

**AN UNDERGRADUATE THESIS**

**THE EFFECT OF USING METACOGNITIVE STRATEGIES TOWARD**

**STUDENTS' READING COMPREHENSION AT MA MA'ARIF NU 5**

**SEKAMPUNG EAST LAMPUNG**



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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1447 H/2025 M**

**THE EFFECT OF USING METACOGNITIVE STRATEGIES TOWARD  
STUDENTS' READING COMPREHENSION AT MA MA'ARIF NU 5  
SEKAMPUNG EAST LAMPUNG**

Presented as a Partial Fulfilment of the Requirements  
For the Degree of Sarjana Pendidikan (S. Pd)  
In English Education Study Program

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*Assalamu'alaikum, Wr. Wb*


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

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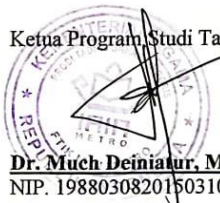
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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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**APPROVAL PAGE**

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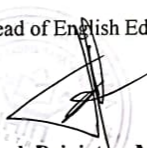
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**RATIFICATION PAGE**

No. B-2694/An 28.1 /J/PP 00.9/07/2025

An Article entitled: "THE EFFECT OF USING METACOGNITIVE STRATEGIES TOWARD STUDENTS' READING COMPREHENSION AT MA MA'ARIF NU 5 SEKAMPUNG EAST LAMPUNG" written by: Siska Ulum Baitulrohmi, student number 2101051039 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Thursday, June 26<sup>th</sup>, 2025 at 13.00-15.00WIB.

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**THE EFFECT OF USING METACOGNITIVE STRATEGIES TOWARD  
STUDENTS' READING COMPREHENSION AT MA MA'ARIF NU 5  
SEKAMPUNG EAST LAMPUNG**

**ABSTRACT**

**By:**

**SISKA ULUM BAITULROHMI**

This study aims to determine whether metacognitive strategies have a significant effect on the reading comprehension of grade XI students at MA Ma'arif NU 5 Sekampung. This study employs a quantitative approach with a quasi-experimental design. The research sample consists of 25 students from class XI IPA 2, selected using the cluster sampling method. The data collection techniques employed in this study included observation sheets, tests, and documentation. The treatment was carried out in two sessions in which students were taught how to apply metacognitive strategies such as planning, monitoring, and evaluation during reading activities.

Based on the results of the paired sample t-test analysis using SPSS, the average pre-test score was 54.8, while the average post-test score increased to 83.4. This shows an increase in students' reading comprehension after the treatment. The significance value (sig. 2-tailed) was 0.000, which was lower than the significance level of 0.05. Therefore, the Alternative Hypothesis ( $H_a$ ) is accepted, and the Null Hypothesis ( $H_o$ ) is rejected. These findings indicate that the use of metacognitive strategies has a positive and significant effect on students' reading comprehension at MA Ma'arif NU 5 Sekampung.

**Keywords:** *Metacognitive Strategies, Reading Comprehension, Quantitative Research.*

**PENGARUH PENGGUNAAN STRATEGI METAKOGNITIF TERHADAP  
PEMAHAMAN MEMBACA SISWA DI MA MA'ARIF NU 5 SEKAMPUNG  
LAMPUNG TIMUR**

**ABSTRAK**

**By:**

**SISKA ULUM BAITULROHMI**

Penelitian ini bertujuan untuk menentukan apakah strategi metakognitif memiliki pengaruh yang signifikan terhadap pemahaman membaca siswa kelas XI di MA Ma'arif NU 5 Sekampung. Penelitian ini menggunakan pendekatan kuantitatif dengan desain quasi-eksperimental. Sampel penelitian terdiri dari 25 siswa dari kelas XI IPA 2, yang dipilih menggunakan metode sampling kluster. Teknik pengumpulan data yang digunakan dalam penelitian ini meliputi lembar observasi, tes, dan dokumentasi. Perlakuan dilakukan dalam dua sesi di mana siswa diajarkan cara menerapkan strategi metakognitif seperti perencanaan, pemantauan, dan evaluasi selama aktivitas membaca.

Berdasarkan hasil analisis uji t sampel berpasangan menggunakan SPSS, skor rata-rata pra-tes adalah 54,8, sementara skor rata-rata post-tes meningkat menjadi 83,4. Hal ini menunjukkan peningkatan pemahaman membaca siswa setelah perlakuan. Nilai signifikansi (2-tailed) adalah 0,000, yang lebih rendah dari tingkat signifikansi 0,05. Oleh karena itu, Hipotesis Alternatif (Ha) diterima, dan Hipotesis Nol (Ho) ditolak. Temuan ini menunjukkan bahwa penggunaan strategi metakognitif memiliki efek positif dan signifikan terhadap pemahaman membaca siswa di MA Ma'arif NU 5 Sekampung.

**Kata Kunci:** *Strategi Metakognitif, Pemahaman Membaca, Penelitian Kuantitatif.*



### STATEMENT OF RESEARCH ORIGINALITY

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Metro, July 18<sup>th</sup> 2025  
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## MOTTO

يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

"Allah will raise those who have believed among you and those who were given knowledge, by degrees."

(QS. Al-Mujādilah: 11)

"It always seems impossible until it's done."

**-Nelson Mandela-**

## **DEDICATION PAGE**

I dedicate this thesis with love and gratitude to:

1. My beloved parents, Mr. Siswanto and Mrs. Yuni Kinanti. You are the greatest source of strength in my life. Your unwavering support, constant prayers, and unconditional love are the foundation of every success I have achieved. Thank you for your patience, sacrifices, and belief in me, even when I doubted myself. This degree is as much yours as it is mine.
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3. My friends, “Partner Thesis & COS,” and someone special who has become like an older brother to me. Thank you for being part of this journey, for your support, laughter, late-night study sessions, and calm encouragement. Whether through firm or gentle guidance, your presence has helped me reach this point. Your kindness and motivation will never be forgotten.

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Alhamdulillah Rabbil ‘Alamin first of all, the researcher expresses all praise and gratitude to Allah SWT, because thanks to His grace, guidance, and blessings, the researcher can complete the thesis with the title " The Effect of Using Metacognitive Strategies Toward Students’ Reading Comprehension at MA Ma’arif NU 5 Sekampung East Lampung”. Shalawat and salam remain at the great prophet Muhammad Saw. Who has always been a source of inspiration and the best example for mankind. The researcher realizes that many parties provide support, assistance, and useful suggestions in completing this thesis. Therefore, the researcher would like to express his sincere gratitude to:

1. Prof. Dr. Ida Umami, M.Pd., Kons., the Rector of the State Islamic Institute of Metro.
2. Dr. Siti Annisah, M. Pd, the Dean of Tarbiyah and Teacher Training Faculty.
3. Dr. Much Deiniatur, M.Pd.B. I, the head of the English Education Study Program of Faculty of Tarbiyah and Teacher Training IAIN Metro.
4. Aisyah Sunarwan, M. Pd, the secretary of English Education Study Program of Faculty of Tarbiyah and Teacher Training IAIN Metro.
5. Rika Dartiara, M. Pd, my supervisor, has spent much time giving guidance, suggestions, and advice in accomplishing their research.

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7. All teacher, staff and students at MA Ma'arif NU 5 Sekampung.

Hopefully, this research can benefit readers and parties who contribute to the world of education. Therefore, the researcher is happy to receive criticism and suggestions for improvement for the sake of perfection of this research.

Metro, May 14, 2025

The Researcher



**SISKA ULUM BAITULROHMI**

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# CHAPTER I

## INTRODUCTION

### A. Background of Study

Reading is a crucial cognitive skill, especially in academic environments where mastery of various subjects depends on text comprehension. Generally, people use reading as a strategy to understand what authors are saying.<sup>1</sup> For students, reading is also essential, as much of their academic performance depends on their reading comprehension<sup>2</sup>. Understanding what you read is the first step to developing reading comprehension. Teaching reading comprehension involves integrating decoding ability, vocabulary, prior knowledge, and relevant strategies to comprehend and understand a text effectively.

Additionally, educators widely concur that comprehension should be the primary focus in reading instruction, even at the initial stages, rather than being relegated to a later phase after students have acquired decoding and word recognition skills. The reading process encompasses four key components: alphabetic/decoding skills, fluency, vocabulary, and comprehension. In teaching and learning, comprehension is a crucial element of reading instruction.

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<sup>1</sup> Brown, "[H. Douglas Brown] Teaching by Principles, Second (BookFi.Org).Pdf," *Teaching by Principles An Interactive Approach to Language Pedagogy*, 1994, 271.

<sup>2</sup> Subayil, "The Descriptive Study on Students' Reading Comprehension in Scanning Recount Text of The Eighth Grade Students at SMP N 1 Glagah in The 2013/2014 Academic Year," *Lunar* 1, no. 02 (2017): 48–58.

Furthermore, comprehension is the goal of reading. Successful teachers who teach reading comprehension realize that reading can be taught using various strategies.<sup>3</sup>. In this case, to facilitate students' improvement in reading comprehension, teachers can use different strategies in the classroom. To assume accountability for their learning, teachers, and students must plan, define, and model<sup>4</sup>. Metacognitive strategies are strategies students use in learning based on metacognitive abilities. Using metacognitive strategies, students are trained to reflect on any knowledge they acquire. Moreover, teachers also find it easier to control students in learning.

Moreover, metacognitive strategies help individuals to have greater control over the learning process, helping them to learn more effectively, understand more thoroughly, and become better at problem-solving. When reading, we must connect one thought to another.<sup>5</sup>. Metacognitive strategies are essential for reading comprehension because they help readers become more aware of their thought processes while reading. Metacognitive strategies assist readers in recognizing and overcoming difficulties in reading, such as slowing down reading speed, noting essential points, and connecting new information with prior knowledge.

---

<sup>3</sup> Yulia Ade Saputri, Syamsul Rizal, and Zelvia Liska Afriani, "An Analysis on English Teacher Strategies in Teaching Reading Comprehension," *Jadila: Journal of Development and Innovation in Language and Literature Education* 1, no. 3 (2021): 21.

<sup>4</sup> Donald C. Orlich et al., *Teaching Strategies: A Guide to Effective Instruction*, 2009, xii.

<sup>5</sup> Ikrar Genidal Riadil, "Investigating Efl Learners' Reading Comprehension Problems and Strategies in Tidar University," *JELLT (Journal of English Language and Language Teaching)* 4, no. 1 (2020): 53.

On July 31, 2024, a pre-survey was conducted by interviewing the English teacher of the grade 11th students at MA Ma'arif NU 5 Sekampung. Pre-survey results show that MA Ma'arif NU 5 Sekampung students, specifically in the grade XI, face challenges in reading comprehension. This difficulty arises from a lack of vocabulary, difficulty expressing ideas, and a lack of interest in reading among students. Students' reading comprehension is still low as they struggle to interpret the text, identify the main idea, or evaluate the arguments presented. Students cannot relate the information they read to a broader context or apply it to other situations. Students can also not understand the context of the text they are reading. Lack of vocabulary makes it difficult to understand the topic at hand. This is shown in the following table, which lists the scores achieved by English language learners, especially in reading comprehension.

**Table 1.1**

**The Pre-Survey Data on Reading Comprehension of Eleventh-Grade Students at MA Ma'arif NU 5 Sekampung**

NO.	Students Name	The Reading Result	
		Score	Category
1.	AKM	64	INCOMPLETE
2.	AD	68	INCOMPLETE
3.	DMA	85	COMPLETE
4.	DAS	68	INCOMPLETE
5.	DF	69	INCOMPLETE
6.	DTM	68	INCOMPLETE



7.	ES	80	COMPLETE
8.	ENF	68	INCOMPLETE
9.	GR	69	INCOMPLETE
10.	LIA	69	INCOMPLETE
11.	MAA	68	INCOMPLETE
12.	MNR	85	COMPLETE
13.	MFAM	68	INCOMPLETE
14.	PWD	70	INCOMPLETE
15.	RLA	70	INCOMPLETE
16.	RIG	69	INCOMPLETE
17.	RHD	85	COMPLETE
18.	SA	69	INCOMPLETE
19.	SLA	69	INCOMPLETE
20.	ST	75	COMPLETE
21.	SNR	85	COMPLETE
22.	VNR	69	INCOMPLETE
23.	WIE	69	INCOMPLETE
24.	ZA	69	INCOMPLETE
25.	ZAHAA	70	INCOMPLETE

Based on the data above, students' reading problems were categorized into complete or incomplete using the Minimum Completeness Criteria (KKM). The Minimum Completeness Criteria (KKM) for English is 75. The results showed the categorization of reading problems of grade XI students at MA Ma'arif NU 5 Sekampung:

Table 1.2

**Frequency Table of Pre-Survey Data of Reading Comprehension among Eleventh Grade  
Students at MA Ma'arif NU 5 Sekampung**

NO.	GRADE	FREQUENCY	PERCENTAGE	CRITERIA
1.	$\geq 75$	6 Students	24%	Complete
2.	$< 75$	19 Students	76%	Incomplete
Total		25 Students	100%	

As shown in the table above the Minimum Mastery Criteria (MMC) are  $\geq 75$  and  $< 75$ . 76% of students do not have significant reading comprehension to obtain MMC. Meanwhile, MMC is achievable by 24% of students who have sufficient reading comprehension. It signifies that the percentage of students who are unable to achieve MMC is above the percentage of students who can achieve MMC. Finally, based on the description above, the researcher finds metacognitive strategies that will be interesting to investigate, mainly because this research has its appeal, which helps students develop self-awareness during reading and optimize their learning outcomes and has not been widely researched by others, especially at MA Ma'arif NU 5 Sekampung.

Thus, this study focuses on the effect of metacognitive strategies on reading comprehension in Senior High School, especially eleventh grade. Therefore, researchers will examine with the title "The Effect of Using Metacognitive Strategies toward Students' Reading Comprehension at MA Ma'arif NU 5 Sekampung."

## **B. Problem Identification**

The identification of the problems was carried out through an interview with the English teacher before the research was conducted. The results of the interview revealed the following points:

1. The students still need to improve their reading comprehension.
2. The students have a limited vocabulary, which makes it harder to understand the topic.
3. The students find it difficult to understand the context of the text.
4. The students are still learning how to understand texts better, especially in finding the main idea, analyzing the text, and understanding the arguments.

## **C. Problem Limitation**

Based on identifying the problems described above, the researcher will limit it to problems the students face challenges in comprehending the context of the text. Thus, the researcher proposes the following research title:

“The Effect of Using Metacognitive Strategies toward Students’ Reading Comprehension at MA Ma’Arif NU 5 Sekampung”

## **D. Problem Formulation**

The researcher outlined the problem formulation about the problem limitations mentioned above. The formulation of the problem of this study is “is there a positive and significant effect of using metacognitive strategies toward students’ reading comprehension of eleventh grade MA Ma'arif NU 5 Sekampung?”

## **E. Objective and Benefit of Study**

### **1 The Objective of Study**

This study aims to ascertain whether the implementation of metacognitive strategies positively and significantly impacts the reading comprehension of eleventh-grade students at MA Ma'arif NU 5 Sekampung.

### **2 The Benefit of Study**

The researcher expects this study to benefit teachers, students, and readers.

#### **a) For Teachers**

The findings of this study are anticipated to furnish valuable insights that will assist teachers in incorporating metacognitive strategies into instructional activities. Furthermore, the results indicate that educators can enhance their teaching practices and empower students to become more engaged and autonomous learners.

#### **b) For Students**

The purpose of this study is to contribute students solve their problems in reading comprehension by using metacognitive strategies. Students are expected to be able to understand the content of the reading text.

#### **c) For Other Researcher**

For other researchers, this study is expected to be used as an additional reference to conduct research, especially regarding the use of metacognitive strategies in teaching reading comprehension.

