High School, then changed to SMA Negeri 6 Metro. This school was built to create Metro City as a city of excellent education and a prosperous community. In addition, SMA Negeri 6 Metro was established based on the strong desire of the people of Metro Selatan to receive education in their environment. In the past, SMA Negeri 6 Metro was to be established in Bantul, but the community wanted to renegotiate so it was agreed that SMA Negeri 6 would be built in the middle of agricultural land in the form of Sengkedan.

SMA Negeri 6 Metro has officially standardized nationally based on Atelit since 2010. However, in 2013, SMA Negeri 6 Metro officially received the status of a national-based school and Adiwiyata.

b. Vision, Mission, and Purpose of SMA Negeri 6 Metro

1) Vision

Realizing students who are superior, noble, knowledgeable, accomplished, care for culture and the environment.

2) Mission

- a) Publish the religious behavior of school residents so that they can practice the religious teachings they profess in all aspects of life
- b) Cultivating discipline, tolerance, mutual respect, self-confidence so that polite and virtuous attitudes of students are formed.
- c) Reminding the spirit of nationality and defending the country embedded in the nation's cultural values while still following the development of science and technology, and fostering an anti-corruption culture.
- d) Fostering Students in academic and non-academic achievements at the District/City, Province, and National Levels
- e) Developing the Achievements of Educators and Education Personnel;
- f) Creating a synergistic working atmosphere between leaders, educators, and education staff;

- g) Implementation of school management that refers to Quality Management Standards by involving all school residents, Alumni, Community;
- h) Carry out curriculum and institutional strengthening to accelerate school quality improvement based on National Education Standards (SNP) by strengthening the involvement of parents/guardians of students and all school stakeholders;
- i) Fostering students in obtaining school test scores and national assessments and successfully entering state universities;
- j) Creating a family school environment ASRI BERSERI (Safe, Healthy, Neat, Beautiful, Clean, Fresh, and Shady).
- k) Fostering a school culture that cares about the environment.
- l) Realizing a learning system in schools that are IT (Science and Technology),
- m) Realizing inclusive education services optimally for children with special needs and special services
- n) Creating child-friendly schools (CFS).Purpose

3) Purpose

- a) The realization of religious behavior of school residents so that they can practice the teachings of their religion in all aspects of life;
- b) Cultured discipline, tolerance, mutual respect, self-confidence so that polite and virtuous attitudes of students are formed.
- c) The realization of the spirit of nationality and defending the country rooted in the nation's cultural values while still following the development of science and technology, and fostering an anti-corruption culture.
- d) Fostering students in academic and non-academic achievements at the District/City, Province, and national levels;
- e) Developing the Performance of Educators and Education Staff;
- f) Creating a synergistic working atmosphere between leaders, educators, and education staff;
- g) The implementation of school management that refers to Quality Management Standards by involving all school residents, Alumni, Community
- h) Implementation of curriculum and institutional strengthening to accelerate school quality improvement based on National Education Standards (SNP) by strengthening the involvement of parents/guardians of students and all school stakeholders;

- i) Fostering students in obtaining school test scores and national assessments and successfully entering state universities;
- j) The realization of a family school environment ASRI BERSERI (Aman, Sehat, Rapi, Indah, Bersih, Segar, dan Rindang).
- k) The development of a school culture that cares about the environment.
- l) The realization of a learning system in IT-based schools (Science and Technology),
- m) The realization of optimal inclusive education services for children with special needs and special services
- n) The realization of the character of the Anti-Corruption spirit
- o) The realization of child-friendly schools.
- p) The Realization of the Pancasila Student Profile

c. School Identity of SMA Negeri 6 Metro

Name of School : SMA Negeri 6 Metro

NPSN/NSS : 10807612 / 401126104001

Address : Jl. Fkppi No.1, Rejomulyo, Kec. Metro Selatan, Kota Metro, Lampung

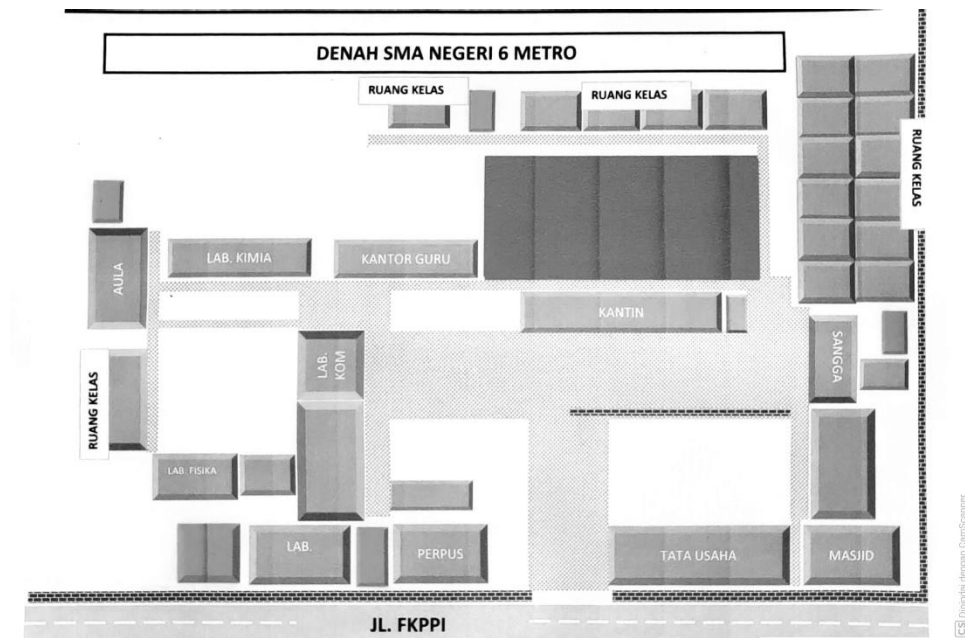
Postal Code : 34335

Phone : (0725) 75196

E-mail : smanegeri6metro@gmail.com

Website : <http://www.smanegeri6metro.sch.id>

d. Location Sketch of SMA Negeri 6 Metro



Source: Documentation of SMA Negeri 6 Metro

Figure 3
The Sketch Location of SMA Negeri 6 Metro

e. Student Data of SMA Negeri 6 Metro

The quantities the students of SMA Negeri 6 Metro in the Academic Year of 2023/2024 are 656 that can be identified as follows:

Table 7
The Number of Students of SMA Negeri 6 Metro

Class	Male	Female	Total
X	98	171	269
XI	116	136	252
XII	51	84	135

Source: Documentation of SMA Negeri 6 Metro

f. The Condition of Facilities in SMA Negeri 6 Metro

Table 8
The Condition of Facilities in SMA Negeri 6 Metro

No	Room Name	Condition		Total
		Good	Bad	
1.	Classroom	√	-	21
2.	Principal's room	√	-	1
3.	School Medical Room	√	-	1
4.	Teacher's room	√	-	1
5.	Administration's room	√	-	1
6.	Counseling Room	√	-	1
7.	Living room	√	-	1
8.	Library	√	-	1
9.	Laboratory Room	√	-	4
10.	Student room	√	-	1
11.	School hall	√	-	1
12.	Curriculum room	√	-	1
13.	Art room	√	-	1
14.	Mosque	√	-	1
15.	Parking Area	√	-	1
16.	Mosque	√	-	1
17.	Security Guard Post	√	-	1
18.	Art Studio	√	-	1
19.	Toilets	√	-	8
20.	Cooperation	√	-	1
21.	Canteen,	√	-	5
22.	Parking area	√	-	2

Source: Documentation of SMA Negeri 6 Metro

B. Description of Research Data

1. The Result of Pre-Test

The purpose of pre-test is to know the students' reading comprehension before giving the treatment. The student has given the questions that must be answer individually. The researcher gave the students ten items of essay questions. The result of pre-test can be shown in the following:

a. The Result of Pre-test in Experimental Class

Table 9
The Pre-Test Result of the Students' Reading Comprehension in Experimental Class

No	Students' Initial	Gender	Score Pre-Test
1	AR	Male	50
2	AK	Male	55
3	ANM	Female	50
4	AUS	Male	65
5	AKP	Female	50
6	AF	Female	60
7	AKPA	Female	50
8	AUA	Female	55
9	BS	Male	50
10	CPR	Female	50
11	DLD	Female	70
12	FOR	Male	50
13	GAS	Male	40
14	ITL	Female	55
15	KVP	Female	50
16	MI	Male	40
17	MFA	Male	50
18	MA	Female	50
19	MAF	Male	50
20	NN	Female	40
21	NPS	Female	60

