

**THE EFFECTIVENESS OF METACOGNITIVE STRATEGY  
TO IMPROVE STUDENTS' READING COMPREHENSION IN  
NARRATIVE TEXT**

*(A Quasi-Experimental Study at Tenth Grade Students of MA Walisongo Kayen*

*Pati in the Academic Year 2023/2024)*

**A FINAL PROJECT**

Presented as Partial Fulfilment of The Requirements for Gaining The Degree of  
Bachelor of English Education



**proposed by:**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
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SEMARANG**

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**PAGE OF VALIDATION**

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TEXT**

**(A Quasi-Experimental Study at Tenth Grade Students of MA Walisongo  
Kayen Pati in the Academic Year 2023/2024)**

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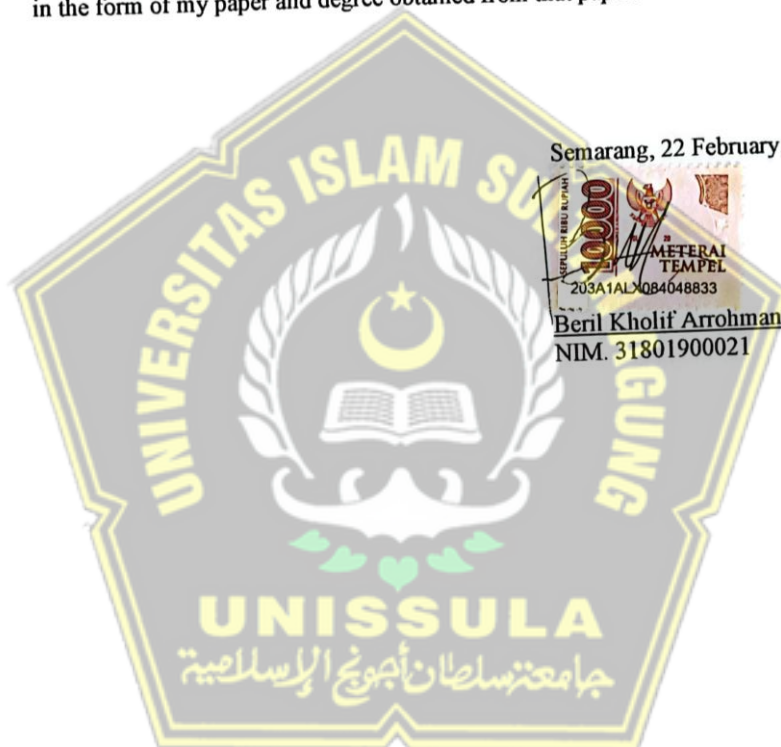
Semarang, 22 February 2024  
The Dean of Faculty of Language  
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**NIK.211109008**

## STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly declare that undergraduate final project I wrote does not contain the works or part of the works of other people, except those which were cited in the quotations and the references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of my paper and degree obtained from that paper.

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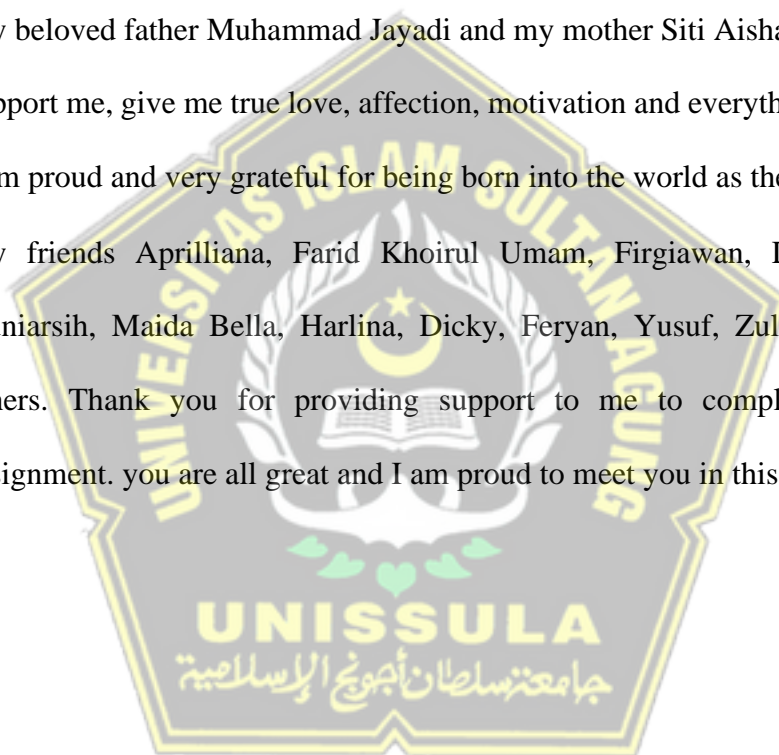
## MOTTO

*“The optimist thinks this is the best of all possible worlds. The pessimist fears it is true”*

**(Robert Oppenheimer)**

## DEDICATION

- My beloved father Muhammad Jayadi and my mother Siti Aishah who always support me, give me true love, affection, motivation and everything in my life. I am proud and very grateful for being born into the world as their child.
- My friends Aprilliana, Farid Khoirul Umam, Firgiawan, Diana, Hasan, Kuniarsih, Maida Bella, Harlina, Dicky, Feryan, Yusuf, Zulfa Fairuz and others. Thank you for providing support to me to complete this final assignment. you are all great and I am proud to meet you in this life.

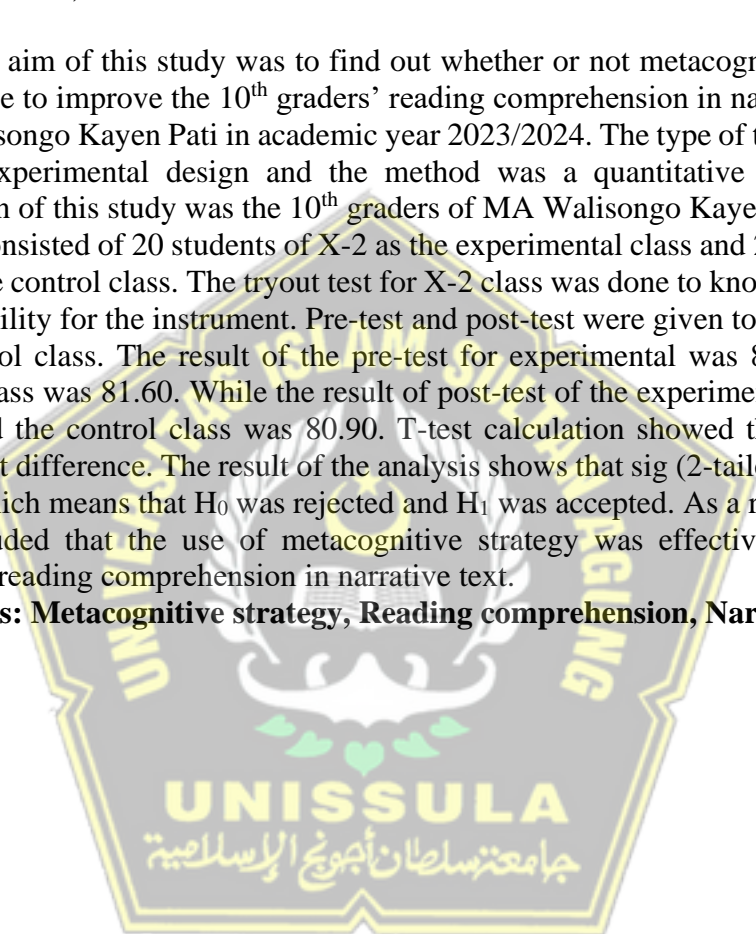


## ABSTRACT

Arrohman Beril. 2024. *“The Effectiveness of Metacognitive Strategy to Improve Students’ Reading Comprehension In Narrative Text”*. A final project. English Education Study Program, Faculty of Languages and Communication Science, Sultan Agung Islamic University, Advisor: Mega Mulianing Maharani, M.Pd.