## F. Prior Research

In this section of the research, a detailed outline was presented, stating that there are relevant previous studies in terms of perspective, methodology, and theory to the research being conducted. The importance of this research lies in its contribution to clarifying the position that this researcher wants to achieve. In general, exposure to the results of previous research related to this topic will help map this research among the various studies that have been carried out previously.

Thus, the similarities and differences between this research and previous studies were seen, as well as the originality of this research. In this literature review, the researcher presented three previous research results as comparison material. This aimed to guide and focus the research being conducted.

First, a thesis was written by Astia Ranti with the title "The Use of Metacognitive Strategy to Improve the Students' Writing Skill Among the Eighth Graders of Smp N 7 Metro"<sup>6</sup>. The study aimed to improve students' writing skills at SMP N 7 Metro using a metacognitive strategy. The research involved 29 students and used Classroom Action Research (CAR) with a collaborative approach. The study followed the Kurt Lewin model and involved two cycles of meetings. The results showed gradual improvement in students' writing skills, with a mean score of 75 in the Minimum Mastery

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<sup>6</sup> Astia Ranti, *"The Use of Metacognitive Strategy To Improve the Students ' Writing Skill Among the Eighth Graders of Smpn 7 Metro,"* 2020.

Criterion of English lessons. The English teacher also showed a positive response to the action.

Second, a thesis was written by Iswatul Hasanah with the title " The Implementation of Metacognitive Strategy on The Student's Reading Comprehension at Ninth Grade of Junior Hight School 1 Sukowono"<sup>7</sup>. This research aimed to investigate the implementation of metacognitive strategies on students' reading comprehension in 9th grade at SMPN 1 Sukowono. The study employed a qualitative research approach utilizing a case study design, gathered data through questionnaires, observations, and interviews. The results showed that English teachers implemented metacognitive strategies through planning, monitoring, and evaluation. Students' responses to metacognitive strategies were mainly positive, indicating a positive response to the strategy.

Third, a journal is written by Mark Feng Teng Jing Huang with the title "The Effects of Incorporating Metacognitive Strategies Instruction into Collaborative Writing on Writing Complexity, Accuracy, and Fluency"<sup>8</sup>. The study explores the role of metacognitive instruction and collaborative writing in English writing, focusing on students' writing complexity, accuracy, and fluency (CAF). It focuses on four groups: metacognitive instruction in a collaborative setting, metacognitive instruction in an individual setting, collaborative writing, and individual writing. Results show that metacognitive

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<sup>7</sup> I Hasanah, "The Implementation of Metacognitive Strategy on the Student 'S Reading Comprehension At Ninth Grade of Junior High School 1 Sukowono State Islamic University English Education Program," 2023.

<sup>8</sup> Mark Feng Teng & Jing Huang, "The Effects of Incorporating Metacognitive Strategies Instruction into Collaborative Writing on Writing Complexity, Accuracy, and Fluency," *Asia Pacific Journal of Education* 43, no. 4 (2023): 1071–90.

instruction and collaborative writing positively influence writing accuracy but not fluency and complexity.

This research shares similarities with the three previous studies on metacognitive strategies. The difference with the first research is the application of metacognitive strategies in writing skills. In addition, the difference in the second study lies in the methodology, especially the use of qualitative methods. Subsequently, the third study differs in terms of its focus and skill set, which focuses on the complexity, accuracy, and fluency of student writing (CAF). The novelty is that this research focuses on the effect of using metacognitive strategies on students' reading comprehension.

## CHAPTER II

### REVIEW OF THE RELATED THEORIES

#### A. The Concept of Reading

##### 1. Definition of Reading

Reading involves a complex process of identifying words, understanding their meaning, and engaging in an interaction between the reader and the text. It is a fundamental skill that is necessary in daily life. Grabe and Stoller argue that reading is the ability to draw meaning from the printed page and interpret this information coherently, one of many possible<sup>1</sup>. It is more than just reading the text at its simplest; it also involves connecting the concepts to what is already known and figuring out how to use the information in daily life.

In addition, Cline et al. state that reading is the process of deriving meaning from text through decoding written text and understanding its content, influenced by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge<sup>2</sup>. Reading serves as a tool to get information; reading can also enhance our perspective of the world, improve our perception of ourselves, and improve our ability to think critically. This activity involves not only comprehending the text but also understanding the underlying meaning revealed at every turn of the page.

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<sup>1</sup> William Peter Grabe and Fredricka L. Stoller, *Teaching and Researching: Reading, Teaching, and Researching: Reading*, 2013, 5.

<sup>2</sup> Frederick Cline, Christopher Johnstone, and Teresa King, "Focus Group Reactions to Three Definitions of Reading (As Originally Developed in Support of NARAP Goal 1)," *Minneapolis, MN: National Accessible Reading Assessment Projects 1*, no. 1 (2006): 9.



Therefore, Isaqjon Madolimovich points out that reading is crucial for acquiring vocabulary and understanding how the text is structured <sup>3</sup>. Based on the explanation above, the author concludes that reading is the ability to identify and understand writing that looks for different types of information in written material.

Based on the explanation above, the author concludes that reading is an active process of constructing meanings of words.

## 2. The Purposes of Reading

Reading is important for scientific and personal development since it enhances critical thinking, vocabulary expansion, and a more comprehensive understanding of the world. Reading can help keep the brain in perfect working order.<sup>4</sup> When reading, the brain is required to think, analyze various problems, and find solutions to discover new things. Reading can also contribute to improving the quality of our brain in remembering various kinds of things we have read. Rivers and Temperley, in Nunan's book suggest that second language learners want to read for the following purposes:

- a. To gather knowledge for a task or out of interest in a subject.
- b. To obtain guidance on how to perform a task for employment or daily living (e.g., to understand the operation of an instrument).
- c. Participate in a play, game, or puzzle.

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<sup>3</sup> Tojiboyev Isaqjon Madolimovich, "Strategies and Techniques for Improving EFL Learners' Reading Skills," *Involta" Innovation Scientific Journal* 1, no. 11 (2022): 96.

<sup>4</sup> Ana Taboada Barber et al., "Beyond the Simple View of Reading: The Role of Executive Functions in Emergent Bilinguals' and English Monolinguals' Reading Comprehension," *Reading Research Quarterly* 56, no. S1 (2021): 23.

- d. To correspond with pals to stay in touch or comprehend business correspondence.
- e. Be aware of what is accessible or when/where something will happen.
- f. To learn what has occurred or is occurring (as documented in periodicals, reports, and newspapers).
- g. For enjoyment or thrill<sup>5</sup>.

### **3. Process of Reading**

There are three stages that can be used to categorize the reading process in general:

#### **a. Word Recognition**

Word recognition refers to how many words the reader's brain automatically recognizes and how accurately and automatically associates those words with meaning. This happens without conscious awareness. These are also known as "sight vocabulary" or "sight words". At this point, the student cannot recognize the phonological items' visual components. They can identify spoken words in written form, for example. At this point, the difficulty level varies according to how the learner's home tongue and English differ in script and spelling patterns.

#### **b. Structuring Stage**

The structuring stage is the capacity to scan a text for important information quickly, combine that information with prior knowledge,

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<sup>5</sup> David Nunan, "EBOOK\_Designing\_Task\_for\_the\_Communicat.Pdf," 1989, 33.

draw connections to the text, ask questions, and make predictions. Comprehension involves low-level processing (e.g., opposing viewpoints, the author's intention) and high-level processing for broad concepts. The student recognizes the items' syntactic relationships and comprehends the syntactical units' structural meaning.

c. Interpretation Stage

The interpretation stage is when the learner understands a word, phrase, or sentence's meaning within the larger context of the discards. They understand, for example, the difference between an expression of opinion and a statement of fact, and they can use language both seriously and humorously. At this point, a person reads mainly for pleasure or information<sup>6</sup>.

#### 4. Types of Reading

Reading is the most useful and essential skill for people. There are several types of reading:

a. Intensive Reading

Under the teacher's guidance, intensive reading is connected to greater success in language learning. Intensive reading can give students an overview for understanding difficulties with structure and expanding their vocabulary and idiom knowledge. Classroom activities, including discussions in the target language and writing exercises, are

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<sup>6</sup> M.F. Patel Praveen M. Jain, *English Language, Year's Work in English Studies*, vol. 49 (SUNRISE PUBLISHERS & DISTRIBUTORS, 2008), 114–16.

based on intensive reading material. A few characteristics of intensive reading are as follows:

- 1) The reader's active vocabulary is developed as a result of this reading.
- 2) The reading is primarily the teachers.
- 3) Items linguistic are created.
- 4) The goal of this reading is to use language actively.
- 5) Reading aloud is an intense form of reading. Speech habits during prolonged reading are accentuation, stress, and intonation, and it is possible to adjust rhythm.

b. Extensive Reading

Extensive reading aims to enable students to read fluently in the target language, without teacher assistance, for oral reports, class discussions, and written compositions, which address specific issues. A few characteristics of extensive reading are as follows:

- 1) It aids in the learner's active vocabulary development.
- 2) Extensive reading is reading silently.
- 3) After a thorough reading, the topic is highlighted.
- 4) The student's primary role in the comprehensive reading is
- 5) role since they need to request actions.
- 6) The concept can be developed by in-depth reading.
- 7) The intention behind intensive reading is to enhance students' comprehension.

- 8) By reading widely, the quality reading that is possible to form habits.

c. Reading Aloud

Reading aloud while teaching English is also essential. The teachers need to be aware that teaching reading aloud must begin in the primary grades because it is the pronunciation of a word's root. The following are some things a teacher can do to improve and effectively teach reading:

- 1) The teacher's content should be based on what the students already know or be connected to their personal experiences.
- 2) The teacher needs to underscore how stressed out the students are.
- 3) The teacher needs to exercise extreme caution when assigning reading assignments. If students make any mistakes, they should fix them. Corrections ought to be constructive and cordial.
- 4) All of the students should matter to the teacher. He ought to focus on struggling readers as well.
- 5) When a teacher presents a model reading, it should be appropriate for the readers' level so that they can fully understand it and explain accurately.

d. Silent Reading

The most essential ability in teaching English is silent reading, which should be used to improve students' reading comprehension. Students read silently to absorb a lot of information, and teachers must

force them to read silently as soon as they can read without assistance. This develops a habit that allows students to read aloud without making noise. The following are some things a teacher can do to improve and effectively teach reading:

- 1) The teacher should first introduce the topic to the students. Additionally, the teacher should motivate the students and encourage them to read the book independently instead of reading it aloud.
- 2) When students read, the teacher should not allow them to mumble.
- 3) The subject matter should be chosen from the reading materials created specifically for it and be engaging and effective.
- 4) Teachers can use an eclectic approach to improve students' comprehension and understanding.<sup>7</sup>

## **B. Concept of Reading Comprehension**

### **1. Definition of Reading Comprehension**

Hjetland et al. state that reading comprehension grows out of skills established at an early age<sup>8</sup>. This shows how meaningful early experiences are in learning to read. Exposure to books, stories, and reading activities helps children recognize letters, absorb basic language concepts, build vocabulary, and improve critical thinking. Interactions with adults, such as

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<sup>7</sup> *Ibid.*, 117.

<sup>8</sup> Hanne Næss Hjetland et al., "Preschool Pathways to Reading Comprehension: A Systematic Meta-Analytic Review," *Educational Research Review* 30 (2020): 35, 3.

parents or teachers, also contribute to reading comprehension. Strengthening reading skills early is essential for academic and social development.

In addition, Kočiský et al. say that reading comprehension is tested in children when they learn to read.<sup>9</sup> Rather than deducing meaning from individual words or sentences, the objective is to grasp the main idea of what is being described in the text. This process is essential as it allows them to link various information and build more holistic knowledge. Educators and parents should provide support through discussions and critical thinking to help children understand context and deeper meaning. Good reading comprehension is the foundation for successful learning in all subjects, fostering a love for reading and curiosity.

Therefore, Rogers et al. claim that reading comprehension constitutes a "natural" distribution of probing questions, but this distribution is likely not ideal for testing models.<sup>10</sup> Educators face challenges in designing practical evaluation tools for reading comprehension due to the complexity of questions that naturally arise in the reading process. More holistic approaches should be developed to improve reading comprehension, including open-ended questions, group discussions, and reading-based projects. Efforts to improve reading comprehension should focus on the natural and complex processes that occur as one interacts with texts, not just

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<sup>9</sup> Tomáš Kočiský et al., "The NarrativeQA Reading Comprehension Challenge," *Transactions of the Association for Computational Linguistics* 6 (2018): 317.

<sup>10</sup> Anna Rogers, Matt Gardner, and Isabelle Augenstein, "QA Dataset Explosion: A Taxonomy of NLP Resources for Question Answering and Reading Comprehension," *ACM Computing Surveys* 55, no. 10 (2023): 3.

on measurable evaluation results. In this way, we can better understand how readers construct meaning and build sustainable literacy skills.

Based on the explanation above, the author concludes that reading comprehension is the ability to understand the written language of a text.

## **2. Level of Reading Comprehension**

Reading comprehension operates on multiple levels, from basic comprehension to more complex analysis. Every level provides a more profound interaction with the text, enabling readers to decipher themes, uncover hidden meanings, assess the author's objectives, and understand the text's obvious meaning. It is a talent that comes with practice and exposure to a variety of texts throughout time. Improving your understanding can significantly enhance your reading experience, whether you are reading for pleasure or knowledge.

Yossuke cites Burns et al. as claiming that reading comprehension is divided into four stages:

### **a. Literal Comprehension**

Higher-level comprehension requires reading for literal comprehension, which involves understanding the facts made clear in a passage. Literal comprehension is based on identification that states main points, details, cause and effect, and sequence; it also requires a complete understanding of language, the meaning of phrases, and the meaning of paragraphs.

### **b. Interpretive Comprehension**



Making assumptions or reading between the lines are examples of interpretive comprehension. It is the process of summarizing concepts that are not explicitly stated but suggested. Based on their schemata, readers conclude. It is very important to recognize that children, even with appropriate schemata or background knowledge, have less prior knowledge than adults and cannot draw conclusions on their own.

c. Critical Comprehension

Critical comprehension involves reading written material and assessing its accuracy, appropriateness, and timeliness by comparing its concepts with standards. Critical comprehension requires readers to analyze what they read critically. Literal and interpretive comprehension is necessary for critical reading, and it is essential for understanding expressly implied concepts.

d. Creative Comprehension

Beyond what the author presents, one must engage in creative comprehension. Like critical reading, creative comprehension also requires readers to engage their imagination in addition to thinking while reading<sup>11</sup>.

In this research, the researcher chose literal comprehension because by focusing on literal comprehension, readers can build a strong foundation of comprehension before moving on to more complicated

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<sup>11</sup> Yossuke, "*Kinds of Reading Comprehension*," 2011.

critical thinking skills, making it an essential component in the effective reading process.

### **3. Factors Affecting Reading Comprehension**

Many literacy experts have proposed that several elements influence L2/EFL learners' reading comprehension, and these elements can be broadly classified into three categories: reader, writer, and text.

#### **a. Reader**

For example, readers' understanding of the material was influenced by their schemata or prior knowledge. Readers found it easier to understand the concepts offered if they were familiar with the subject matter. Similarly, readers' ability to understand vocabulary and sentence structure in the text depended on their language proficiency. The reason one is reading is another important element. When reading for academic purposes, a reader probably focused more on details than when reading for pleasure. Also, a person's worldview and life experiences can affect how they understand information, so one document can mean different things to different readers.

