



**THE EFFECT OF METACOGNITIVE STRATEGY ON THE STUDENTS'  
READING COMPREHENSION ACHIEVEMENT AT SMA ISLAM AL  
ULUM TERPADU MEDAN IN THE ACADEMIC YEAR 2020/2021**

**A SKRIPSI**

*Submitted to the Tarbiyah Faculty UINSU Medan as a Partial Fulfillment of the  
Requirements for S-1 Program*

**By :**

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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA  
MEDAN  
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**SURAT PENGESAHAN**

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**19 Agustus 2021 M  
10 Muharram 1443 H**

Skripsi telah diterima sebagai persyaratan untuk memperoleh Gelar Sarjana Pendidikan (S.Pd) dalam Ilmu Tarbiyah dan Keguruan pada Jurusan Tadris Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

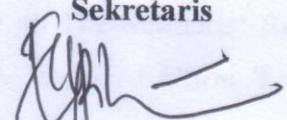
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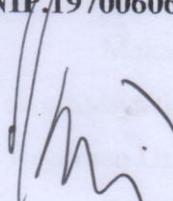
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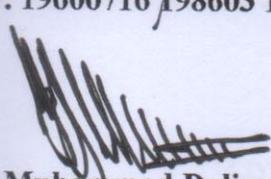
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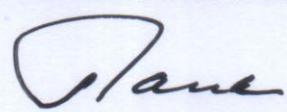
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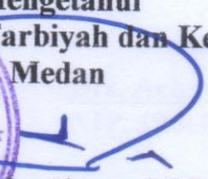


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Assalamualaikum Wr.Wb

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswi

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**Prodi : Tadris Bahasa Inggris**  
**Judul : “The Effect of Metacognitive Strategy on The Students’ Reading Comprehension Achievement at SMA Islam Al Ulum Terpadu Medan in The Academic Year 2020/2021.”**

Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqasyahkan dalam sidang munaqasyah skripsi Fakultas Tarbiyah dan Keguruan UIN-SU Medan.

Demikian kami sampaikan, atas perhatiannya kami ucapkan terimakasih.  
Wassalamu’alaikum Wr.Wb.

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## PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertandatangan dibawah ini :

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah dijelaskan sumbernya. Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang berikan batal saya terima.

Medan, 28 Agustus 2021

Yang membuat pernyataan



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## ABSTRACT



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Thesis Title : **The Effect of Metacognitive Strategy on the Students' Reading Comprehension Achievement at SMA Islam Al Ulum Terpadu Medan**

The goal of the study was to see how Metacognitive Strategy affected students' reading comprehension scores. The experimental research design was employed to conduct quantitative research. In the academic year 2020/2021, this study was carried out at SMA Islam Al Ulum Terpadu Medan. The participants in this study were students in the Tenth Grade, who were divided into three classes: X-MIA 1 (28) X-MIA 2 (27) and X-IIS (30), each with 85 pupils. This study used Cluster Random Sampling to select two classes, X-MIA 1 (28) and X-IIS (30), each with 58 students. Class X-MIA 1 as the Experiment group was taught by Metacognitive Strategy and class X-IIS as the Control group was taught by the Lecture Method. Students are given a 20-item multiple-choice test. Both groups were given a pre-test, treatment, and post-test by the researcher. The Mann-Whitney U-Test algorithm was used to examine the data collected. By calculated by used SPSS V20, the researcher found that the value of Asymp. Sig (2-tailed) was 0,004. It was less than 0,05 ( $0,004 < 0,05$ ). It means that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. According to the findings of this study, there was a considerable impact on students' reading comprehension success after they were taught using the Metacognitive Strategy.

***(Keywords : Metacognitive Strategy, Reading Comprehension, Achievement)***

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The title of this thesis is *The effect of metacognitive strategy on the students' reading comprehension achievement at SMA Islam Al-Ulum terpadu Medan in the Academic year 2020/2021*. It will be made by me in order to complete the assignment and fulfill the requirements for S-1 Program at English Education Department of Tarbiyah and Teacher Training Faculty, State Islamic University of North Sumatera Medan.

This paper would not have been possible without the support, stimulant, suggestions, and even review from numerous parties. On this occasion, I would like to express my deepest thanks and appreciation to the lecturers, family, friends, and institutions who have contributed in varied ways in the completion of this thesis, which will be partly saved to the Faculty of Tarbiyah and Teacher Training. Fulfillment of the requisites to reap a S.Pd degree in English Education. As a result, I would like to thank everyone of them in particular :

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Ultimately, the author recognizes that this paper is far from flawless and is open to critique and suggestions. It's really affable for the author to admit critique and suggestions in the development of this delving, and it'll deliver some value for the author as well as a better future. Hopefully this thesis can be usefull for all.

Medan 28<sup>th</sup> of August 2021

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# CHAPTER I

## INTRODUCTION

### **A. The Background of the Problem**

In this day and age, education is critical for kids' needs. Students must also widen their understanding through language study. Learning a language is vital for communication, especially learning English, because English has become a very significant international language for communication. According to Harmer, English is the common language which applied by another than a companion of population in the public<sup>1</sup>. It means that students can learn about anything in the world using English. English is also very important for our future, according to the students. When students apply for jobs, some students have a strong command of the English language. They would have a great chance of landing the job. English is regarded as one of the most successful languages, and it is widely used in the globalization period. When the pupils learned about language learning, however, the majority of them realized that it is not a simple task. It will take a long time. Furthermore, mastering English as a nonnative terminology can take a lengthy period for pupils.

Many people study a foreign language seriously in order to have a better chance in the worldwide community. English has recently gained prominence.<sup>2</sup> English is considered as a nonnative terminology in Indonesia, and it's formally educated in academies. From elementary school to university, kids are taught English. In English, there are four proficiency that should do developed. Writing, listening, speaking, and reading are the four proficiency. Reading skills would assist students in improving their English ability. When a researcher discusses reading competencies, she understands that reading is an open-minded process. It aids in the development of reading skills.

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<sup>1</sup> Jeremy Harmer, (2001), *The Practice of English Language Teaching*, England: Pearson Education Limited. p.8

<sup>2</sup> *Ibid*

According to Grabe and Stoller, reading is the ability to extract information from a printed page and interpret it effectively<sup>3</sup>. Reading, according to the quotation above, entails locating the messenger or information that the writer has included in the text as efficiently as possible.

Reading entails not just reading the text but also comprehending what the kids have read. It's pointless to read if you can't understand what you're reading. As a result, understanding is an absolute must when reading. Reading comprehension, according to Woolley, is the process of extracting meaning from text. The objectives are to gain a comprehensive grasp of what is described in the text<sup>4</sup>. Students try to develop the writer's idea while reading the material.

Students must be cognitively active in developing their information based on their cognitive maturity, and the learning process should be able to create opportunities for students to construct their own knowledge consciously. In this situation, the teacher's learning technique is less effective in raising students' understanding of how to regulate their thought processes. Metacognitive strategies refer to ways to increase awareness of the prevailing thinking and learning processes so that if this awareness is realized, then a person can control his thoughts by designing, monitoring and assessing what he is learning.<sup>5</sup>

Metacognitive thinking is the conscious consideration of what is known and what is unknown.<sup>6</sup> In the context of learning, students understand how to learn, their learning skills and modalities, and the most effective learning tactics. As a result, this metacognitive technique appears to be linked to student learning results.<sup>7</sup> The ability to learn is influenced by a person's metacognitive abilities. If

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<sup>3</sup> William Grabe and Fredricka L. Stoller, (2002), *Teaching and Researching Reading* Great Britain: Pearson education, p.9.

<sup>4</sup> G. Woolley (2011), *Reading Comprehension: Assisting Children with Learning Difficulties*. New York: Media B.V .p.15

<sup>5</sup> Muhammad Romli, (2012), *Strategi Membangun Metakognisi Siswa SMA Dalam Pemecahan Masalah Matematika*.

<sup>6</sup> *Ibid*

<sup>7</sup> Yustina dan Bambang, (2012) "Korelasi Antara Keterampilan Metakognitif Dengan Hasil Belajar Siswa Di SMA 1 Dawarblandong Mojokerto," *Unesa Journal of Chemical Education* 2 p.82.

every learning activity is carried out with the signs of learning how to learn in mind, then achieving optimal results would be a breeze.<sup>8</sup>

On March 1, 2021, the researcher did a pre-survey and interviewed an English teacher. In the tenth grade of SMA Islam Al Ulum Terpadu Medan, the researcher discovered facts. The students had a lot of trouble understanding English reading texts. They also struggled to identify the core idea, linguistic element, and social functions in an English piece or paragraph. Because the students' English language learning scores are below the passing mark, the teacher must guide them to minimize those common obstacles in this class.

According to the problems above, it is important to apply the strategy to enhance their ability in reading, especially in learning English. One of the strategies used is the metacognitive strategy. The purpose is to increase students' perceptions on the text being read thoroughly.

In the field of education, the metacognitive method is not new. This method, according to Eilers and Pinkley, is used and taught to students in order to improve their knowledge of a book that has been read<sup>9</sup>. The use of the metacognitive strategy in reading and comprehension classes is thought to aid pupils in thinking logically at all three levels of the reading process, namely before, during, and after reading<sup>10</sup>.

The term "metacognitive strategy" refers to a technique for assisting pupils in comprehending how they learn. On the other hand, it refers to procedures that encourage pupils to reflect on their own thinking. In reading, a metacognitive method entails taking control of the reading process and assessing comprehension while reading. Students read with a metacognitive method, asking themselves, "Do I comprehend what I just read?" or "What is the primary idea here?" on a regular basis. It necessitates persistent observation and questioning of their reasoning

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<sup>8</sup> Hilman Imadul Umam, (2013) *Implementasi Strategi Pembelajaran Metakognitif Untuk Meningkatkan Kemampuan Metakognitif Dan Prestasi Belajar Fisika Siswa SMA*, Thesis at the Indonesian University of Education, Bandung, unpublished, p.15.

<sup>9</sup> LH Eilers and C Pinkley, (2006), *Metacognitive Strategies Help Students to Comprehend All Text*, Reading Improvement 43, no. 1: 13–29.

<sup>10</sup> Regina Boulware-Gooden et al., (2007), *Instruction of Metacognitive Strategies Enhances Reading Comprehension and Vocabulary Achievement of Third-Grade Students*, The Reading Teacher 61, no.1: 70–77.