22	NFM	Female	55
23	QMI	Female	40
24	RP	Female	50
25	R	Female	60
26	RA	Male	40
27	SM	Male	40
28	VZ	Male	30
29	VC	Female	65
30	VIF	Male	40
31	VV	Female	40
32	ZDS	Female	70
	Total		1620
	The Higher Score (H)		70
	The Lowest Score (L)		30
	Average		50,62

Source: Documentation of SMA Negeri 6 Metro

The pre test in experimental class was followed by 32 students. The highest score was 70 and the lowest score was 30, with a total score of 1620 and an average score of 50,62. Based on the data, the researcher measured class intervals using the formula as followed :

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 32$$

$$K = 1 + 4,966$$

$$K = 5,966 = 6$$

$$R = \text{highest score} - \text{lowest score}$$

$$R = 70 - 30$$

$$R = 40$$

$$P = \frac{R}{K}$$

$$P = \frac{40}{6}$$

$$P = 6,6 = 7$$

Note:

R = A distance from score maximum and score minimum

K = The number of interval class

P = The length of interval class

The total of class interval of this result pre-test research was 7. After knowing the class interval above was put on the table frequency distribution as followed:

Table 10
The Frequency of Distribution of the Pre-Test Score
in Experimental Class

No	Class Interval	Frequency	Percentage
1.	65-71	4 Students	12,5%
2.	58-64	3 Students	9,38%
3.	51-57	4 Students	12,5%
4.	44-50	12 Students	37,5%
5.	37-43	8 Students	25%
6.	30-36	1 Students	3,12%
Total		32 Students	100%

Based on the table of frequency distribution above, it could be inferred that from 32 students as the sample of the research just 2 students who had got the

highest score, that is 70. In summary, from the result of pre-test the researcher found the students' reading comprehension is very low. As a result, most of the students got the low score.

c. The Result of Pre-test in Control Class

Table 11
The Pre-Test Result of the Students'
Reading Comprehension in Control Class

No	Students' Initial	Gender	Score Pre-Test
1	AH	Female	55
2	ANS	Male	60
3	ALTP	Female	70
4	AMI	Male	50
5	AM	Female	70
6	ACI	Female	55
7	CSA	Female	80
8	CMP	Female	30
9	DLA	Male	55
10	ES	Female	50
11	ENM	Female	70
12	HP	Male	60
13	IQ	Male	55
14	IRD	Female	70
15	IOS	Female	80
16	JA	Male	70
17	LS	Female	55
18	LP	Female	70
19	MISD	Male	55
20	ME	Female	50
21	MKY	Male	60
22	MFH	Male	55
23	NKLA	Female	70
24	NPASA	Female	55
25	NR	Male	70

26	NHH	Female	50
27	RFP	Female	60
28	RA	Male	55
29	RY	Female	70
30	UFN	Female	55
31	WP	Female	70
32	YN	Female	50
	Total		1930
	The Higher Score (H)		80
	The Lowest Score (L)		30
	Average		60,31

The pre test in control class was followed by 32 students. The highest score was 80 and the lowest score was 30, with a total score of 1930 and an average score of 60,31. Based on the data, the researcher measured class intervals using the formula as followed :

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 32$$

$$K = 1 + 4,966$$

$$K = 5,966 = 6$$

$$R = \text{highest score} - \text{lowest score}$$

$$R = 80 - 30$$

$$R = 50$$

$$P = \frac{R}{K}$$

$$P = \frac{50}{6}$$

$$P = 8,3 = 9$$

Note:

R = A distance from score maximum and score minimum

K = The number of interval class

P = The leght of interval class

The total of class interval of this result pre-test research was 9. After knowing the class interval above was put on the table frequency distribution as followed:

Table 12
The Frequency of Distribution of the
Pre-Test Score in Control Class

No	Class Interval	Frequency	Percentage
1.	75-83	2 Students	6,25%
2.	66-74	10 Students	31,25%
3.	57-65	4 Students	12,5%
4.	48-56	14 Students	43,76%
5.	39-47	1 Students	3,12%
6.	30-38	1 Students	3,12%
Total		32 Students	100%

Based on the table of frequency distribution above, it can be inferred that 4 (12,5%) students got more than 70 which is the minimum mastery criteria (SM).

Therefore, it can be inferred that the students' reading comprehension of control class in pre-test is higher than the experimental class.

2. The Result of Post-Test

Post-test was employed in the last program of this research after giving some treatments and exercises to experimental class in certain period of time. The test was the same type as pre-test but in the different title and it is more developed. The result of students' post-test can be identified as follows:

a. The Result of Post-test in Experimental Class

After analyzing weaknesses and reading comprehension students, researcher carried out treatment to help students understand their reading comprehension. Researcher help students in understanding reading comprehension by using metacognitive strategy. After students have been given treatment, the researcher gave a post-test which was carried out to determine students reading skill. Post-test results can be identified as follows:

Table 13
The Post-Test Result of the Students' Reading Comprehension
In Experimental Class

No	Students' Initial	Gender	Score Post-Test
1	AR	Male	60
2	AK	Male	65
3	ANM	Female	50
4	AUS	Male	60
5	AKP	Female	50
6	AF	Female	65
7	AKPA	Female	50
8	AUA	Female	70
9	BS	Male	50

10	CPR	Female	65
11	DLD	Female	60
12	FOR	Male	80
13	GAS	Male	65
14	ITL	Female	70
15	KVP	Female	50
16	MI	Male	80
17	MFA	Male	70
18	MA	Female	80
19	MAF	Male	65
20	NN	Female	60
21	NPS	Female	70
22	NFM	Female	65
23	QMI	Female	70
24	RP	Female	50
25	R	Female	70
26	RA	Male	80
27	SM	Male	60
28	VZ	Male	80
29	VC	Female	60
30	VIF	Male	70
31	VV	Female	80
32	ZDS	Female	70
	Total		2090
	The Higher Score (H)		80
	The Lowest Score (L)		50
	Average		65,31

The post test in experimental class was followed by 32 students. The highest score was 80 and the lowest score was 50, with a total score of 2090 and an average score of 65,31. Based on the data, the researcher measured class intervals using the formula as followed :

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 32$$

$$K = 1 + 4,966$$

$$K = 5,966 = 6$$

R = highest score – lowest score

$$R = 80 - 50$$

$$R = 30$$

$$P = \frac{R}{K}$$

$$P = \frac{30}{6}$$

$$P = 5$$

Note:

R = A distance from score maximum and score minimum

K = The number of interval class

P = The length of interval class

The total of class interval of this result post test research was 5. After knowing the class interval above was put on the table frequency distribution as followed:

Table 14
The Frequency of Distribution of the Post-Test Score
in Experimental Class

No	Class Interval	Frequency	Percentage
1.	75-80	6 Students	18,75%
2.	70-74	8 Students	25%
3.	65-69	6 Students	18,75%
4.	60-64	6 Students	18,75%
5.	55-59	0 Students	0%
6.	50-54	6 Students	18,75%
Total		32 Students	100%

Based on the table of frequency distribution above, it can be inferred that 14 students (43,75%) got score 70 which is the minimum mastery criteria (SM). Therefore, it can be inferred that the students' reading comprehension in post test is increased or good.

b. The Result of Post-test in Control Class

Table 15
The Post-Test Result of the Students' Reading Comprehension
In Control Class

No	Students' Initial	Gender	Score Post-Test
1	AH	Female	50
2	ANS	Male	70
3	ALTP	Female	80
4	AMI	Male	40
5	AM	Female	65
6	ACI	Female	60
7	CSA	Female	50
8	CMP	Female	50

9	DLA	Male	65
10	ES	Female	50
11	ENM	Female	55
12	HP	Male	60
13	IQ	Male	65
14	IRD	Female	55
15	IOS	Female	80
16	JA	Male	60
17	LS	Female	65
18	LP	Female	50
19	MISD	Male	55
20	ME	Female	60
21	MKY	Male	50
22	MFH	Male	70
23	NKLA	Female	65
24	NPASA	Female	50
25	NR	Male	60
26	NHH	Female	40
27	RFP	Female	65
28	RA	Male	60
29	RY	Female	65
30	UFN	Female	60
31	WP	Female	65
32	YN	Female	50
	Total		1885
	The Higher Score (H)		80
	The Lowest Score (L)		40
	Average		58,90