#### **b. Writer**

Authors create texts that represent their opinions, expertise and experience, which has a significant effect on the reading experience. The reader's emotions are affected by the thoughts and facts they express. Word choice and sentence structure are essential to writing skills. The writing style is also influenced by the purpose of the writing, be it

persuasive, informative, or enjoyable. The reader's appreciation and understanding of the work is aided by knowing the author's history and methodology.

c. Text

The text operates as a link between the writer and the reader, and the text's quality and features significantly impact the reader's interpretation of the content. Text type is one crucial factor. Each text has a unique structure and intent, which can affect the reader's understanding of the content. Another important consideration is the difficulty of the text. Texts with complex sentence structures, limited vocabulary, or complicated terminology can confuse readers and make it difficult for them to understand what is being written<sup>12</sup>.

#### 4. Genre of Reading Text

Texts are categorized into several types based on their overall structure and common language features. These types include narrative, recount, descriptive, procedural, explanation and exposition texts. These various forms are referred to as text genres.

a. Narrative Text

A story is told through a narrative. It is one way to help us understand what is going on in the world. Its purpose is to inspire, educate, and inspire<sup>13</sup>. Through narration, we are able to connect with

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<sup>12</sup> Liss Kerstin Sylvén and Sölve Ohlander, *English Reading Comprehension, Investigating Content, and Language Integrated Learning: Insights from Swedish High Schools*, 2019, 4.

<sup>13</sup> Based English K-, "Literary Text Types ... Factual Text Types ..." 6, no. 2 (1998).

the story's characters, events, and feelings. We can investigate other viewpoints, comprehend other people's experiences, and consider the significance of every occurrence through storytelling. Furthermore, a compelling story can transport us to another planet, pique our curiosity, and make an impression. Additionally, narratives provide us with a window into society, beliefs, and daily life that we might not have previously had.

b. Recount Text

By reconstructing events, a recount informs the reader or listener of what transpired and in what sequence. The narrator's thoughts and sentiments about the events are typically expressed in literary retellings. Its primary objective is to provide amusement by narrating a sequence of events<sup>14</sup>. In addition to being interesting, recount shed light on the conflict, character, and setting. The audience is emotionally engaged by the narrator's point of view, which enables them to experience the story's climax, suspense, and atmosphere. They convey moral lessons as well.

c. Descriptive text

Descriptive text is a kind of text that gives a thorough description of a person, location, thing, or occasion<sup>15</sup>. By employing sensory details (descriptions that appeal to sight, sound, smell, taste, and touch) the author hopes to evoke a strong mental image in the reader. To make the picture more clear, descriptive texts frequently use figurative language

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<sup>14</sup> *Ibid.*,

<sup>15</sup> *Ibid.*,

like similes or metaphors, as well as precise and specific adjectives and adverbs.

d. Procedure Text

Procedure text is giving guidelines or instructions for how to carry out something<sup>16</sup>. The purpose of this text is to make it easier for the reader to follow the instructions and achieve the desired results. Procedure text is often used in a variety of settings, including safety protocols, user guides, recipes, and assembly instructions.

e. Explanation Text

In scientific and technical domains, an explanation text explains how or why something happens<sup>17</sup>. A variety of fields, including the social sciences, technology, and science, use explanatory texts. In an educational setting, these texts foster critical and analytical thinking in pupils by improving their understanding of the subject matter. Furthermore, explanation texts can be used as a communication tool to make difficult concepts easier for a larger audience to understand.

f. Analytical Exposition Text

1) Definition of Analytical Exposition Text

Gerot et. al claim that analytical exposition is a type of text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important

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<sup>16</sup> *Ibid.*,

<sup>17</sup> *Ibid.*,

by presenting arguments and evidence<sup>18</sup>. Its main goal is to provide the reader a complete understanding of a subject by providing a detailed explanation or argument, frequently in a logical and structured manner. Academic essays, instruction manuals, news stories, and other informational materials all contain exposition texts.

In addition, Emilia states that an analytical exposition text is an analytical exposition text is used to argue a case or a point of view by providing logical arguments, usually with the aim to persuade readers or listeners<sup>19</sup>. Exposition texts are written in simple, clear language with the goal of objectively communicating facts without attempting to sway the reader's thoughts or ideas. When writing, the author tries to stay impartial and steer clear of sentimental or subjective aspects. This is what sets exposition texts apart from other kinds of texts that try to convince readers to agree with a certain viewpoint, like argumentation or persuasion texts.

Furthermore, Reny Anindhita et. al argue that analytical exposition text is an element of writing that includes information with the intention of educating the reader<sup>20</sup>. The purpose of the logical and methodical construction of this text is to provide an

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<sup>18</sup> GEROT – WIGNELL, *MAKING SENSE OF FUNCTIONAL GRAMMAR*, Sydney: Gerd Stabler, 1994, 197.

<sup>19</sup> Emilia. E, “*Genre-Based Approaches to English Language Teaching: A Teacher’s Guide*,” 2011, 104.

<sup>20</sup> Reny Anindhita Safarina and Bambang Sulanjari, “*Text Analysis Exposition*” 1, no. 2 (2022): 64.

argument or explanation that enhances the reader's understanding of a subject. Analytical exposition text, which is often found in scientific articles, essays, and reports, successfully explain concept by using straightforward and objective language. This viewpoint emphasizes the value of analytical exposition texts in the fields of education and communication, where influencing public opinion, broadening perspectives, and educating the public all rely on the ability to communicate ideas clearly and persuasively.

Based on the explanation above, it can be concluded that analytical exposition text is a type of text that aims to convey information or explanation about a topic clearly and objectively.

## 2) Stages of Analytical Exposition Text

Generally, the structure or stages in analytical exposition texts are thesis statement, argument, and reiteration.

### a) Thesis statement

The first stage is a statement of thesis. This stage involves introducing the discourse's topic and advancing the writer's perspective and argument. The thesis statement is the foundation of the analytical exposition text, in which the author presents the core notion or point of view that will be expanded upon.

### b) Argument

The argument stage, which forms the basis of analytical exposition and distinguishes this genre from others, consists of

a series of arguments that generally bolster the thesis stage's presented proposition.

Some characteristics of this stage include the usage of transition signals, which show the relationships between sentences or paragraphs, and listing signals, which guarantee the text's coherence. Proposition restating is another aspect that is used to remind or re-emphasize the subject. The cogency of the thesis is supported by claims, which are usually backed up by multiple pieces of evidence.

#### c) Reiteration

The writer restates the previously provided thesis and provides a summary of the key ideas in this part. A conclusion or suggestion that offers a compelling wrap-up to the exposition text typically follows the reaffirmation. In order to ensure that the reader comprehends and agrees with the provided point of view, the author aims to make a lasting impact<sup>21</sup>.

#### 3) Example of Analytical Exposition Text

<b>The Importance of Recycling for Environmental Sustainability</b>
<b>Thesis Statement:</b>  Recycling plays a crucial role in promoting environmental

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<sup>21</sup> Satrio Aji Pramono, "A Systemic Functional Linguistics-Based Analysis of Students' Problems in Writing Exposition Text" 254, no. Conaplin 2018 (2019): 132.



sustainability by reducing waste, conserving natural resources, and lowering pollution levels. This practice is essential for ensuring a cleaner and healthier planet for future generations.

**Argumentation:**

Firstly, recycling helps reduce the amount of waste that ends up in landfills. Landfills not only take up valuable space but also contribute to air and water pollution due to the emission of harmful gases and the contamination of groundwater. By recycling materials such as plastic, paper, glass, and metal, we can significantly decrease the volume of waste that would otherwise be buried or burned, thus minimizing the negative environmental impacts.

Secondly, recycling conserves natural resources. Many products are made from raw materials that are extracted from the Earth, such as trees for paper, or ores for metals. Continuous extraction depletes these resources and causes habitat destruction. Recycling allows us to reuse materials, reducing the need for new raw materials and preserving ecosystems.

Finally, recycling reduces pollution and energy consumption. The process of manufacturing new products from recycled materials typically requires less energy than producing them

from raw materials. For example, recycling aluminum saves up to 95% of the energy needed to produce new aluminum from bauxite ore. This reduction in energy use also lowers greenhouse gas emissions, helping to combat climate change.

**Reiteration:**

In conclusion, recycling is a critical practice for environmental sustainability. It reduces waste, conserves natural resources, and cuts down on pollution and energy use. By actively engaging in recycling, individuals and communities can contribute to a healthier, more sustainable planet for future generations.

In short, reading involves different genres based on purpose and how the reader engages with the text. Analytical exposition text was chosen because this text provides logical argument, data, and explanation for critical analysis, helping researcher evaluate data and determine outcomes based on the given data. In addition, the use of analytical exposition text in this research allows the researcher to observe how metacognitive strategies applied by students in understanding the text.

## **5. Measurement Comprehension by Reading**

There are nine skill areas were categorised and labelled according to Frederick B. Davis's "Fundamental Factors of Reading Comprehension." These are recognised as the nine fundamental reading comprehension skills.

They encompass the wide range of specialised abilities considered significant by the authorities consulted. These are the nine fundamental abilities:

- a. Understanding word meanings.
- b. The ability to determine a word or phrase's suitable meaning based on its specific contextual environment.
- c. Ability to comprehend how a piece is structured and recognise its allusions and antecedents.
- d. Ability to identify a passage's primary idea.
- e. Ability to respond to queries that are addressed in detail in a passage.
- f. The ability to gather information about a passage's contents from it.
- g. Ability to respond to enquiries that are addressed in a passage but not in the terms in which the question is posed.
- h. The capacity to identify the tone and mood of a paragraph as well as the literary strategies used in it.
- i. The capacity to ascertain the goal, intent, and point of view of a writer, or to make assumptions about a writer<sup>22</sup>.

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<sup>22</sup> FREDERICK B. DAVIS, "Fundamental Factors of Comprehension in Reading," no. 3 (1944): 186.

**Table 1.3**  
**Reading Comprehension Rubric**

<b>Score</b>	<b>Criteria</b>	<b>Description</b>			
85-100 Excellent (4)	Identification Main Idea	Accurately identifies all main ideas in the text.	Identifies most main ideas with minor inaccuracies.	Identifies some main ideas, some inaccuracies present.	Fails to identify main ideas or provides irrelevant information.
70-84 Good (3)	Detail Comprehension	Recalls and explains key details effectively.	Recalls most key details with minor omissions.	Recalls some details, several omissions or inaccuracies.	Struggles to recall key details, many inaccuracies.
55-69 Fair (2)	Inference and Interpretation	Makes logical inferences and interpretations based on textual evidence.	Makes reasonable inferences with some support from the text.	Makes basic inferences, limited textual support.	Rarely makes inferences, lacks textual support.

10-54 Poor (1)	Vocabulary Understanding	Demonstrates strong understanding of vocabulary in context.	Understands most vocabulary, minor misunderstandings.	Understands basic vocabulary, several misunderstandings.	Limited vocabulary understanding, frequent misunderstandings.
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Source: Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. Pearson Education.

The rubric is used to assess students' reading comprehension through four key components: main idea, details, inference, and vocabulary. The researcher chose this rubric because it focuses on essential reading comprehension and provides a clear, consistent scoring system to measure students' progress.

### C. Concept of Metacognitive Strategy

#### 1. Definition of Metacognitive Strategy

Manan et al. state that metacognitive strategies are aspects associated with planning, monitoring, and evaluating the target language<sup>23</sup>. By being aware of their own cognitive processes, this strategy allows students to take responsibility for their education. Planning helps students identify goals and choose the best approach. As students learn, monitoring includes assessing their progress, and evaluation allows them to assess

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<sup>23</sup> Nor Ashikin Ab Manan et al., "The Effects of Language Learning Strategy ( LLS ) Training on ESL College Students ' Strategies Used," *Gading Business and Management Journal* 15 (2011): 27.

their performance and make necessary corrections. Basically, these methods encourage more efficient and independent language acquisition.

In addition, John H Flavell argues that metacognitive strategy aimed at the metacognitive goal of assessing your knowledge, and thereby, of generating another metacognitive experience<sup>24</sup>. This process of self-evaluation, known as metacognitive experience, opens the door to a better understanding of one's cognitive processes. By engaging in this reflective process, students can more effectively pinpoint areas where they still need to learn, modify their learning approaches, and ultimately improve their ability to take in and retain new information. Metacognitive methods support students to become more efficient, independent, and autonomous in their learning process by promoting a cycle of self-awareness and adaptability.

Moreover, John H Flavell claim that the metacognition concept refers to the learners' understanding of their cognitive steps and control over the reading process<sup>25</sup>. With this knowledge, students can identify when they understand the content and when they need to use more effective comprehension techniques. Through careful observation of their progress and necessary modification of strategies, including reviewing challenging segments or mentioning important ideas, students can adeptly maneuver through the reading process. Finally, metacognitive awareness

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<sup>24</sup> John H Flavell, "John H. Flavell, Metacognition and Cognitive Monitoring: A New Area of Cognitive-Developmental Inquiry," *American Psychologist* 34, no. 10 (1979): 909.

<sup>25</sup> *Ibid.*, p. 907

promotes deeper understanding and retention of content by giving students the power to take control of their education.

From the above explanation, it can be inferred that metacognitive strategies assist students in developing awareness of their thinking processes as they learn.

## **2. Types of Metacognitive Strategy**

There are three categories of metacognitive strategies:

### **a. Declarative**

Declarative awareness involves understanding oneself as a student and various factors that affect one's performance. This includes the ability to determine the best learning style, identify problems, and create a plan of action to address those problems. In addition, this knowledge assists students in assessing their own development, setting reasonable goals, and making wiser choices regarding their education and personal growth.

### **b. Procedural**

Awareness of the use of procedural skills is referred to as procedural knowledge. This knowledge involves awareness of the procedures and actions required to do a job or achieve a particular goal. In addition, procedural knowledge includes the ability to use those skills successfully in a variety of contexts, modify strategies according to the situation, and deal with problems that may arise when executing a plan.

Having strong procedural knowledge can help one to learn and work more effectively and efficiently.

c. Conditional

Conditional knowledge is the understanding of when and why to use different cognitive operations. It involves the ability to evaluate a given situation and choose the best course of action to realize what is desired. With this understanding, people can recognize certain situations that require different strategies and understand how important it is to think adaptively. Enhancing learning and decision-making, conditional knowledge also allows one to assess the efficacy of the tactics used and modify them if needed<sup>26</sup>.

### 3. Process of Metacognitive Strategy

Metacognitive knowledge and metacognitive regulation are two aspects of metacognition that are frequently distinguished. Metacognitive regulation involves the actions we take in order to learn<sup>27</sup>. Then, metacognitive regulation describes how learners monitor and control their cognitive processes<sup>28</sup>. There are 3 processes of metacognitive strategy:

a. Planning

Planning involves determining the best course of action and allocating resources that impact outcomes. In this regard, it is imperative for all organizations to conduct a thorough analysis of needs and

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<sup>26</sup> Gregory Schraw and David Moshman, "DigitalCommons @ University of Nebraska - Lincoln *Metacognitive Theories*," *Educational Psychology Review* 7, no. 4 (1995): 352.

<sup>27</sup> South Carolina and Mentor Melanie, "SANTIAGO SANDI-URENA," no. July 1989 (2009): 5.

<sup>28</sup> "Metacognition," 1987, 2.



objectives. Planning in a methodical manner can ensure that resources are used effectively and help identify necessary actions. As a result, having a well-thought-out plan will be crucial to getting the best results that will last.

b. Monitoring

Monitoring is the process of being aware of how well students understand what they are learning and how they are doing in completing a task. It includes checking whether they truly understand the material, thinking about whether the strategies they use are effective, and making changes if something isn't effective. One such ability is the ability to periodically self-assess while learning. People can assess their level of understanding of the information they have learned and pinpoint areas that still need improvement. In addition, this monitoring provides in-depth feedback that helps in modifying study plans and reinforcing understanding. In addition, a high level of self-awareness in monitoring can support discipline and motivation, which improves learning effectiveness and goals.

c. Evaluation

Evaluation is the process of organizing the learning process and evaluating the final product. This procedure is essential to determine the extent to which the learning objectives have been achieved as well as to demonstrate the advantages and disadvantages of the chosen strategy. People can learn a lot about the efficacy of the learning tactics they

employ and how to do them better in the future by conducting systematic evaluations. Moreover, evaluation emphasizes both the process and the end product, thus enabling continuous improvement of skills and knowledge. Evaluation is therefore an important instrument for improving teaching standards and assisting students in realizing their full potential<sup>29</sup>.

