ABSTRACT

METACOGNITIVE READING STRATEGY TRAINING FOR HIGH SCHOOL STUDENTS AT SMAN 1 METRO

By

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Some studies were conducted to investigate the use of metacognitive reading strategies in foreign language teaching. Most of those studies, however, were much concentrated in universities. They have not yet examined the use of metacognitive reading strategies which is explicitly trained for the senior high students to improve their reading motivation and reading comprehension ability. Therefore, this research was done to cover that part. The goals of this research were to find out: (1) whether metacognitive reading strategy training improves students' reading strategy; (2) whether there is an effect of metacognitive reading strategy training in the students' reading motivation; (3) whether there is an effect of metacognitive reading strategy training in the students' reading comprehension; and (4) whether there is a correlation in the increase of students' reading motivation and students' reading comprehension.

To achieve the objectives, this study was carried out using a quantitative study with one group pre-test and post-test design. Taken purposively, a class of eleventh grade as the experimental group at SMAN 1 Metro in the first semester of academic year 2015/2016, majoring in science that consists of twenty five students was the sample of this research. The instruments used were the motivation questionnaire and English achievement test. The technique of analysis used in this study was statistical in nature using repeated measure t-test and Pearson product moment correlation.

The result of the analyses indicated that there was a significant difference on the students' strategy use after the training. All knowledge of strategy and skills on strategy were increased. Cohen's d = 3.57 which shows the effect size was very strong or the increase was very big. Students' reading motivation pre-test is 137.36 and the mean of post-test is 153.36 with the gain 16. This shows that after following the training, the students' reading motivation has been enhanced. The mean scores of the pre- and post reading comprehension tests shows a gain of 22. The t-ratio is 13.498 while the critical value for t-table (df=24) is 2.06 at the level of significance 0.05 and 2.80 for 0.01. Thus, t-ratio is bigger than t-table, that is 2.06 < 13.498 > 2.80. This finding indicates that the Metacognitive Reading Straregy training was effective in impoving the students reading comprehension. The correlation was positive at the .001 level of significance (p < .001) between metacognitive reading

strategy training and reading motivation. The correlation coefficient was 0.604, indicating that approximately (r^2) 36% of the metacognitive reading strategy training performance influence students' reading motivation. However metacognitive reading strategy training and reading comprehension showed a negative correlation, the results (r (25) = -.111, P=0.598> .05) indicate that there was not any significant correlation between the two variables.

To summarize, metacognitive reading strategy training improves students' reading strategy and give effect to the students' reading motivation and the students' reading comprehension. Students' reading motivation and metacognitive reading strategy training were positively correlated, however students' reading comprehension and metacognitive reading strategy training were not correlated.