## **B. The Identification of the Problem**

Based on the background of study above, it can be identify the problems as follow :

1. Learning English in school is still teacher-centered, students are less active in constructing understanding of reading comprehension.
2. Awareness of students about how students should learn English to achieve the learning objectives that must be achieved is still low.
3. The learning strategy applied by the teacher is less able to increase students' awareness in managing students' thinking processes in learning English, especially reading comprehension.
4. Student learning outcomes in reading comprehension are still low or many have not reached the passing grade (KKM).

## **C. The Limitation of the problem**

As stated in the study's background, metacognitive strategy is one of the alternative solutions that teachers can employ in the classroom to teach reading comprehension. However, the problem is restricted to the Effect of Metacognitive Strategy on Students' Reading Comprehension Achievement. Furthermore, the researcher is interested in students in the tenth grade at SMA Islam Al-Ulum Terpadu Medan in the academic year 2020/2021.

## **D. The Formulation of the Problem**

The researcher chooses one problem to research based on the problem that has been briefly explained in the background of the study, and the research question can be formulated as follows: Is there any significant effect of applying metacognitive strategy on the students' achievement in reading comprehension?

## **E. The Objective of the Study**

The purpose of this study is find out the significant effect of applying metacognitive strategy on the students' achievement in reading comprehension.

## **F. The Significance of the Study**

Theoretically and practically, the outcomes of this study are likely to be valuable.

### **1. Theoretically**

This study can be used to order to get things, as well as in the application of materials research, by applying a metacognitive strategy in reading comprehension.

### **2. Practically**

#### **a. For the teacher**

This research provides the teachers with alternative strategy in teaching reading.

#### **b. For the students**

This study will assist them improve their reading comprehension by using metacognitive strategies, and it will also teach them about metacognitive strategies.

#### **c. For the other researchers**

The researcher hopes that the findings of this study will serve as a foundation for other researchers to conduct additional research on the impact of metacognitive technique on students' reading comprehension ability.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Theoretical Framework

In order to clarify properly about the specific concept or concepts that will be concerning in study, theories are quite important. The terms serve as a limited concept, preventing misunderstandings between the researcher and the reader about the subject. The following sections organize and examine the hypotheses.

#### 1. The Concept of Metacognitive Strategy

##### a. Definition of Metacognitive

According to Flavel quoted by Mohamad Nur, metacognition is defined as a person's knowledge regarding the cognitive processes and products of the person himself or everything related to these processes and products. Metacognition relates to one of them, with the active monitoring and control of consistency and the organization of the process of monitoring and controlling these values in relation to the cognitive goals that these processes support, generally in support of a number of concrete goals.<sup>11</sup>

Metacognition is conscious thinking about what is known and what is not known.<sup>12</sup> Metacognition is a form of ability to look at oneself so that what he does can be controlled optimally. With this kind of ability, it is possible for a person to have a high ability to solve problems, because in every step he takes, the questions always arise, "What am I doing?", "Why am I doing this?", "What helped me to solve this problems"?<sup>13</sup>

Developments in psychology in the field of education are progressing very rapidly, one of which is the development of the concept of metacognition which essentially explores people's thoughts about thinking "thinking about thinking".

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<sup>11</sup> Mohamad Nur, (2011), *Strategi-Strategi Belajar*, Surabaya: UNESA, p. 41.

<sup>12</sup> Sofan Amri & Iif Khoiru Ahmadi, (2010), *Proses Pembelajaran Inovatif Dan Kreatif Dalam Kelas*, Jakarta: PT. Prsetasi Pustakarya, p.149.

<sup>13</sup> Husamah and Yanur Seyaningrum, (2013), *Desain Pembelajaran Berbasis Pencapaian Kompetensi Panduan Dalam Merancang Pembelajaran Untuk Mendukung Implemenstasi Kurikulum*, Jakarta: Prestasi Pustakarya, p. 180.

The concept of metacognition is the idea of thinking about one's own mind. This includes awareness of what one knows (metacognitive knowledge) and what one knows about one's own cognitive abilities (metacognitive experience).<sup>14</sup>

The ability to appraise the difficulty of a problem, the ability to observe his degree of comprehension, the ability to use varied information to attain goals, and the ability to judge one's own learning ability are all instances of metacognitive talents, according to Hasmah & Yanur Setyaningrum. Metacognitive experiences, on the other hand, are processes that can be used to govern cognitive activities and attain cognitive objectives.<sup>15</sup>

Sri Esti Wuryani Djiwandodo said metacognition is knowledge that comes from our own cognitive processes and their results.<sup>16</sup> From these viewpoints, it can be inferred that metacognition is the awareness of thinking about what to do in the context of learning, and that pupils understand how to learn and the most successful learning procedures.

According to Hartman and McGregor, metacognition is vital because it influences learning agility, critical thinking, and problem solving, as well as the understanding, storage, and application of what is learnt. Control or self-regulation can be achieved through metacognitive understanding of thought and learning processes and products.<sup>17</sup>

Monitoring and reflecting on present ideas are examples of metacognitive knowledge. This contemplation necessitates both factual knowledge of the work, goals, or self, as well as strategic awareness of how and when to apply specific problem-solving processes. While metacognitive activities include the use of self-awareness in organizing and adjusting the strategies used during thinking and learning.<sup>18</sup>

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<sup>14</sup> *Ibid.*, p. 179

<sup>15</sup> *Ibid.*, p. 180

<sup>16</sup> Sri Esti Djiwandono, (1989), *Psikologi Pendidikan*, Jakarta: Departemen Pendidikan dan Kebudayaan Direktorat Jenderal Pendidikan Tinggi Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, p. 80.

<sup>17</sup> Debra McDregor, (2007), *Developing Thinking Developing Learning*, New York: The McGraw Hil Companies, p. 211.

<sup>18</sup> Desmita, (2010), *Psikologi Perkembangan Peserta Didik*, Jakarta: PT. Remaja, p. 134.

## b. Metacognitive Learning Strategies

The principles for selecting the sequence of learning repetitions in a learning process are known as learning strategies.<sup>19</sup> The learning strategy consists of two components. First, it is an action plan (a sequence of activities) that incorporates the use of methodologies as well as the usage of various resources/strengths in learning. Second, the strategy is designed with a specific goal in mind.<sup>20</sup>

Metacognitive strategies bring students to a process called a thinking model. In teaching the thinking process, the teacher needs to do the following: (1) focus the attention of students' learning, (2) emphasize the values of the demonstration, (3) talk in conversational language, (4) make simple and clear steps, (5) help students remember.<sup>21</sup>

Metacognitive strategy is a strategy to implement and monitor, a thinking model that involves students' reasoning, and focuses on the use of reasoning, and Yamin quoting Kellough reinforces that metacognitive strategies condition students actively plan, monitor, evaluate the progress of thinking and learning.<sup>22</sup>

Metacognitive learning strategies are a way to increase awareness of the thinking process in applicable learning, so that if that awareness is realized, a person can control his thoughts by designing, monitoring, and assessing what he learns.

Although there are various opinions about the metacognitive component, according to Jacob and Paris in Gregory Schraw and David Mosham there are three components of metacognitive regulation, namely:

- 1) Planning
- 2) Monitoring
- 3) Evaluation

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<sup>19</sup> Martinis Yamin, (2013), *Strategi Dan Metode Dalam Model Pembelajaran*, Jakarta: DP Press Group, p.4.

<sup>20</sup> Wina Sanjaya, (2008), *Perencanaan & Desain Sistem Pembelajaran*, Jakarta: Kencana Prenadamedia, p. 186.

<sup>21</sup> Martinis Yamin, *op.cit.*, p. 29-30.

<sup>22</sup> *Ibid*

The following is a description of student activities from each metacognitive component in the form of self-questioning questions:<sup>23</sup>

**Tabel 2.2 Overview of Student Activities from Each Metacognitive Component**

Component	Students Activities
Develop a strategy or action plan	<ol style="list-style-type: none"> <li>1. What prior knowledge can help me complete this task?</li> <li>2. Where will my thoughts lead me?</li> <li>3. What is the first thing to do?</li> <li>4. Why am I reading this section?</li> <li>5. How long do I have to complete this task?</li> </ol>
Monitor and control actions	<ol style="list-style-type: none"> <li>1. How do I do that?</li> <li>2. Am I on the right path?</li> <li>3. How should I do it?</li> <li>4. What information is important to remember?</li> <li>5. Should I move to a different way?</li> <li>6. Should I make a step adjustment with regards to difficulty?</li> </ol>
Evaluating actions	<ol style="list-style-type: none"> <li>1. How well have I done?</li> <li>2. Is this particular thought the interview would result in more or less than I expected?</li> <li>3. Can I do it in a different way?</li> <li>4. Can I apply this method to other problems?</li> <li>5. Do I need to go back to the original assignment to fulfill the part of my understanding that is lacking?</li> </ol>

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<sup>23</sup> Muhammad Romli, "Strategi Membangun Metakognisi Siswa SMA Dalam Pemecahan Masalah Matematika."

Priceseisen, according to Yamin, defines metacognition as a set of four skills:<sup>24</sup>

a. Problem-Solving Techniques

Individual abilities to solve problems by gathering facts, analyzing information, accumulating different alternative answers, and selecting the most effective problem-solving method.

b. Ability to Make Decisions

Individual abilities in using their mental processes to select the greatest option from a variety of options by acquiring information and making the best decision based on rational considerations.

c. Skills in Critical Thinking

Individual abilities to use logical reasoning, analysis of assumptions and biases in arguments, and logical interpretations to examine arguments and produce interpretations based on correct perceptions.

d. Ability to Think Creatively

Individual abilities to use their cognitive processes to generate new, creative, and good ideas that are founded on rational concepts and principles, as well as perceptions and intuition.

Teachers should train students to design what they want to study, evaluate their progress, and assess what they have learned in order to achieve exceptional learning success. There are three metacognitive strategies that can be used to help students succeed in school, including:<sup>25</sup>

1) Stage of Awareness Learning Process

At the stage of the conscious learning process, including the process of setting learning goals, considering learning resources that will and can be accessed (eg using textbooks, searching for source books in the library, accessing the internet in a computer laboratory, or studying in a quiet place), determining how students perform best. will be evaluated, considering the level of learning motivation, determining the level of student learning difficulties.

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<sup>24</sup> Martinis Yamin, *op.cit.*, p. 33

<sup>25</sup> Sofan & Iif, *op.cit.*, p.149-151.

## 2) Stage of Learning Planning

Includes the process of estimating the time needed to complete learning tasks, planning study time in the form of a schedule and determining the priority scale in learning, organizing subject matter, taking appropriate steps to learn using various learning strategies (outlining, mind mapping, speed reading, and other learning strategies).