#### **D. Theoretical Framework and Paradigm**

##### **1. Theoretical Framework**

The theoretical framework functions as the dissertation research's "blueprint". The theoretical framework provided a framework for determining how the dissertation was approached as a whole from a philosophical, epistemological, methodological, and analytical standpoint. It also acts as a guide for building and improving your research<sup>30</sup>. A simple definition of a theoretical framework is a conceptual guide to support and direct research.

This research is quantitative research. This study aims to determine the effect of the independent variable (X) on the dependent variable (Y). This study involves two variables: independent variable (X) and the dependent variable (Y). The students' reading comprehension is the dependent variable (Y), and the metacognitive strategy is the independent variable (X). Metacognitive strategy was used as a tool or approach to improve students' ability to understand reading.

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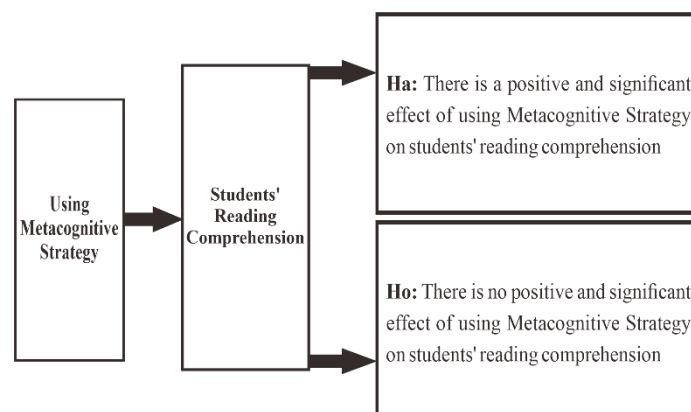
<sup>29</sup> *Ibid.*, 354.

<sup>30</sup> Cynthia Grant, "THEORETICAL FRAMEWORK IN DISSERTATION RESEARCH:," 2014, 13.

Reading is a crucial subject for students and plays a significant role in the overall learning process. When learning English, students are expected to utilize the language in reading. Reading skills are essential among the various English skills students must acquire, as it is often perceived as a challenging subject in school. Consequently, teachers must select effective materials for teaching reading, ensuring that these resources are suitable for the students' proficiency level.

## 2. Paradigm

Paradigm is a collection of presumptions, theories, or convictions that form the basis of ideas or organisations. These graphics are collaborative and feature arrows and flow channels. In essence, the paradigm makes clear how loosely connected systems relate to one another and might offer ideas for new study directions. The researcher explains the paradigm as follows using the above theoretical framework:



## **E. Hypothesis / action hypothesis**

Based on the theories discussed above, a hypothesis can be formulated as follows:

### **1 Hypothesis Formulation**

Based on the presumption, they can construct the following hypothesis for their study:

- a. (Ho): There is no significant positive effect of using Metacognitive Strategies on students' reading comprehension at MA Ma'arif NU 5 Sekampung East Lampung.
- b. (Ha): There is a significant positive effect of using Metacognitive Strategies on students' reading comprehension at MA Ma'arif NU 5 Sekampung East Lampung.

### **2 Statistical Hypothesis**

As part of the research procedure, the statistical hypotheses are outlined below:

- a. If the two-tailed significance value  $< 0,05$ , then the Alternative Hypothesis (Ha) is accepted and the Null Hypothesis (Ho) is rejected.
- b. If the two-tailed significance value  $>0,05$ , then the Alternative Hypothesis (Ha) is rejected and the Null Hypothesis (Ho) is accepted.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research used a quantitative methodology with an experimental design. Experimental design is often referred to as the 'scientific method' due to its widespread use in various fields of science, where the concept was first developed<sup>1</sup>. The purpose of experimental research is to ascertain whether a particular hypothesis is supported or the consequences of a given intervention<sup>2</sup>.

In this case, the experimental design model that was used by the researcher is quasi-experimental. A quasi-experiment is a design in which the researcher has only part control in randomly assigning participants to levels of variables that are manipulated according to the interests of the study<sup>3</sup>. In this quasi-experimental model, the researcher applied a pre-test and post-test to one group. Before receiving a specific treatment, the group conducts a pre-test; following the completion of the treatment, a post-test was conducted. The results of the two tests are compared to assess the effect of the treatment given. Thus, researcher can evaluate the effectiveness of the intervention through analyzing changes in test results.

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<sup>1</sup> Daniel Muijs, *Doing Quantitative Research in Education, The Encyclopedia of Human Ecology* (Sage Publications London • Thousand Oaks • New Delhi, 2003), 13.

<sup>2</sup> Bruce A. Thyer, *Experimental Research Designs In Social Work Theory and Applications, Intensive Care Med*, 1 Edition (Columbia University Press New York, 2023), 309.

<sup>3</sup> John W. Creswell and J. David Creswell, *Research Design, Writing Center Talk over Time*, 2018, 261.

In this research, the researcher use experimental research through a quasi-experimental design involving pre-test and post-test measures.

## **B. Operational Definition of Variable**

### **1. Independent Variable**

The variable that affects or modifies the dependent variable is referred to as the independent variable<sup>4</sup>. Metacognitive strategy is the research's independent variable. The researcher used an observation technique to evaluate how well this strategy is being applied. The researcher used an observation checklist with three main phases—planning, monitoring, and evaluation—to measure the implementation of metacognitive strategies as an independent variable. There were 3 observable indicators at each stage, for a total of 9 elements. The degree to which each student demonstrates each indicator determines their assessment. 1 point is given for poor performance, 2 points for moderate performance, and 3 points for good performance in the assessment system.

Thus, 27 is the highest possible raw score (9 indicators  $\times$  3 points each). The following formula was used to convert the raw score to a standard 100-point scale<sup>5</sup>.

The indicators of students' use of metacognitive strategies in reading comprehension included:

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<sup>4</sup> Prof. Dr. Sugiyono, *Quantitative, Qualitative, and R&D Research Methods* (Alfabeta, 2020), 39.

<sup>5</sup> C. Keith. Waugh and Norman E. Gronlund, *ASSESSMENT OF STUDENT ACHIEVEMENT (Tenth Edition)*, 2013,p. 200.

- a. The student sets a reading goal before engaging with the text (planning).
- b. The student monitors their understanding while reading (monitoring).
- c. The student reflects on or evaluates their comprehension after reading (evaluating).
- d. The student asks questions to clarify understanding (self-questioning).
- e. The student selects appropriate reading strategies based on the text type<sup>6</sup>.

The following formula was applied to determine the final score of students who applied metacognitive strategies:

$$FS = \frac{TS}{MS} \times 100$$

## 2. Dependent Variable

The variable that is affected by or results from the independent variable is known as the dependent variable<sup>7</sup>. The result or impact of the independent variable is known as the dependent variable. The direct consequence of changes or manipulations made to the independent variable is a change in the dependent variable. To ascertain whether or not changes to the independent variable have a significant impact, the dependent variable becomes the primary focus of data analysis. Moreover, whether there is a positive, negative, or no relationship at all between two variables, the

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<sup>6</sup> J. Michael O'Malley, *Language Learning Strategies and Second Language Acquisition*, Cambridge University, vol. 40, 1990.

<sup>7</sup> *Ibid.*, 33

dependent variable offers important information needed to understand the relationship.

The researcher measured the dependent variable by using a test. The researcher tested the students by asking them to read an analytical exposition text with a specific topic. This test was implemented to XI grade students of MA Ma'arif NU 5 Sekampung.

Related to the dependent variable in this study, some indicators that must be achieved by students in reading analytical exposition texts are:

- a) Students are able to recognise the components of an analytical exposition text, including the introduction, body, and conclusion.
- b) Students are able to identify and summarize an analytical exposition text's key idea.
- c) Students can consider how well they understand the material and the reading strategies they use.
- d) Through written or oral conversation, students can explain what they have learned from the exposition material.

### **C. Population, Sample, and Sampling Technique**

#### **1. Population**

The large groups about whom a researcher wants to draw generalizations are known as the population<sup>8</sup>. In a research framework, the population serves as the basis from which the researcher draws the sample, or part of the population under study.

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<sup>8</sup> R. Burke Johnson and Larry Christensen, *Educational Research Quantitative Qualitative and Mixed Approaches*, 5th Editio (SAGE Publications, Inc. All, 2014), 346.



Thus, the population that was used in this research was all of the class XI students of MA Ma'arif NU 5 Sekampung, totaling 150 students.

## **2. Sample**

A collection of items chosen from a larger population according to particular criteria is called a sample<sup>9</sup>. The goal is to be a representative sample for the larger population, so that researchers can draw generalizations and conclusions without the need to examine each individual. The sample that was used in this research was the XI IPA 2 grade students consisting of 25 students of MA Ma'arif NU 5 Sekampung.

## **3. Sampling Technique**

The researcher used probability sampling with cluster sampling as a sampling technique in this research. Cluster sampling is a type of sampling that uses clusters-collective units consisting of several elements-in place of individual units<sup>10</sup>. Cluster sampling is a sampling strategy in which the population is divided into small groups known as clusters for research purposes. Using this procedure, a number of clusters are randomly selected, and each member of the selected cluster is sampled. This method seeks to collect data from very large populations more effectively and practically. The researcher used one class with 25 students for this study. In this research, boys and girls cooperated equally. The selection of grade XI IPA 2 as the only sample in this research, because it follows the basic principles of

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<sup>9</sup> *Ibid.*, 345

<sup>10</sup> *Ibid.*, 359.

cluster sampling which focuses on the efficiency and representativeness of the population.

#### **D. Data Collecting Technique**

The research must follow three steps in the data collection procedure:

##### **1. Observation**

Observation is a technique for evaluating students that maximises the naturalness of their language performance without making them aware that they are being watched (and preventing possible fear)<sup>11</sup>. To evaluate how students use metacognitive strategies during the learning process, observations was conducted using observation sheets. The researcher can identify and describe specific behaviours and issues that occur in real classroom settings through observation. Other data collection techniques can verify these results, ensuring the accuracy and completeness of the analysis. To provide a deeper understanding of students' metacognitive behaviours, the observation results are also interpreted based on relevant concepts and previous research.

##### **2. Test**

A test is a way to measure a person's aptitude, knowledge or performance in a particular field<sup>12</sup>. This test was used by the researcher to assess students' aptitude and their ability to understand what they read.

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<sup>11</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (New York: Longman, 2004), 267.

<sup>12</sup> *Ibid.*, 3

The researcher used pre- and post-testing methodologies. The two tests that made up this research are described below:

a. Pre-test

Pre-testing, sometimes referred to as mistake-making or pre-questioning, is the practice of taking a test before learning the material to be learned, rather than after<sup>13</sup>. Teachers can gain a comprehensive understanding of students' understanding before starting a lesson by administering a pre-test. Before giving the treatment, the experimental class completed a pre-test to assess students' reading comprehension.

The same pre-test will also be given to the experimental class. Students took a test on reading comprehension. Questions containing reading texts with multiple choices was used as the test form. In this situation, the researcher provides an analytical exposition text with a specific theme, the reader is left to determine the main idea, main principle, purpose, and resolution of the passage on their own.

b. Post-test

Many studies on test-enhanced learning focus on post-testing, also known as retrieval practice<sup>14</sup>. It provides an overview of how successful the student learning process has been. After the treatment, the researcher gave a posttest to the experimental class to ascertain whether the metacognitive method that was used to teach students to read was

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<sup>13</sup> Steven C. Pan and Faria Sana, "Pretesting Versus Posttesting: Comparing the Pedagogical Benefits of Errorful Generation and Retrieval Practice," *Journal of Experimental Psychology: Applied* 27, no. 2 (2021): 2.

<sup>14</sup> *Ibid.*, 3

successful or not. A reading comprehension test was given to the students.

The test was a composition test, a test of sorts.

### **3. Documentation**

Documentation can be defined as a compilation of materials, including published works or factual records related to current or recently occurred events<sup>15</sup>. Every stage of the research process, including the techniques used, the data collected, and the analysis conducted, can be recorded through documentation. Documentation is one of many processes accompanying audit work, and its main objective is to lay out in writing all activities and facts relating to an audit<sup>16</sup>. The researcher used documentation to get information about brief history, syllabus, student learning outcome, lesson plan, and problems that students faced.

### **E. Research Instrument**

Research instruments refer to the tools or methods used to collect data in a study. This instrument is very important because the quality and accuracy of the data generated depends on the instrument used. Then, the research instruments included:

#### **1. Instrument Blueprint**

The researcher used the indicator selected in the research design to gather indormation relevant to the research issue. Additionally, the researcher employed pre- and post-test instruments. The researcher gave the

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<sup>15</sup> Manuel Guzman and Bert Verstappen, *What Is Documentation*, vol. 2 (Versoix [Switzerland], n.d.), 7.

<sup>16</sup> William Kinney et al., *Internal\_Audit\_Handbook PSW Twilightzone.Pdf*, 2008, 432.

students a narrative text to read to measure their reading comprehension level. The use of metacognitive strategies aimed to make it easier for students to identify main idea from the text.

## **2. Instrument Calibration**

The researcher used an objective test with an observation approach in the form of an analytical exposition text, then include multiple choice questions totaling 20 items. On each item if correct the score is 5 and if incorrect the score is reduced by 5. This is supported by Brown claimed that multiple choice items primarily assess recognition knowledge rather than recall, which can limit the depth of understanding evaluated<sup>17</sup>. The researcher assessed students' reading comprehension using pre- and post-test instruments.

## **F. Data Analysis Technique**

Data analysis techniques are a number of techniques for processing, assessing, and interpreting data to produce useful information<sup>18</sup>. Two groups' mean differences are examined using t-tests. They typically require one continuous dependent variable and one categorical independent variable (such as a group of experiments and a group of controls)<sup>19</sup>. The pre-test's average score was used as the basis for the data analysis method. Before to doing a t-test, the normality and homogeneity values of the data must be determined. To find out whether the data has been spread consistently, a normality test is

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<sup>17</sup> Brown, *Language Assessment Principles and Classroom Practice*.

<sup>18</sup> Sugiyono, *Quantitative, Qualitative, and R&D Research Methods*, 7:147.

<sup>19</sup> Geoffrey Marczyk, David DeMatteo, and David Festinger, *Essentials of Research Design and Methodology Essentials of Behavioral Science, Book*, 2005, 220.

required. To determine whether the data is homogeneous or not, a homogeneity test is required after the normality test.

### 1. Normality Test

The Kolmogorov-Smirnov and Shapiro-Wilk test do just this they compare the scores in the sample to a normally distributed set of score with the same mean and standard deviation<sup>20</sup>. Normality involves calculating the likelihood that the sample is taken from a normally distributed population. The hypothesis for the normality test is as follows:

- a. Alternative Hypothesis (Ha): The data was called with a normal distribution if sig is positive  $> 0.05$ .
- b. Null Hypothesis (Ho): The data was called with a non-normal distribution if the value of sig  $< 0.05$

### 2. Homogeneity Test

After the normality test, the researcher continues the test by testing the data with the homogeneity test. The researcher carries out the homogeneity test using SPSS use the Levene test. According to Andy Field Levene test tests the null hypothesis that the variances in different groups are equal<sup>21</sup>. The homogeneity testing is the test performed has variants the determine two or more the data samples come from the population has variants the same (homogeneity). The hypotheses for the homogeneity test as following:

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<sup>20</sup> Andy P Field, *Discovering Statistics Using SPSS (2nd Edition)*, 2005.