The post test in control class was followed by 32 students. The highest score was 80 and the lowest score was 40, with a total score of 1885 and an average score of 58,90 . Based on the data, the researcher measured class intervals using the formula as followed :

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 32$$

$$K = 1 + 4,966$$

$$K = 5,966 = 6$$

$$R = \text{highest score} - \text{lowest score}$$

$$R = 80 - 40$$

$$R = 40$$

$$P = \frac{R}{K}$$

$$P = \frac{40}{6}$$

$$P = 6,6 = 7$$

Note:

R = A distance from score maximum and score minimum

K = The number of interval class

P = The length of interval class

The total of class interval of this result pre-test research was 7. After knowing the class interval above was put on the table frequency distribution as followed:

Table 16
The Frequency of Distribution of the Post-Test Score
in Control Class

No	Class Interval	Frequency	Percentage
1.	75-81	2 Students	6,25%
2.	68-74	2 Students	6,25%
3.	61-67	8 Students	25%
4.	54-60	10 Students	31,25%
5.	47-53	8 Students	25%
6.	40-46	2 Students	6,25%
Total		32 Students	100%

Based on the table frequency distribution above, it can be inferred that 4 students (12,5%) got score 70 which is the minimum mastery criteria (SM). Therefore, it could be said that the students' reading comprehension of experimental class in post-test is higher than the students' of control class.

The Differences between Pre-Test and Post-Test Result of the Tenth Grade at SMA Negeri 6 Metro.

Table 17
The Differences Between Pre-Test and Post-Test Result
of the Tenth Grade at SMA Negeri 6 Metro

No.	Student	Experimental		Student	Control	
		Pre-test Score	Post-test Score		Pre-test Score	Post-test Score
1	AR	50	50	AH	55	50
2	AK	55	65	ANS	60	70
3	ANM	50	50	ALTP	70	80
4	AUS	65	60	AMI	50	40
5	AKP	50	50	AM	70	65
6	AF	60	65	ACI	55	60
7	AKPA	50	50	CSA	80	50
8	AUA	55	70	CMP	30	50
9	BS	50	50	DLA	55	65
10	CPR	50	65	ES	50	50
11	DLD	70	60	ENM	70	55
12	FOR	50	80	HP	60	60
13	GAS	40	65	IQ	55	65
14	ITL	55	70	IRD	70	55
15	KVP	50	50	IOS	80	80
16	MI	40	80	JA	70	60
17	MFA	50	70	LS	55	65
18	MA	50	80	LP	70	50
19	MAF	50	65	MISD	55	55
20	NN	40	60	ME	50	60
21	NPS	60	70	MKY	60	50
22	NFM	55	65	MFH	55	70

23	QMI	40	70	NKLA	70	65
24	RP	50	50	NPASA	55	50
25	R	60	70	NR	70	60
26	RA	40	80	NHH	50	40
27	SM	40	60	RFP	60	65
28	VZ	30	80	RA	55	60
29	VC	65	60	RY	70	65
30	VIF	40	70	UFN	55	60
31	VV	40	80	WP	70	65
32	ZDS	70	70	YN	50	50
	Total	1620	2090	Total	1930	1885
	The Higher Score (H)	70	80	The Higher Score (H)	80	80
	The Lowest Score (L)	30	50	The Lowest Score (L)	30	40
	Average	50,62	65,31	Average	60,31	58,90

Based on the table above, can be seen that most of students in control class got score <70 in post test. Moreover, most of students in experimental class got score >70 in post test. So, it can be concluded that score post-test on the experimental class was higher than the control class.

C. Hypothesis Testing

After applying the test and getting the documentation, the researcher analyzed the data by using SPSS 25 version in order to prove whether there is the influence of using metacognitive strategy on reading comprehension of the tenth graders of SMA Negeri 6 Metro.

1. Normality and Homogeneity Test

Table 18
Case Processing Summary
Post-test Experimental Class and Post-test Control Class

Case Processing Summary							
	CLASS	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Result	Experimental Class	32	100.0%	0	0.0%	32	100.0%
	Control Class	32	100.0%	0	0.0%	32	100.0%

The table of Case Processing Summary shows the number of students in the experimental class and the control class are 64 students. Missing 0 students that the missing data is zero, thus there is no data that has not been processed. The table below shows the data is normally distributed or not.

Table 19
The Result of Normality Test
in Post-test Experimental Class and Post-test Control Class

Tests of Normality							
	CLASS	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result	Experimental Class	.131	32	.178	.902	32	.007
	Control Class	.139	32	.118	.941	32	.082

a. Lilliefors Significance Correction

In the process of assessing normality using the Kolmogorov-Smirnov test, in post test experimental class data obtained sig. 0.178, while for class control

obtained sig 0.118. The significant value of both is more than 0.05. So, it can be concluded the data in post test experimental class and control class distributed normally.

After done test normality, next is test homogeneity. As for the result it as follows :

Table 20
The Result of Homogeneity Test in
Post-test Experimental Class and Post-test Control Class

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	.044	1	62	.835
	Based on Median	.097	1	62	.756
	Based on Median and with adjusted df	.097	1	61.966	.756
	Based on trimmed mean	.039	1	62	.845

Based on homogeneity test using Levene's the tests obtained significant values which were all more than 0.05 so the data is homogeneity. Experimental normality test results and the control class shows normally distributed data homogeneity, then to test differences in research data, the researcher using the independent sample t-test.

Table 21
Descriptive Statistic

Descriptives				
	POST TEST		Statistic	Std. Error
Result	1	Mean	65.31	1.753
		95% Confidence Interval for Mean	Lower Bound	61.74
			Upper Bound	68.89
		5% Trimmed Mean	65.35	
		Median	65.00	

		Variance	98.286	
		Std. Deviation	9.914	
		Minimum	50	
		Maximum	80	
		Range	30	
		Interquartile Range	10	
		Skewness	-.092	.414
		Kurtosis	-.810	.809
	2	Mean	58.91	1.691
		95% Confidence Interval for Mean	Lower Bound	55.46
			Upper Bound	62.36
		5% Trimmed Mean	58.78	
		Median	60.00	
		Variance	91.507	
		Std. Deviation	9.566	
		Minimum	40	
		Maximum	80	
		Range	40	
		Interquartile Range	15	
		Skewness	.156	.414
		Kurtosis	.164	.809

Based on the data above, the number of post-test students for the experimental class with mean 65,31 and amount students for the control class post-test with mean of 58,91.

2. The result of Independent Sample t-test

Table 22
The result of Independent Sample t-test

Group Statistics					
	Post Test	N	Mean	Std. Deviation	Std. Error Mean
Result	Experimental Class	32	65.31	9.914	1.753
	Control Class	32	58.91	9.566	1.691

Table 23
Independent Samples Test

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result	Equal variances assumed	.044	.835	2.631	62	.011	6.406	2.435	1.538	11.274
	Equal variances not assumed			2.631	61.921	.011	6.406	2.435	1.538	11.275

Table 23 show result test Independent sample t-test Sig. (2-tailed) of 0.011 with standard value is 0.05. The value of sig. (2-tailed) indicates value was smaller than 0.05, it's mean there are differences in students learning outcomes or post test between experimental class that used a treatment and control class that does not got treatment.

Hypothesis:

Ho: There is no positive and significant of The Influence of Using Metacognitive Strategy on Reading Comprehension of the Tenth Graders of SMA Negeri 6 Metro.

Ha: There is a positive and significant of The Influence of Using Metacognitive Strategy on Reading Comprehension of the Tenth Graders of SMA Negeri 6 Metro.

Based on the table above, can be conclude that sig. (2-tailed) of post-test is $0.011 < 0.05$. So, Ha was accepted and Ho is rejected. It means that there was

positive and significant The Influence of Using Metacognitive Strategy on Reading Comprehension of the Tenth Graders of SMA Negeri 6 Metro.

D. Discussion

Before being given treatment, experimental class students received low scores during the pre-test. However, after the treatment is given, students become more active in responding to the material given so that their understanding of reading develops. This can be seen from the pre-test and post-test results of experimental class students. The experimental students' post-test scores were higher than their pre-test scores. That's possible seen from the results of the Independent Sample t-test. Sig. (2-tailed) post-test is $0.011 < 0.05$. It means that there is a positive and significant influence of using metacognitive strategy on reading comprehension of the tenth graders of SMA Negeri 6 Metro.

