

ABSTRACT

THE ROLE OF METACOGNITIVE LEARNING STRATEGIES IN STUDENTS' READING COMPREHENSION AT FIRST GRADE OF SMA NEGERI 7 BANDAR LAMPUNG

By
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Language learning strategies play an important role in achieving success of learning, and metacognitive learning strategies has been proved to be effective for language learner to achieve better result. The objectives of this research are to investigate whether there is any significant correlation between metacognitive learning strategies and students' reading comprehension and to find out how frequent students applied each metacognitive learning strategies in their learning reading. This research was conducted at the first grade of SMAN 7 Bandar Lampung. The sample of this research was class X.6, consisting of 32 students. This research employed co relational ex-post facto design. In getting the data, the researcher used questionnaire of metacognitive learning strategies and reading test. The questionnaire was used in order to get information about the learners' metacognitive learning strategies in reading while reading test was used to get reading score to be correlated to the learners' metacognitive learning strategies in reading.

Based on the results, it was found out that the students used arranging and evaluating more frequently than centering and planning strategies. The mean score of arranging and evaluating are 4.88 and 3.48 which mean that these strategies were relatively often used, while the mean score of centering and planning are 3.45 and 3.05 which mean that these strategies were sometimes used. After that the researcher correlated the questionnaire score with the students score. The result of calculation showed that the coefficient correlation (r) was .924 which mean that there is high correlation between metacognitive learning strategies and students' reading comprehension. The result show that the correlation between centering strategy and students' reading comprehension is .730, the correlation between arranging strategy and students' reading comprehension is .920, the correlation between planning strategy and students' reading comprehension is .847, and the correlation between evaluating strategy and students' reading comprehension is .846 and with the significant value $p < 0.01$.

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From the result above it can be seen that there is significant correlation between metacognitive learning strategies and students' reading comprehension. So, the teachers need to introduce to the learners about metacognitive learning strategies in order the learners successful in reading.