<sup>21</sup> *Ibid.*

- a. Alternative hypothesis ( $H_a$ ): the variants of the data is homogeneity if  
sig value  $>0.05$
- b. Null Hypothesis ( $H_o$ ): the variants of the data is not homogeneity if sig  
value  $<0.05$

### **3. Hypothesis Test**

To answer the question "Whether the use of metacognitive strategies can affect students reading comprehension at MA Ma'arif NU 5 Sekampung". Then the researcher analyzed the results using a paired sample t-test from the SPSS version 22 application.

## CHAPTER IV

### RESEARCH RESULT AND DISSCUSSION

#### A. Research Result

##### 1. Description of Profile of MA Ma'arif NU 5 Sekampung

###### a. Brief Story of MA Ma'arif NU 5 Sekampung

Madrasah Aliyah (MA) Ma'arif NU 5 Sekampung is a secondary school with an Islamic foundation located in Sekampung District, East Lampung Regency. On July 25, 1983, the Ma'arif Nahdlatul Ulama Education Institute (LP Ma'arif NU) established this madrasah through the Sekampung Sub-district NU Vice Branch Council (MWC). The first head of the madrasah was Mr. Drs Zaidun SW.

The establishment of Madrasah Aliyah was motivated by the community's need for education, but there was none here, and ten SLTP/MTs functioned as supporting schools: SLTP PGRI 1 Sekampung, SLTP PGRI 2 Sekampung, SLTP PGRI 3 Sekampung, SLTP PGRI 4 Sekampung, SLTP Negeri 1 Sekampung, SLTP Negeri 2 Sekampung, SLTP Muhammadiyah Sekampung, SLTP Pertiwi Sekampung, MTs Ma'arif 13 Hargomulyo, MTs Muhammadiyah Sekampung. If junior high school or MTs graduates want to continue to senior high school, especially at Madrasah Aliyah, they have to travel about 20 kilometers to Metro.



MA Ma'arif NU 5 Sekampung, which has a zip code of 34182, is located on Jalan Kampus Ma'arif Sumbergede No. 56 A, Sekampung District, East Lampung Regency. This madrasah has received A accreditation and continues to be dedicated to producing a generation that is noble, successful, and becomes a productive member of society.

**b. Vision and Mission of MA Ma'arif NU 5 Sekampung**

1) Vision

The goal of MA Ma'arif NU 5 Sekampung is to become a center for the advancement of arts, science, and technology based on Islamic principles while promoting populism. The madrasah is dedicated to providing high quality education and truly helping the ummah and the wider community.

2) Mission

- a) Use science and technology to plan teaching, learning and volunteer work.
- b) To create scholars with noble character who uphold the Islamic scholarly tradition.
- c) Continuously improve standards of infrastructure, facilities and administration.
- d) Continue to establish good and cooperative relationships with other organizations.
- e) Improve the quality of inputs, processes, and outputs.

## **2. Description of Result Data Research**

### **a. Result of The Student Pre-Test**

The researcher gave the class XI IPA 2 students at MA Ma'arif NU 5 Sekampung a pre-test before starting the main treatment. Measuring the students' early reading comprehension skills, specifically in comprehending an analytical exposition text, was the aim of the pre-test. The pre-test was conducted on January 25, 2025, in the XI IPA 2 classroom. The researcher entered the classroom at 07.30 and started the session by greeting the students and introducing herself. After that, the researcher briefly explained the purpose of his arrival, which was to conduct research on students' reading comprehension.

The researcher then handed out the pre-test sheets, which contained 15 multiple-choice questions based on a reading material titled "Why Reading Is Essential for Students." This text is classified as an analytical exposition text because it gives evidence to support the premise that reading is vital for students' academic and personal development. The questions were intended to measure students' comprehension of the text's core idea, supporting details, inference, vocabulary, and linguistic aspects.

The researcher provided specific guidelines and explained how to answer the questions before the test was administered. Students had forty-five minutes to complete everything. The researcher supervised the class during the test to ensure that students were working

independently and that everything went smoothly. After all students had finished and collected their answer sheets, the researcher continued the session by giving a brief explanation of the analytical exposition text. The explanation focused on the definition of the text, the purpose of communication, and the general structure.

In addition, the researcher emphasized linguistic aspects common in analytical exposition writing, such as the use of simple present tense, cause-and-effect connectives (e.g., “therefore”, “however”), and persuasive terminology. To close the session, the researcher informed the students that the material would be further reviewed in the next treatment session using metacognitive strategies. The researcher thanked the students for their involvement and closed the discussion in an orderly and respectful manner.

This data was the basis for future action planning. The findings of students' pre-test data are shown in the table below:

**Table 1.4**

**The Result of Students Pre-Test at XI grade IPA 2 of MA Ma’arif NU 5  
Sekampung East Lampung**

No	Student Name	Pre-Test Result	
		Score	Category
1.	AKM	45	Incomplete
2.	AD	55	Incomplete
3.	DMA	40	Incomplete
4.	DAS	40	Incomplete
5.	DF	75	Complete

6.	DTM	50	Incomplete
7.	ES	40	Incomplete
8.	ENF	75	Complete
9.	GR	55	Incomplete
10.	LIA	45	Incomplete
11.	MAA	75	Complete
12.	MNR	45	Incomplete
13.	MFAM	75	Complete
14.	PWD	50	Incomplete
15.	RLA	75	Complete
16.	RIG	40	Incomplete
17.	RHD	75	Complete
18.	SA	45	Incomplete
19.	SLA	50	Incomplete
20.	ST	40	Incomplete
21.	SNR	75	Complete
22.	VNR	40	Incomplete
23.	WIE	40	Incomplete
24.	ZA	75	Complete
25.	ZAHAA	50	Incomplete
<b>Average Students Score</b>			<b>54.8</b>

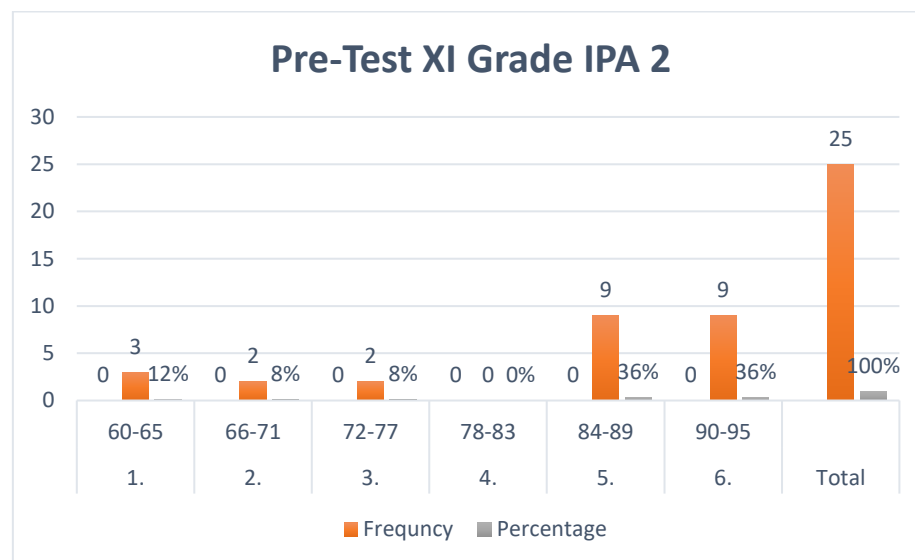
Based on the results of the pre-test given to students of class XI IPA 2 MA Ma'arif NU 5 Sekampung, it was found that out of 25 students, only 8 students scored above or equal to the Minimum Completion Criteria (KKM) of 75, so they were categorized as Completed. Meanwhile, 17 students scored below 75 and were categorized as Incomplete. The highest score obtained by students was

75, and the lowest score was 40. The overall average student score was 54.

**Table 1.5**  
**Frequency Distribution of Students Pre-Test**

No	Interval	Frequency	Percentage
1.	40-45	11	44%
2.	46-51	4	16%
3.	52-57	2	8%
4.	58-63	0	0%
5.	64-69	0	0%
6.	70-75	8	32%
<b>Total</b>		<b>25</b>	<b>100%</b>

The pre-test results, as shown in the frequency distribution table, reveal that students' scores ranged from 40 to 75. Of the total students, eleven (44%) scored between 40 and 45, indicating some students still have very low reading skills. Four students (16%) scored between 46 and 51, and two student (8%) was in the 52-57 range. In contrast, eight students (32%) scored between 70 and 75 indicates reaching the criteria. These results show that most students have not reached the reading comprehension standards set, so special treatment is needed in the form of applying metacognitive strategies in the next learning process.

**Graph 1. Frequency Distribution of Students Pre-Test**

The results of the pre-test of students in class XI IPA 2 displayed through a bar chart show that most students have not succeeded in achieving a score that meets the predetermined Minimum Completion Criteria (KKM) standard, which is 75. Of the total 25 students, only 8 people obtained scores in the 70-75 range, which means that only about 32% were declared complete. Meanwhile, the remaining 17 students or about 68% scored below the limit of completeness. They were spread across various score ranges, ranging from 40-45 as many as 11 students, 46-51 as many as 4 students, 52-57 as many as 2 students, 58-63 as many as 0 students, and 64-69 as many as 0 students.

This finding indicates that students' initial ability to understand the material tested is still relatively low. These conditions indicate the need for more appropriate learning interventions to help students

develop reading comprehension and understand the text more deeply. Learning strategies that are reflective and encourage conscious thinking, such as metacognitive strategies, have the potential to be applied to improve their learning outcomes.

#### **b. The Description of Treatment by Using Metacognitive Strategies**

Based on the results of the pre-test which showed that students of class XI IPA 2 MA Ma'arif NU 5 Sekampung still needed to improve their reading comprehension, the researcher used metacognitive strategies to provide treatment to students. This method was chosen because it is considered to make students more aware and focused on their reading comprehension. Two meetings were conducted to conduct treatment activities: the first meeting was held on February 8, 2025, and the second meeting was held on February 15, 2025. By modifying the students' class schedule, the learning process was conducted in the actual classroom. In this way, students are expected to become more independent readers and understand learning strategies that suit their needs. The process and steps are as follows:

##### **1) First Treatment (February 8, 2025)**

The first treatment session took place in class XI IPA 2, where the researcher introduced metacognitive strategies as a way to help students improve their reading comprehension. The meeting started casually, with the researcher greeting the

students and inviting them to pray, led by the class leader. After that, the attendance was taken to ensure everyone was present. Before getting into the strategy, the researcher briefly talked about the material to be studied that day, which was analytical exposition texts. Students listened while the researcher explained the basic structure of this kind of text, including the thesis, arguments, and reiteration, along with some common language features like cause-and-effect conjunctions, mental verbs, and expressions of opinion.

Then, once the students had a general understanding of the text, the researcher moved on to introduce metacognitive strategies in a simple and relatable way. Rather than using complex definitions, the researcher asked students to think about what they usually do when reading something difficult. From there, the discussion naturally led to the three key parts of metacognitive thinking: planning before reading, monitoring understanding while reading, and reflecting or evaluating after finishing the text. The researcher gave some easy examples, encouraging students to become more aware of how they think when reading.

Toward the end of the session, students were invited to try applying the strategy briefly using a short text, and as a



follow-up task, they were asked to find an analytical exposition text at home and identify its structure.

## 2) Second Treatment (February 15, 2025)

The second treatment session was carried out on February 15, 2025, still with the students of class XI IPA 2. The researcher began the activity by greeting the students and asking the class leader to lead a short prayer. After checking attendance, the researcher briefly reviewed the previous material to help students recall what they had learned, especially about the structure and language features of analytical exposition texts and the basic idea of metacognitive strategies. The review helped bring the students back into the learning mindset and prepared them for the next stage of applying the strategy more actively.

After the short review, the researcher distributed a new example of an analytical exposition text and guided the students to read it silently. Before they started reading, the researcher reminded them to use the planning stage of the metacognitive strategy, such as setting a purpose for reading and predicting the topic based on the title. While reading, students were encouraged to monitor their understanding by asking themselves questions or marking parts they didn't understand. After reading, they were asked to reflect on what

they had learned and identify which parts were easy or difficult to grasp.

Moreover, the researcher then facilitated a class discussion, allowing students to share their thoughts about the reading process and the content of the text. Some students mentioned which paragraphs they found confusing and how they tried to overcome it. This opened the opportunity to reinforce the use of metacognitive strategies and show how such awareness helps in reading comprehension. In addition, the researcher distributed a planning worksheet to help students consciously prepare their reading by setting goals, predicting content, and selecting appropriate strategies before engaging with the text.

Then, to close the session, the researcher gave a short-written task where students had to identify the structure of the text and explain, in their own words, how they applied metacognitive strategies while reading. The activity ended with a reminder that the same strategies could be used not only in English class but in other subjects as well.

### **c. Result of The Student Post-Test**

The posttest for class XI IPA 2 at MA Ma'arif NU 5 Sekampung was given by researchers on Saturday, February 22, 2025. After greeting, the class leader led the prayer before taking attendance to ensure all students were present. The researcher briefly reviewed the

material that had been taught previously and explained the activities that students would do that day before the test began.

The test was based on a printed passage titled “The Impact of Technology on Education,” which was given to each student. The students had to understand and consider the substance of the text in order to answer the essay questions. To ensure that the students understood what was expected of them, the researcher thoroughly reviewed the instructions. The students started working on the posttest independently once they had a solid understanding of everything.

After completing the post-test, students were instructed to review their answers carefully before submitting their papers. Once all the answer sheets had been collected, the researcher thanked the students for their participation and cooperation. These are the outcomes of the post-test data that are included in the table:

**Table 1.6**

**The Result of Students Post-Test at XI grade IPA 2 of MA Ma’arif  
NU 5 Sekampung East Lampung**

No	Student Name	Post-Test Result	
		Score	Category
1.	AKM	75	Complete
2.	AD	85	Complete
3.	DMA	85	Complete
4.	DAS	90	Complete
5.	DF	85	Complete
6.	DTM	95	Complete

7.	ES	95	Complete
8.	ENF	85	Complete
9.	GR	70	Incomplete
10.	LIA	85	Complete
11.	MAA	70	Incomplete
12.	MNR	85	Complete
13.	MFAM	95	Complete
14.	PWD	85	Complete
15.	RLA	90	Complete
16.	RIG	85	Complete
17.	RHD	75	Complete
18.	SA	65	Incomplete
19.	SLA	85	Complete
20.	ST	95	Complete
21.	SNR	90	Complete
22.	VNR	65	Incomplete
23.	WIE	95	Complete
24.	ZA	95	Complete
25.	ZAHAA	60	Incomplete
<b>Average Students Score</b>			<b>83.4</b>

The post-test results from class XI IPA 2 at MA Ma'arif NU 5 Sekampung show that most students performed well after learning with metacognitive strategies. Out of 25 students, 20 reached the KKM of 75 or higher, while 5 fell below the standard. The class average was 83.4, showing a clear improvement compared to their earlier performance. Most students scored between 75 and 95, with 85 being the most common score.

Furthermore, this improvement suggests that teaching students to think about how they read—like stopping to check understanding or rereading difficult parts—helped them better comprehend the text. In short, metacognitive strategies helped strengthen their reading comprehension.