This research is in line with research by Tasya Putri Nur Annisa, Nani Ronsani Thamrin, and Erwin Oktoma entitled The Influence of Metacognitive Strategies Towards Students' Reading Comprehension which states that students' reading comprehension is influenced by the metacognitive strategy used in teaching reading.

Based on the results of the questionnaire data, experimental class students were influenced by metacognitive strategies in improving reading comprehension. The average post-test score for the experimental group was 83.29, while the control group was 78.57. The independent sample t-test was shown to have a lower significance (two-sided) of 0.010 ($0.010 < 0.05$). Then in the control class it is

displayed as 0.010 (0.010 0.05). As a result, H_0 is considered unacceptable but H_a is accepted. which shows that there is a statistically significant difference between the as can be seen in table 4.9, both the sig. (2-tailed) for the experimental group and the sig. (2-tailed) for the control group are less than the 0.05 threshold of significance. Therefore, H_a is accepted, indicating that there is a statistically significant difference between the pre-and post-test scores of the experimental class and the pre-and post-test scores of the control class.⁴⁴

⁴⁴ Tasya Putri Nur Annisa, 2023, *The Influence Of Metacognitive Strategies Towards Students' Reading Comprehension*, Pages 421–429

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research and discussion, there are several problems in reading comprehension during classroom learning, namely students have difficulty in understanding the main idea of the story, students lack in topic prediction, students do not understand reading comprehension strategies, they are difficult in analyzing word structure and understanding the meaning of words, and their reading comprehension scores are low. Therefore, researcher use metacognitive strategy to solve students' problems.

Before being given treatment, experimental class students received low scores during the pre-test. However, after the treatment is given, students become more active in responding to the material given so that their understanding of reading develops. This can be seen from the pre-test and post-test results of experimental class students. The experimental students' post-test scores were higher than their pre-test scores. That's possible seen from the results of the Independent Sample t-test. Sig. (2-tailed) post-test is $0.011 < 0.05$. It means that there is a positive and significant influence of using metacognitive strategy on reading comprehension of the tenth graders of SMA Negeri 6 Metro.

B. Suggestion

1. For the students

By applying metacognitive strategy, students can become more effective readers and provide positive improvements for them in understanding the text. In addition, students are expected to be more active in the learning process so that they can understand the material in English class.

2. For the teacher

English teachers are advised to use metacognitive strategy as an alternative strategy in teaching English, especially in reading comprehension so that students can understand the material delivered by the teacher. Choosing the right strategy in learning can increase student motivation in the learning process.

3. For other researchers

The further researchers can conduct research related to the implementation of metacognitive strategy with the same skills but different texts.

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APPENDICES

MODUL AJAR BAHASA INGGRIS

CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	KONTEN MATERI	PROFIL PELAJAR PANCASILA	PERKIRAAN JUMLAH JAM	
Membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif.	M1. Peserta didik mampu mengidentifikasi fungsi social Narrative text	1. Definition, social function, generic structure, language feature Narrative text	Bernalar kritis, kreatif, gotong royong, berakhlak mulia, mandiri	2 jam	
	M2. Peserta didik mampu menganalisis struktur Narrative text dan unsur kebahasaan dengan benar	2. Narrative text example , information, moral value on the text		2 jam	
	M3. Menyimpulkan isi text Narrative dengan benar			2 jam	
	M4. Menganalisis pesan moral text Narrative dengan tepat			2 jam	
	M5. Peserta didik mampu mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks deskriptif dengan penuh percaya diri dan bertanggung jawab	1. Definition, social function, generic structure, language feature Descriptive text		Bernalar kritis, kreatif, gotong royong, berakhlak mulia, mandiri	2 jam
	M6. Peserta didik mampu menganalisis struktur kebahasaan	2. Descriptive text example and information in the text 3. Adjectives used to			

LESSON PLAN / MODUL AJAR

Unit Tugas	: SMA Negeri 6 Metro
Mata Pelajaran	: Bahasa Inggris
Tahun Pelajaran	: 2023 / 2024
Jenjang	: SMA
Kelas/Semester	: X (2)
Alokasi waktu	: 14 x 45 menit

A. Tujuan Pembelajaran

1. Siswa mampu **menggali** berbagai informasi seperti ide pokok, informasi tersurat maupun tersirat **dan mengevaluasi** detail spesifik **teks Naratif** cetak atau digital
2. Siswa mampu **membuat perencanaan, mengembangkan plot dan mempresentasikan teksnaratif** dengan berbagai moda dalam bentuk cetak dan digital

B. Langkah Pembelajaran

Pertemuan 1

Pendahuluan	<p>Mempersiapkan peserta didik untuk melaksanakan pembelajaran dengan berdoa, mengecek kehadiran dan kesiapan peserta didik.</p> <p>Guru menyampaikan tujuan pembelajaran Narrative Text</p>	10'
Inti	<p>Guru memberikan pertanyaan pada peserta didik :</p> <p>Do you like to read a story?</p> <p>Do you like to read a story?</p> <p>What kind of story do you like?</p> <p>What do you know about narrative text?</p> <p>Peserta didik dan guru membaca sebuah cerita pendek</p> <p>Setelah membaca, Guru memberikan beberapa pertanyaan secara lisan terkait isi cerita :</p> <p>What is the title of the story?</p> <p>Who is the major character involved in the story?</p> <p>Who is your favorite character?</p> <p>Is the story of the text interested?</p> <p>Tell the story with your own words!</p> <p>What do you understand about this material?</p> <p>What do you not understand about this material?</p> <p>What makes you not understand this material?</p> <p>Peserta didik membaca Narrative Text</p> <p>Peserta didik menjawab soal – soal terkait teks yang dibaca</p> <p>Guru menjelaskan tentang Narrative text</p>	75'

Penutup	<p>Guru menyimpulkan dan merefleksi pembelajaran</p> <p>Guru memberikan kesempatan kepada peserta didik untuk bertanya terkait dengan materi yang dipelajari hari ini</p> <p>Guru memberikan Motivasi kepada peserta didik</p> <p>Guru menyampaikan agenda pertemuan berikutnya</p> <p>Guru menutup pembelajaran</p>	5'
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Pertemuan 2

Pendahuluan	<p>Mempersiapkan peserta didik untuk melaksanakan pembelajaran dengan berdoa, mengecek kehadiran dan kesiapan peserta didik.</p> <p>Guru mereview materi pembelajaran pada pertemuan sebelumnya</p> <p>Guru menyampaikan tujuan pembelajaran hari ini</p>	10'
Inti	<p>Guru menjelaskan struktur dan unsur kebahasaan narrative text</p> <p>Peserta didik membaca beberapa teks naratif</p> <p>Peserta didik menjawab soal terkait dengan teks</p> <p>Peserta didik menganalisis struktur teks dan unsur kebahasaan narrative text</p> <p>Peserta didik menganalisis kalimat berbentuk past tense yang ada pada teks naratif</p> <p>Peserta didik mengerjakan Latihan soal</p> <p>Guru memberi tugas untuk menulis kalimat dalam bentuk past tense</p>	75'

Penutup	<p>Guru menyimpulkan dan merefleksi pembelajaran</p> <p>Guru memberikan kesempatan kepada peserta didik untuk bertanya terkait dengan materi yang dipelajari hari ini</p> <p>Guru menyampaikan agenda pertemuan berikutnya</p> <p>Menutup pembelajaran</p>	5'
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Pertemuan 3

Pendahuluan	<p>Mempersiapkan peserta didik untuk melaksanakan pembelajaran dengan berdoa, mengecek kehadiran dan kesiapan peserta didik.</p> <p>Guru mereview materi pembelajaran pada pertemuan sebelumnya</p> <p>Guru menyampaikan tujuan pembelajaran hari ini</p>	10'
Inti		75'
	<p>Guru menjelaskan struktur dan unsur kebahasaan narrative text</p> <p>Peserta didik membaca beberapa teks naratif</p> <p>Peserta didik menjawab soal terkait dengan teks</p> <p>0. Peserta didik menganalisis struktur teks dan unsur kebahasaan narrative text</p> <p>1. Peserta didik menganalisis kalimat berbentuk past tense yang ada pada teks naratif</p> <p>2. Peserta didik mengerjakan Latihan soal</p> <p>3. Guru memberi tugas untuk menulis kalimat dalam bentuk past tense</p>	

Penutup	Guru menyimpulkan dan merefleksi pembelajaran Guru memberikan kesempatan kepada peserta didik untuk bertanya terkait dengan materi yang dipelajari hari ini Guru menyampaikan agenda pertemuan berikutnya Menutup pembelajaran	5'
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C. Materi Pembelajaran