## 3) Monitoring and Learning Reflection Stage

This stage includes the process of reflecting on the learning process, monitoring the learning process through questions and self-testing (self-testing, such as asking questions, is this material meaningful and useful to me? How can I master the knowledge of this material? Why am I easy/difficult to master this material?) maintain high concentration and motivation in learning.

### **c. Steps of Metacognitive Learning Strategy**

Blakey & Spece suggested the steps for applying metacognitive learning strategies, namely:<sup>26</sup>

#### a. Identify "what you know" and "what you don't know"

Through observational activities, students need to make conscious decisions about their knowledge. First of all students write “what I already know about...” and “what I want to learn about...”. By investigating a topic, students will verify, classify, and develop, or modify their initial statements with accurate information.

#### b. Talking about thinking

After identifying their own abilities, students discuss the results of their identification with the teacher. During planning, the teacher may "speak the mind", so that students are stimulated by their thought processes. Pair problem solving is another useful strategy at this step. A student discusses a problem, describes his thought process, while his partner listens and asks questions to help clarify the thought process.

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<sup>26</sup> Blakey, Elaine Spence, Sheila, (1990), “Developing Metacognition. ERIC Digest”, accessed on 23 April 2021, ([www.tc.pbs.org.ericmetacog](http://www.tc.pbs.org.ericmetacog)).

c. Keeping thinking journal

The next step is to make notes on the results of the identification and discussion of abilities and problems encountered. This journal is about their awareness of ambiguity and inconsistency and comments on how they deal with/deal with difficulties.

d. Planning and self-regulation

Students must take on more responsibility for designing and directing their own education. When learning is planned and overseen by others, it is difficult for students to be self-directed.

e. Debriefing thinking process

The final activity is to focus students' discussion on the thought process to develop awareness about strategies that can be applied to other learning situations. There are three steps of the method that can be used: (a) The teacher directs students to review activities and collect data about the thinking process; (b) The group clarifies related ideas and identifies strategies that can be used later, and looks for promising alternative approaches.

f. Self-evaluation

Individual meetings and lists that focus on cognitive processes can be used to direct self-evaluation experiences. More evaluations will be applied independently over time.

The ability to learn about how learning should be done, in which there is a consideration and implementation of the following activities:<sup>27</sup>

- 1) Develop a learning activity plan
- 2) Identify the advantages and disadvantages with regard to learning activities.
- 3) Develop a learning program for new concepts, skills, and ideas.
- 4) Identify and use their daily experiences as learning resources.
- 5) Utilizing modern technology as a learning resource.
- 6) Lead and participate in group discussion and problem solving.

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<sup>27</sup>Yusamah and Yanur Setyaningrum, *op.cit.*, p. 185

7) Learn from and take advantage of the experiences of certain people who have succeeded in certain fields.

8) Understanding the factors that support the success of learning.

In simple terms the learning process with metacognitive learning strategies can be visualized with the following picture:<sup>28</sup>

a. Preparation / Opening :

- 1). The teacher reminds students of the past subject matter and relates it to the subject matter to be studied, especially about metacognitive thinking procedures.
- 2). The teacher states the learning objectives.
- 3). The teacher pays attention to the learning objectives not only to master the learning material, but also to learn the given learning strategies.



b. Presentation

- 1). The teacher gives learning assignments, giving examples of how to solve them.
- 2). Students and teachers make generalizations and use learning tools in problem solving.
- 3). Students do assignments.
- 4). Students perform internal strengthening of the material.
- 5). The teacher encourages students to produce critical and creative answers.
- 6). Students make conclusions about the material they are studying.



c. Closing

- 1). The teacher provides reinforcement to the conclusions made by students.
- 2). Students confirm conclusions according to the reinforcement given by the teacher.
- 3). Students work on tests or assignments given by the teacher.
- 4). The teacher provides conclusions on the results of the learning process.

**Figure 2.1 Learning Process with Metacognitive Strategy**

<sup>28</sup> Martinis Yamin, *op. cit.*, p. 37-38.

#### **d. Metacognitive as a Strategy in Teaching Reading**

According to Fogarty, a successful reader must: (1) plan ahead of time before beginning to read; (2) monitor their comprehension of the material; and (3) analyze their thoughts after finishing to read. By modeling and practicing, a teacher can educate students how to model and practice :

##### 1. Planning :

- Consider the theme of the text.
- Consider how text features can aid comprehension of the topic.
- Go through the book's title, author, and table of contents.
- Look at the images, photos, and graphics, as well as the labels and subtitles.
- Look for bolded terms, headings and subheadings, and summaries while skimming
- Consider what they already know, what connections they can create, and what questions they might have<sup>29</sup>.

##### 2. Monitoring during Reading:

A good reader is in control of their reading by keeping track of their own comprehension. Students require explicit teaching on how and why to do so, such as by asking, "Do I comprehend what I just read?" Readers who are in charge of their own comprehension are continuously questioning the text and their reactions to it.<sup>30</sup>

##### 3. Evaluating:

Students reflect on a reading technique they employed after finishing their reading to see if their plan succeeded or if they should try something different next time. Students are typically required to respond to questions by tying their replies to headings or subheadings.<sup>31</sup>

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<sup>29</sup> Tomo Djudin, (2017). *Using Metacognitive Strategies to Improve Reading Comprehension and Solve a Word Problem*, JETL (Journal Of Education, Teaching and Learning) 2, no. 1: 124.

<sup>30</sup> *Ibid*

<sup>31</sup> *Ibid*

## e. Factors Affecting Process and Learning Outcomes

- **Student Internal Factor**

- a). Physiological Aspect

Students' enthusiasm and intensity in attending courses can be affected by their general physical condition and tone (muscle tension), which indicates the level of fitness of the body's organs and joints.<sup>32</sup>

- b). Psychological Aspect

Many factors, including psychological aspects, can affect the quantity and quality of student learning outcomes. However, among the students' spiritual factors that are generally seen as more essential are the level of student intelligence, student attitudes, student talents, student interests, and student motivation.<sup>33</sup>

- **Student External Factors**

- a). Social Environment

The social environment at school, which includes teachers, administrative personnel, and classmates, can have an impact on a student's desire to learn. In addition, students' social environment includes their community and neighbors, as well as their playmates in the student village.

- b) Non-social factors

The school building and its position, the student's family home and its location, learning equipment, weather conditions, and the amount of study time employed by student all contribute to the non-social environment. These variables are thought to play a role in determining a student's level of learning achievement.<sup>34</sup>

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132. <sup>32</sup> Muhibbin, (1995), *Psikologi Pendidikan*, 2nd ed. Bandung: PT. Remaja Rosdakarya, p.

<sup>33</sup> *Ibid.*, p. 133

<sup>34</sup> *Ibid.*, p. 137-138.

## **f. Schematic Theory**

The term schemata originates from schema theory, which describes the process by which learners compare their background knowledge with new information. One of the schematic theories that influence learning theory is the theory proposed by Piaget. Piaget defines schemata as an individual intellectual cognitive structure in the form of representations of perceptions, ideas, and associated actions, which are the rationale used to adapt. with the environment and organize it into a capital to understand new knowledge, including understanding the new knowledge presented by the author in the text read.<sup>35</sup>

There are several ways that can be done to use schemata in learning. The use of schemata to improve understanding of the text can be done by making analogies, making comparisons and using examples, and utilizing visual images that are closely related to reading that can be done in pre-reading, reading, and post-reading activities. The use of schemata during pre-reading is done for the formation of initial knowledge, activating prior knowledge, and focusing students' attention when reading.

Through reading activities, a person will get a lot of information. This information will be stored in memory which can be used at any time to make it easier to understand other information related to the new information read. This shows that reading activities and schemata have a reciprocal relationship or that reading and schemata are two things that are closely related because to be able to understand information well, readers need to use schemata (cognitive constructs) that are owned related to the text read. Schemata can also function as the main modal for the meaning of text content. Therefore, it can be assumed that schemata have a contribution or influence on reading competence which is influenced by mutually supportive factors.<sup>36</sup>

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<sup>35</sup> Ruddell, M.R. (2005), *Teaching Content Reading and Writing*. NJ: John Wiley, p.27.

<sup>36</sup> hergenhahn, B.R and Olson Matthew H., (2002), p.313.

## **g. Types of Text**

### **a). Expository text**

This kind of text usually tells a story and is filled with emotion. Expository text, on the other hand, exists to communicate facts in an instructive and purposeful manner. The content is fact-based, with the goal of exposing the truth via a trustworthy source. The goal of a true and intentional explanatory essay is to educate the reader. Exposition can also be defined as writing that is clear, concise, and well-organized. Expository writing goes to the point quickly and effectively.

Consider a parent introducing their child to the joys of riding a bicycle. They'd speak in expository prose, giving fact-based and targeted instructions like "hands on the bars, one foot on the pedal, push off," and so on. This would most likely have to be done multiple times before a child could ride a bike alone, but the same sentences would be repeated and the child would be learning.

The bike-riding lesson would be less successful if a parent tried to teach a child to ride a bike in narrative form, such as just telling the story of when and how they learned to ride or what the weather was like that day. The child would become frustrated and would not be exposed to the skills required to ride a bike. Throughout the story, emotions would take over (story telling)<sup>37</sup>.

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<sup>37</sup> Fitri Anggraini Tanjung, (2017) "The Effect of Applying Metacognitive Strategy on the Students' Achievement in Reading Comprehension".

## **b) The Characteristic of Expository Text**

### **1. Social Function**

The purpose of an expository text is to persuade the reader that the offered issue is worthy of discussion or attention by presenting arguments or viewpoints that support the notion or topic.

### **2. Generic Structure**

- **Thesis**

The author introduces the issue or major idea that will be discussed in section thesis. In analytical expository essays, the thesis has always been in the first paragraph.

- **Arguments**

The author's theme is a very significant topic, or the author is a very important topic, or it requires attention. The author, usually in the form of a text, gives the arguments or viewpoints that support the author's idea in this section. There are more than two arguments in an analytical expository. The reader becomes more assured as more arguments arise.

- **Reiteration or Conclusion**

This part is always toward the conclusion of the paragraph. Reiteration is the process of reworking or replacing concepts from the first paragraph. The conclusion is sometimes known as reiteration<sup>38</sup>.