**Table 1.7**

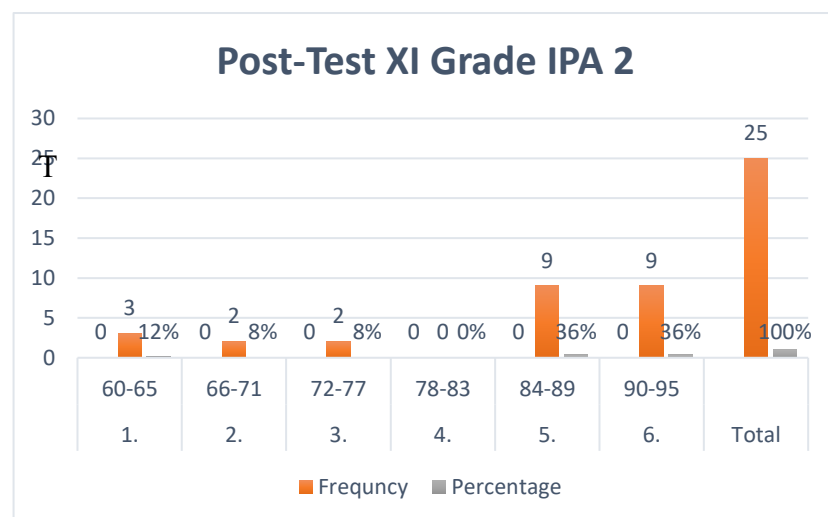
**Frequency Distribution of Students Post-Test**

<b>No</b>	<b>Interval</b>	<b>Frequency</b>	<b>Percentage</b>
1.	60-65	3	12%
2.	66-71	2	8%
3.	72-77	2	8%
4.	78-83	0	0%
5.	84-89	9	36%
6.	90-95	9	36%
<b>Total</b>		<b>25</b>	<b>100%</b>

The learning outcome data from the 25 students is divided into 6 interval classes, each with 6 points and has a score range of 60 to 95. It is clear from the frequency distribution table that the majority of students scored high. The most frequently occurring interval classes were 84-89 and 90-95, each with nine people; this indicates that 72% of all students scored higher than 84. In contrast, there were gaps in the distribution as no students scored in the interval classes 78-83.

There were three students in the lower 60-65 interval class and two students in each of the 66-71 and 72-77 interval classes. This shows that a small proportion of students have poor to moderate scores. The high scores tended to be in the middle of the overall score distribution. This indicates that most students have met their learning objectives after the treatment.

**Graph 2 Frequency Distribution of Students Post-Test**



The distribution of students' scores after the use of metacognitive strategies shows that the majority of students fall into the high score category, as shown by the bar chart "Post-Test XI Grade IPA 2". 9 students, or 36%, had the highest frequency of scores in the 84-89 and 90-95 score categories. This shows that 72% of students were able to obtain scores in the two highest intervals. In contrast, the frequency of scores in the 78-83 and less than 66 categories was 0, meaning that no students scored in those ranges.

This graph indicates that students' performance on the post-test has significantly improved overall. 3 students (12%) in the 60–65 interval and 2 students (8%) each in the 66–71 and 72–77 intervals were the only students in the low interval. This demonstrates how the use of metacognitive strategies enhances students' reading comprehension, as evidenced by the concentration of high category scores.

#### **d. Result of Observation During Treatment**

The classroom observation took place during the two treatment sessions held on February 8 and 15, 2025, in Class XI IPA 2 at MA Ma'arif NU 5 Sekampung. This activity aimed to examine how students applied metacognitive strategies while reading expository texts. The observation emphasized three essential aspects: planning, monitoring, and evaluating.

Observers rated each indicator on a 1-to-3 scale, following the criteria listed in the observation sheet. A student's total score was calculated by adding the points from all nine indicators, with 27 being the highest score possible.

To better interpret the results and present them as percentages, the raw scores were converted to a 100-point scale. The conversion was carried out using a simple formula:

$$FS = \frac{TS}{MS} \times 100$$

After conversion, the results were categorized into five levels—Excellent, Good, Fair, Poor, and Very Poor—based on the rubric provided in the observation instrument.

**Table 1.8**

**The Result of Student Observations at XI grade IPA 2 of MA**

**Ma'arif NU 5 Sekampung East Lampung**

<b>No.</b>	<b>Student Name</b>	<b>Row Score</b>	<b>Final Score</b>	<b>Category</b>
1.	AKM	20	74	Good
2.	AD	23	85	Excellent
3.	DMA	23	85	Excellent
4.	DAS	24	89	Excellent
5.	DF	23	85	Excellent
6.	DTM	25	93	Excellent
7.	ES	25	93	Excellent
8.	ENF	23	85	Excellent
9.	GR	19	70	Good
10.	LIA	23	85	Excellent
11.	MAA	18	67	Fair



12.	MNR	23	85	Excellent
13.	MFAM	25	93	Excellent
14.	PWD	23	85	Excellent
15.	RLA	24	89	Excellent
16.	RIG	23	85	Excellent
17.	RHD	20	74	Good
18.	SA	17	63	Fair
19.	SLA	23	85	Excellent
20.	ST	25	93	Excellent
21.	SNR	24	89	Excellent
22.	VNR	17	63	Fair
23.	WIE	25	93	Excellent
24.	ZA	25	93	Excellent
25.	ZAHAA	16	60	Poor

Based on the observation results table, it is known that most students began to demonstrate the use of metacognitive strategies in reading activities, particularly in the aspects of planning, monitoring,

and evaluation. Initially, some students still struggled to control their understanding while reading. However, in subsequent sessions, there was an improvement in students' ability to monitor and assess their own understanding, such as by rereading parts they did not understand or taking important notes.

Overall, the observation results indicate that the application of metacognitive strategies has a positive impact on students' reading behavior. Students appear more engaged and aware in managing the reading process, which supports their success in understanding the content of the text. Thus, metacognitive strategies help students become more active and reflective readers<sup>1</sup>.

**Table 1.9**

**Frequency Distribution of Student Observations**

<b>No</b>	<b>Interval</b>	<b>Frequency</b>	<b>Percentage</b>
1.	60-65	3	12%
2.	66-71	2	8%
3.	72-77	2	8%
4.	78-83	0	0%
5.	84-89	12	48%
6.	90-95	6	24%
<b>Total</b>		<b>25</b>	<b>100%</b>

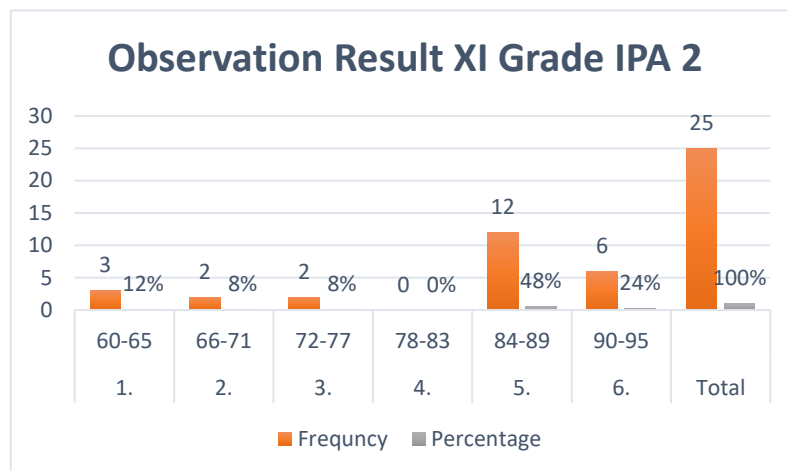
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<sup>1</sup> Scott G. Paris and Peter Winograd, *Promoting Metacognition and Motivation of Exceptional Children, Remedial and Special Education*, 1990, 11,

The frequency table reflects more than just numbers—it captures how students personally engaged with the learning process through metacognitive strategies. A significant portion of the class, 48%, showed high levels of active participation and awareness in their learning, as seen in their scores ranging from 84 to 89. Another 24% of the students demonstrated very strong metacognitive performance, achieving scores between 90 and 95. Meanwhile, the remaining 28% showed moderate to low engagement, with scores below 84.

On the other end, a few students scored in the lower ranges, with 12% between 60 and 65, and smaller groups (8% each) in the 66–71 and 72–77 intervals. Interestingly, no student fell within the 78–83 range, suggesting a polarization where most students either performed very well or faced some challenges. Overall, these results highlight how students are not just responding to instruction, but actively engaging with it at varying levels—each bringing their own pace, reflection, and learning journey into the classroom.

**Graph 3 Frequency Distribution of Student Observation Results**



The frequency distribution of the observation results for grade XI IPA 2 students is shown in Graph 3. The data shows that most students performed well throughout the observation, with 48% scoring in the 84–89 range and 24% in the 90–95 range. No students scored in the 78–83 range, while the percentage of students scoring in the lower range was smaller (12% in the 60–65 range and 8% in the 66–71 and 72–77 ranges). Given the concentration of scores in the higher range and the very small number of students with poor results, this distribution suggests that the use of metacognitive strategies may have had a positive impact on student performance. Overall, the results indicate that most students performed well, which is consistent with the goal of improving reading comprehension through the application of metacognitive strategies.

### 3. Normality Test

The normality test is carried out to ensure that the data used in the study has a normal distribution which is one of the basic assumptions in parametric statistical analysis. This analysis was carried out using SPSS version 22 software, with the following results:

**Table 1.10**

#### Test of Normality

**Tests of Normality**

	Metacognitive Strategies	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Reading Comprehension	pretest	.181	25	.034	.912	25	.034
	posttest	.157	25	.111	.942	25	.162

a. Lilliefors Significance Correction

Based on the results of the normality test displayed in the Shapiro-Wilk section table, it is known that the significance value (Sig.) in the pretest is 0.032, while the Sig. value in the post-test is 0.162. A data is said to be normally distributed if the significance value is greater than 0.05. Therefore, it can be concluded that the data in this study is normally distributed.

### 4. Homogeneity Test

Homogeneity test is one of the statistical procedures used to determine whether the distribution of categorical data in several groups is

uniform or different. The homogeneity test results obtained through the SPSS version 22 program are presented as follows:

**Table 1.11**  
**Test of Homogeneity of Variance**

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Reading Comprehension	Based on Mean	.331	1	48	.568
	Based on Median	.151	1	48	.699
	Based on Median and with adjusted df	.151	1	46.177	.699
	Based on trimmed mean	.311	1	48	.580

Based on the homogeneity test results, a significance value (Sig.) of 0.580 was obtained. Because the value of Sig. > 0.05, then the data is considered homogeneous, in accordance with Andy Field's opinion which states that data can be said to be homogeneous if the significance value is > 0.05. In addition, the data in this study are also known to be normally distributed. Thus, the researcher decided to use parametric test, namely paired sample t-test, in data analysis.

## 5. Testing Hypothesis

In the process of testing the hypothesis in this study, the researchers set two hypothesis formulations as follows:

- a. Alternative Hypothesis (Ha): There is a significant positive effect of using Metacognitive Strategies on students' reading comprehension at MA Ma'arif NU 5 Sekampung.

- b. Null Hypothesis (Ho): There is no significant positive effect of using Metacognitive Strategies on students' reading comprehension at MA Ma'arif NU 5 Sekampung.

In addition, statistical hypothesis testing is carried out based on the following criteria:

- a. If the two-tailed significance value is less than 0,05, then the Alternative Hypothesis (Ha) is accepted and the Null Hypothesis (Ho) is rejected.
- b. If the two-tailed significance value is greater than 0,05, then the Alternative Hypothesis (Ha) is rejected and the Null Hypothesis (Ho) is accepted.

Moreover, based on the results of data analysis using SPSS 22 to test the effect of the independent variable X (metacognitive strategies) on the dependent variable Y (reading comprehension), researchers obtained findings that can be described as follows:

**Table 1.12**

**Results of SPSS Analysis of the Effect of Metacognitive Strategies on Students' Reading Comprehension**

**Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Reading Comprehension – Metacognitive Strategies	-8.920	.862	.172	-9.276	-8.564	51.730	24	.000

The results of data analysis with SPSS 22 show a significance value (sig. 2-tailed) of 0.00. Because this value is smaller than 0.05, the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. Thus, it can be concluded that, there is a significant positive influence between variable X and variable Y. This study proves that the use of metacognitive strategies has a significant and positive effect toward students' reading comprehension.

Furthermore, the analysis results show that the t-observed value is 51.730 with a degree of freedom (df) of 24 at the 95% confidence level. Based on the t distribution table for df 24, this can be illustrated through the following table:

**Table 1.13**  
**Critical Value of T-table**

<b>Level of Significant</b>	<b>5%</b>	<b>1%</b>
Df= 24	2.064	2.797

- a. At the 5% significance level, the critical value of the t-test based on the table is 2.064.
- b. At the 1% significance level, the critical value of the t-test based on the table is 2.797.

Based on the results of the t-test with 24 degrees of freedom, a t-value of 51.730 was obtained. When compared with the critical value of t at the 5% ( $\pm 2.064$ ) and 1% ( $\pm 2.797$ ) significance levels, the t-value far



exceeds the critical limit. This shows that there is a significant and positive effect of using metacognitive strategies toward students' reading comprehension at MA Ma'arif NU 5 Sekampung. These gains come from the process of comparing student scores before and after being treated, namely through pre-test and post-test.

- a. If the result of  $t\text{-observed} > t\text{-table}$ , then this indicates that the alternative hypothesis ( $H_a$ ) is accepted, and the null hypothesis ( $H_o$ ) is rejected.
- b. If the result of  $t\text{-observed} < t\text{-table}$ , then this indicates that the alternative hypothesis ( $H_a$ ) is rejected, and the null hypothesis ( $H_o$ ) is accepted.

Based on the t-test with a  $t\text{-observed}$  of 51.730 and  $t\text{-table}$  at 5% and 1% significance levels of 2.064 and 2.797 respectively, it is known that  $t\text{-observed} > t\text{-table}$ . So, the alternative hypothesis ( $H_a$ ) which states that there is a significant and positive effect of using metacognitive strategies toward students' reading comprehension is accepted. This proves that the strategy is effectively applied to the students of class XI MA Ma'arif NU 5 Sekampung.

## **B. Discussion**

This study analyzes the difference in pre-test and post-test results using the paired sample t-test test through SPSS software version 22. The results of the analysis show that the significance value (2-tailed) obtained is 0.000. This value is below the significance level of 0.05, so it can be concluded that the

Alternative Hypothesis ( $H_a$ ) is accepted, while the Null Hypothesis ( $H_o$ ) is rejected. Thus, there is a significant difference between the pre-test and post-test results after the treatment.

Furthermore, findings from classroom observations also support this conclusion. After the intervention, most students achieved high scores, with 72% of them scoring between 84 and 95, as shown in Figure 3. Students were seen to actively participate in the metacognitive process during the learning process, including planning before reading, monitoring their understanding, and evaluating their understanding. This action demonstrates that metacognitive techniques have been successfully introduced and applied in the classroom.

Based on the results of data analysis, it can be concluded that the use of metacognitive strategies has a positive and significant effect on the reading comprehension of students in class XI IPA 2. This is supported by the results of the paired sample t-test through SPSS which shows that the t-observed value is 51.730. Meanwhile, the t-table value at the degree of freedom (df) 24 is 2.064 at the 5% significance level and 2.797 at the 1% significance level. Since the t-observed value (in absolute value) far exceeds the t-table value, it can be stated that there is a significant difference between the pre-test and post-test results. In other words, metacognitive strategies have a positive and significant effect on reading comprehension of students in class XI IPA 2 MA Ma'arif NU 5 Sekampung.

Metacognitive strategies are awareness of what is known and what is unknown. This study is in line with the results of Astia Ranti's research entitled "The Use of Metacognitive Strategies to Improve Writing Skills of Class VIII Students of SMP N 7 Metro." She concluded that metacognitive strategies are effective in improving students' writing skills, both in terms of cognitive achievement and in creating a conducive, active learning atmosphere, and encouraging students' creativity and confidence in writing<sup>2</sup>.

In addition, the results of this study are in line with the findings of Iswatul Hasanah in her research entitled "The Implementation of Metacognitive Strategy on the Students' Reading Comprehension at Ninth Grade of Junior High School 1 Sukowono," which showed that metacognitive strategies were implemented through planning, monitoring, and evaluation, and received positive responses from students. Thus, these results support the findings in this study that metacognitive strategies are effective in improving students' reading comprehension at the upper secondary level<sup>3</sup>.

