

ABSTRACT

TRAINING LEARNERS METACOGNITIVE LEARNING STRATEGIES TO USE LEARNING STRATEGIES IN ENGLISH READING

By

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This present study aimed to investigate (1) the effect of the training to the use of metacognitive strategies on the learners (2) which metacognitive strategy mostly used by the learners after the training (3) whether there is significant difference between learners' reading comprehension before and after being trained the metacognitive learning strategies. There are four types of metacognitive strategy i.e. planning, managing, monitoring, and evaluating strategy. The training was exposed in four meetings lasting 80 minutes in each meeting. The approach used to train the metacognitive learning strategies in this present study was CALLA model with its five recursive steps (preparation, presentation, practice, evaluation, expansion).

This was a combination between qualitative and quantitative study which had one group pretest-posttest design. The samples of the study were the learners at the second grade of SMP Negeri 1 Metro. For the instruments, the researcher used reading performance checklist and objective reading test. The data were obtained from the pre-test and post-test. *Repeated Measures t-test* was used to analyze the data of learners' reading comprehension. The hypothesis was computed by SPSS 16 at the significant level of 0.05.

The result showed that (1) the use of metacognitive strategies on the learners was affected by the training (2) planning strategy was mostly used by the learners (3) there was significant difference between the learners' reading comprehension before and after the training. The mean score of the learners' metacognitive strategies before the training was implemented was 2.18 point. While after the training, the mean score increased 2.47 point. There was increase on the mean score about 0.29 point. The mean score of the reading pre-test was 57.33 and their mean score of the post-test after trained the metacognitive learning strategies was 61.5. Moreover the learners' reading comprehension results was increased as it can be seen from the t value which was higher than the t table and therefore resulted significantly($p < 0.05$; $p = 0.005$).

Keywords : *metacognitive learning strategies training, learning strategies, learners' reading comprehension.*