The aim of this study was to find out whether or not metacognitive strategy is effective to improve the 10<sup>th</sup> graders’ reading comprehension in narrative text at MA Walisongo Kayen Pati in academic year 2023/2024. The type of this study was a quasi-experimental design and the method was a quantitative method. The population of this study was the 10<sup>th</sup> graders of MA Walisongo Kayen Pati and the sample consisted of 20 students of X-2 as the experimental class and 20 students of X-1 as the control class. The tryout test for X-2 class was done to know the validity and reliability for the instrument. Pre-test and post-test were given to experimental and control class. The result of the pre-test for experimental was 81.60 and the control class was 81.60. While the result of post-test of the experimental class was 84.90 and the control class was 80.90. T-test calculation showed that there was significant difference. The result of the analysis shows that sig (2-tailed) was  $0.000 < 0.05$  which means that  $H_0$  was rejected and  $H_1$  was accepted. As a result, it could be concluded that the use of metacognitive strategy was effective to improve students’ reading comprehension in narrative text.

**Keywords:** Metacognitive strategy, Reading comprehension, Narrative text

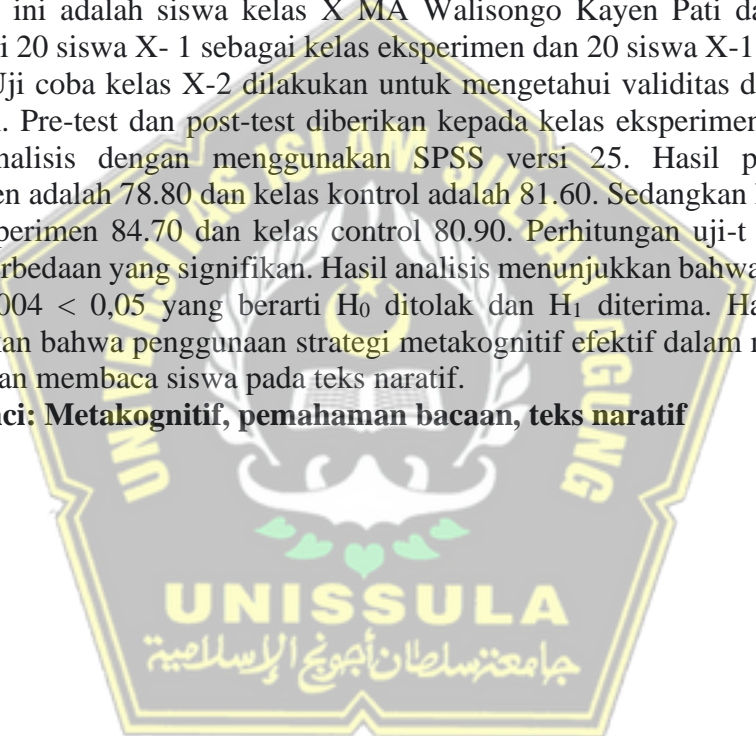


## INTISARI

Arrohman, Beril. 2024. *“The Effectiveness of Metacognitive Strategy to Improve Students’ Reading Comprehension In Narrative Text”*. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Bahasa dan Ilmu Komunikasi, Universitas Islam Sultan Agung Semarang. Dosen Pembimbing: Mega Mulianing Maharani, M.Pd.

Tujuan dari penelitian ini adalah untuk mengetahui apakah strategi metakognitif efektif atau tidak dalam meningkatkan pemahaman membaca siswa kelas 10 pada teks naratif di MA Walisong Kayen Pati tahun ajaran 2023/2024. Jenis penelitian ini adalah quasi eksperimen dengan metode kuantitatif. Populasi penelitian ini adalah siswa kelas X MA Walisongo Kayen Pati dan sampelnya terdiri dari 20 siswa X- 1 sebagai kelas eksperimen dan 20 siswa X-1 sebagai kelas kontrol. Uji coba kelas X-2 dilakukan untuk mengetahui validitas dan reliabilitas instrumen. Pre-test dan post-test diberikan kepada kelas eksperimen dan kontrol. Data dianalisis dengan menggunakan SPSS versi 25. Hasil pre-test untuk eksperimen adalah 78.80 dan kelas kontrol adalah 81.60. Sedangkan hasil post-test kelas eksperimen 84.70 dan kelas control 80.90. Perhitungan uji-t menunjukkan adanya perbedaan yang signifikan. Hasil analisis menunjukkan bahwa sig (2-tailed) adalah  $0,004 < 0,05$  yang berarti  $H_0$  ditolak dan  $H_1$  diterima. Hasilnya, dapat disimpulkan bahwa penggunaan strategi metakognitif efektif dalam meningkatkan pemahaman membaca siswa pada teks naratif.

**Kata kunci:** Metakognitif, pemahaman bacaan, teks naratif





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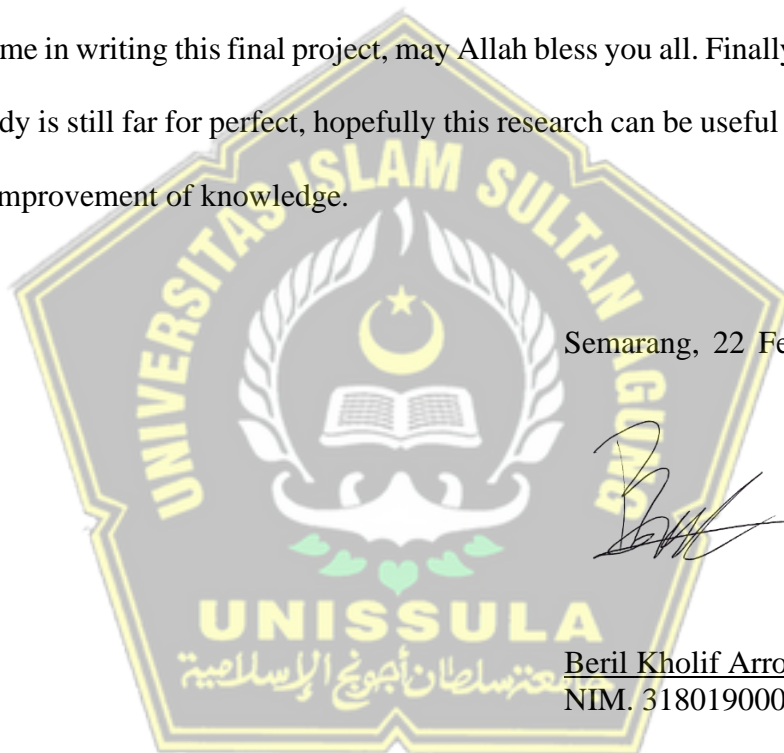
Praise and gratitude I pray to Allah SWT, the one who only helps me to survive. Gratitude to Allah SWT, for all his help, mercy, and love so that this entitled “The Effectiveness of Metacognitive Strategy to Improve Students’ Reading Comprehension In Narrative Text” could be finished and submitted as the final project in English Education study program of Languages and Communication Science Faculty. Sholawat and salam to the Prophet Muhammad SAW who has always been the best source of inspiration and the role model for mankind.

In this opportunity, I would like to express the deepest appreciation to the following people:

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Thank you very much for all people who cannot be mentioned one by one who helped me in writing this final project, may Allah bless you all. Finally, even though this study is still far for perfect, hopefully this research can be useful and beneficial to the improvement of knowledge.