Moreover, the results of this study are in line with the findings of Mark Feng Teng and Jing Huang in their journal entitled "The Effects of Incorporating Metacognitive Strategies Instruction into Collaborative Writing on Writing Complexity, Accuracy, and Fluency." The study showed that metacognitive strategies instruction and collaborative writing had a positive

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<sup>2</sup> Ranti, "The Use of Metacognitive Strategy To Improve the Students ' Writing Skill Among the Eighth Graders of Smpn 7 Metro" (2020)

<sup>3</sup> Hasanah, "The Implementation of Metacognitive Strategy on the Student ' S Reading Comprehension At Ninth Grade of Junior High School 1 Sukowono State Islamic University English Education Program" (2023)

effect on the accuracy of students' writing, although it did not have a significant impact on complexity and fluency. Thus, although their research focused on writing skills, the findings still support the results of this study that metacognitive strategies play an important role in improving students' language skills, including in understanding reading texts<sup>4</sup>.

Based on the three studies discussed, it can be concluded that metacognitive strategies are thinking processes that involve planning, monitoring and evaluating in learning activities. This strategy helps students to be more aware and purposeful in understanding the text. Metacognitive strategies have a positive impact on learning<sup>5</sup>.

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<sup>4</sup> Huang, “*The Effects of Incorporating Metacognitive Strategies Instruction into Collaborative Writing on Writing Complexity, Accuracy, and Fluency*” 43 (2023).

<sup>5</sup> Imama Sabir Rao, Salma Jeevan, and Azhar Ahmad, “*Impact of Metacognitive Strategies on Creative Writing of ESL Students at College Level in District Lahore,*” *Global Language Review* VIII, no. I (2023): 315–24.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the results of data analysis through the paired sample t-test, a significance value (Sig. 2-tailed) of 0.000 was obtained. This value is below the set significance level ( $\alpha = 0.05$ ), which means that there is a significant difference between the scores before and after treatment. Thus, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. This result indicates that variable X has a significant effect on variable Y.

This result is also supported by the analysis using the paired sample t-test, which shows that the t-observed value is 51.730. The t-table value at the 5% significance level ( $\alpha = 0.05$ ) with degrees of freedom ( $df = 24$ ) is 2.064, and at the 1% significance level ( $\alpha = 0.01$ ) it is 2.797. In other words, the t-observed value far exceeds both t-table values ( $51.730 > 2.064$  and  $2.797$ ). This indicates that there is a very significant difference between before and after the use of the metacognitive strategy.

This view is further supported by classroom observations. While reading, most students were seen actively using metacognitive strategies such as planning, monitoring, and assessing their understanding. 72% of students scored high in the post-treatment phase, which is consistent with the observation data and indicates increased engagement and understanding during learning activities.

Therefore, the proposed statistical hypothesis can be accepted, so it can be concluded that the use of metacognitive strategies has a positive and effective effect toward reading comprehension of class XI students at MA Ma'arif NU 5 Sekampung.

## **B. Suggestion**

The researcher offers several recommendations directed toward students, teachers, school principals, and educational institutions, with the aim of enhancing the effectiveness of English language instruction. These suggestions are outlined as follows:

### **1 For Students**

Students are expected to start getting used to using metacognitive strategies in reading activities. By planning before reading, monitoring comprehension during reading, and evaluating after reading, students can increase their awareness of the learning process. This is expected to have an impact on improving comprehension of reading texts.

### **2 For Teachers**

Teachers are encouraged to introduce and guide students in the systematic use of metacognitive strategies. These strategies can be applied through activities that encourage students to think critically, such as making predictions, recording main ideas, and summarizing after reading. The application of this strategy not only improves students' comprehension, but also builds learning independence.

### 3 For the Principal

The principal of MA Ma'arif NU 5 Sekampung is expected to provide support for the implementation of innovative learning strategies in the classroom, including metacognitive strategies. This support can be in the form of training for teachers, provision of learning support facilities, and policies that encourage the creation of an active and reflective learning environment.

### 4 For School or Educational Institutions

Schools and educational institutions are expected to make metacognitive strategies one of the approaches considered in curriculum development and learning activities. Institutional support for the implementation of this strategy is very important, especially in creating a learning system that focuses not only on results, but also on students' thinking processes. Thus, the quality of English learning, especially in the aspect of reading comprehension, can be improved thoroughly.

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# APPENDIXES

## English Syllabus – Grade XI MA Ma’arif NU 5 Sekampung

### Identitas Silabus

Satuan Pendidikan	: MA Ma’arif NU 5 Seakmpung
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI / 1–2 (Ganjil & Genap)
Alokasi Waktu	: 3 JP/Minggu
Tahun Pelajaran	: 2024/2025

### Standar Kompetensi (Kompetensi Inti)

KI-1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI-2: Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI-3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI-4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan teks recount tentang pengalaman pribadi	Teks recount: pengalaman pribadi Struktur: Orientation – Events – Reorientation Kebahasaan: Past tense, time conjunction	Mengamati: Menyimak teks lisan/tulisan Menanya: Bertanya tentang struktur dan kosakata Mengeksplorasi: Menulis recount Mengomunikasikan: Menceritakan pengalaman	Penilaian teks tulis, storytelling, penggunaan grammar	2 x 4 JP	Buku teks, cerita pendek, video YouTube
3.2 Menangkap makna dalam teks	Teks narrative: Fabel, legenda	Mengamati: Menonton/membaca	Storytelling, proyek	2 x 4 JP	Cerita rakyat,

naratif (fabel, legenda)	Struktur: Orientation – Complication – Resolution – Moral Kebahasaan: Past tense, direct speech	cerita Menanya: Diskusi makna dan struktur cerita Mengeksplorasi: Menulis ulang cerita Mengomunikasikan: Storytelling	cerita, analisis moral value		animasi pendek, audio story
3.3 Menganalisis teks analytical exposition tentang isu aktual	Teks analytical exposition Struktur: Thesis – Arguments – Reiteration Kebahasaan: Simple present, internal conjunction	Menganalisis teks, berdiskusi, menulis teks, debat argumen	Penilaian argumen, grammar, presentasi	2 x 4 JP	Artikel opini, berita online, video edukatif
3.4 Menyusun teks diskusi lisan dan tulis tentang isu kontroversial	Teks discussion Struktur: Issue – Arguments for – Arguments against – Conclusion Kebahasaan: Modality, nominalization	Membaca, membandingkan, diskusi kelompok, menulis teks	Tes tulis, debat kelas, peer review	2 x 4 JP	Editorial, sumber daring, video debat
3.5 Menulis proposal atau surat permohonan formal	Proposal kegiatan / Surat permohonan Struktur: Heading – Body – Closing Kebahasaan: Formal expressions	Latihan struktur proposal, menulis, revisi, presentasi	Evaluasi proposal, penilaian kebahasaan dan isi	2 x 4 JP	Contoh proposal, surat resmi
3.6 Menyusun teks ulasan (review) terhadap film atau buku	Teks review film/buku Struktur: Orientation – Evaluation – Interpretation – Summary Kebahasaan: Adjective, present tense	Menonton/membaca, membuat ulasan, presentasi	Penilaian isi review, gaya bahasa, struktur	2 x 4 JP	Film pendek, buku cerita, artikel review

## TEACHING MODULE

### ANALITICAL EXPOSITION TEXT

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Nama Penyusun	Siska Ulum Baitulrohmi
Satuan Pendidikan	MA MA'ARIF NU 5 Sekampung
Kelas / Fase	XI (Sebelas) / F
Mata Pelajaran	Bahasa Inggris
Prediksi Alokasi Waktu	2x45 Menit JP
Tahun Penyusunan	2024/ 2025
Domain	Peserta didik mampu mengamati, mempertanyakan, mengeksplorasi, membuat, mengasosiasi, menyampaikan, mengkomunikasikan, dan mampu bekerja secara kelompok ataupun mandiri dalam pembelajaran teks eksposisi analitis.

Capaian Pembelajaran Fase F
<p>Pada akhir fase F, peserta didik menggunakan teks lisan, tulisan, dan visual dalam Bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya.</p> <p>Pada fase ini, bukan hanya kemampuan berbahasa peserta didik yang berkembang, tapi juga kemampuan berpikir kritis, kreatif, komunikatif, kolaboratif, dan percaya diri demi terwujudnya Profil Pelajar Pancasila.</p>

Elemen Membaca-Memirsa
<p>Pada akhir Fase F, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu- isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.</p>

Elemen Menulis-Mempresentasikan
<p>Pada akhir fase F, peserta didik menulis berbagai jenis teks fiksi dan faktual secara mandiri, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca, huruf besar dan tata bahasa. Mereka menyampaikan ide kompleks dan menggunakan berbagai kosa kata dan tata bahasa yang beragam dalam tulisannya. Mereka menuliskan kalimat utama dalam paragraf-paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan ide antar dan di dalam paragraf. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.</p>

B. KOMPETENSI AWAL	
<p>Definisi Teks Eksposisi Analitis, Analytical Exposition Text adalah salah satu jenis teks yang berfungsi menginformasikan kepada pembaca tentang bahasan yang berkaitan dengan fenomena atau isu yang ada.</p>	
C. PROFIL PELAJAR PANCASILA	
<ul style="list-style-type: none"> <li>• <b>Gotong royong:</b> Bekerja sama mencari informasi terkait teks eksposisi analitis.</li> <li>• <b>Mandiri:</b> Siswa melakukan proses brainstorming pada kegiatan awal pembelajaran, aktif berdiskusi.</li> <li>• <b>Kritis:</b> Siswa mampu memproses, menganalisis, dan menyimpulkan informasi dari teks yang dibaca.</li> <li>• <b>Kreatif:</b> Siswa mampu membuat teks eksposisi sederhana dengan menggunakan kalimat sendiri.</li> </ul>	
D. SARANA DAN PRASARANA	
Media	Lembar kerja peserta didik, alat tulis, handphone, LCD Proyektor.
Sumber Belajar	Lembar kerja peserta didik, Teks Analytical Exposition, Buku Bacaan (Bahasa Inggris Tingkat Lanjut hal. 117-Kemdikbud 2021), Youtube,( <a href="https://youtu.be/XRmpgQdkSz8">https://youtu.be/XRmpgQdkSz8</a> )
E. TARGET PESERTA DIDIK	
1. Peserta didik reguler	dalam pembelajaran diberikan pelayanan secara



	umum
2. Peserta didik dengan kesulitan belajar	dalam pembelajaran diberikan perhatian khusus dan pendampingan
3. Peserta didik dengan pencapaian tinggi	dalam pembelajaran diberikan pengayaan dengan menyelesaikan soal HOTS
<b>F. MODEL PEMBELAJARAN</b>	
1. Model Pembelajaran	Problem Based Learning
2. Metode dan Strategi Pembelajaran	Discovery learning / Strategi Metakognitif

<b>KOMPONEN INTI</b>	
<b>A. TUJUAN PEMBELAJARAN</b>	
Sejalan dengan capaian pembelajaran di kelas XI, unit 4 bertujuan menjadikan peserta didik mampu:	
1. Mengidentifikasi karakteristik dari teks eksposisi analitis, yaitu: tesis, argument, dan reiterasi.	
2. Mengidentifikasi ciri-ciri kebahasaan dari teks eksposisi analisis, pada bab ini difokuskan pada pembahasan fact and opinion, internal conjunction, frase nominal, dan simple present tense.	
3. Memahami informasi implisist dan eksplisist (ide pokok dan informasi detail) dari teks yang dibaca.	
4. Menyimpulkan isi teks eksposisi analisis dengan kalimat sederhana menggunakan kalimat sendiri secara mandiri.	
5. Menulis teks Eksposisi Analitis dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan, secara benar dan sesuai konteks seacara lisan.	
6. Mempresentasikan teks eksposisi analitis yang telah ditulis dengan memperhatikan fungsi social, struktur teks, undur kebahasaan, secara benar dan sesuai konteks.	
<b>B. PEMAHAMAN BERMAKNA</b>	
Analytical Exposition Text adalah salah satu jenis teks yang berfungsi menginformasikan kepada pembaca tentang bahasan yang berkaitan dengan fenomena atau isu yang ada. General Structure teks Eksposisi Analitis yaitu: Tesis, Argument, dan Reiterasi Language Features atau unsur kebahasaan, Simple Present Tense.	
<b>C. PERTANYAAN PEMANTIK</b>	
Pertemuan 1 <ul style="list-style-type: none"> <li>• What do you know about analytical exposition texts?</li> <li>• What is the purpose of writing an analytical exposition text?</li> </ul>	

<ul style="list-style-type: none"> <li>• What are the main differences between an analytical exposition text and a narrative text?</li> </ul>	
Pertemuan 2 <ul style="list-style-type: none"> <li>• Struktur dan ciri bahasa teks eksposisi analitis</li> <li>• Tiga tahapan strategi metakognitif: planning, monitoring, dan evaluating</li> </ul>	
<b>D. PERSIAPAN PEMBELAJARAN</b>	
<ol style="list-style-type: none"> <li>1. Guru menyusun LKPD</li> <li>2. Guru memonitor kegiatan peserta didik baik di kelas maupun di luar kelas melalui observasi</li> <li>3. Guru menyusun instrumen assesmen yang digunakan</li> <li>4. Guru melakukan tes diagnostik</li> </ol>	
<b>E. MATERI PENGAJARAN</b>	
<b>Analytical Exposition Text Material</b>	<p><b>Definition:</b> Analytical Exposition Text is a type of text that aims to persuade the reader or listener that something is the case. It presents arguments that support the writer's opinion or stance about an issue. The social function is to convince readers or listeners that something is real or should be real.</p> <p><b>Generic Structure:</b></p> <ul style="list-style-type: none"> <li>- Thesis, is a statement of the topic and the author's position on that topic. It is usually found in the first paragraph.</li> <li>- Arguments, provide reasons and evidence to support the author's opinion. It can be more than one paragraph.</li> <li>- Reiteration, Reaffirmation of the author's position or opinion based on the arguments presented.</li> </ul> <p><b>Language Features:</b></p> <ul style="list-style-type: none"> <li>• <b>Simple Present Tense</b> ex: <i>Smoking causes serious health problems.</i></li> <li>• <b>Internal Conjunctions</b> (conjunctions in arguments) ex: <i>Firstly, secondly, in addition, however,</i></li> </ul>

	<p><i>therefore.</i></p> <ul style="list-style-type: none"> <li>• <b>Emotive Words</b> (emotionally evocative words) ex: <i>disastrous, valuable, crucial, harmful.</i></li> <li>• <b>Modal verbs</b> (should, must, can, etc.) ex: <i>We should protect the environment.</i></li> <li>• <b>Passive voice</b> ex: <i>The environment must be protected.</i></li> </ul>
<b>Example of Analytical Exposition Text</b>	<p><b>Title:</b></p> <p>Why We Should Save Electricity</p> <p><b>Thesis:</b></p> <p>Electricity is very important in our life, but many people do not use it wisely.</p> <p><b>Arguments:</b></p> <p>Firstly, saving electricity means saving money. If we reduce our electricity use, we will pay less for our electricity bills. Secondly, saving electricity helps protect the environment. Most electricity is produced by burning fossil fuels which cause pollution. Thirdly, using less electricity will reduce the risk of electricity shortages.</p> <p><b>Reiteration:</b></p> <p>Therefore, we should start saving electricity for our own benefit and for the sake of the environment.</p>

## F. KEGIATAN PEMBELAJARAN

### PERTEMUAN KE-1

#### Reading-Viewing

#### Tujuan Pembelajaran

Meningkatkan kemampuan membaca kritis siswa, memungkinkan mereka untuk mengevaluasi keaslian, relevansi, dan kejelasan informasi, serta mengajarkan mereka untuk mengenali elemen-elemen yang penting.

