

## **ABSTRACT**

### **METACOGNITIVE STRATEGIES TRAINING IN READING CLASS**

By:

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This study investigated the effect of (i) metacognitive strategies training on the use of metacognitive strategies, and (ii) metacognitive strategies training on students' reading achievement.

This study employed an experimental design. The participants of this study were fourteen of the tenth grade students of SMA Darma Bangsa. The data were collected using questionnaires, an interview and the reading test. The questionnaires and the interview were used to address the effect of metacognitive strategies training on the use of metacognitive strategies. Then, the reading test was administered to find out the effect of metacognitive strategies training on students' reading achievement. The means score of student's metacognitive strategies use and reading achievement were analyzed by using Paired Sample T-test with SPSS version 17 to test the difference between the score pre-test and post-test.

The result showed that metacognitive strategies training had statistically effect on the students' metacognitive strategies use with the significant level 0.05. This finding was supported by the interview results that the majority of students (72%) showed positive responses toward the training in the sense that metacognitive strategies training was beneficial and could facilitate them to understand reading. Furthermore, metacognitive strategies training had significant affected on the students' reading achievement in terms of five aspects: understanding main idea, specific information, reference, inference and vocabulary with significant level 0.05. This indicates that metacognitive strategies training improved students' awareness to use the metacognitive strategies in reading. It was notified that students began to pay attention to use metacognitive strategies in reading as all strategies in planning, monitoring and evaluating were improved gradually. This also suggests that the training facilitates students to improve their reading skills. In short, the metacognitive strategies training leads to students' awareness of using metacognitive strategies, ultimately improving students' reading achievement.