Semarang, 22 February 2024

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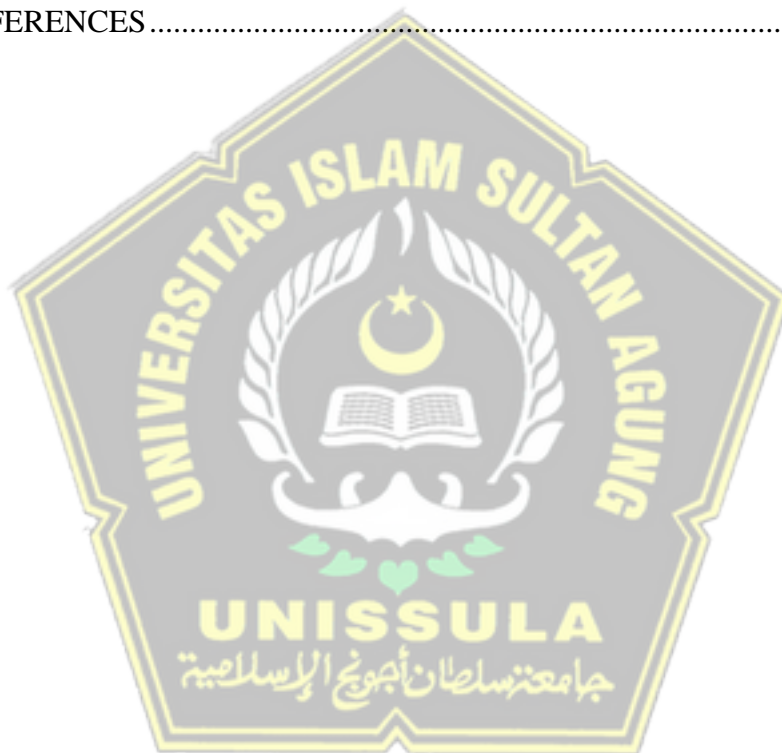


## TABLE OF CONTENTS

PAGE OF VALIDATION .....	II
STATEMENT OF WORK'S ORIGINALITY .....	III
MOTTO .....	IV
ABSTRACT.....	V
ACKNOWLEDGEMENTS .....	VII
TABLE OF CONTENTS .....	IX
LIST OF TABLE .....	XII
LIST OF APPENDICES .....	XIII
CHAPTER I INTRODUCTION.....	1
1.1 Background of the Study .....	1
1.2 Reasons for Choosing Topic .....	3
1.3 Statement of the Problem .....	3
1.4 Objective of the Study .....	3
1.5 Hypotheses of the Study .....	4
1.6 Limitation of the Study.....	4
1.7 Significance of the Study .....	4
1.8 Definition of Key Terms .....	6
1.9 Organization of the Study.....	6
CHAPTER II REVIEW OF RELATED LITERATURE .....	8
2.1 Reading Comprehension .....	8
2.1.1 Definition of Reading Comprehension .....	8
2.1.2 Teaching Reading Comprehension .....	9
2.2 Narrative Text.....	10
2.2.1 Definition of Narrative Text .....	10
2.2.2 The Generic Structure of Narrative Text .....	11
2.2.3 Language Features of Narrative Text .....	12
2.3 Metacognitive Strategy .....	12
2.3.1 Definition of Metacognitive Strategy .....	12

2.3.2 The Procedure of Metacognitive Strategy .....	14
2.4 Interrelation between Metacognitive Strategy and Reading Comprehension .....	15
2.5 Review of Previous Studies.....	16
<b>CHAPTER III METHOD OF THE STUDY .....</b>	<b>18</b>
3.1 Design of the Study .....	18
3.2 Subject of the study .....	19
3.2.1 Population.....	19
3.2.2 Sample .....	19
3.3 Variables of the Study .....	19
3.4 Instrument of the Study .....	20
3.4.1 Validity of Instrument .....	20
3.4.2 Reliability of Instrument .....	20
3.5 Technique of Collecting Data.....	21
3.6 Data Collecting Procedure .....	21
3.6.1 Pre-test.....	21
3.6.2 Treatment.....	21
3.6.3 Post-test .....	22
3.7 Data Analysis .....	22
3.7.1 Normality.....	22
3.7.2 Homogeneity.....	23
3.7.3 T-test.....	23
3.8 Time Schedule.....	23
<b>CHAPTER IV RESULT AND DISCUSSION .....</b>	<b>24</b>
4.1 School Profile .....	24
4.2 Description of the Respondents.....	24
4.3 Analysis of Validity and Reliability .....	25
4.3.1 Validity.....	25
4.3.2 Analysis of Reliability.....	25
4.4 Pre-test Analysis.....	26
4.4.1 Pre-test Standard Normality.....	26

4.4.2 Pre-test Standard Homogeneity .....	27
4.4.3 Pre-Test Mean Score.....	27
4.5 Treatment Activities .....	28
4.6 Post-test Analysis .....	30
4.7 Discussion of Research Finding .....	32
CHAPTER V CONCLUSSION AND SUGGESTION .....	34
5.1 Conclusion.....	34
5.2 Suggestion .....	34
REFERENCES .....	38



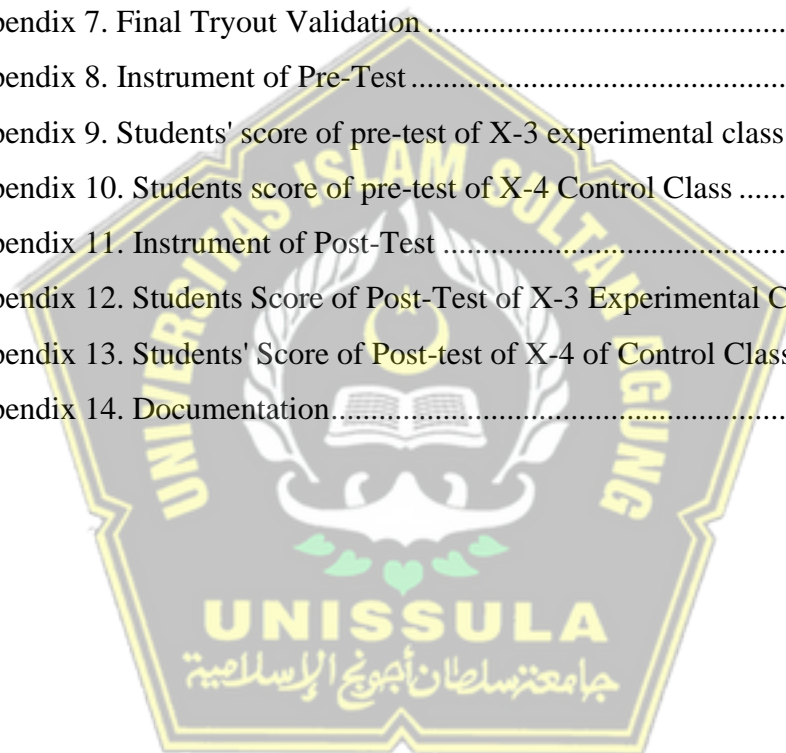
## LIST OF TABLE

Table 3 1 Quasi Experimental Design.....	18
Table 4 1 The Reliability Statistics .....	25
Tabel 4 2 The Normality of Control and Experimental class in Pre-test ....	26
Tabel 4 3 Result of the Homogeneity of Pre-test Control and Experimental Class .....	27
Table 4 4 Group Statistic.....	28
Table 4 5 Independent Sample Test.....	28
Table 4 6 Group Statistic.....	31
Table 4 7 Independent Sample Test.....	31



## LIST OF APPENDICES

Appendix 1. Certificate of the Research form University .....	41
Appendix 2. Certificate the research from MA Walisongo Kayen Pati .....	42
Appendix 3. Rubric Validation .....	43
Appendix 4. Modul Ajar .....	46
Appendix 5. Instrument Try Out .....	73
Appendix 6. Tryout Validity .....	87
Appendix 7. Final Tryout Validation .....	88
Appendix 8. Instrument of Pre-Test .....	90
Appendix 9. Students' score of pre-test of X-3 experimental class.....	103
Appendix 10. Students score of pre-test of X-4 Control Class .....	104
Appendix 11. Instrument of Post-Test .....	105
Appendix 12. Students Score of Post-Test of X-3 Experimental Class .....	118
Appendix 13. Students' Score of Post-test of X-4 of Control Class.....	119
Appendix 14. Documentation.....	120



# CHAPTER I

## INTRODUCTION

This chapter presents the Background of the Study, Reasons for choosing Topics, Statement of the problem, Objectives of the Study, Hypotheses of the Study, Limitation of the study, Significance of the Study, Definition of Key Terms, and Organization of the Study.