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<sup>38</sup> *Ibid.*, p.17

## 2. The Concept of Reading Comprehension

Reading comprehension is the process of looking for information in a text or written language that will help the reader understand the overall meaning of the reading text. Comprehending also entails recovering and interpreting the abstract deep structural relationships that underpin phrases.

### a. Reading

According to Othman, reading is not just saying the words. Reading must always be a meaning – getting process<sup>39</sup>. Another expert, Cline et.al states that reading is the process of deriving meaning from the text<sup>40</sup>.

Allah SWT reveals in Surah Al-Alaq verse 1-5 Holy Qur'an:

إِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) إِقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي  
عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

*Meaning : Read: In the name of the Lord Who create. Create the man from a clot.  
Read:And the Lord is the Most Bounteous, Who teach by the pen. Teach the man  
that which he knew not. (Al-Alaq:1-5)*<sup>41</sup>

This verse's first word is IQRA!, which means "to read." The verse above implies that we must read if we wish to learn something. We must read if we wish to get knowledge and information. It is possible to expand our knowledge by reading a lot.

<sup>39</sup> Othman Yahya, (2003), *Mengajar Membaca Teori Dan Aplikasi* (Selangor: PTS Publication and Distributing, p.34.

<sup>40</sup> Cline F Jhonstone, (2006), *Focus Group Reaction to Three Definitions of Reading*, Minneapolis: National Accessible Reading Assessment Projects, p.2.

<sup>41</sup> Via Qur'an English <http://qur'an-en.com>.

Reading is more than merely reading the book aloud or silently, alone or with others; it is a process in which the reader is supposed to retain key information. As a result, the reader can learn new things from the book and expand their knowledge. When a person reads, two components of the "human information processing system" continue to interact, according to Rumelhart. A concept-driven or "top-down" mode is when the reader focuses mostly on what they already know in order to comprehend the text.

On the other hand, when readers focus completely on textual material to comprehend, this method is referred to as data-driven or "bottom-up" mode<sup>42</sup>. Most students read a text without understanding it or skimming it, so they don't get anything out of it, or they don't get all of the text's information, or they find the wrong mind notion anyway.

According to the two experts mentioned above, reading is a process in which pupils strive to decipher meaning from a text, which could be main information or complementary information. Reading, according to Othman, is a "meaning-getting process."<sup>43</sup> Reading, according to Cline, is "delivering meaning from the text." The two specialists make it clear that information must be gleaned from a text. To understand the text and discover meaning in it, the reader must first understand the text.

Reading is synonymous with comprehending. Children are not truly reading if they can read the text but do not comprehend what they are reading.<sup>44</sup> Reading is an ongoing process that requires the ability to recognize and comprehend words.<sup>45</sup> Reading is the process of deciphering the meaning of a text. When someone reads, he is attempting to comprehend the text and identifying the primary idea.

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<sup>42</sup> Beatrice S Mikulecky, (2011), *A Short Course in Teaching Reading Skills*, p. 2.

<sup>43</sup> Yahya, (2003), *Mengajar Membaca Teori Dan Aplikasi*, p.5.

<sup>44</sup> E et al. McIntyre, (2011), *Reading Instruction for Diverse Classroom*, London: The Guilford Press, p.113.

<sup>45</sup> Jain M and Patel F M, (2008), *English Language Teaching*, Jaipur: Sunrise Publisher and Distributor, p. 113.

## b. Reading Comprehension

According to Buehl, reading comprehension is fundamental to learning in the subject that taught<sup>46</sup>. Reading comprehension, according to Westwood, is an active cognitive process in which an individual consciously develops meaning in order to get a better understanding of material offered in a text. Reading comprehension, according to him, is the ability to comprehend written language.<sup>47</sup>

The most critical aspect of the reading process is comprehension. If one does not understand the contents of the text, one will not be able to derive meaning from it. If the meaning is stated plainly in the text, the reader may have an easier time understanding it than if the meaning is implied. As a result, the importance of understanding is digesting written or unwritten information.

The process of reading a book is one in which a reader integrates the meanings of paragraphs one by one to form a single meaning that unifies the meanings of all paragraphs..

According to Tompkins, there is a process in reading comprehension that involves recognizing words in the text. He also claims that the reader's comprehension can be influenced by unfamiliar words. Reading comprehension, according to Tompkins, is a process in which a person derives meaning from words that are recognized, despite the presence of some unfamiliar ones.<sup>48</sup>

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<sup>46</sup> Buehl Dough, (2009), *Classroom Strategies and Interactive Learning (Third Edition)*, Barksdale: International Reading Association, p.3.

<sup>47</sup> Westwood, (2008), *What Teacher Need to Know About Reading and Writing Difficulties*, Australia: ACER Press, p.31.

<sup>48</sup> Tompkins G.E, (2011), *Literacy in the Early Grades : A Succesful Start for Prek-4 Readers*, p.76.

According to Kimberly, There are eight definitions of Reading Comprehension :

1. Comprehension is a process in which the reader's knowledge and the information from the text work together to create meaning.
2. The ability to decipher printed information and recognize and understand words is known as comprehension. Reading is built on the foundation of word recognition.
3. The act of dealing with text in order to establish meaning is known as comprehension.
4. Comprehension is the dynamic interaction between (1) the reader's prior knowledge, (2) the information indicated by the text being read, and (3) the context in which the text is being read to generate meaning.
5. The act of building meaning through interaction and involvement with written content is known as comprehension. The reader, the text, and the activity all interact during comprehension.
6. The act of building meaning through interaction and involvement with written content is known as comprehension. The reader, the text, and the activity all interact during comprehension.
7. Thinking that occurs before, during, and after reading is referred to as comprehension.
8. Comprehension is the deliberate process of constructing meaning through interactions between the text and the reader<sup>49</sup>.

Reading comprehension is defined as the act of recognizing words and associating them to the meaning of a paragraph, then merging the meanings of each paragraph to build the overall meaning of the contents, according to the descriptions above.

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<sup>49</sup> Kimberly, (2014), *9 Definitions of Reading Comprehension*, *Dr. Kimberly's Literacy Blog*, p.8.

### c. The Level of Reading Comprehension

The term "comprehension" refers to a variety of skills that entail extracting meaning from a printed page. Comprehending the text entails making meaning of it through the use of some helpful actions. According to Burn, comprehension can be split into four levels: literal comprehension, inferential comprehension, critical comprehension, and creative comprehension<sup>50</sup>.

#### a). Literal Comprehension

Literal comprehension refers to the ability to comprehend what the writer says or to take the idea and truth as presented on the printed page. Because a reader is not expected to go beyond what is actually stated, the literal level is the easiest level of reading comprehension<sup>51</sup>.

#### b). Inferential Comprehension

Inferential comprehension refers to the ability to understand what the writer is saying without explicitly saying it, by digging for the hidden meaning. Inferential skills include inferring unstated key ideas, cause-and-effect relationships, pronoun and adverb references, admitted words, distinguishing words, author purpose, predicting, finishing, and drawing conclusions.

#### c). Critical Comprehension

Critical comprehension relates to the ability to analyze, evaluate, make judgments, and respond personally to concepts of information presented by the authors in a piece.

#### d). Creative Comprehension

When reading a passage, creative comprehension refers to the reader's capacity to employ his or her imagination. Understanding the cause-and-effect link in a tale is a skill for creative reading comprehension. Solving problems and making things are two of my favorite things to do<sup>52</sup>.

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<sup>50</sup> Burns, Roy, Rose. (1984), *Teaching Reading and Today's Elementary Schools*, Boston: Houghton Mifflin Company, p.131.

<sup>51</sup> *Ibid*

<sup>52</sup> *Ibid*

#### **d. The Process of Reading Comprehension**

According to Haber, the reading process involves 5 stages. They are Pre reading, reading, responding, exploring, and applying<sup>53</sup>.

##### 1. Pre-reading

Pre-Reading strategies include:

- a. Background Knowledge
- b. Activating setting purposes for reading
- c. Making predictions and previewing a book
- d. Questioning and making predictions about a story from the title

##### 2. Reading-Responding and Exploring

Students will respond to what they read and try to understand it while reading. During reading, responding, and exploring activities, they can establish connections and predict the meaning of the text..

###### a. Making Connections

Students make connections between what they read and their own life, other texts they've read, and things or events that happen in the world. They draw parallels between themselves and the characters in the story, recalling similar situations or experiences..

###### b. Predicting

A crucial literacy approach and ability is making predictions or "best guesses" about what will happen in a book. Students will make predictions before, during, and after reading. Students' predictions are based on their prior knowledge and experiences with the topic, genre, and events in the text thus far (using both the print text and illustrations). Making predictions with kids engages them in the reading process and motivates them to become active learners..

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<sup>53</sup> Haber L R, (1981), *Perceptual Process in Reading*, p. 83.

### 3. Applying

Strategies include :

1. Story retelling all or part of a story
2. Discussing favorite parts or elements of a story
3. Answering questions

### **e. Teaching Reading Comprehension**

According to Bamford Julian, explains types on teaching reading comprehension, they are:

#### 1. Develop Vocabulary Powers

Aside from understanding the material, kids' vocabularies should hopefully grow as a result of reading. As a result, the text should include new terms, but not excessively so. Because it has the potential to affect a student's understanding.

#### 2. Didn't Process Without Understanding

Teaching children not to keep reading if they don't comprehend is an excellent rule to follow in class. Before they move on to the next statement, they must first understand the previous one. Encourage pupils to ask questions if they don't understand something; yet, children can sometimes get the essential points of a text without understanding each paragraph..

#### 3. Grasping the Heart of the Matter

Teach them how understanding the heart of the issue or the central idea of a text makes reading easier. That way, they'll be able to see and grasp what connects all of the phrases and what's truly being discussed.

#### 4. Using Contextual Clues

Students should be taught that reading is similar to detective work. The meanings of sentences must be deduced from the context in which they are employed. Teach them to challenge every line until the meaning is obvious and contextually appropriate. It's simply a matter of getting used to it.

## 5. Visualizing what is Written

Visualizing what you read is one of the simplest strategies to improve your reading comprehension. Students should be encouraged to visualize what they are reading. Encourage children to envision as they read, especially when they are given a tale reading assignment. It's all about teaching reading skills that allow students to see beyond the black words on white to the concepts, images, and ideas that they represent.<sup>54</sup>

## 3. Reading Achievement

The result, the success, the extent or ability, and the advancement in learning education experiences that an individual indicates in regard to his or her educational learning are all examples of achievement.<sup>55</sup> Achievement, according to Bajracharya, is defined as the sum of all school learning at the end of the course. The goal of achievement is to determine what has been learnt and how much has been learned in a subject, as well as what specific abilities or skills have been developed.