NARRATIVE TEXT

Definition of Narrative Text

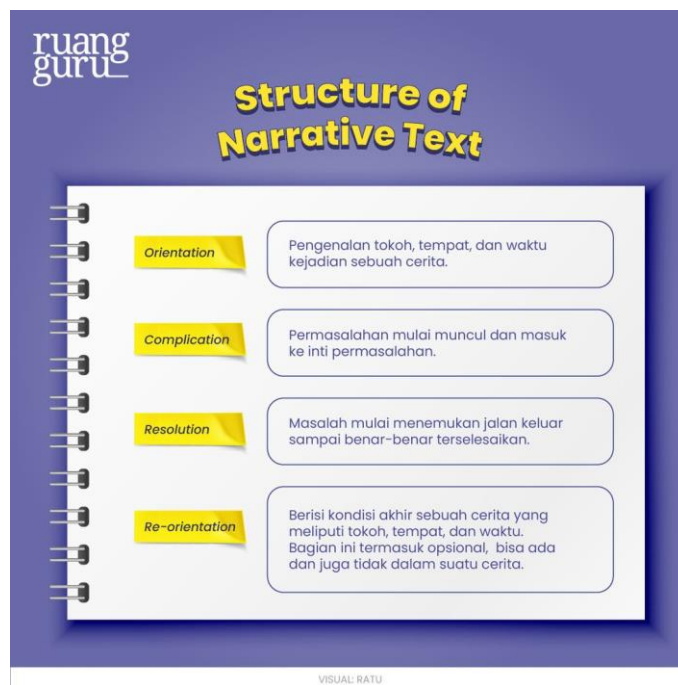
Narrative text is a the type of text that tells a chronological story in the past tense.

Narrative text is a story that is sequenced in past sentences. Narrative text tells imaginative stories or real stories that are modified, and arranged through a sequence of events that occurred in the past.

The Purpose of Narrative Text

The aim of narrative text is to entertain the readers through the amusing story.

Generic Structure of Narrative Text



1. Orientation

Merupakan bagian pembuka dari sebuah cerita teks narasi. Bagian ini mengenalkan tokoh dalam cerita (characters) serta latar terjadinya cerita yang meliputi latar tempat, waktu, suasana, dan keadaan sosial (setting).

2. Complication

Bagian ini berisi permasalahan yang terjadi di dalam sebuah cerita. Secara lebih detail, complication terbagi lagi menjadi 3 bagian, yaitu:

Rising action: Masalah mulai muncul

Climax: Puncak permasalahan

Falling action: Tensi permasalahan mulai menurun, dan mulai menemukan titik penyelesaian.

3. Resolution

Bagian ini berisi penyelesaian atau akhir dari sebuah cerita teks narasi. Sebuah cerita bisa ditutup dengan akhir yang menyenangkan (happy ending), akhir yang menyedihkan (sad ending), atau akhir yang menggantung (cliffhanger).

4. Re-orientation

Bagian terakhir dari struktur teks narasi (narrative text) ini biasanya berisi kesimpulan, pesan moral (moral value), atau perubahan watak tokoh di akhir cerita. Reorientation ini sifatnya opsional karena tidak harus selalu ada pada suatu teks naratif.

Language Features of Narrative Text (Unsur Kebahasaan Teks Narasi)

1. Using Simple Past Tense

Narrative text usually uses simple past tense because it will tell events or stories that have happened. That way, readers can understand the sequence of events clearly, and help them to immerse themselves into the story.

Example:

"Once upon a time, in a small village, there **lived** a kind, generous old man. One day, as **he was walking** through the forest, he stumbled upon a giant squash. Amazed, he **inched** closer."

Well, in the text snippet above, there is a past tense form of

* lived

* he was walking

* inched

which describes that the event has already happened.

2. Using Adverbs of Time

The adverb of time is a word that describes when events occur, how long, and how often they take place. In narrative text, adverbs of time help clarify the context of the sequence of events in the story. This allows readers to more easily follow the storyline and feel carried into the story they are reading.

Examples of adverbs of time, including today, yesterday, one day, tomorrow, last year, later, and so on. You can check an example of an adverb of time in narrative text in the following piece of text:

"**Early one morning**, Sarah decided to go for a jog in the park. As she jogged, the sun began to rise, casting a golden glow over the trees. **Later that day**, she met her friends for lunch and shared her morning adventure with them."

Some adverbs of time, namely early one morning, later that day, are used to indicate the sequence of events that occur.

3. Using Adjectives

Adjectives are words used to describe nouns and pronouns, which can be people, places, animals, things, colors, smells, or other abstract concepts. Adjectives can also be called kata sifat.

In narrative text, adjectives help create a more detailed or descriptive story. That way, it will stimulate the reader's imagination, so they can immerse themselves in the story.

Example:

"The **brave** knight entered the **dark, mysterious** forest, ready to face any challenges that lay ahead."

In this example, there are adjectives brave, dark, and mysterious, which give the reader a clearer picture of the knight's personality and the atmosphere of the forest.

D. Media Pembelajaran

- Papan Tulis
- Spidol
- Teks naratif

STUDENTS' WORKSHEET

(1st meeting)

A. Answer the following questions!

1. Do you like reading a story?
2. What kind of story do you like?
3. What do you know about narrative text?

B. Answer the following questions based on the story you have read!

1. What is the title of the story?
2. Who is the major character involved in the story?
3. Who is your favorite character?

4. Is the story of the text interested?
5. Tell the story with your own words!
6. What do you understand about this material?
7. What do you not understand about this material?
8. What makes you not understand this material?

The Legend of Roro Jonggrang

Once upon a time in ancient Java, there was a powerful kingdom known as Prambanan. The neighboring kingdom, Pengging, was ruled by a noble and just king with a mighty son named Bandung Bondowoso. Bandung Bondowoso possessed supernatural powers and led an army to defeat Prambanan and its king.

After Prambanan's defeat, Bandung Bondowoso fell in love with the beautiful princess of Prambanan, Roro Jonggrang. He asked her to marry him, but Roro Jonggrang was reluctant to marry the conqueror of her father's kingdom. Trying to avoid the marriage without angering Bandung Bondowoso, Roro Jonggrang made a seemingly impossible request: she would marry him only if he built a thousand temples for her in just one night.

Confident in his supernatural powers, Bandung Bondowoso accepted the challenge. He summoned supernatural beings to help him, and the construction of the temples began at a supernatural pace. Seeing that Bandung Bondowoso was close to completing the task, Roro Jonggrang devised a plan to prevent him from finishing the temples. She ordered the women in the village to start pounding rice and set a fire to the east of the temple, creating an illusion of sunrise.

Fooled into thinking dawn was breaking, the supernatural beings fled, leaving the task incomplete. Bandung Bondowoso counted the temples and found only 999. Realizing he had been tricked by Roro Jonggrang, he became furious and cursed her, turning her into the thousandth statue, completing the temple complex. This temple is now known as Prambanan, one of Indonesia's greatest archaeological sites.

QUESTIONS!

1. What is the setting of "The Legend of Roro Jonggrang" ?
2. Who is Bandung Bondowoso?
3. Why was Roro Jonggrang reluctant to marry Bandung Bondowoso?
4. What challenge did Roro Jonggrang set for Bandung Bondowoso to marry her?
5. How did Bandung Bondowoso plan to complete the challenge of building a thousand temples?
6. What strategy did Roro Jonggrang use to stop Bandung Bondowoso from completing the temples?
7. How many temples had Bandung Bondowoso completed before he realized he had been tricked?
8. What was Bandung Bondowoso's reaction upon realizing Roro Jonggrang's trickery?
9. What is the main idea of second paragraph?
10. "He summoned supernatural beings to help him"? what does the word "he" refer to?
11. What is the antonym of "accept" regarding how Bandung Bondowoso responded to Roro Jonggrang's challenge?
12. What is the moral value of story?