### 1.1 Background of the study

Reading is one of language skills learned by Indonesian students at school. Reading is closely related to academic achievement (Istiadah, 2016). However, in reality there are several problems faced by students during reading activity. Based on the observation result, they tend to difficult to get information from the texts and answer the questions. As a result, they are not interested in improving their reading ability.

To improve students reading ability, appropriate learning practices are required. Metacognitive strategy is one of the acceptable ways for improving reading ability. Metacognitive strategy can boost students' motivation and enhance reading ability Reza Ahmadi (2013). Therefore, metacognitive reading strategy is advised as a way to increase students' motivation for reading activities and reading comprehension. It assists students in thinking about how they think. Metacognition is essential since it refers to the process of planning, meeting, and arranging one's thoughts and behaviors. Some studies have shown that metacognitive reading



strategies (MRS) are great ways to increase reading comprehension because they provide of favorable effect on students' growth (Tavakoli, 2014). Metacognitive reading strategies are those that a reader uses to increase their awareness of and control over their reading comprehension as well as their appraisal of that comprehension (Sari, 2016). It can develop students' awareness in the reading comprehension process. Students who learn and employ metacognitive strategy are more successful than other students in reading because they learn to organize their knowledge more effectively ((Memiş & Bozkurt, 2013). This has a favorable impact on their academic progress. It indicates that students' reading comprehension is best improved by using metacognitive strategy.

To apply metacognitive strategy, teachers must provide students with systematic guidance on concepts and learning strategies. Metacognitive strategy is a way to use of cognitive processes to manage learning through planning, monitoring, and evaluating progress (Muhid et al., 2020). In planning, teachers ask students to skim through the main ideas and main concepts of the text. In monitoring process, teachers have to check the students' understanding on reading comprehension section. In evaluating, teachers check students' understanding. Metacognitive strategy is the right solution that teacher can use in overcoming students' problems in their reading ability. It means metacognitive strategy can solve problems that exist in schools such as difficulty in understanding narrative text. It encourages researcher to conduct research on "The Effectiveness of Metacognitive Strategy to Improve Students' Reading Comprehension in Narrative Text."

## 1.2 Reasons for Choosing Topic

Researcher chose the title “The Effectiveness of Metacognitive Strategy to Improve Students’ Reading Comprehension in Narrative Text” because of three reasons.

1. Reading comprehension is one of learning activities in English class of senior high school students.
2. Students are not capable of answering the questions of reading which connected with text.
3. Metacognitive strategy is never used by the teacher to accommodate students’ difficulties on reading comprehension of narrative text.

## 1.3 Statement of the Problem

The research question of the study is stated as “Is the use of metacognitive strategy effective to improve students' reading comprehension in Narrative text?”

## 1.4 Objective of the Study

The purpose of this study is to find out the effectiveness of metacognitive strategy to improve students’ reading comprehension in Narrative text.

### 1.5 Hypotheses of the Study

There are two hypotheses in this study. They are Ha (alternative hypothesis) and Ho (null hypothesis).

Ha: There is a significant difference in reading comprehension test scores between students who are taught reading in narrative text using metacognitive strategy and those who are taught reading in narrative text without using metacognitive strategy.

Ho: There is no significant difference in reading comprehension test scores between students who are taught reading in narrative text using metacognitive strategy and those who are taught reading in narrative text without using metacognitive strategy.

### 1.6 Limitation of the study

This study limits the scope into metacognitive strategy to improve reading comprehension of narrative text for grade 10 at MA Walisongo Kayen Pati.

### 1.7 Significance of the Study

This study is expected to give pedagogical and practical significance for students, teacher and further researchers.

#### 1. Pedagogical

##### a. For students

This study is expected to add knowledge and interest for students in reading comprehension by using metacognitive strategy.

b. For English teachers

This study help English teachers to teach reading comprehension. It can be such an inspiration for teachers to use metacognitive strategy in helping students in their learning process.

2. Practical

a. For students

Students can increase their reading comprehension, after they use metacognitive strategy. It helps them to identify the specific information of narrative text.

b. For English teachers

This study gives teachers an alternate strategy for teaching reading of narrative text.

c. For further researchers

The researcher hopes that the findings of this study can become a basis for other researchers to conduct additional research on the effect of metacognitive strategies on students reading comprehension of narrative text.

## 1.8 Definition of Key Terms

A brief definition of key terms of this study is written to give more clarity and avoid the ambiguity. The key terms of this study are divided into reading comprehension, metacognitive strategy, and narrative text.

### 1. Reading Comprehension

Reading comprehension is complex cognitive processes like word recognition, meaning comprehension, deliberate responses, and integration (Febriani, 2022).

### 2. Metacognitive Strategy

Metacognitive strategy is a strategy that calls for "planning for learning, thinking about the learning process that takes place, monitoring of one's comprehension, and evaluating learning after completion of a task (Togatorop & Vista 2018).

### 3. Narrative text

Narrative text is a text that tells a story of the author's real or imaginary experience to entertain the reader (Wardah, 2014).

## 1.9 Organization of the Study

Organizing a research can be a daunting task, but it is essential to ensure that the research is conducted in a structured and organized manner. The organization of a research is typically divided into three chapters.

Chapter I is introduction. This chapter consists of the Background of the Study, Reasons for choosing Topics, Statement of the problem, Objectives of the Study,

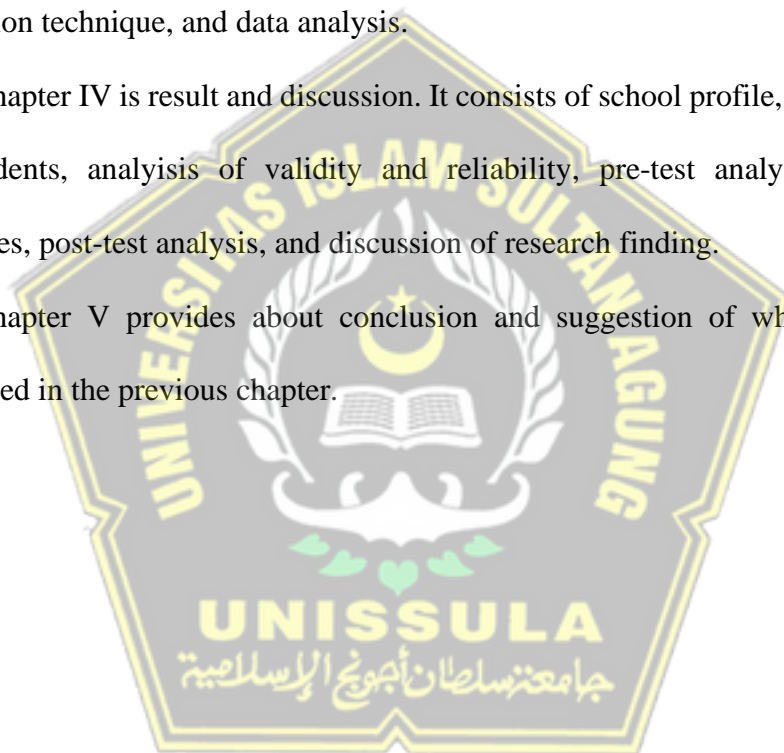
Hypotheses of the Study, Limitation of the study, Significance of the Study, Definition of Key Terms, and Organization of the Study.

Chapter II provides about review of related literature which describes several point theories underlying the study and review of similar previous studies.

Chapter III is research method. It consists of research of design, subject of the study, the instrument of the study, validity and reliability of the instrument, data collection technique, and data analysis.

Chapter IV is result and discussion. It consists of school profile, description of respondents, analysis of validity and reliability, pre-test analysis, treatment activities, post-test analysis, and discussion of research finding.

Chapter V provides about conclusion and suggestion of what have been discussed in the previous chapter.





## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

The discussion of this chapter focusses on reading comprehension, narrative text, metacognitive strategy and review of previous studies. Each part describes several points.

#### **2.1 Reading Comprehension**

In this sub chapter, there are two topics which are discussed. They are definition of reading comprehension and teaching reading comprehension.