For the teacher to assess students' abilities, to evaluate how far they have grasped the topic, and for the students to assess what they have previously learned from the curriculum, achievement is critical.<sup>56</sup> The goal of this study is to examine students' reading comprehension achievement in expository texts using a metacognitive method.

In addition, there's the general structure to consider, as well as how to extract information from the text. Understanding the primary idea and generic structure of the text are measures of students' achievement in reading expository texts.

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<sup>54</sup> Bamford Julian, (2004), *Extensive Reading Activities for Teaching Language*, p.67.

<sup>55</sup> Veviana Devi (2012), *Improving Students' Achievement in Reading Recount Text Through the Application of Think Pair Strategies*, Unpublished Thesis Unimed, p.6.

<sup>56</sup> Bajracharya, (2007), *A Study of Students Achievement and Effect of Parents' Education on Grade VII Students in Mathematics*, Journal of Mathematics education Student's Society of Nepal, volume, p.25.

## **B. Previous Research**

As a reference material in this study, researcher observed several research that has been done, among others :

1. According to Khoiri's thesis, "The Use of Metacognitive Strategy in Teaching Reading," published in 2012. During the academic year 2011/2012, this investigation was conducted on eleventh grade students at SMA N 2 Kudus. An experimental research was used in this study. There were 32 students in the classroom, with 26 girls and 6 males. The data for this study came from a reading comprehension exam that was administered before and after the metacognitive approach was introduced. The findings of the research showed that: There are significant difference between the reading ability of the eleventh grade students of SMA N 2 Kudus in the academic year 2011/2012 before and after being taught by using metacognitive strategy. The reading ability of SMA N 2 Kudus eleventh grade students in the academic year 2011/2012 after being taught using metacognitive strategy was better than the reading ability of SMA N 2 Kudus eleventh grade students in the academic year 2011/2012 before being taught using metacognitive strategy, according to this study.
2. According to Tavakoli's thesis, "Effectiveness of Metacognitive Strategy Awareness in Reading Comprehension," published in 2014. This study was carried out at the Islamic Azad University's Izeh branch in Iran. The participants in the study were 100 English majors (31 men and 69 women) chosen at random from 400 undergraduate EFL majors studying at several universities in Tehran, Iran. To determine the frequency and type of tactics used by the students, the data was analyzed using descriptive statistics. Pearson coefficient correlation was also used to discover the relationship between reading strategy use and reading comprehension achievement. The results revealed that there was a strong positive correlation between reported metacognitive awareness of reading strategies and reading comprehension achievement.

### **C. Conceptual Framework**

Reading, as stated in the theoretical framework, is one of the most crucial abilities that students must learn in order to grasp English. Reading is essential since it provides pupils with additional information about many topics such as education, economy, politics, social issues, science, and so on. Furthermore, children can improve their vocabulary and grammar by reading.

Metacognitive methods in reading are exercises that help students become more conscious of their thinking as they complete reading tasks. Metacognitive strategy is a strategy to implement and monitor, a thinking model that involves students' reasoning, and focuses on the use of reasoning, and Yamin quoting Kellough reinforces that metacognitive strategies condition students actively plan, monitor, evaluate the progress of thinking and learning.

### **D. Hypothesis**

Based on the conceptual framework, the research hypothesis can be formulated as follows:

Ha: There is significant effect of applying Metacognitive Strategy on the Students' Achievement in Reading Comprehension.

Ho: There is no significant effect of applying Metacognitive Strategy on the Students' Achievement in Reading Comprehension.

## CHAPTER III RESEARCH METHODOLOGY

### A. Location and Time

This research was conducted to the students of SMA Islam Al-Ulum Terpadu Medan from June until August 2021, The school is located at Jl. Tuasan No. 35, Sidorejo Hilir, Medan Tembung, Kota Medan, Sumatera Utara 20222.

### B. Population and Sample

According to Masganti Sit, Population is the whole object to be studied<sup>57</sup>. The population of this research will be taken from Tenth Grade students of SMA Islam Al-Ulum Terpadu Medan in the Academic Year 2020/2021, which consist of three classes. X-MIA 1 consist of 28 students, X-MIA 2 consist of 27 students, X-IIS consist of 30 students. So the total of the population of this research is 85 students. The populations can be seen table 3.1.

**Table 3.1**  
**The Population of SMA Islam Al-Ulum Terpadu Medan**

No	Class	Population
1	X-MIA 1	28
2	X-MIA 2	27
3	X-IIS	30
Total		85

*DataSource: Office Statistical Data of SMA Islam Al Ulum Terpadu Medan- Academic Year 2020/2021*

The sample in this research are X-MIA 1 which consist of 28 students and X-IIS which consist of 30 students which are taken by Cluster Random Sampling Technique by cards. After the researcher mixed these cards for a moment , two cards are taken randomly as the sample of the research and first choosen is X-MIA 1 as Experimental Group as while the second choosen is X-IIS as Control Group. The sample can be seen in table 3.2.

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<sup>57</sup>Masganti Sit, ed., (2020), *Panduan Penulisan Skripsi Tahun Akademik 2020/2021*, Medan: Merdeka Kreasi Group, p. 55.

**Table 3.2**  
**The Sample of SMA Islam Al-Ulum Terpadu Medan**

No	Class	Population
1	X- MIA 1	28
2	X-IIS	30
Total		58

### C. Research Design

This study was carried out through experimental research. It is a book about quantitative design. It is divided into two groups: experimental and control. Metacognitive Strategy was used to teach the experimental group. The control group was taught using the lecture approach, with the students' reading comprehension tested using the dictionary.

**Table 3.3 Research Design**

No	Group	Pre-Test	Treatment	Post-Test
1	Experimental (x)	$X_1$	Metacognitive Strategy	$X_2$
2	Control (y)	$Y_1$	Lecturing Method	$Y_2$

#### a. Pre-Test

Before getting treatment, both the experimental and control groups were given a pre-test. The purpose of the pre-test is to determine both groups' main score.

#### b. Treatment

The experimental and control groups were given various treatments when it came to reading comprehension. The experimental group received the Metacognitive strategy, while the control group received the lecture technique.

**Table 3.4 Scenario of Treatment for Experimental Group by  
Metacognitive Strategy**

Teachers' Activities	Students' Activities
<ul style="list-style-type: none"> <li>• Teacher greets the students to open the class.</li> <li>• Teacher give pre-test to the students</li> <li>• Teacher explain what is metacognitive strategy for the students</li> <li>• The teacher questions the students about the content in order to keep track of their learning experience and basic skills.</li> <li>• The teacher gives the pupils the test of reading an expository text and thinking about what happened in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Students answer greets the teacher</li> <li>• Students do the answer pre-test</li> <li>• Students pay close attention while the teacher explains the technique.</li> <li>• The students answer the teacher's question. At this point, start the question-and-answer method.</li> <li>• The students choose the text's problem for themselves.</li> </ul>

c. Post-Test

Each class was given a post-test. The details of the post-test were identical to those of the pre-test; it was permissible to score the experimental and control classes with the same instrument.

#### D. Instrument of the Research

Multiple choice was utilized as the data collection instrument in this study. The test had a total of 20 items, each of which had four options: a, b, c, and d. The test will be taken from the following sources:<sup>58</sup>

Each correct will be given 20, and an incorrect answer will be given 0 score.

The highest score is 100 calculated by using this formula:  $\text{Score} = \frac{R}{N} \times 100$

Where:

S = Score

R = True item which students answer

N = Number of items

#### E. Tehcnique of Analyzing Data

To analyze the data some techniques will be take as follow:

Sudijono stated that to test the hypothesis:<sup>59</sup>

1. Reading the students' answer sheet.
2. Identifying the students' answer sheet.
3. Scoring the students' answer.
4. Listing their score in two scores table; first for experimental group scores as X variable and second for control group scores as Y variable.
5. Calculating the mean of the students' score
6. Measuring Standart Deviation of variable X and variable Y
7. Finding out a standart error of mean of both variable
8. Finding out the standart error differential between  $M_x$  and  $M_y$ .
9. Testing the hypothesis by applying Mann-Whitney U-Test

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<sup>58</sup> <http://www.sekolahbahasainggris.com/contoh-dan-pembahasan-soal-bahasa-inggris-tentang-exposition-text/> accessed on 26 April 2021.

<sup>59</sup> Anas Sudijono, (2010), *Pengantar Statistik Pendidikan*, Jakarta: PT. Raja Grafindo Persada, p. 314.

**F. Statistical Hypothesis**

Ha: There is significant effect of applying Metacognitive Strategy on the Students' Achievement in Reading Comprehension.

Ho: There is no significant effect of applying Metacognitive Strategy on the Students' Achievement in Reading Comprehension.

**CHAPTER IV**  
**DATA AND DATA ANALYSIS**

**A. Data Collection**

This research was carried out using experimental methods. It is a study concerning quantitative design. In this study, there were two groups: an experimental group and a control group. The data for this study was collected by administering tests that were divided into pre-test and post-test sections. The participants in this study were students in the tenth grade at SMA Islam Al-Ulum Terpadu Medan. On the basis of some considerations, Class X-MIA 1 was chosen as the experimental group and Class X-IIS as the control group.

On the pre-test and post-test, both the experimental and control groups were given a multiple choice test with 20 items. The pre-test was administered prior to the treatment, and the post-test was administered following the treatment. The students in the experimental group were treated with Metacognitive Strategy, whereas the control group was treated with Lecturing Method. In the appendix, you may find a table with the results of the experimental and control groups' before and post tests.

**B. Data Analysis**

**Table 4.1**  
**Students Achievement Score Pre-test and Post-test**

Statistical Calculation	Experimental Group		Control Group	
	Pre test	Post test	Pre test	Post test
Highest	80	95	70	85
Lowest	60	70	55	70
Mean Score	69.28	82.67	68.67	76.33
N	28	28	30	30

The data revealed that the Experimental Group's highest pre-test score was 80 and the lowest was 60, whereas the post-test group's highest score was 95 and the lowest was 70..

### C. Hypothesis Testing

This research tested the hypothesis by using the Mann-Whitney U-Test. The basis for making the Mann-Whitney U-Test decision is if the Asymp value  $\text{Sig} < 0,05$  then the hypothesis is accepted. The following is a table of the results of the Mann Whitney U-Test.

