

ABSTRACT

THE COMPARISON BETWEEN THE COMBINATION OF COGNITIVE AND METACOGNITIVE STRATEGIES AND COGNITIVE STRATEGIES IN READING COMPREHENSION

By

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The current study was to explore i) whether or not there was a statistically significant difference of reading comprehension between the students taught through the combination of cognitive and metacognitive strategies and those through the cognitive strategies, ii) the effect of the combination of cognitive and metacognitive strategies and the cognitive strategies on every single aspect of reading. This study employed a true experimental design. The participants of this study were sixty-nine students at the tenth grade of SMK Darul A'mal. The data were collected using reading comprehension test.

The results showed that there was a statistically significant difference of reading comprehension between the students taught through the combination of cognitive and metacognitive strategies and those through the cognitive strategies. That is, the students provided with the combination of cognitive and metacognitive strategies had better reading comprehension achievement than those with only cognitive strategies. Other findings also showed that both strategies, the combination of cognitive and metacognitive strategies, and cognitive strategies significantly improved the students' reading achievement, in spite the fact that the students in experimental group had higher than those in the control group. This suggests that both strategies could be implemented to facilitate students to improve their reading comprehension.

Keywords: Reading Comprehension, Cognitive Strategies, Cognitive and Metacognitive Strategies.