KEY ANSWER

1. The story is set in ancient Java, specifically in the powerful kingdom known as Prambanan.
2. Bandung Bondowoso is the mighty son of the king of Pengging, who possessed supernatural powers and led his army to defeat Prambanan.
3. Roro Jonggrang was reluctant to marry Bandung Bondowoso because he was the conqueror of her father's kingdom.
4. She challenged him to build a thousand temples for her in just one night.
5. He planned to complete the challenge by summoning supernatural beings to help him build the temples at a supernatural pace.
6. Roro Jonggrang created an illusion of sunrise by ordering the women in the village to start pounding rice and setting a fire to the east of the temple, which made the supernatural beings flee, thinking dawn was breaking.
7. Bandung Bondowoso had completed 999 temples before realizing he had been tricked by Roro Jonggrang.
8. He became furious upon realizing he had been tricked and cursed Roro Jonggrang, turning her into the thousandth statue.
9. Bandung Bondowoso's proposal to Roro Jonggrang and her condition that he must build a thousand temples in one night for her to marry him.
10. Bandung Bondowoso
11. Reject.
12. As a human being, it's best to avoid imposing your will on others. Just like Bandung Bondowoso did to Roro Jonggrang. Then, learn to always keep promises and not cheat on others.

Read the following text and answer the following questions!

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea,

wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

QUESTIONS!

1. What is the title of the text above?
2. What is the purpose of the text?
3. Why did Malin Kundang and his mother have to live hard?
4. Malin Kundang became a *wealthy*. What is the synonym of the italic word?
5. What is the main idea of paragraph 1?
6. In the sentence "He left his mother alone," what does the word "he" refer to?
7. How did the local people react when they saw Malin Kundang landing on The coast?
8. What did Malin Kundang's mother do when she heard that Malin Kundang Landed on the coast?
9. What made Malin Kundang's mother sad and angry?
10. What did she do when Malin Kundang denied that she was his mother?
11. How did the curse happen?
12. What is the moral of the story

KEYS ANSWERS

1. Malin Kundang
2. The purpose of the text is to entertain.
3. Because his father had passed away when he was a baby.
4. Rich
5. A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang.
6. Malin Kundang

7. The local people recognized that it was Malin Kundang, a boy from the Area. The news that Malin has become rich ran fast in the town.
8. She ran to the beach to meet the new rich merchant
9. Because Malin denied that she was her mother and he yelled at her.
10. She cursed Malin Kundang that he would turn into a stone if he didn't Apologize to her.
11. A thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island and turned into a stone.
12. The moral of the story is that we have to respect our parents, especially our mother.

Read the following text and answer the following questions!

Once upon a time, in a faraway kingdom, there lived a young girl named Cinderella. She was kind, graceful, and had a heart of gold. Cinderella lived with her wicked stepmother and two stepsisters, who treated her more like a servant than a family member. Despite her circumstances, Cinderella always remained positive and hopeful.

One day, the King announced a grand ball at the palace, inviting every eligible maiden in the kingdom to attend, for the Prince was searching for a bride. Cinderella dreamed of going to the ball, but her stepfamily left her behind, mocking her dreams.

As Cinderella wept in the garden, her Fairy Godmother appeared, transforming her rags into a beautiful gown with glass slippers. She turned a pumpkin into a carriage and mice into horses, warning Cinderella that the magic would only last until midnight.

At the ball, Cinderella captured everyone's attention, especially the Prince's. They danced the night away until Cinderella remembered the deadline. She fled, leaving behind a glass slipper. The Prince, determined to find her, searched the kingdom with the slipper.

When he arrived at Cinderella's home, the stepsisters tried but could not fit into the slipper. Cinderella, hidden away, was finally discovered and tried on the slipper, which fit perfectly. The Prince recognized her from the ball, and they were soon married, living happily ever after.

QUESTIONS

1. What is the title of the text above?
2. Who did Cinderella live with?
3. In the sentence She was kind, graceful, and had a heart of gold.” what does the word “she” refer to?
4. How did Cinderella get to the ball?
5. What was Cinderella warned by her Fairy Godmother?
6. Why did Cinderella flee from the ball?
7. What did Cinderella leave behind when she fled?
8. Cinderella always remained positive and hopeful. Antonym of positive is...
9. Who could not fit the slipper when the Prince arrived at Cinderella's home?
10. What happened when Cinderella tried on the slipper?
11. What is the main idea of the last paragraph?
12. What moral value can be derived from the Cinderella story?

KEY ANSWER

1. Cinderella
2. Cinderella lived with her wicked stepmother and two stepsisters.

3. Cinderella
4. Her Fairy Godmother appeared and transformed her rags into a beautiful gown with glass slippers and turned a pumpkin into a carriage.
5. She was warned that the magic would only last until midnight.
6. She fled because she remembered the magic would end at midnight.
7. She left behind a glass slipper.
8. Negative
9. The stepsisters could not fit into the slipper.
10. The slipper fit perfectly, revealing her as the woman the Prince had fallen in love with at the ball.
11. Cinderella was eventually found by the Prince, the slipper fit her perfectly, and they were married, living happily ever after.
12. The moral value of the story is that kindness, resilience, and hope can overcome adversity and lead to a happy ending.

INSTRUMENT BLUEPRINT

No	Variable	Variable Indicator	Item Number	Item Total	Form of the Tes
	Dependent Variable (Y)	a. Students can discover precise and	1,2,3,4,8,9		

	Reading Comprehension	detailed information(specific information, main idea). b. Students can uncover both explicit (reference) and implicit (inference) information. c. Students are able to interpret words, phrases, or sentences within the text (vocabulary).	5 6,7,10	6 1 3	Essay
	Total			10	

**READING COMPREHENSION TEST
(PRE TEST)**

Read the text carefully!

Androcles and Lion

Once upon a time a slave named Androcles once escaped from his master and fled to the forest.

As he was wandering about there he came upon a Lion lying down moaning and groaning. At first he turned to flee, but finding that the Lion did not pursue him, he turned back and went up to him. As he came near, the Lion put out his paw, which was all swollen and bleeding, and Androcles found that a thorn had got into it, and was causing all the pain. He pulled out the thorn and bound up the paw of the Lion, who was soon able to rise and lick the hand of Androcles like a dog. Then the Lion took Androcles to his cave, and every day used to bring him meat from which to live.

But shortly afterwards both Androcles and the Lion were captured, and the slave was sentenced to be thrown to the Lion, after the latter had been kept without food for several days. The Emperor and all his Court came to see the spectacle, and Androcles was led out into the middle of the arena. Soon the Lion was let loose from his den, and rushed bounding and roaring towards his victim. But as soon as he came near to Androcles he recognised his friend, and fawned upon him, and licked his hands like a friendly dog.

The Emperor, surprised at this, summoned Androcles to him, who told him the whole story. Whereupon the slave was pardoned and freed, and the Lion let loose to his native forest.

(Taken from aesopfables.com)

Answer the following questions!

1. Where did Androcles meet the lion for the first time?
2. What happened to the lion's paw?
3. What caused pain for the lion?
4. What did the emperor do after the fight in the arena was over?

5. “...ahugethorn had got into *it*....” (paragraph 2, line 4) What does the word “*it*” refer to?
6. “The Emperor, surprisedat this, *summoned* Androcles to him.” What is the synonym of the italic word?
7. “Once upon a time a slave named Androcles once *escaped* from his master...” What is the antonym of the italic word?
8. What is the main idea of paragraph 2?
9. What does the text tell us about?
10. What is the moral value of story?

KEY ANSWER

1. In the forest
2. It was all swollen and bleeding.
3. Ahugethorn had got intohis paw
4. He summoned Androcles to him.
5. Lion's paw
6. Called to meet
7. Captured.
8. Androclescame upon a Lion lying down moaning and groaning. / Androcles met a lion in the forest.
9. The story of Androcles and a lion
10. Doing a good thing to someone will have a good thing as return in future.

READING COMPREHENSION TEST (POST TEST)

Read the following text and answer the following questions!

The Legend of Banyuwangi

Once upon a time, in eastern part of Java Island, there was a kingdom ruled by a king. The king's name was Prabu Menak Prakoso. One day, Prabu Menak and his soldiers invaded the kingdom of Klungkung in Bali. The king of Klungkung was killed, yet his daughter, Made Surati, and his son, Agung Bagus Mantra, were able to escape and hide in the jungle.

Prabu Menak Prakoso had a son named Raden Banterang. He was such a handsome young man. One day, Raden Banterang went to the jungle for hunting. It was in the jungle that Raden Banterang met Made Surati. She was then taken to Blambangan to be his wife. Raden Banterang and Made Surati enjoyed a happy life in the Palace.