#### 1 Kegiatan Pendahuluan (15 Menit)

- Guru membuka pembelajaran dengan salam dan berdoa dan mengecek presensi siswa
- Guru memberikan apersepsi dengan mengingatkan kembali siswa tentang materi yang telah dipelajari
- Guru memberikan pertanyaan pemantik:
  - What do you know about analytical exposition texts?
  - What is the purpose of writing an analytical exposition text?
  - What are the main differences between an analytical exposition text and a narrative text?
- Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran.

#### 2 Kegiatan Inti (20 Menit)

- Peneliti menjelaskan secara singkat pengertian teks eksposisi analitis, tujuannya, serta struktur utamanya:
  - Thesis (pernyataan umum pendapat)
  - Arguments (alasan dan dukungan)
  - Reiteration (penguatan pendapat di akhir)

- Peneliti menjelaskan secara sederhana dan kontekstual 3 tahapan strategi metakognitif:
  - a. Planning – berpikir sebelum membaca
  - b. Monitoring – menyadari pemahaman saat membaca
  - c. Evaluating – refleksi setelah membaca
- Guru memberikan contoh aktivitas dari tiap tahap agar siswa mudah memahami.
- Siswa diberi teks pendek untuk dicoba pahami dengan menggunakan strategi metakognitif.
- Siswa menjawab secara singkat:
  - Apa tujuan mereka membaca teks ini? (*planning*)
  - Bagian mana yang mereka pahami atau bingungkan? (*monitoring*)
  - Apakah mereka paham isi teks? (*evaluating*)

### **3 Kegiatan Penutup (10 menit)**

- Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya.
- Guru dan peserta didik berdoa'a bersama.

## **PERTEMUAN KE-2**

### **Writing-Presenting**

#### **Tujuan Pembelajaran**

Siswa dapat membuat teks eksposisi analitis dengan baik dan terstruktur.

### **1. Kegiatan Pendahuluan (15 Menit)**

- Guru membuka pembelajaran dengan salam dan berdoa dan mengecek presensi siswa
- Guru memberikan apersepsi dengan mengingatkan kembali siswa tentang materi yang telah dipelajari.

- Guru memberikan pertanyaan pemantik:
  - Struktur dan ciri bahasa teks eksposisi analitis
  - Tiga tahapan strategi metakognitif: planning, monitoring, dan evaluating
- Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran.

## 2. Kegiatan Inti (20 Menit)

### a. Aktivasi Strategi Planning Sebelum Membaca

- Guru membagikan teks eksposisi analitis baru kepada siswa.
- Sebelum membaca, siswa diarahkan untuk:
  - Menentukan tujuan mereka membaca teks tersebut
  - Memprediksi isi teks berdasarkan judul
  - Menuliskan jawaban di lembar planning worksheet

### b. Proses Membaca dengan Monitoring

- Siswa membaca teks secara diam-diam.
- Selama membaca, mereka diminta untuk:
  - Menandai bagian yang tidak mereka pahami
  - Menulis catatan tentang hal-hal penting atau membingungkan di monitoring worksheet

### c. Evaluasi Setelah Membaca

- Setelah selesai membaca, siswa diarahkan untuk:
  - Menjawab pertanyaan:
    - Apa yang kamu pahami?
    - Apa yang masih membingungkan?
    - Apakah strategi tadi membantumu?
- Diskusi diarahkan untuk menegaskan manfaat strategi metakognitif.

### 3. Kegiatan Penutup (10 menit)

- Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya.
- Guru dan peserta didik berdoa' a bersama.

#### 1. Refleksi guru dan siswa

Guru	Siswa
Apakah pelaksanaan pembelajaran sesuai dengan modul ajar?	Materi apa saja yang dipelajari?
Apakah siswa antusias dalam belajar?	Materi apa saja yang telah dipahami?
Hambatan apa saja yang dihadapi selama pembelajaran?	Materi apa yang belum dipahami?
	Apakah guru menyampaikan materi dengan menarik?

### RUBRIK PENILAIAN

Score	Criteria	Description			
85-100 Excellent (4)	Identification Main Idea	Accurately identifies all main ideas in the text.	Identifies most main ideas with minor inaccuracies.	Identifies some main ideas, some inaccuracies present.	Fails to identify main ideas or provides irrelevant information.

70-84 Good (3)	Detail Comprehension	Recalls and explains key details effectively.	Recalls most key details with minor omissions.	Recalls some details, several omissions or inaccuracies.	Struggles to recall key details, many inaccuracies.
55-69 Fair (2)	Inference and Interpretation	Makes logical inferences and interpretations based on textual evidence.	Makes reasonable inferences with some support from the text.	Makes basic inferences, limited textual support.	Rarely makes inferences, lacks textual support.
10-54 Poor (1)	Vocabulary Understanding	Demonstrates strong understanding of vocabulary in context.	Understands most vocabulary, minor misunderstandings.	Understands basic vocabulary, several misunderstandings.	Limited vocabulary understanding, frequent misunderstandings.



Guru Bahasa Inggris



Septri Ratnasari, S. Pd. I

Sekampung, 10 Januari 2025

Mahasiswa/Peneliti

Siska Ulum Baitulrohmi

NPM. 2101051039

### Documentation of Pre-Survey



### Documentation of Pre-Test



### Documentation Treatment (1 and 2)



### Documentation Post-Test





## Degree of Freedom

### Titik Persentase Distribusi t (df = 1 – 40)

df	Pr	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
1		1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2		0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3		0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4		0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5		0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6		0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7		0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8		0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9		0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10		0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11		0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12		0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13		0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14		0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15		0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16		0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17		0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18		0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19		0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20		0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21		0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22		0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23		0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24		0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25		0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26		0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27		0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28		0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29		0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30		0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31		0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
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Nomor : 3646/In.28/J/TL.01/07/2024  
Lampiran : -  
Perihal : **IZIN PRASURVEY**

Kepada Yth.,  
Kepala Sekolah MA MAARIF NU 5  
SEKAMPUNG  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : **SISKA ULUM BAITULROHMI**  
NPM : 2101051039  
Semester : 7 (Tujuh)  
Jurusan : Tadris Bahasa Inggris  
Judul : THE EFFECT OF METACOGNITIVE STRATEGIES IN  
TEACHING READING COMPREHENSION AT MA MAARIF  
NU 5 SEKAMPUNG

untuk melakukan prasurvey di MA MAARIF NU 5 SEKAMPUNG, 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, 22 Juli 2024  
Ketua Jurusan,



**Dr. Much Deiniatur M.Pd.B.I.**  
NIP 19880308 201503 1 006



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

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

Nama : Siska Ulum Baitulrohmi  
 NPM : 2101051039

Program Studi : TBI  
 Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	17-09-2024		<ul style="list-style-type: none"> <li>- draft cover</li> <li>- Bring map</li> <li>- See quizen book (font, space &amp; structure)</li> </ul>	
2	22 spt 2024		<ul style="list-style-type: none"> <li>- Revisi background of the problem.</li> <li>- add data result of presurvey.</li> <li>- give clear explanation in background of the study.</li> </ul>	
3	23 spt 2024		<ul style="list-style-type: none"> <li>- add more theory about reading.</li> </ul>	

Mengetahui,  
 Ketua Program Studi TBI

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

Dosen Pembimbing

**Rika Dartiara, M.Pd**  
 NIDN. 2015099101





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Nama : Siska Ulum Baitulrohmi  
NPM : 2101051039

Program Studi : TBI  
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
4	07-10-2024		Pay attention on using past note.  add the source of assessment of teaching  go to chapter III  see me soon.	
5	14/10		Use future tense in chapter III  - make paragraph start from main idea and then supporting idea  - consistent in writing term of researcher  - add reference of future and past	

Mengetahui,  
Ketua Program Studi TBI

**Dr. Much Deinitatur, M.Pd.B.I.**  
NIP. 198803082015031006

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**Rika Dartiara, M.Pd**  
NIDN. 2015099101



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Program Studi : TBI  
Semester : VII

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	14/24		Instrument. blue print Should be clear And on the reference.	
6.	18/2024 10		add exposition text in chapter II	
7.	21/2024 10		Acc for seminar make ppt and master your content. good luck!	

Mengetahui,  
Ketua Program Studi TBI

**Dr. Much Delniatur, M.Pd.B.I.**  
NIP. 198803082015031006

Dosen Pembimbing

**Rika Dartiara, M.Pd.**  
NIDN. 2015099101



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Nama : Siska Ulum Baitulrohmi  
NPM : 2101051039

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Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin / 2 Desember 2024		Add resources in the text of exposition.	
2.	Selasa / 3 Desember 2024		Revisi Done.  Continue to do research!  Keep spirit and good luck!	

Mengetahui,  
Ketua Program Studi TBI

**Dr. Much Deiniatur, M.Pd.B.I.**  
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NPM : 2101051039

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Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa/ 27-mei 2025.		change all fenses - using Post.  - make clear the result of table integral.	
2	Senin/ 2 juni 2025		- add the result of Quishonare.  See me soon.	
3.	Rabu/ 4 juni 2025		Show the result <del>show</del> in detail. for abstract.  - Pay attention using space. See quiden book.	

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NIDN. 2015099101





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4.	Kamis / 5 Juni 2025		Complete all appendix of your thesis. Revise your table of content. add Dedication page mekko, etc	
5.	Selasa / 17 Juni 2025		Revise Dedication page. Sign <del>at</del> acknowl add original page.	
6.			See me soon!	

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Ketua Program Studi TBI

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Program Studi : TBI  
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
6.	Rabu/ 18 Juni 2025		Acc for munasisyah. master all your content. study hard. make ppt and good luck !	

Mengetahui,  
Ketua Program Studi TBI

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

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**Rika Dartiara, M.Pd**  
NIDN. 2015099101



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**RATIFICATION PAGE**

No:

The research proposal entitled: THE EFFECT OF USING METACOGNITIVE STRATEGIES TOWARD STUDENTS' READING COMPREHENSION AT MA MA'ARIF NU 5 SEKAMPUNG EAST LAMPUNG, Written by: Siska Ulum Baitulrohmi, students number: 2101051039, English study program, had been examined (proposal seminar) in tarbiyah and teacher training faculty on Tuesday, October 28th 2024 at 10.00-11.30 WIB.

**BOARD IF EXAMINERS**

- |               |                                 |   |
|---------------|---------------------------------|---|
| 1 Chairperson | : Rika Dartiara, M. Pd          | (  )    |
| 2 Examiner I  | : Dr. Arhmad Subhan Roza, M. Pd | (  )  |
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| 4 Secretary   | : Dr. Yuniarti, M. Pd           | (  ) |



Head of English education department

Dr. Much Deimatur, M. Pd. B. I

NIP: 19880308 201503 1 006

06/12/24 11:00

Bimbingan Skripsi



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Nomor : 5539/In.28.1/J/TL.00/12/2024  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Rika Dartiara (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

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

Nama : **SISKA ULUM BAITULROHMI**  
NPM : 2101051039  
Semester : 7 (Tujuh)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : THE EFFECT OF USING METACOGNITIVE STRATEGIES  
TOWARD STUDENTS READING COMPREHENSION AT MA  
MAARIF NU 5 SEKAMPUNG

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, 06 Desember 2024  
Ketua Jurusan,



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



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by Turnitin



**Submission date:** 18-Jun-2025 01:25PM (UTC+0300)  
**Submission ID:** 2701585486  
**File name:** bismillah\_proposal.edited\_1\_.docx (1.78M)  
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Nomor : B-2229/In.28/D.1/TL.00/06/2025  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA MA MAARIF NU 5  
SEKAMPUNG  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-2228/In.28/D.1/TL.01/06/2025, tanggal 23 Juni 2025 atas nama saudara:

Nama : **SISKA ULUM BAITULROHMI**  
NPM : 2101051039  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA MA MAARIF NU 5 SEKAMPUNG bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA MAARIF NU 5 SEKAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF USING METACOGNITIVE STRATEGIES TOWARD STUDENTS READING COMPREHENSION AT MA MAARIF NU 5 SEKAMPUNG EAST LAMPUNG".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 23 Juni 2025  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dr. Tubagus Ali Rachman Puja**  
**Kesuma M.Pd**  
NIP 19880823 201503 1 007



LEMBAGA PENDIDIKAN MA'ARIF NU PCNU LAMPUNG TIMUR  
MADRASAH ALIYAH MA'ARIF NU 5 SEKAMPUNG  
Jl Kampus Ma'arif Sumbergede 56 A, Sekampung 34382  
0725-7850794, mamaarifnu5@gmail.com.  
<https://mamnu5sekampung.com>.

### SURAT BALASAN RESEARCH

Nomor: 057/431.3-MAMNU.5/III/2025

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Ma'arif NU 5 Sekampung

Kabupaten Lampung menerangkan bahwa:

Nama : SISKI ULUM BAITULROHMI

NPM : 2101051039

Program Studi : Tadris Bahasa Inggris

Telah melaksanakan Research di Madrasah Aliyah Ma'arif NU 5 Sekampung Tanggal 25

Januari 2025, dalam rangka menyelesaikan Tugas Skripsi.

Demikian Surat ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Sekampung, 30 Januari 2025

Kepala Madrasah,

  
**FITRIYANTO, S. Ag.**

23/06/25, 10.31

SURAT TUGAS



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## **SURAT TUGAS**

Nomor: B-2228/In.28/D.1/TL.01/06/2025

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

Nama : **SISKA ULUM BAITULROHMI**  
NPM : 2101051039  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di MA MAARIF NU 5 SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF USING METACOGNITIVE STRATEGIES TOWARD STUDENTS READING COMPREHENSION AT MA MAARIF NU 5 SEKAMPUNG EAST LAMPUNG".

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 : 23 Juni 2025

Wakil Dekan Akademik dan  
Kelembagaan,



**Dr. Tubagus Ali Rachman Puja**  
**Kesuma M.Pd**  
NIP 19880823 201503 1 007





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001  
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**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-581/In.28/S/U.1/OT.01/06/2025**

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

Nama : SISKI ULUM BAITULROHMI  
NPM : 2101051039  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2101051039.

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, 19 Juni 2025  
Kepala Perpustakaan,  
  
Aan Gafroni, S.I.Pust.  
NIP. 19320428 201903 1 009



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

Nama : Siska Ulum Baitulrohmi  
NPM : 2101051039  
Prodi : Tadris Bahasa Inggris  
Judul Skripsi : THE EFFECT OF USING METACOGNITIVE STRATEGIES  
TOWARD STUDENTS' READING COMPREHENSION AT MA  
MA'ARIF NU 5 SEKAMPUNG

Telah menyelesaikan administrasi peminjaman buku pada Program Studi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 19 Juni 2025

Ketua Prodi FTIK

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

## CURRICULUM VITAE



The name of researcher is Siska Ulum Baitulrohmi. The researcher was born in Tanjung Kari, March 15th, 2003. The researcher is the child of two siblings, and the researcher is the second child of the couple Mr. Siswannto and Mrs. Yuni Kinanti. The researcher has a sister named Khusnul Khotimah.

The researcher education began at TK PGRI Margatiga, East Lampung. Then, the researcher continued her studies at the State Elementary School (SDN) at SDN 02 Hargomulyo, East Lampung. Then, she continued her educational studies at the Islamic Junior High School at MTs Ma'arif NU 5 Sekampung and completed her studies in 2018. After that, the researcher continued her studies at the Islamic Senior High School at MA Ma'arif NU 5 Sekampung and graduated in 2021.

Currently, the researcher is studying at the State Islamic Institute (IAIN) Metro at the Faculty of Tarbiyah and Teacher Science, Department of English Education, English Language Education Study Program (TBI) undergraduate 1 since the first semester of 2021 to obtain a Bachelor of Education degree.