##### **2.1.1 Definition of Reading Comprehension**

The most important and beneficial skill for people is reading. It is an action that can update any data or information. We can obtain this data or knowledge from a variety of sources, including books, sonnets, magazines, and newspapers (Pasaribu, 2021). In order to learn effectively in schools, colleges, and universities, one must be able to read for a variety of purposes (Tavakoli, 2014). Reading is the process of being able to interpret the information by comprehending the nature of reading itself, which is to say, text and how it is understood (Annury et al., 2019). Vocabulary, grammar, punctuation, constructed sentences, paragraphs, and texts are only a few examples of the cognitive and linguistic skills that are involved in reading comprehension (Sumekto, 2018). Students' ability to absorb knowledge from teachers or books might be aided by reading.

Reading comprehension is complex cognitive processes like word recognition, meaning comprehension, deliberate responses, and integration (Febriani, 2022). Kallestinova (2017) claims that the reader must be deliberate and thoughtful while reading in order to successfully complete the complicated cognitive task of reading comprehension.

From the explanations above, it can be concluded that reading comprehension is the process of creating meaning from the text's substance and message by fusing it with the reader's prior knowledge and abilities. Students who have read a text are expected to be able to summarize or explain its main points.

### **2.1.2 Teaching Reading Comprehension**

There are several strategies used in schools to teach reading comprehension. After assigning them to read a piece, assign them to comment on it, read it again, or answer questions about it. Questions and comments can address anything from the definition of certain terminology to the article's main point. Important components of reading comprehension are emphasized by this strategy.

Reading comprehension can also be taught through reading groups, which are very popular. Every student in our group read the text through from beginning to end. Occasionally, the teacher will assist students who are having difficulty, make comments, or pose questions regarding the subject matter. Teachers can utilize a variety of strategies, techniques or approaches when teaching reading comprehension to aid students in understanding the subject matter. Metacognitive strategy is one strategy. Metacognitive strategy can boost students' motivation and

enhance reading ability (Reza Ahmadi 2013). It assists students in thinking about how they think

## **2.2 Narrative Text**

In this sub chapter, there are three topics which will be discussed. They are definition of narrative text, the generic structure of narrative text, and language features of narrative text.

### **2.2.1 Definition of Narrative Text**

A Narrative text is a text that tells a story or a mischance within the past. Narrative text is a text that tells a story of the author's real or imaginary experience to entertain the reader (Wardah, 2014). Imaginary stories are not necessarily true because they could just be imagination or fictional stories written by writers whose truth is not proven. There are several story genres, and they may be fictional, real, or a combination of the two. They can also be complex events that result in crises and then have an ending. The narrative text may include fairy tales, myths, legends, or romance as examples. To amuse or delight the reader with a story is the goal of narrative text.

Narrative text can also be used to improve students' reading comprehension. In this modern era, many students forget and are indifferent to their own country's culture. They prefer foreign culture such as Disney films from America and Korean dramas from South Korea. For this reason, researchers chose legendary stories. The legend itself is a story that tells of the creation of a place. The researcher chose a legendary story from Central Java, namely *"The Origin of Prambanan Temple, The*

*Origin of Mount Tangkuban Prah, The Origin of Mount Batur, The Origin of Mount Wayang, and A Woman and The Wolves”*

### **2.2.2 The Generic Structure of Narrative Text**

There are four generic structures in narrative text (Yulis, 2016). The four of them are orientation, complication, resolution, and re-orientation. Each structure has its own characteristics.

#### 1. Orientation

Orientation is the opening part of a narrative text story. This section introduces the characters in the story (characters), the background of the story which includes place, time, atmosphere and social conditions (setting).

#### 2. Complication

This section includes plot problems including the formation of a problem (rising action), the problem's peak (climax), the problem starting to drop, and the beginning of finding a resolution point (Falling action).

#### 3. Resolution

The conclusion of a narrative text story can be found in this section. A story can close with a happy ending, a sad ending, or a cliff hanger.

#### 4. Re-orientation

The final section of the narrative text generic structure usually contains a moral message (moral value), or a change in character's character at the end of the story. This reorientation is optional because it does not always have to be present in a narrative text.

### **2.2.3 Language Features of Narrative Text**

There are six language features in narrative text (Wardah, 2014). The six of them are past tense, adverb of time, times conjunction, action verb, direct speech, and specific character. Simple past tense is always used because the events are in the past. The use of adverb of time is as the clue about sequence which shows, the plot and progression of events. The use of time conjunction is to help readers to understand the story because it describes the passage of time. Action verbs are mostly used to write the chronological events in the story. To show the smoothness of the story, writers usually provide direct speech which can enliven the story. In addition, the use of specific character is used to make the story clear.

## **2.3 Metacognitive Strategy**

In this sub chapter, there are three topics which are discussed. They are definition of metacognitive strategy, the procedure of metacognitive strategy, and interrelation between metacognitive strategy and reading comprehension.

### **2.3.1 Definition of Metacognitive Strategy**

A metacognitive strategy is one that enables students to examine how they think about themselves. Metacognitive strategy connected to students' logical progressions via the learning process. It enables students to reflect on their ideas regarding strategies that they will employ, how they will get over reading challenges, and how they will meet their reading objectives. Metacognitive strategy are thought of as high order executive skills that aim to control one's own learning by utilizing understanding of cognitive processes (Muhid et al., 2020). Higher

metacognitive readers can look for topic sentences or summary paragraphs, check for confusion or inconsistency, use a remedial strategy like rereading, connect various passage sections to one another, and connect the new information to what they already know. Metacognitive strategy is a key for success in reading. Increasing readers' awareness of their own thought processes while they read is the aim of metacognitive strategy. In order to help students use metacognitive reading strategies, teachers explicitly teach them during instruction. When teaching comprehension strategies explicitly, a teacher should first clearly explain and model the strategies. Next, the strategies should be discussed along with when and how a reader should apply them while reading. Finally, the students should be given scaffolded practice using the strategies while reading.

According to (Togatorop & Vista, 2018), metacognitive strategy is a strategy that calls for "planning for learning, thinking about the learning process that takes place, monitoring of one's comprehension, and evaluating learning after completion of a task. Students gain declarative, conditional (conceptual), and procedural information with the aid of learning models (Ahmadi, et al., 2013). The ability to regulate cognitive processes during learning is known as metacognitive. Metacognitive activities might involve planning how to carry out a learning assignment, using the right techniques and abilities to solve an issue, and self-evaluation and self-correction as a result of analyzing one's own progress toward finishing a task.

The idea of metacognitive reading strategy denotes that readers actively control and keep an eye on their process of reading comprehension (Deliany &



Cahyono, 2020). Readers can improve comprehension by intentionally using monitoring and control processes. For students to be able to apply metacognitive strategy, teachers need to provide them with structured training on metacognitive ideas and learning processes.

### **2.3.2 The Procedure of Metacognitive Strategy**

The use of planning strategies before reading, monitoring strategies during reading, and evaluating strategies after reading are three essential skills for metacognitive reading strategy control (Aisah, 2021). There are three components of metacognitive strategy. The three of them are planning, monitoring, and evaluating (Sari, 2016). The foundation of metacognitive strategy is this third components.

#### **1. Planning**

Planning is used before reading activities. The teacher must ask the students to overview the main ideas and the concepts from the text. It is crucial for students to understand how to represent texts in a variety of ways before they start reading them. It is hoped that this activity can stimulate the students' background knowledge to prepare to read. In addition, planning is a thinking process about and organizing a reading activity to achieve the desired goals. For example, previewing titles, images, illustrations, headings, or subtitles can be helpful readers to get a general idea of the text.

#### **2. Monitoring**

Monitoring is used during reading activities. Monitoring is the act of being personally aware of one's own performance and text comprehension.

Understanding vocabulary, summarizing, and expressing the primary concept of each paragraph are a few examples of these strategies. Monitoring enables readers to stay on task and lets them know when something is not going right.

### **3. Evaluating**

Evaluating is used after reading activities. Evaluating focuses on what students set out to do, what they have accomplished, and how they did it. For instance, after reading a text, the reader may have a better perspective on the situation in the text than they did initially. The teacher will give a short quiz about reading the text. It will assist students in identifying their learning process strengths and weakness.