When Raden Banterang was hunting one day, Made Surati was surprised by the arrival of a dirty beggar asking for her pity. The princess was surprised to find that the beggar was her older brother, Agung Bagus Mantra. She promptly squatted and embraced her brother's legs. However, her great respect of her brother was not well accepted. Instead, Agung Bagus Mantra asked his sister to kill Raden Banterang. But such a request was rejected. He was very angry with her and came up with a sly idea to slander her.

Slowly but surely, Agung succeeded in convincing Raden Banterang that his wife had been involved in a scandal with another man. Asking for compassion, Made Surati tried to tell the truth and denied her husband's accusation. Hearing his wife explanation, the king became angrier and angrier. As a proof of her sacred love, she asked her husband to kill her. As her last request, she asked her husband to throw her dead body into the river. She said that if the water in the river smelled terrible, it means that she had ever been sinful. But if it smelled fragrant, it means that she was innocent.

Raden Banterang who was unable to control his emotions soon stabbed his keris (dagger) into his wife's chest. She died instantly. The dead body of Made Surati was quickly thrown into the dirty river. Raden Banterang was shocked to see the river suddenly become clean and as clear as glass with a fragrant smell. Raden Bantera feel screamed crazily and regretted his deed. He walked unsteadily and fell into the river screaming, "Banyu... Wangi... Banyuwangi!" This means "fragrant water". Banyuwangi was born from the proof of noble and sacred love. From then on, the place is called Banyuwangi.

QUESTIONS:

1. What is the purpose of the text ?
2. Who is name of the king invaded the kingdom of Klungkung ?
3. Where place Made Surati and Agung Bagus Mantra hide ?
4. What is the name of the child Prabu Menak ?
5. What kingdoms were attacked by Prabu Menak and his army?
6. Who the beggar who met with Made Surati ?
7. But such a request was *rejected*. Antonym of *rejected* is
8. What was Made Surati's request when she asked his husband to kill her?
9. But if *it* smelled fragrant. Word "*it*" refer to...
10. Why did the place where Raden Banterang throws his wife's body called by Banyuwangi?

KEY ANSWER

1. To *entertain*

2. Prabu Menak Prakoso
3. In the jungle.
4. *Raden Banterang.*
5. *Klungkung*
6. *Agung Bagus Mantra*
7. Antonym of *rejected* is refuse / accepted
8. She asked her husband to throw her dead body into the river. She said that if the water in the river smelled terrible, it means that she had ever been sinful. But if it smelled fragrant, it means that she was innocent.
9. *Water in the river.*
10. Because Banyuwangi was born from the proof of noble and sacred love. From then on, the place is called Banyuwangi.

Down Learns D.
X8

Androcles first met the lion in the forest.
The lion's paws were all swollen and bleeding from a large thorn that had entered them, causing the lion a lot of pain.
The lion was frightened as it felt pain from the large thorn that had entered its leg.
After the fight was over, the emperor sentenced Androcles to his death and set him free. Then, the emperor realized the lion to let him go.
In the story of Androcles and the lion, the word "it" refers to the lion's paw.
Came to meet.
But was wondering about how there he came upon a lion lying down peacefully and sleeping.
The text tells of the friendship between Androcles and the lion.
The moral value that can be learned from the text is about the value of the mercy of forgiveness.

70

P. Dora. In. Ikon.
Kelas : X8.

QUESTIONS:

1. What is the purpose of the text?
2. Who is name of the king invaded the kingdom of Klungkung?
3. Where place Made Surati and Agung Bagus Mantra hide?
4. What is the name of the child Prabu Menak?
5. What kingdoms were attacked by Prabu Menak and his army?
6. Who the beggar who met with Made Surati?
7. But such a request was rejected. Antonym of rejected is
8. What was Made Surati's request when she asked his husband to kill her?
9. But if @smelled fragrant. Word "it" refer to ..
10. Why did the place where Raden Banturang throws his wife's body called by Banyuwangi?
11. What is the main idea of paragraph 7?
12. What is the moral value of story?

to know
to know to know about the origin of the Banyuwangi river by the legends of Banyuwangi.
Prabu menak prabuo
they were hide in the jungle
Raden Banturang
the kingdom of Klungkung
she was under violence Agung Bagus Mantra
Accepted.
she was asked to throw her dead body into the river.
Water in the river.

80

Alin. Kucera P.
X8

QUESTIONS:

1. What is the purpose of the text?
2. Who is name of the king invaded the kingdom of Klungkung?
3. Where place Made Surati and Agung Bagus Mantra hide?
4. What is the name of the child Prabu Menak?
5. What kingdoms were attacked by Prabu Menak and his army?
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8. What was Made Surati's request when she asked his husband to kill her?
9. But if @smelled fragrant. Word "it" refer to ..
10. Why did the place where Raden Banturang throws his wife's body called by Banyuwangi?
11. What is the main idea of paragraph 7?
12. What is the moral value of story?

to entertain readers
Prabu menak prabuo
jungle
Raden Banturang
s. and Agung Bagus Mantra and his soldiers invaded the kingdom in Bali
his older brother, Agung Bagus Mantra
her first request of her brother was not well accepted

85

Rat. Fakhri M.
X8.

QUESTIONS:

1. What is the purpose of the text?
2. Who is name of the king invaded the kingdom of Klungkung?
3. Where place Made Surati and Agung Bagus Mantra hide?
4. What is the name of the child Prabu Menak?
5. What kingdoms were attacked by Prabu Menak and his army?
6. Who the beggar who met with Made Surati?
7. But such a request was rejected. Antonym of rejected is
8. What was Made Surati's request when she asked his husband to kill her?
9. But if @smelled fragrant. Word "it" refer to ..
10. Why did the place where Raden Banturang throws his wife's body called by Banyuwangi?
11. What is the main idea of paragraph 7?
12. What is the moral value of story?

The brief purpose of the text is to tell the legend about the origin of the name Banyuwangi, as well as maintaining the theme of love between and sister.
The king who invaded the Klungkung kingdom was Prabu and Agung Bagus Mantra.
Made Surati and Agung Bagus Mantra hid in the forest after kingdom was attacked.
Raden Banturang.
the kingdom of Klungkung.
her older brother Agung Bagus Mantra.
Antonym of rejected is Accepted.
she asked her husband to throw her dead body into the river.
The answer is that "it" refers to the water in the river that became clean and smelt good after Made Surati's body was thrown into it.

85



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-5033/In.28/J/TL.01/10/2023
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Kepala SMA NEGERI 6 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **Rosidah**
NPM : 2001052014
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
THE INFLUENCE OF USING METACOGNITIVE STRATEGY
Judul : ON READING COMPREHENSION AT THE TENTH
GRADERS OF SMA NEGERI 6 METRO

untuk melakukan prasurvey di SMA NEGERI 6 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 31 Oktober 2023

Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004



PEMERINTAH PROVINSI LAMPUNG
SMA NEGERI 6 METRO

Jalan FKPI Rejomulyo, Metro Selatan, Kota Metro, Lampung
 Pos-el : smanegeri6metro@gmail.com | Laman : smanegeri6metro.sch.id



SURAT KETERANGAN

Nomor: 423.4/1709/06/D.3/2023

Berdasarkan surat dari Institut Agama Islam Negeri Metro Fakultas Tarbiyah Dan Ilmu Keguruan, nomor: B-5033/In.28/D.1/TL.00/10/2023 tanggal 31 Oktober 2023, perihal Permohonan Izin Prasurey, maka dengan ini Kepala Sekolah Menengah Atas (SMA) Negeri 6 Metro menerangkan bahwa:

Nama	:	ROSIDAH
NPM	:	2001052014
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE INFLUENCE OF USING METACOGNITIVE STARTEGY ON READING COMPREHENSION AT THE TENTH GRADERS OF SMA NEGERI 6 METRO

Yang bersangkutan di atas izinkan untuk melaksanakan *Prasurey* sesuai dengan jadwal/waktu yang ditentukan di SMA Negeri 6 Metro.

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan sebagai mestinya.

Dikeluarkan di: Metro

Pada Tanggal : 13 November 2023



SUNARTI, M.Pd.

