

**METACOGNITIVE READING STRATEGIES IN READING  
COMPREHENSION IN ISLAMIC HIGHER EDUCATION**

**By**

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**ANTASARI STATE ISLAMIC UNIVERSITY**

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**METACOGNITIVE READING STRATEGIES IN READING  
COMPREHENSION IN ISLAMIC HIGHER EDUCATION**

**AN UNDERGRADUATE THESIS**

**Presented to  
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for the degree of *Sarjana Pendidikan* in English Language Education**

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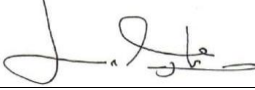

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### STATEMENT OF AUTHENTICITY

I, the undersigned, Yunita Sari, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfill the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If somebody, it is proven otherwise, I understand that my degree will be revoked.

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## ABSTRACT

**Yunita Sari.** 2020. Metacognitive Reading Strategies in Reading Comprehension In Islamic Higher Education. Thesis English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University Advisor: (I) Puji Sri Rahayu, MA, (II) Sovia Rahmaniah, S.Pd, M.Pd.

**Keywords:** Metacognitive Reading Strategies, Reading Strategy, Reading Comprehension

This study aimed to know the metacognitive reading strategies used by students and the level of students in using metacognitive reading strategies in reading comprehension.

Furthermore, the method used in this research was descriptive quantitative method. The subject of this study were the fifth-semester students of English Education Department with a total sample of 90 students involved in data collection. To obtain data on the use of students' metacognitive reading strategies and the level of students' awareness in using metacognitive reading strategies, the researcher distributed the MARSII questionnaire by Mokhtari & Reichard (2002) specifically designed to assess adult readers in reading academic texts or school-related materials such as textbooks, articles and journal.

This study found that the fifth-semester students of English Education Department used 3 types of metacognitive reading strategies in reading comprehension, namely Global Reading Strategies, Problem Solving Reading Strategies, and Support Reading Strategies. The strategy most often used by students was the Problem Solving Strategies with the mean score of 3.62 and was categorized as the use of a high level strategies. Then followed by the use of a moderate level strategy, namely Global Reading Strategies with the mean score of 3.28, placed the second position and the last one was Support Reading Strategy with the mean score of 3.21. Based on the result of data, the overall level of students in using metacognitive reading strategies was at a moderate level with an average of 3.37.

## ABSTRAK

**Yunita Sari.** 2020. *Metacognitive Reading Strategies in Reading Comprehension In Islamic Higher Education*. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: (I) Puji Sri Rahayu, MA, (II) Sovia Rahmaniah, S.Pd, M.Pd.

**Kata Kunci:** Strategi Membaca Metakognitif, Strategi Membaca, Reading Comprehension

Penelitian ini bertujuan untuk mengetahui strategi membaca metakognitif yang digunakan mahasiswa dan tingkat mahasiswa dalam menggunakan strategi membaca metakognitif pada membaca komprehensif.

Selanjutnya metode yang digunakan dalam penelitian ini adalah metode deskriptif kuantitatif. Subjek penelitian ini adalah mahasiswa semester 5 jurusan Pendidikan Bahasa Inggris dengan jumlah sampel 90 mahasiswa yang terlibat dalam pengumpulan data. Untuk mendapatkan data tentang penggunaan strategi membaca metakognitif mahasiswa dan tingkat mahasiswa dalam penggunaan strategi membaca metakognitif, peneliti mendistribusikan kuesioner MARSII oleh Mokhtari & Reichard (2002) yang dirancang khusus untuk menilai pembaca dewasa dalam membaca teks akademik atau yang berhubungan dengan bacaan di perkuliahan seperti buku teks, artikel dan jurnal.

Penelitian ini menemukan bahwa mahasiswa semester 5 jurusan Pendidikan Bahasa Inggris menggunakan 3 jenis strategi membaca metakognitif dalam membaca komprehensif, yaitu Global Reading Strategies, Problem Solving Reading Strategies, dan Support Reading Strategies. Strategi yang paling sering digunakan mahasiswa adalah strategi pemecahan masalah dengan skor rata-rata 3.62 dan dikategorikan sebagai penggunaan strategi tingkat tinggi. Kemudian diikuti dengan penggunaan strategi tingkat menengah yaitu strategi membaca global dengan rata-rata 3.28, menempati posisi kedua dan yang terakhir adalah strategi membaca pendukung dengan rata-rata 3.21. Berdasarkan hasil data tersebut, secara keseluruhan tingkat mahasiswa dalam menggunakan strategi membaca metakognitif berada pada tingkat menengah dengan rata-rata 3.37.

## **MOTTO**

*A hopeless person sees difficulties in every chance,  
but a hopeful person sees chances in every difficulty*

**Ali bin Abi Thalib**

*It only takes one book to fall in love with reading.*

*Find the book. Let's fall in love*

**Najwa Shihab**



## DEDICATION

I dedicate this thesis for:

1. My beloved parents, Tuslimin and Semi who always pray for me to give me my best, give me everlasting love, support me mentally, spiritually, materially during the time of study and the process of making this thesis.
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Finally, the researcher hopes that this research will be useful for the next researchers. The researcher admits that this research paper is not perfect yet. Therefore, the suggestion will be expected to make it better.

Banjarmasin, 08 Februari 2021

A handwritten signature in black ink, consisting of several loops and a long vertical stroke at the end.

Yunita Sari

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