#### **2.4 Interrelation between Metacognitive Strategy and Reading Comprehension**

Successful reading requires metacognitive strategy. To encourage readers to become more conscious of their own thought processes while reading, metacognitive strategy is used. Reading is closely related to academic achievement (Istiadah, 2016). Metacognitive strategy is a way to use of cognitive processes to manage learning through planning, monitoring, and evaluating progress (Zhang and Seepho, 2013). According to Ahmadi, Ismail, and Abdullah (2013), metacognitive strategy can boost students' motivation and enhance reading ability. This indicates that metacognitive strategy are required to enhance reading proficiency, which is the skill that determines students' academic success. Because the three parts of a

metacognitive strategy are planning, monitoring, and evaluating. Where each part of metacognitive strategy teaches students to control their cognitive processes and pay attention to each text they read.

## 2.5 Review of Previous Studies

The first previous study was written by Pasaribu, Simanjuntak, Alvero, and Asrul (2021) entitled “*The Effect of Metacognitive Strategy on Students’ Reading Comprehension at Yapim Medan Private Vocational School*”. The research objective was to find out the effect significantly from the Implementation of the Metacognitive Strategy on reading comprehension of the students. In this research, researchers applied the experimental research. The test is the set of questions, exercises, or another instruments. The students of SMK Swasta Yapim Medan was chosen as the sample in this research. The sample used by the researchers in this study was 72 students. 35 students were chosen as the sample in the experimental group. From the data of the result as explained above, the researchers gave a conclusion that after applying the Metacognitive Strategy on the students’ reading comprehension, it had significantly affected the reading comprehension of the students.

The second previous study was written by Muhid, Amalia, Hilaliyah, Budiana and Wajdi (2020) entitled “*The Effect of Metacognitive Strategies Implementation on Students Reading Comprehension Achievement*”. This study investigated whether there was any significant difference on students’ reading comprehension

achievement score by using metacognitive strategies and investigated what metacognitive strategies implemented on students' reading comprehension achieving. This research was quasi-experimental. There were two instruments used in this study: Reading Comprehension Test (RCT) and Metacognitive Strategy Questionnaire (MSQ). All participants of this study were students in the eleventh grade of Senior High School. There were ten classes for eleven grade. The school divided the classes into male and female student classes (class of XI IPA 5 was the experimental group and class of XI IPS 2 was the control group. Each class consists of 25 students). The results indicated that metacognitive strategies had positive effect on students reading achievement.

The third previous study was written by Ambarita, Kristiana, and Dewi (2022) entitled "The Effect of Metacognitive Strategy in Improving Students Reading Ability at STIE ALWASHLIYAH SIBOLGA". The aim of the research was to improve students' ability in reading text by using metacognitive strategy. This research was categorized into experimental research. The instrument is test. The population of the research was taken the first semester of students of STIE ALWASHLIYAH SIBOLGA. The sample were 30 students. The researcher can draw conclusion of the research, that was the method of metacognitive strategy and reading narrative text can be used effectively to teach reading, it can make the class situation of learning well, can follow the stages of the learning process, and bring students to what conditions the class should be. So, the teacher's role is to control the class process and allow students to interact freely.

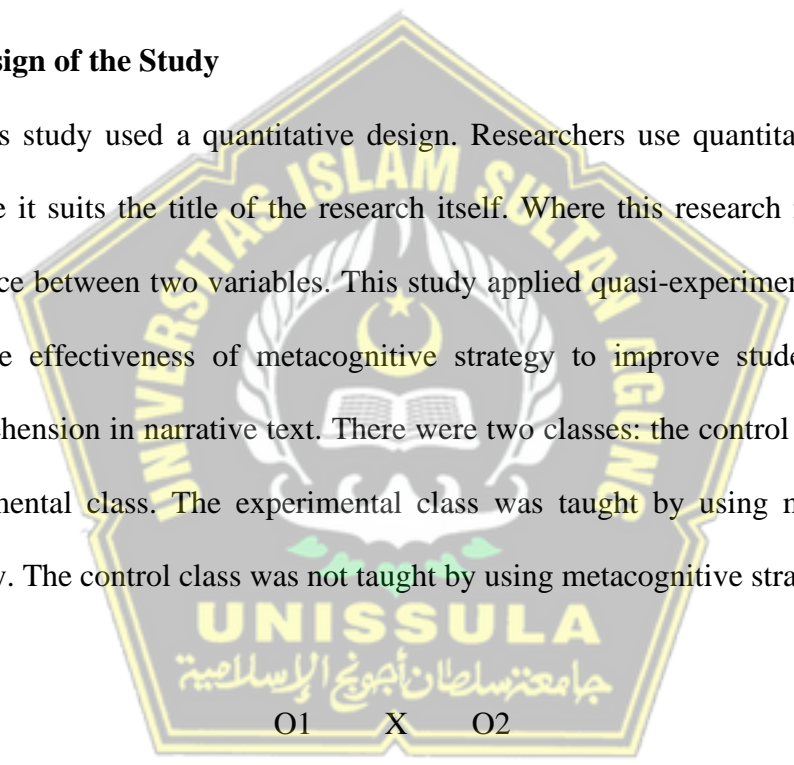
## CHAPTER III

### METHOD OF STUDY

The discussion of this chapter focusses on Design of the Study, Subject of the Study, Variable of the Study, Instrument of the Study, Technique for Collecting Data, Data Collecting Procedure, Data Analysis, and Time Schedule.

#### 3.1 Design of the Study

This study used a quantitative design. Researchers use quantitative research because it suits the title of the research itself. Where this research measures the influence between two variables. This study applied quasi-experimental design to find the effectiveness of metacognitive strategy to improve students' reading comprehension in narrative text. There were two classes: the control class and the experimental class. The experimental class was taught by using metacognitive strategy. The control class was not taught by using metacognitive strategy.



O1      X      O2

-----  
O3                      O4

O1: Pre-test experimental class.

O2: Post-test experimental class.

O3: Pre-test control class.

O4: Post-test control class.

X : Treatment using metacognitive strategy.

Source: [https://www.researchgate.net/figure/Gambar-1-Desain-Penelitian-Eksperimen-Semu-menggunakan-Nonequivalent-Control-Group\\_fig1\\_346052535](https://www.researchgate.net/figure/Gambar-1-Desain-Penelitian-Eksperimen-Semu-menggunakan-Nonequivalent-Control-Group_fig1_346052535)

### 3.2 Subject of the Study

In this sub chapter, there are two sub chapters which are discussed. They are population and sample. Populations is written in 3. 2. 1 while sample is written in 3. 2. 2.

#### 3.2.1 Population

Population is an important element in research. The population of this research were the 10<sup>th</sup> grade students of MA Walisongo Kayen Pati. There were two tenth grade students.

#### 3.2.2 Sample

Tenth grader at MA Walisongo participated in this study. Two classes used in this study. X-2 as the experimental class and X-1 as the control class. Each class consists of 20 students. Purposive sampling technique was used in this study.

### 3.3 Variables of the Study

Deciding variables of the study is important. There were a dependent variable and an independent variable in this study. Students' reading comprehension was the dependent variable in this study, and the use of metacognitive strategy in narrative text was the independent variable.



### **3.4 Instrument of the Study**

A test is an instrument used in this study to collect data. There were a pre-test and a post-test for the exam. This indicates that there were two administrations of the test: one before and one after the treatment. Before the treatment, the pre-test given. After the treatment the post-test was done. There were 30 multiple choices and 5 essay.

The questions were arranged by the researcher in accordance with the syllabus indicators, which include the generic structure of narrative text, identify the language features, topic, moral values of narrative text.

#### **3.4.1 Validity of Instrument**

In this study, content validity was used. Content validity refers to the extent to which the test reflects the content of the material it will measure. According to Gareis and Grant (2015), content validity refers to how well an evaluation matches the goals, standards, or planned learning outcomes of a unit of teaching. Content validity is a particular importance for achievement test. When a test's content is cross-checked with relevant curriculum content, such as the English teacher at MA Walisongo Kayen Pati, it may be determined whether or not it is appropriate for the students' level of proficiency.

