

ABSTRACT

THE EFFECT OF METACOGNITIVE READING STRATEGY TRAINING AND LEARNING STYLE ON THE STUDENTS' ABILITY TO ANSWER HOTS QUESTIONS OF BIOGRAPHY TEXTS

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The current study aimed to find out whether i) there was a statistically significant effect of metacognitive reading strategy training on students' ability to answer higher-order thinking skill questions of biography text, ii) there was a statistically significant effect of learning styles on the students' ability to answer higher-order thinking skills questions of biography texts. The subjects of the research were 21 students in the second-grade at SMPN in Pesawaran. The reading tests and questionnaires were used to quantitative the data. The design of the study was a quasi-experimental design. The data were analyzed using SPSS 21.0

The results showed that i) there was a statistically significant effect of metacognitive reading strategy training on students' ability to answer higher-order thinking skill questions of biography text ii) there was a statistically significant effect of metacognitive reading strategy training on students' ability to answer higher-order thinking skill questions of biography text with the significant level 0.05. This suggests that the metacognitive reading strategy training plays role in improving students' capability of metacognitive reading strategy training on ability to answer HOTS. Learning styles were also found to have contributed to learners' achievement in sorting out questions of high-order thinking skills. This suggests that the two aspects, mastery of metacognitive reading strategies and learning styles facilitate students to improve their HOTS.

Keywords: *Metacognitive, Metacognitive Reading Strategy, Learning Style, Higher-order thinking skill, biography text.*