NIP. 19700705 199702 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-1760/In.28/D.1/TL.00/03/2024
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA NEGERI 6 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1761/In.28/D.1/TL.01/03/2024, tanggal 28 Maret 2024 atas nama saudara:

Nama : **Rosidah**
NPM : 2001052014
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMA NEGERI 6 METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 6 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING METACOGNITIVE STRATEGY ON READING COMPREHENSION OF THE TENTH GRADERS OF SMA NEGERI 6 METRO".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 28 Maret 2024
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



PEMERINTAH PROVINSI LAMPUNG
SMA NEGERI 6 METRO

Jalan FKPPi Rejomulyo, Metro Selatan, Kota Metro, Lampung
 Pos-el : smanegeri6metro@gmail.com | Laman : smanegeri6metro.sch.id



SURAT KETERANGAN

Nomor: 423.4/275/06/D.3/2024

Berdasarkan surat dari Institut Agama Islam Negeri Metro Fakultas Tarbiyah Dan Ilmu Keguruan, nomor: B-1760/In.28/D.1/TL.00/03/2024 tanggal 28 Maret 2024, perihal Permohonan Izin Research, maka dengan ini Kepala Sekolah Menengah Atas (SMA) Negeri 6 Metro menerangkan bahwa:

Nama : ROSIDAH
 NPM : 2001052014
 Semester : 8 (Delapan)
 Jurusan : Tadris Bahasa Inggris
 Judul : THE INFLUENCE OF USING METACOGNITIVE STARTEGY ON
 READING COMPREHENSION AT THE TENTH GRADERS OF
 SMA NEGERI 6 METRO

Yang bersangkutan di atas izinkan untuk melaksanakan *Research* sesuai dengan jadwal/waktu yang ditentukan di SMA Ngeri 6 Metro.

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan sebagai mestinya.

Dikeluarkan di: Metro

Pada Tanggal : 23 April 2023



SUNARTI, M.Pd.

NIP. 19700705 199702 2 003



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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Rosidah
NPM : 2001052014

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Monday Dec. 18 th 2023	Linda Septiyana	chapter 1-3.	
2.	Friday, Dec. 29 th 2023	Linda Septiyana	Revision chapter 1-3	
3.	Monday Feb. 12 nd 2023	Linda Septiyana	Acc sempur	



Mengetahui
Ketua Program Studi TBI

Dr. Much Deputur, M.Pd.B.I
NIP. 198803062015031006

Dosen Pembimbing

Linda Septiyana, M.Pd

NIP. 199005162023212034



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RATIFICATION PAGE

The Research Proposal entitled: THE INFLUENCE OF USING METACOGNITIVE STRATEGY ON READING COMPREHENSION OF THE TENTH GRADERS OF SMA NEGERI 6 METRO, written by: Rosidah, Student Number: 2001052014, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Friday, March 1st 2024 at 11.00 - 12.30 WIB.

BOARD OF EXAMINERS

Chairperson : Linda Septiyana, M.Pd

(.....)

Examiner I : Dr. Umi Yawisah, M.Hum

(.....)

Examiner II : Yuniarti, M.Pd

(.....)

Secretary : Rika Dartiara, M.Pd

(.....)

Head of English Education Department

Dr. Much Deiniatur, M.Pd.B.I.
 NIP. 198803082015031006



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SURAT TUGAS

Nomor: B-1761/In.28/D.1/TL.01/03/2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

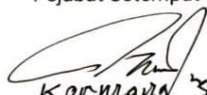
Nama : **Rosidah**
NPM : 2001052014
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA NEGERI 6 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING METACOGNITIVE STRATEGY ON READING COMPREHENSION OF THE TENTH GRADERS OF SMA NEGERI 6 METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 28 Maret 2024

Mengetahui,
Pejabat Setempat


Karman S.E.
NIP. 19680618202701040

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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NOTA DINAS

Nomor : -
Lampiran : -
Perihal : **Mohon Diseminarkan Proposal
Rosidah**

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

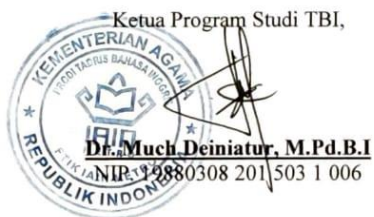
Assalamu'alaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya
maka proposal yang disusun oleh :

Name : Rosidah
Npm : 2001052014
Fakultas : Tarbiyah dan Ilmu Keguruan
Prodi : TBI
Judul : THE INFLUENCE OF USING METACOGNITIVE
STRATEGY ON READING COMPREHENSION AT THE
TENTH GRADERS OF SMA NEGERI 6 METRO

Sudah kami dapat persetujuan dan dapat diajukan untuk diseminarkan, demikian
harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.



Metro, 12 Februari 2024
Dosen Pembimbing,

Linda Septivana, M.Pd
NIP. 199009162023212034



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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APPROVAL PAGE

Name : Rosidah
NPM : 2001052014
Department : English Education
Faculty : Tarbiyah and Teacher Training
Title : THE INFLUENCE OF USING METACOGNITIVE STRATEGY
ON READING COMPREHENSION AT THE TENTH
GRADERS OF SMA NEGERI 6 METRO

APPROVED BY:

To be discussed in the proposal (seminar) in Tarbiyah Faculty and Teacher Training of State Institute of Islamic Studies (IAIN) of Metro.

Metro, 12 February 2024
Sponsor

Linda Septivana, M.Pd
NIP. 199009162023212034



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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NOTIFICATION LETTER

Number : -
Appendix : -
Matter : **In order to hold the Seminar
of Rosidah**

To:
The Honorable the Head of Tarbiyah Department
of State Islamic Institute (IAIN) of Metro

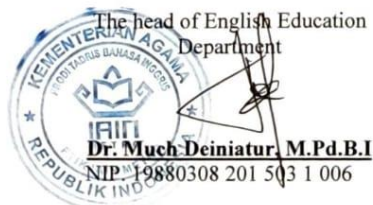
Assalamu'alaikum Wr. Wb.

We have given guidance and enough improvement to research proposal script which is written by:

Name : Rosidah
St. Number : 2001052014
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
Title : THE INFLUENCE OF USING METACOGNITIVE
STRATEGY ON READING COMPREHENSION AT THE
TENTH GRADERS OF SMA NEGERI 6 METRO

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teachers Training in order to be discussed on the seminar. Thank you very much.

Wassalamu'alaikumWr. Wb.



Metro, 12 February 2024
Sponsor


Linda Septivana, M.Pd
NIP. 199009162023212034



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Linda Septiyana (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	: Rosidah
NPM	: 2001052014
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: THE INFLUENCE OF USING METACOGNITIVE STRATEGY ON READING COMPREHENSION OF THE TENTH GRADERS OF SMA NEGERI 6 METRO

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 26 Maret 2024
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.



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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Rosidah
NPM : 2001052014

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Tuesday, May 14 th 2024.	Linda Septiyana	chapter 4, Revise Table and Attach Appendices.	
2.	Tuesday, May, 21 st 2024	Linda Septiyana	chapter 1	
3.	Tuesday May, 30 th 2024	Linda Septiyana	chapter 4 & 5.	
1.	Friday, June, 07 th 2024	Linda Septiyana	Acc. Munagasyah	



Dosen Pembimbing

Linda Septiyana, M.Pd

NIP. 199009162023212034



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Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Rosidah
NPM : 2001052014
Program Studi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 10 Juni 2024

Program Studi TBI



Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006



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INSTITUT AGAMA ISLAM NEGERI METRO
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NPP: 1807062F0000001

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Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Rosidah
NPM : 2001052014
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 2001052014

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 03 Juni 2024
Kepala Perpustakaan



[Handwritten Signature]
Dr. Asad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002

ROSIDAH 2001052014 (THE
INFLUENCE OF USING
METACOGNITIVE
STRATEGY ON READING
COMPREHENSION
OF THE TENTH
GRADERS OF SMA
NEGERI 6 METRO)

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DOCUMENTATION

1. Pre-test X-8 (Experimental Class)



2. Treatment X-8 (Experimental Class)





3. Post-test X-8 (Experimental Class)



1. Pre-test X-7 (Control Class)



2. Post-test X-7 (Control Class)



CURRICULUM VITAE



The researcher was born in the village of Tanjung Harapan, Kecamatan Kasui, Kabupaten Way Kanan, Provinsi Lampung on November 11, 2001. The researcher is the third of four daughter of the couple Mr.Misnayar and Mrs. Sulistiani. Researcher join in the Elementary School at SDN 1 Campur Asri and was end in 2014, then join in Junior High School at SMPN 1 Baradatu and finish the education in 2017. After that, the researcher join in Senior High School at SMAN 1 Baradatu and then complete it in 2020. Then, researcher continue the study at the Metro State Islamic Institute (IAIN) Faculty of Tarbiyah and Teacher Training, Department of English Education (TBI) starting in semester 1 in 2020 for have a undergraduate education.