#### **3.4.2 Reliability of Instrument**

In this study, reliability is defined as the score's capacity to consistently apply the same treatment. This test must be carried out to minimize biased results. The reliability of the test instrument was determined by the researcher by using the Cronbach Alpha Coefficient test once the test has been measured.



### **3.5 Technique for Collecting Data**

Pre- and post-tests were given in order to gather data for this research. Pre-test was given before the treatment. The purpose of giving the pre-test is to find out the students' ability in reading comprehension on narrative text before being taught metacognitive strategy. While the post-test was the test that was given after the implementation of metacognitive strategy. The post-test was conducted to measure the effect of metacognitive strategy on their reading comprehension. The test was conducted at the last meeting.

### **3.6 Data Collecting Procedure**

Pre-test, treatment, and post-test are the steps in the data collection process for this study.

#### **3.6.1 Pre-test**

Prior to receiving treatment, the pre-test is used to determine the students' reading comprehension skills as well as the beginning differences between the experimental and control groups. There were a pre-test for both the experimental and control class. The reading comprehension exam consisted of 35 questions regarding narrative texts and had 50 minutes time limit.

#### **3.6.2 Treatment**

Following the pre-test, the experimental class will received treatment from the researcher three times. 90 minutes were allotted for this. Students' reading comprehension was enhanced in the experimental class by employing

metacognitive strategy in the teaching of narrative text. However, the control class did not receive a metacognitive strategy.

### 3.6.3 Post-test

Both the control and experimental classes received the post-test once the researcher had completed the treatments. This test covered reading comprehension and had 35 questions regarding narrative texts. It took 50 minutes to complete. The text was different with pre-test.

## 3.7 Data Analysis

The SPSS program was used by the researcher to examine the data outcomes after data collection. The purpose of the analysis was to determine whether or not using a metacognitive strategy helped students understand narrative texts better. The normality, homogeneity, and T-test procedures were applied in this study's data analysis.

### 3.7.1 Normality

In this study, the normality test was comparing scores of pre-test for both control and experimental class. Here calculating the normality of the data by using Kolmogrov Smirnov test. Here is the probability of the test:

$H_0$  : if sig (2-tailed) > 0.05, the scores are normally distributed.

$H_1$  : if sig (2-tailed) < 0.05, the scores are not normally distributed.

### 3.7.2 Homogeneity

The homogeneity test was used to scores the pre-test for both control and experimental classes. The calculation of the data of homogeneity by using Levene test. Here is the probability of the test:

H<sub>0</sub> : if sig (2-tailed) > 0.05, the variance of data are homogenous.

H<sub>1</sub> : if sig (2-tailed) < 0.05, the variance of the data are heterogonous.

### 3.7.3 T-test

After getting the normality and homogenous data, the last was calculating the data use t-test to identify the significant difference between experimental class and control class. The use of T-test was to compare the means score of post-test for both control and experimental class. It is to find out the hypothesis of this study.

- a. If t-value > t-table and sig. (2-tailed) < 0.05, it means that H<sub>1</sub> is accepted and H<sub>0</sub> is rejected.
- b. If t-value < t-table and sig. (2-tailed) > 0.05, it means that H<sub>1</sub> is rejected and H<sub>0</sub> is accepted.

### 3.8 Time Schedule

The research was conducted at MA Walisongo Kayen Pati. The researcher conducted the research six weeks. The researcher conducted research for fifth meetings. It consisted of pre-test on the first meeting, the application of metacognitive strategy or treatment on the second until fourth meeting, and a post-test in the last meeting.

## CHAPTER IV

### RESULT AND DISCUSSION

The discussion of this chapter focusses on the School Profile, Description of the Respondent, Analysis of Validity and Reliability, Pre-Test Analysis, Treatment Activities, Post-Test, T-test, and Discussion of Research Finding.

#### 4.1 School Profile

MA Walisongo Kayen is one of the private high schools in Pati. It is located at Jl.Masjid Jami' Kayen, Pati, Central Jawa. Curriculum 2013 and Curriculum Merdeka are used in this school's teaching and learning processes. This institution has an A accreditation.

MA Walisongo Kayen has two majors such as natural science, and social science. Natural Sciences and Social Sciences are the two majors offered at MA Walisongo Kayen. Six classrooms, one computer lab, a science lab, a prayer room, and a library are among the numerous amenities. This school has 32 teachers and staff. Moreover, there are 49 tenth graders, 53 eleventh graders, and 47 twelfth graders. MA Walisongo is a school foundation. In addition to MA Walisongo, there are numerous additional institutions, like RA Walisongo, MTS Walisongo, and SMK AN-Najah.

#### 4.2 Description of Respodents

Tenth graders at MA Walisongo participated in this study. There were 40 students involved in this study. 20 students from X-1 and 20 students from X-2.

### 4.3 Analysis of Validity and Reliability

In this sub chapter, there are two topics which are discussed. They are Analysis of validity and reliability.

#### 4.3.1 Validity

Content validity was used in this study. The reading test for content validity was administered using the modul ajar. It can be concluded that this research used the material based on the syllabus that is used in teaching and learning process. The Pearson Product Moment Correlation of SPSS 25 was utilized by the researcher to assess the construct validity of the 35 question items. The data was valid if  $\text{sig. (2-tailed)} < 0.05$ . The researcher selected 35 viable questions to move on to the next round of testing out of all those questions. The tryout validity can be seen in appendix 6.

#### 4.3.2 Reliability

Once the test's validity was established, the Cronbach Alpha formula in the SPSS 25 program was used to assess the reliability of the test items. If the result is higher than 0.60 it can be said that the instrument is reliable. The computation revealed that this test's reliability was 0.742. The reliability result exceeded 0.60. It indicates that the instrument was reliable. The reliability result is shown below:

**Table 4.1 The Reliability of Statistics**

Reliability Statistics	
Cronbach's Alpha	N of Items
.742	36

#### 4.4 Pre-test Analysis

In this sub chapter, there are three topics which are discussed. They were pre-test standard normality, pre-test standard homogeneity, and pre-test mean scores.

##### 4.4.1 Pre-Test Standard Normality

In this study, the pre-test of experimental and control class was conducted on February 8<sup>th</sup> 2024. Before receiving any kind of treatment, the aim of this test was to ascertain how well students can read narrative texts. The students were given 30 multiple-choice questions and 5 essay questions to measure their reading comprehension of narrative texts.

The normality of the data from the instrument was crucial to be examined after obtaining the pre-test results for the experimental and control classes. The Kolmogorov-Smirnov test from SPSS is being used in this study to process the data. The result is shown below:

**Table 4.2 The Normality of Control and Experimental Class in Pre-test**

		One-Sample Kolmogorov-Smirnov Test	
		pretest Kontrol	pretest Eksperimen
N		20	20
Normal Parameters <sup>a,b</sup>	Mean	81.60	78.80
	Std. Deviation	4.661	3.205
Most Extreme Differences	Absolute	.184	.159
	Positive	.184	.159
	Negative	-.120	-.146
Test Statistic		.184	.159
Sig. (2-tailed)		.073	.200

Based on the table above, the control class sig.(2-tailed) was  $0.073 > 0.05$  and the experimental class exact sig.(2-tailed) was  $0.200 > 0.05$ . It means the data was normal.

#### 4.4.2 Pre-Test Standard Homogeneity

**Table 4.3 Result of the Homogeneity of Pre-test Control and Experimental Class**

		<b>Test of Homogeneity of Variances</b>			
		Levene Statistic	df1	df2	Sig.
nilai inggris	bahasa Based on Mean	2.691	1	38	.109
	Based on Median	1.431	1	38	.239
	Based on Median and with adjusted df	1.431	1	29.368	.241
	Based on trimmed mean	2.655	1	38	.111

Based on the table test of homogeneity of variances above, it indicates that the significances score of the data were  $0.111 > 0.05$ . Because the result more than 0.05, it can be stated that the data were homogenous or equal.