**Table 4.3**  
**Ranks**

	Group	N	Mean Rank	Sum of Ranks
Hasil belajar Reading	Eksperimental	28	36,00	1008,00
	Control	30	23,43	703,00
	Total	58		

Based on the table, it can be seen that the mean rank of the experimental group is 36,00 and the mean rank of the control group is 23,43. It is concluded that the mean rank of the experimental group is greater than the control group.

**Tabel 4.4**  
**Test Statistics**

	Hasil Belajar Reading
Mann-Whitney U	238,000
Wilcoxon W	703,000
Z	-2,904
Asymp. Sig. (2-tailed)	,004

Based on the table above, it was found that the value Asymp. Sig (2-tailed) is 0,004. It means  $0,004 < 0,05$ . Based on this, its conducted that alternative hypothesis ( $H_a$ ) is accepted. Its mean that there is a significant effect applying Metacognitive Strategy on the students' achievement in Reading Comprehension.

#### **D. Findings**

The findings of this study might be reported as follows after conducting the pre-test and post-test for both the experimental and control groups :

1. There is significant effect of applying Metacognitive Strategy on the students' achievement in reading comprehension, which had been proven from the result of Mann-Whitney Test, it was found that the value Asymp. Sig < 0.05 namely (0.004 < 0.05)
2. Based on this research, it was found the students' achievement in reading comprehension by applying Metacognitive Strategy were increased well, it looks from post-test experimental that has given to the students.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the data analysis, conclusion can be drawn as the following there was significant effect of applying Metacognitive Strategy on the students' achievement in reading comprehension that they could be find easier to express their ideas and thoughts to read the text especially in Expository Text. It showed the final result of Mann-Whitney Test, it was found that Asymp. Sig < 0.05 namely (0.004 < 0.05). It means that there was a significant effect towards the students' achievement in reading expository text.

#### B. Suggestion

Based on the conclusion drawn above, it is the suggestions are staged as the following:

The English teacher have to:

- a) Improve their technique in teaching reading, in this case applying Metacognitive Strategy, so that the students can comprehend on what they read.
- b) Prepare themself to manage the learning teams/group, before applying Metacognitive Strategy.
- c) Stimulate and motivate the students to make the activity of reading as a pleasure while applying Metacognitive Starategy on the students advised to have more practices in reading comprehension.

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**APPENDIX A :**

**LESSON PLAN**  
**(EXPERIMENTAL GROUP)**

**School** : SMA Islam Al-Ulum Terpadu Medan  
**Skill / Subject** : Reading / English  
**Class** : X  
**Kind of Text** : Expository Text  
**Time** : 3 x 45 minutes (3 meetings)

- 1. Standard Competency** : To talk about the environment, you must be able to comprehend the meaning of the expository text.
- 2. Basic Competency** : Equally capable of comprehending the meaning and general structure of a text well, fluidly, and receiving expository text in a variety of settings.
- 3. Indicators** : Students should be able to: a). recognize the social role of expository text; b). recognize the generic structure of expository text; c). recognize the text's primary concept and supporting details; and d). comprehend the text's substance from teachers' lectures.
- 4. Objectives** : By the completion of the course, students will be able to: a). recognize the social role of expository texts; b). recognize the generic structure of expository texts; c). recognize the text's main concept and supporting details; and d). comprehend the text's substance from teachers' lectures.
- 5. Learning Strategy** : Metacognitive Strategy

**6. Teaching Steps :**  
**FIRST MEETING**  
*(The sosial function of expository text)*

NO	ACTIVITIES	ACTIVITIES DESCRIPTION
1	Opening Activities	<ol style="list-style-type: none"> <li>1. The teacher welcomes the students and calls each one by name.</li> <li>2. In order to establish a pleasant atmosphere, students respond to the teacher's questions and calling.</li> <li>3. In the learning process, students take part in activities.</li> <li>4. The teacher poses questions that connect prior knowledge to the content being studied.</li> <li>5. The purpose of learning or the KD to be attained is described by the teacher.</li> <li>6. Coverage and assessment materials are delivered by the teacher.</li> </ol>
2	Main Activities	<ol style="list-style-type: none"> <li>1. The teacher divides the students into several groups</li> <li>2. The teacher encourages students to identify their own abilities about what is known through the reflective question "what prior knowledge can help you in this lesson?"</li> <li>3. The teacher gives examples of problems, and encourages students to express their opinions about problem solving.</li> <li>4. The teacher encourages students to take notes on the results of identification and discussion of abilities and problem solving.</li> <li>5. The teacher encourages students to increase their responsibility to plan and regulate their learning through the questions "What strategy will be used to solve the problem?", "Which relevant resources can help you in completing the task?", "How long will it take to complete the task?"</li> <li>6. The teacher asks students in groups to clarify the ideas and strategies used. This activity is carried out to encourage students to correct errors in completing assignments.</li> <li>7. The teacher helps students to assess their own understanding of the task material and provides explanations again to students who do not understand.</li> </ol>
3	Closing Activities	<ol style="list-style-type: none"> <li>1. Students pay attention to the teacher's conclusion.</li> <li>2. Students are given tasks by the teacher.</li> <li>3. Students complete an organized task in order to</li> </ol>

		<p>measure something.</p> <ol style="list-style-type: none"> <li>4. The teacher concludes all of the texts.</li> <li>5. The teacher informs the students about the upcoming material.</li> <li>6. Students are getting ready for the next meeting by preparing the materials that will be addressed.</li> </ol>
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## 7. SECOND MEETING

*(The generic structure of expository text)*

NO	ACTIVITIES	ACTIVITIES DESCRIPTION
1	Opening Activities (Exploration)	<ol style="list-style-type: none"> <li>1. The teacher welcomes the students and calls each one by name.</li> <li>2. In order to establish a pleasant atmosphere, students respond to the teacher's questions and calling.</li> <li>3. In the learning process, students take part in activities.</li> <li>4. The teacher poses questions that connect prior knowledge to the content being studied.</li> <li>5. The purpose of learning or the KD to be attained is described by the teacher.</li> <li>6. Coverage and assessment materials are delivered by the teacher.</li> </ol>
2	Main Activities	<ol style="list-style-type: none"> <li>1. The teacher divides the students into several groups</li> <li>2. The teacher encourages students to identify their own abilities about what is known through the reflective question "what prior knowledge can help you in this lesson?"</li> <li>3. The teacher gives examples of problems, and encourages students to express their opinions about problem solving.</li> <li>4. The teacher encourages students to take notes on the results of identification and discussion of abilities and problem solving.</li> <li>5. The teacher encourages students to increase their responsibility to plan and regulate their learning through the questions "What strategy will be used to solve the problem?", "Which relevant resources can help you in completing the task?", "How long will it take to complete the task?"</li> <li>6. The teacher asks students in groups to clarify the ideas and strategies used. This activity is carried out to encourage students to correct errors in completing assignments.</li> <li>7. The teacher helps students to assess their own understanding of the task material and provides explanations again to students who do not</li> </ol>

		understand.
3	Closing Activities	<ol style="list-style-type: none"> <li>1. Students pay attention to the teacher's conclusion.</li> <li>2. Students are given tasks by the teacher.</li> <li>3. Students complete an organized task in order to measure something.</li> <li>4. The teacher concludes all of the texts.</li> <li>5. The teacher informs the students about the upcoming material.</li> <li>6. Students are getting ready for the next meeting by preparing the materials that will be addressed.</li> </ol>

### 8. THIRD MEETING

*(Find the main idea and supporting details the expository text)*

NO	ACTIVITIES	ACTIVITIES DESCRIPTION
1	Opening Activities (Exploration)	<ol style="list-style-type: none"> <li>1. The teacher welcomes the students and calls each one by name.</li> <li>2. In order to establish a pleasant atmosphere, students respond to the teacher's questions and calling.</li> <li>3. In the learning process, students take part in activities.</li> <li>4. The teacher poses questions that connect prior knowledge to the content being studied.</li> <li>5. The purpose of learning or the KD to be attained is described by the teacher.</li> <li>6. Coverage and assessment materials are delivered by the teacher.</li> </ol>
2	Main Activities	<ol style="list-style-type: none"> <li>1. The teacher divides the students into several groups</li> <li>2. The teacher encourages students to identify their own abilities about what is known through the reflective question "what prior knowledge can help you in this lesson?"</li> <li>3. The teacher gives examples of problems, and encourages students to express their opinions about problem solving.</li> <li>4. The teacher encourages students to take notes on the results of identification and discussion of abilities and problem solving.</li> <li>5. The teacher encourages students to increase their responsibility to plan and regulate their learning through the questions "What strategy will be used to solve the problem?", "Which relevant resources can help you in completing the task?", "How long will it take to complete the task?"</li> <li>6. The teacher asks students in groups to clarify the ideas and strategies used. This activity is carried out to encourage students to correct errors in completing</li> </ol>

		assignments. 7. The teacher helps students to assess their own understanding of the task material and provides explanations again to students who do not understand.
3	Closing Activities	1. Students pay attention to the teacher's conclusion. 2. Students are given tasks by the teacher. 3. Students complete an organized task in order to measure something. 4. The teacher concludes all of the texts. 5. The teacher informs the students about the upcoming material. 6. Students are getting ready for the next meeting by preparing the materials that will be addressed.

