ABSTRACT

METACOGNITIVE STRATEGY TRAINING TO IMPROVE STUDENTS’ READING ACHIEVEMENT

By:

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This study is aimed to: (i) compare between the effect of modified and regular metacognitive strategies training on students’ reading achievement, (ii) find the highest aspect of reading achievement after being taught by modified and regular metacognitive strategy training, (iii) compare between the effect of modified and regular metacognitive strategy training on students’ metacognitive strategies awareness, and (iv) find the highest aspect of metacognitive strategies awareness after being taught by modified and regular metacognitive strategy training.

This study employed the true-experimental design using experimental and control class. Pre-test and Post-test were given to experimental and control class in order to know the significant difference between modified and regular metacognitive strategy training. The participants of this study were 53 students of the eleventh grade students of SMAN 1 Tegineneng. The data were collected using questionnaires and the reading test. The data were analysed by using independent T-test with SPSS version 20.

The result of the data analysis showed that there was a significant difference of students’ reading achievement of those who had the treatment modified metacognitive strategy training and the regular metacognitive strategy training. The mean of gain score on the experimental class was 9.23 while the control class was 4.29. The result of the independent sample t-test analysis showed that the t-value at the significant level of 0.05 and degree of freedom (df) 51 was 3.28. It was higher than t-table (1.68). It also verifies that modified metacognitive strategy training promoted better students’ reading achievement as it fostered students’ achievement in all aspects of reading, especially in the aspect of supporting details, which resulted in better comprehension of the text. The result of the data analysis also showed that there was a significant difference of students’ metacognitive strategy awareness of those who had taught by modified metacognitive strategy training. The mean of gain score on the experimental class was 0.74 while the control class was 0.23. The result of the independent sample t-test analysis showed that the t-value at the significant level of 0.05 and degree of freedom (df) 51 was 4.18. It was higher than t-table (1.71). It also verifies that modified metacognitive strategy training promoted better students’ metacognitive awareness as it fostered students’ metacognitive strategy awareness its aspects, especially in the aspect of problem solving strategies. It was notified that modified metacognitive strategy training improves students’ reading achievement and students’ metacognitive strategy awareness. This also suggests that the training facilitates students to improve their reading skills.