#### 4.4.3 Pre-Test Mean Score

Following the homogeneity test, this is the result of the T-test using an independent T-test:



Pre-test	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Nilai bahasa inggris	Control	20	81.60	4.661	1.042
	Eksperimen	20	78.80	3.205	.717

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
nilai bahasa inggris	Equal variances assumed	2.691	.109	2.214	38	.033	2.800	1.265	.239	5.361
	Equal variances not assumed			2.214	33.685	.034	2.800	1.265	.229	5.371

From the result of T-test above, it can be seen that the independent T-test table in the column sig.(2-tailed) indicates the number 0.033, in that table sig.(2-tailed)  $0.033 > 0.05$ . It means that  $H_0$  was accepted, so there was no significance difference between the mean score between control and experimental class in pre-test. Therefore, it was important for giving the treatment.

#### 4.5 Treatment Activities

The treatment were conducted for three meeting: February 9<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> 2024. The treatment were given to students of class X-2 as the experimental class by applying metacognitive strategy in teaching reading comprehension in Narrative text. While to the control class, the researcher did not use metacognitive strategy to teach narrative text.

The first treatment was held on Friday, February 9<sup>th</sup> 2023, the researcher entered the experiment class (X-2), The researcher opened the lesson with greetings and prayers. followed by self-introduction, checking student attendance and providing information on the strategy or material being discussed. In the first meeting, it was followed by 20 students in the class X-2. Each meeting took 2x50 minutes. The researcher took a role as a teacher in conducting the treatment. After the teacher opened the class, as an icebreaker and to get the students more excited about learning, the teacher leads the class in chanting "Improving English Brightening My Ways". During the ongoing meeting, the teacher communicated the learning goals and benefits.

In the planning activity, teacher asked students to open learning resources and asked students to skim (find the main idea/main concept) in the available text. The teacher gave the class the chance to share how well they comprehended the main idea/main concept. The teacher explained the material while asking several questions related to the material being discussed with the aim of ensuring students remain focused and understand the material being discussed (monitoring). To assess students' comprehension during the learning process, the teacher assigned them to read and complete the Aji Saka narrative text. Every student was invited by the teacher to discuss the questions they had read and completed (evaluating).

The second treatment was held on Wednesday, February 14<sup>th</sup> 2024. The second treatment was held on Wednesday, February 14<sup>th</sup> 2023, the teacher entered the experiment class (X-2), The teacher opened the lesson with greetings and prayers. as an icebreaker and to get the students more excited about learning, the teacher

leads the class in chanting "Improving English Braghtening My Ways". This treatment was similar with the first treatment. But at this time, the teacher gives reading texts such as Lutung Kasarung. All students read carefully. If there were words or sentences that were difficult to understand, the teacher explained it (monitoring). The teacher gave assignments to read narrative texts such as the story of Lake Batur, Mount Wayang, Prambanan Temple, and the story of Joko Kendil (evaluating).

The third treatment was held on thursday, February 15<sup>st</sup> 2024. The time allocation was about 2x50 minutes. The teacher entered the experiment class (X-2), The teacher opened the lesson with greetings and prayers. As an icebreaker and to get the students more excited about learning, the teacher led the class in chanting "Improving English Braghtening My Ways".

In the planning activity, the teacher gave students the opportunity to present their reading understanding of the text from the previous meeting. The teacher asked other students to respond to the results of the presentation by asking questions or adding main ideas that were not yet in the presentation (monitoring). This treatment was similar with the first and the second treatment. But at this time, The teacher invited students to be more active in reading and contributing to discussions during the lesson (evaluating).

#### **4.6 Post-Test Analysis**

In this study, the post-test was done on 16 February 2024. It was given to the control and experimental class. This test was designed to determine how well

students were reading comprehension in Narrative texts following treatment. For post-test, the students answered 30 multiple choices and 5 essay questions. The test was similar with pre-test. The result is shown below:

Group Statistics					
Post-tets	Kelas	N	Mean	Std. Deviation	Std. Error Mean
nilai bahasa inggris	kelas kontrol	20	80.90	3.698	.827
	kelas eksperimen	20	84.70	4.118	.921

Independent Samples Test											
		Levene's Test for Equality of Variances			t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
nilai bahasa inggris	Equal variances assumed	1.300	.261	-3.071	38	.004	-3.800	1.238	-6.305	-1.295	
	Equal variances not assumed			-3.071	37.568	.004	-3.800	1.238	-6.306	-1.294	

According to the above table, the experimental class mean was 84.70 and the control class was 80.90. It indicated that the score of the experimental class was higher than that of the control class. The independent sample T-test showed that sig(2-tailed) was  $0.004 < 0.05$ , it means that  $H_1$  was accepted and  $H_0$  was rejected.

After employing the metacognitive strategy to teach students, it was determined that there was a significant difference in their reading comprehension. Stated differently, the metacognitive strategy proved to be more successful in

teaching students how to comprehend narrative texts. This can be seen from the results of the post-test T test of the experimental class in appendix 12.

#### **4.7 Discussion of Research Finding**

In this study, the aim of this study was to find out the effectiveness of metacognitive strategy to improve students' reading comprehension on narrative text of the 10<sup>th</sup> graders of MA Walisongo Kayen Pati the academic year 2023/2024.

The purpose of the pre-test was to determine the students' abilities for the first time. The average score for the experimental class was 78.80, whereas the control group scored 81.60, indicating that all students were of equal competence (there is no significant difference).

After that, the students got the treatments for three times and conducted the post-test. The strength when conducting research was that students behave well, were active and easily understand explanations so that researchers could easily manage the class. The weakness when conducting research was students who were hyper active, making the class atmosphere like on a street or market (crowded). There are some students who were more concerned with organization (OSIS or marching band) than lessons and they considered some lessons to be unimportant. These were some of the difficulties that researchers have been able to reduce.

The purpose of the post-test was to examine the students' results following the intervention in order to determine the effectiveness of the teacher's strategy or method. The result showed that the average score of post-test was 84.70 for the experimental class and 80.90 for the control class. It showed that there was a

significance difference in improvement of the score between experimental and control class in the pre-test and post-test.

From the table result above, the Independent Sample T-test showed that sig (2-tailed) was  $0.004 < 0.05$ , the result of experimental class in post-test was higher than the control class. It means that using metacognitive strategy was effective to improve students' reading comprehension on narrative text.





## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusion and the suggestion of what have been discussed in the previous chapter.

#### 5.1 Conclusion

Based on the result, there was significant difference in the result score between the experimental class which was taught by treatment (metacognitive strategy) and the control class which was taught without treatment (metacognitive strategy). It can be seen in the findings that the average score in the post-test of experimental class was 84.70 while the control class was 80.90 and the independent sample t-test showed that sig (2-tailed)  $0.004 < 0.005$ . It means that  $H_0$  was rejected and  $H_1$  was accepted.

One language learning strategy that foreign language learners employ is the metacognitive strategy, which focuses on planning, assessing, and learning. This strategy trains students to focus on something. In addition, this strategy giving students a stage (student centre) to increase students' courage and public speaking. The use of metacognitive strategy resulted the positive effect and this strategy was effective to improve students' reading comprehension.

#### 5.2 Suggestion

This research is expected to be useful and beneficial in teaching and learning activities and this research shows that metacognitive strategies can improve



students' reading comprehension in narrative texts, especially at MA Walisongo Kayen Pati. After carrying out research, there are several suggestions.

1. English teachers

English teachers must consider students' needs and interests in language learning activities. Teachers must give students opportunities to use language in class (discussions or presentations). Because seen from the function of language itself it is a communication tool. Metacognitive strategies could be one solution.

2. Students

In the classroom activity, the students should pay more attention when the teacher is explaining the material. Students need to be more composed and show respect to everyone, new or old, in front of them. Additionally, students must cooperate to support one another when they are having trouble understanding.

3. Further Researcher

It is hoped that future researchers can refine, modify or provide improvisations in metacognitive strategies, so that the effectiveness of these strategies can increase. It is hoped that with this paper, future researchers can overcome or find better solutions to the obstacles that previous researchers faced.

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