#### 9. Source and Teaching Media

- Internet and Book

#### 10. Task

Answering the test (Essay)

#### 11. Assessment

$$\text{Nilai Akhir} = \frac{\text{Nilai perolehan}}{\text{Nilai maksimal}} \times 100$$

Medan, June 2021

English Teacher

Researcher

**HILDANI SARI HRP, S.Pd, M.Hum**

**KAIRUL NISAH**  
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**APPENDIX B :**

**LESSON PLAN  
(CONTROL GROUP)**

**School** : SMA Islam Al-Ulum Terpadu Medan  
**Skill / Subject** : Reading / English  
**Class** : X  
**Kind of Text** : Expository Text  
**Time** : 3 x 45 minutes (3 meetings)

- 1. Standard Competency** : To talk about the environment, you must be able to comprehend the meaning of the expository text.
- 2. Basic Competency** : Equally capable of comprehending the meaning and general structure of a text well, fluidly, and receiving expository text in a variety of settings.
- 3. Indicators** : Students should be able to: a). recognize the social role of expository text; b). recognize the generic structure of expository text; c). recognize the text's primary concept and supporting details; and d). comprehend the text's substance from teachers' lectures.
- 4. Objectives** : By the completion of the course, students will be able to: a). recognize the social role of expository texts; b). recognize the generic structure of expository texts; c). recognize the text's main concept and supporting details; and d). comprehend the text's substance from teachers' lectures.
- 5. Teaching Method** : Lecturing Method

**6. Teaching Steps :**  
**FIRST MEETING**  
*(The purpose of expository text)*

NO	ACTIVITIES	ACTIVITIES DESCRIPTION
1	Opening Activities (Exploration)	<ol style="list-style-type: none"> <li>1. The teacher welcomes the students and calls each one by name.</li> <li>2. In order to establish a pleasant atmosphere, students respond to the teacher's questions and calling.</li> <li>3. In the learning process, students take part in activities.</li> <li>4. The teacher poses questions that connect prior knowledge to the content being studied.</li> <li>5. The purpose of learning or the KD to be attained is described by the teacher.</li> <li>6. Coverage and assessment materials are delivered by the teacher.</li> </ol>
2	Main Activities	<ol style="list-style-type: none"> <li>1. The teacher divides the students into several groups</li> <li>2. The teacher ask the students to find out the difficult words in the reding text and looked for the meaning in the dictionary.</li> <li>3. Teacher ask the students to read the text</li> <li>4. Teacher concludes the lesson by summarizing what they learn</li> </ol>
3	Closing Activities (Confirmation)	<ol style="list-style-type: none"> <li>1. Students pay attention to the teacher's conclusion.</li> <li>2. Students are given tasks by the teacher.</li> <li>3. Students complete an organized task in order to measure something.</li> <li>4. The teacher concludes all of the texts.</li> <li>5. The teacher informs the students about the upcoming material.</li> <li>6. Students are getting ready for the next meeting by preparing the materials that will be addressed.</li> </ol>

**7. SECOND MEETING**

*(The generic structure of expository text)*

NO	ACTIVITIES	ACTIVITIES DESCRIPTION
1	Opening Activities (Exploration)	<ol style="list-style-type: none"> <li>1. The teacher welcomes the students and calls each one by name.</li> <li>2. In order to establish a pleasant atmosphere, students respond to the teacher's questions and calling.</li> <li>3. In the learning process, students take part in</li> </ol>

		<p>activities.</p> <ol style="list-style-type: none"> <li>4. The teacher poses questions that connect prior knowledge to the content being studied.</li> <li>5. The purpose of learning or the KD to be attained is described by the teacher.</li> <li>6. Coverage and assessment materials are delivered by the teacher.</li> </ol>
2	Main Activities	<ol style="list-style-type: none"> <li>1. The teacher divides the students into several groups</li> <li>2. The teacher ask the students to find out the difficult words in the reding text and looked for the meaning in the dictionary.</li> <li>3. Teacher ask the students to read the text</li> <li>4. Teacher concludes the lesson by summarizing what they learn</li> </ol>
3	Closing Activities (Confirmation)	<ol style="list-style-type: none"> <li>1. Students pay attention to the teacher's conclusion.</li> <li>2. Students are given tasks by the teacher.</li> <li>3. Students complete an organized task in order to measure something.</li> <li>4. The teacher concludes all of the texts.</li> <li>5. The teacher informs the students about the upcoming material.</li> <li>6. Students are getting ready for the next meeting by preparing the materials that will be addressed.</li> </ol>

### 8. THIRD MEETING

*(Find the main idea, information, and meaning in the expository text)*

NO	ACTIVITIES	ACTIVITIES DESCRIPTION
1	Opening Activities (Exploration)	<ol style="list-style-type: none"> <li>1. The teacher welcomes the students and calls each one by name.</li> <li>2. In order to establish a pleasant atmosphere, students respond to the teacher's questions and calling.</li> <li>3. In the learning process, students take part in activities.</li> <li>4. The teacher poses questions that connect prior knowledge to the content being studied.</li> <li>5. The purpose of learning or the KD to be attained is described by the teacher.</li> <li>6. Coverage and assessment materials are delivered by the teacher.</li> </ol>
2	Main Activities	<ol style="list-style-type: none"> <li>1. The teacher divides the students into several groups</li> <li>2. The teacher ask the students to find out the difficult words in the reding text and looked for the</li> </ol>

		<p>meaning in the dictionary.</p> <p>3. Teacher ask the students to read the text</p> <p>4. Teacher concludes the lesson by summarizing what they learn</p>
3	Closing Activities (Confirmation)	<p>1. Students pay attention to the teacher's conclusion.</p> <p>2. Students are given tasks by the teacher.</p> <p>3. Students complete an organized task in order to measure something.</p> <p>4. The teacher concludes all of the texts.</p> <p>5. The teacher informs the students about the upcoming material.</p> <p>6. Students are getting ready for the next meeting by preparing the materials that will be addressed.</p>

#### 9. Source and Teaching Media

- Internet and Book

#### 10. Task

Answering the test (Essay)

#### 11. Assessment

$$\text{Nilai Akhir} = \frac{\text{Nilai perolehan}}{\text{Nilai maksimal}} \times 100$$

Medan, June 2021

English Teacher

Researcher

**HILDANI SARI HRP, S.Pd, M.Hum**

**KAIRUL NISAH**  
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**APPENDIX C :****SOAL PRE TEST and POST TEST****Text 1**

A Career is an individual's journey through learning, work and other aspects of life. There are a number of ways to define a career and the term is used in a variety of ways. Every body who have career exactly want to advance their career.

If you want to advance your career, you will have to make some careful decisions about which jobs you take. Consider a job offered for the value it has to your career. It may mean sacrifices at first. You may have to move to a different region or country to get a job that is right for you. You may have to work late hours, at least temporarily. You might even have to take a lower salary for a job that offers you the experience that you need. But you should never accept a job if it is not related to your career goals.

Accepting a job that is not within your career path will not give you the skill or experience you need or want. You will find yourself frustrated in such a position and consequently will not perform your best. This will have an effect on the people around you, who will not feel as if you are being part of the team. The best advice is to think carefully before accepting any position and make sure that the job is one you to have.

**Answer questions 1-3 based on the reading text above!**

1. What is mainly discussed in the text?.....
  - a. How to look for a job
  - b. How to advance a career
  - c. What to do to get a good job
  - d. How to lessen your stress in your office
  
2. The main idea (*ide pokok*) of the second paragraph is that.....
  - a. Considering a job offered is necessary
  - b. Moving to a different region to get a job can help you
  - c. Relating your jobs to your career goals will be advantageous for your boss
  - d. Making a careful decision before accepting a job is important
  
3. According to the text, the author advice the reader about.....
  - a. How to increase the career
  - b. Make a decision in a job
  - c. Think carefully before accepting position in a job
  - d. How to get a good job

## Text 2

Antibiotic is a drug produced by certain microbes. Antibiotics destroy other microbes that damage human tissues. They are used to treat a wide variety of diseases, including gonorrhea, tonsillitis, and tuberculosis.

Antibiotics are sometimes called “Wonder drugs” because they can cure diseases such as meningitis, pneumonia, and scarlet fever. But, when the antibiotics are overused or misused, these drugs make a person sensitive being attacked by a superbug.

Antibiotic do not always distinguish between harmless and dangerous microbes. If a drug destroys too many harmless microorganism, the pathogenic ones (the dangerous microbes) will have a greater chance to multiply. This situation often leads to the development of a new infection called suprainfection.

Extensive use of some antibiotics may damage organs and tissues. For example, streptomycin, which is used to treat tuberculosis, has caused kidney damage and deafness.

Resistance to antibiotics may be ecquired by pathogenic microbes. The resistant microbes transfer genetic material to non-resistant microbes and cause them to become resistant. During antibiotic treatment, non-resistant microbes are destroyed, but resistant types survive and multiply.

To avoid the side effect of antibiotics, you’d better not urge your doctor to prescribe antibiotics. Keep in mind that antibiotics are only useful for bacterial infections and have no effect on viruses, so they cannot be used for chicken pox, measles, and other viral diseases.

4. Which diseases cannot be cured by antibiotics?
  - a. Tonsillitis
  - b. Meningitis
  - c. Chicken pox
  - d. Tuberculosis
  
5. What are discussed in paragraph two and four?
  - a. Both paragraphs describe how antibiotics work
  - b. Both paragraphs tell about the effects of misusing antibiotics
  - c. Both paragraphs explain how antibiotics damage organs and tissues
  - d. Paragraph two tells how antibiotics destroy harmless microbes and paragraph four describes how the pathogenic microbes transfer genetic material to non-resistant microbes

6. Choose one from the following which is not the effect of using antibiotics improperly?

- a. Organs and tissues are damaged
- b. The pathogenic microbes multiply
- c. Harmless microorganisms are destroyed
- d. Pathogenic microbes become nonresistant

7. “Antibiotics do not always distinguish between harmless and dangerous microbes.” (paragraph 2)

The underlined word means....

- a. Differentiate
- b. Compare
- c. Correlate
- d. Vary

### **Text 3**

#### The Dangers of Typing SMS while Driving

The popularity of mobile devices has had some dangerous consequences. We know that mobile communications are linked to a significant increase in distracted driving which results in injury and loss of life.

The National Highway Traffic Safety Administration reported that in 2010 driver distraction was the cause of 18 percent of all fatal crashes with 3,092 people killed and crashes resulting in an injury 416,000 people wounded.

The Virginia Tech Transportation Institute found that text messaging creates a crash risk 23 times worse than driving while not distracted.

Eleven percent of drivers aged 18 to 20 who involved in an automobile accident and survived admitted they were sending or receiving texts when they crashed. Distracted driving endangers life and property and the current levels of injury and loss are unacceptable.

8. What is the main idea of the passage?

- a. The warning of texting and driving
- b. The debatable issue of texting and driving
- c. The involvement of mobile devices while driving
- d. The risks of texting while driving

9. What does the passage tell us about the writer’s opinion on the issue at hand?

- a. Text messaging creates more risk than undistracted driving
- b. Mobile communication doesn’t have relation with accident
- c. Many people lost their life because of injury
- d. Distracted driving is still safe for the drivers

10. From the text, we know that....
- The mobile phone should be banned in the street
  - Distracted driving makes accident more rarely to happen
  - Most of the accident caused by the condition of the road
  - Drivers involved in car accidents admitted they were texting when they crashed
11. Distracted driving endangers life ... it is not an acceptable action
- As
  - If
  - So
  - And

#### **Text 4**

The government should Provide rehabilitation Program for Drug Users

Drug users are actually ill people who need help. Rehabilitation is one of the main things they should get. Instead of punishing drug users in prisons, the government should provide rehabilitation for them.

Most users are actually victims of persuasive peddlers and they suffer from consuming the drugs. Therefore, by rehabilitating them, we are actually helping them out from traps, which they might accidentally step on.

If we only arrest drug users and send them to jail, this doesn't solve the problem as drug users will still be addicted unless proper rehabilitation is imposed to them. Providing rehabilitation programs for drug users and forcing them to participate in the programs is better than only arresting them and doing nothing to their illness. Only drug dealers, traffickers, and wholesalers should be imprisoned.

12. Most drug users get drugs from...
- Jails
  - Peddlers
  - Traffickers
  - Rehabilitation center
13. Sending the drug users to prison is not a good solution because....
- They can't consume harmful drugs
  - They are treated normally
  - They may still be infected with harmful drugs
  - They can be freed as soon as possible
14. "...drug users will still be addicted unless proper rehabilitation is imposed to them." (Paragraph 3) The underlined word is closest in meaning to ....
- Influenced
  - Treated
  - Forced
  - Burdened

### Text 5

Everybody should change their way of life to reduce global warming. There are several things that we can do. One of them is by buying and consuming fresh local groceries as much as possible. It of course includes local vegetables, fruits, bread, etc.

Local groceries don't need much transportation to get it into the market. It of course means, the amount of carbon dioxide produced is less than the groceries from other region. Therefore, by buying local groceries we are helping reduce the amount of carbon dioxide produced.

Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh good or groceries means no requirements for it to be freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money.

So, from now on we should consume fresh local groceries to reduce global warming.

15. The text gives us information about...
- the ways to minimize global warming
  - The ways to increase global warming
  - The effects of global warming
  - the importance of consuming local groceries
16. To reduce the global warming we should...
- Buy import the product
  - Buy expensive clothes
  - Consume frozen foods
  - Consume fresh goods
17. "We are helping reduce the amount of global warming" (Paragraph 2) The underlined word can be replaced by...
- Increase
  - Decrease
  - Improve
  - Add

### Text 6

The use of formalin and other dangerous preservatives in food has been serious problem for three reasons. Firstly, formalin is not for human beings, but it is for biological specimens and experiments. Formalin in Biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservatives. Of course when it is used for food preservatives, it will be very dangerous to human's body.

The second reason is that there is no tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use formalin was spread wide all over the Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?

Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

18. Why is formalin dangerous for human's body?
- It is not food preservatives
  - It is a disinfectant for human beings
  - It is used to preserve biological specimens
  - It is 10% solution of formaldehyde in water
19. The main idea of paragraph two is...
- The human's bodies will be harmful after consuming the formalin
  - The government has not controlled the use of formalin firmly
  - The weak control of using formalin is not threatening the human
  - The human's bodies will be harmful after consuming the formalin
20. What is the generic structure of the text?
- Arguments-Recommendation-Thesis
  - Thesis-Argument-Recomendation
  - Thesis-Argument-Reorientation
  - Thesis-Supporting Points-Constrasting Points-Reorientation

**APPENDIX D :****Answer Key For Pre-Test And Post-Test**

<b>1. B</b>	<b>11. D</b>
<b>2. D</b>	<b>12. B</b>
<b>3. C</b>	<b>13. C</b>
<b>4. C</b>	<b>14. C</b>
<b>5. D</b>	<b>15. A</b>
<b>6. D</b>	<b>16. D</b>
<b>7. A</b>	<b>17. B</b>
<b>8. D</b>	<b>18. A</b>
<b>9. A</b>	<b>19. B</b>
<b>10. D</b>	<b>20. C</b>

**APPENDIX E :****Score Pre test and Post test Experimental group**

<b>No.</b>	<b>Name of Students</b>	<b>Pre Test</b>	<b>Post Test</b>
1	Ade Mustika	70	75
2	Ahmad Fauzan	80	85
3	Alya Natasya	50	60
4	Anatha Aulia Rahman	75	80
5	Arwen Aurellia Satwika	75	80
6	Aulia Rahma	80	85
7	Azzahra Rahmi	70	85
8	Delfi Singgih	75	80
9	Farhan Syahri Rafli	85	90
10	Inzaqhi Aswin Seryaza	70	75
11	Julio Fahriza	60	80
12	Khadijah Chairunnisa	90	80
13	M. Fauzan Ritonga	90	95
14	Manda Putri Nayla	80	85
15	Miftahul Jannah	80	90
16	M. Arif Syahputra	75	80
17	M. Iqbal	70	75
18	M. Rendi Syahputra	70	75
19	Mushaddiq Rabbani	70	85
20	Nasywa Mumtazah	85	95
21	Nurul Hidayani	75	85
22	Ramadavy Fahrezi	70	85
23	Rinda Meutiya	70	80
24	Riyan Wibowo	80	85
25	Sabrina Bismi Maulida	75	80
26	Syahira Nayna Nst	90	95
27	Syifa Andhini	50	80
28	Syakirah Ramadhina	65	90

**APPENDIX F :****Score Pre Test and Post Test Control Group**

<b>No.</b>	<b>Name of Students</b>	<b>Pre Test</b>	<b>Post Test</b>
1	Ade Surya Dinar	65	75
2	Adinda Dara Puspita	80	85
3	Afif Hafizha	60	65
4	Ajjah	65	75
5	Akbar Maulana	75	85
6	Atikah	70	75
7	Annisa Juniati	50	55
8	Aqil Kamal Atthaya	80	85
9	Balqis Humairah	55	65
10	Egy Ramanov Barus	70	80
11	Fikra Aliya	80	85
12	Funna Zahara	60	75
13	Mahdy Husnul Widad	60	70
14	M. Alip Akbar	80	85
15	M. Irza Chairunnas	75	85
16	M. Rabih Asyafiq	50	60
17	Miftahul Jannah	60	75
18	Nayla Firzanah	60	70
19	Nazwa Audy Tri Zaefana	60	70
20	Poppy Amalia	75	75
21	Putri Zuhra Pratama	75	80
22	Rafli Hafiz Ardhiansyah	75	80
23	Rizki Ananda Silalahi	65	75
24	Rofiqoh Fadillah	70	75
25	Sandy Syarif	80	85
26	Sri Ulfa Fadila	75	80
27	Taufik Hidayat	80	85
28	Taufik Tri Yudhoyono	70	80
29	Umar Ahmad Lubis	70	80
30	Yufa Ainun Hidayat	70	80

## APPENDIX G :

## DOCUMENTATION



Figure 1. Photo With The English Teacher



Figure 2. Photo In Front of The School

**KARTU BIMBINGAN SKRIPSI**  
Semester Gasal/Genap Tahun Akademik 2020 / 2021

Nama : Kairul Nisah	Pembimbing I : Dr. H. Syaikani, M.Ed, Amd
NIM : 0304173158	Pembimbing II : Drs. Achmad Ramadhan Pasaribu
Prog. Studi : Tadris Bahasa Inggris	SK Pembimbing :
Judul Skripsi : <b>THE EFFECT OF METACOGNITIVE STRATEGY ON THE STUDENTS' READING COMPREHENSION ACHIEVEMENT AT SMA ISLAM AL ULUM TERPADU MEDAN IN THE ACADEMIC YEAR 2020/2021</b>	

P E R T	PEMBIMBING I			PEMBIMBING II		
	Tgl.	Materi Bimbingan	T. Tangan	Tgl.	Materi Bimbingan	T. Tangan
I	1/feb.2021	Bimbingan tentang judul Skripsi' via zoom		Sabtu, 6/Maret 2021	Pertemuan awal membahas mekanisme atau metode bimbingan	
II	20/feb.2021	Penjelasan tentang bagaimana menemukan judul skripsi yg tepat, yaitu harus menemukan masalah		Sabtu 5/June/2021	Perbaikan dalam penulisan/grammar pada proposal skripsi. Terutama banyak kesalahan grammar pada bab 3.	

Buku Laporan Kegiatan Akademik Mahasiswa Prodi Pendidikan Bahasa Inggris FITK UIN-SU 29

P E R T	PEMBIMBING I			PEMBIMBING II		
	Tgl.	Materi Bimbingan	T. Tangan	Tgl.	Materi Bimbingan	T. Tangan
III	12/Maret, 2021	Judul yg diajukan terlalu sulit dan masalah kurang tepat. Pembimbing menyarankan untuk mengganti judul penelitian.		Sabtu 19/June 2021	ACC Seminar Proposal.	
IV	14/Maret, 2021.	Judul diterima dan disuruh menyiapkan proposal skripsi		Rabu 2/Sept.2021	Bimbingan hasil penelitian beserta Lampiran	
V	27/April/ 2021.	Proposal diterima dengan beberapa revisi pada bab 2. Penyusunan materi/judul harus diubah. Dan disuruh lanjut bimbingan pada ps 2.		Kamis/ 2 sept.	ACC Sidang Munaspsyah	
VI	15/Agustus 2021.	Bimbingan hasil penelitian				
VII	Rabu 1/Sept 2021.	ACC Sidang Munaspsyah				

Buku Laporan Kegiatan Akademik Mahasiswa Prodi Pendidikan Bahasa Inggris FITK UIN-SU 30

**Figure 3. Thesis Guidance Card**

<https://uiselma.uinsu.ac.id/pengajuan/cetakakun/MzewMIDM>



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN**  
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Nomor : B-13389/TTK/TK.V.3/PP.00.9/07/2021 08 Juli 2021  
Lampiran : -  
Hal : Izin Riset

**Yth. Bapak/Ibu Kepala SMA Islam Al Ulum Terpadu Medan**

*Assalamulaikum Wr. Wb.*

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : Kairul Nisah  
NIM : 0304173158  
Tempat/Tanggal Lahir : Medan, 29 September 2000  
Program Studi : Tadris Bahasa Inggris  
Semester : VIII (Delapan)  
Alamat : Jl. Datuk Kabu Gg. Datuk 6 Kelurahan Tembung Kecamatan Percut Sei Tuan

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Jl. Tuasan No 35, Sidorejo Hilir, Kec. Medan Tembung, Kota Medan, Sumatera Utara 20222, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

*The Effect of Metacognitive Strategy on the Students' Reading Comprehension Achievement at SMA Islam Al-Ulum Terpadu Medan in Academic Year 2020/2021*

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 08 Juli 2021  
a.n. DEKAN  
Ketua Program Studi Pendidikan Bahasa Inggris



*Digitally Signed*  
**Yani Lubis, M.Hum**  
NIP. 197006062000031006

Tembusan:  
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

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**Figure 4. Research Permit**