

**METACOGNITIVE ANALYSIS OF STUDENTS' READING  
STRATEGIES IN JUNIOR HIGH SCHOOL LEVEL**

**By**

**Rahmat Hariyadie**



**ANTASARI STATE ISLAMIC UNIVERSITY  
BANJARMASIN  
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**METACOGNITIVE ANALYSIS OF STUDENTS' READING  
STRATEGIES IN JUNIOR HIGH SCHOOL LEVEL**

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### STATEMENT OF AUTHENTICITY

I, the undersigned, Rahmat Hariyadie, declare that this undergraduate thesis is my original work, gathered and utilized especially to fulfil 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 someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, 16 July 2021

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## ABSTRACT

**Rahmat Hariyadie.** 2021. Metacognitive Analysis of Students' Reading Strategies in Junior High School Level. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: (I) Nani Hizriani, MA. (II) Nor Hidayah, S.Pd., M.Pd.

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

The present study aims to explore: 1) What are the most and least metacognitive reading strategies used by Banjarmasin junior high school students?, 2) what classification of metacognitive reading strategies do the Banjarmasin junior high school students prefer?

Quantitative Research with Descriptive Statistics was applied in this study with the use of MARSII 2002 as questionnaire and structured interview to analyze the highest, lowest, and mean score of total answers given by the samples to depict their overall reading strategies. The population of this research were 216 students from 4 random selected junior highschoools in Banjarmasin, within each schools researcher chose 54 students and divided into 3 class ranging from grade 7, 8, and 9.

The result of questionnaire showed highest score could be infered was Q27 with result 2,541667 and the lowest score was Q12 with result 1,574074. Among the three classification of metacognitive reading strategies (PROB) Problem-Reading Strategies reached the highest result and followed by (GLOB) Global-Reading Strategies and (SUP) Support Reading Strategies as students tendencies. The structured interview shared identical outcome with similarity tendencies in most and least strategies result from questionnaire. Although the overall mean score still in low level, if the result if separated by the class comparison grade 8 and 9 consecutively have higher result with more moderate score instead of weak.

## **ABSTRAK**

**Rahmat Hariyadie.** 2021. *Metacognitive Analysis of Students' Reading Strategies in Junior High School Level. Thesis. Jurusan Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: (I) Nani Hizriani, MA. (II) Nor Hidayah, S.Pd., M.Pd.*

**Kata kunci:** *Analisa Metakognitif, Pemahaman Membaca, Strategi Membaca*

*Studi ini bertujuan untuk mengeksplor: 1) Strategi metakognitif apa yang paling banyak dan sedikit diterapkan pada siswa-siswi tingkat SMP di Banjarmasin? 2) Kategori strategi metakognitif membaca apa yang paling disukai siswa-siswi tingkat SMP di Banjarmasin?*

*Penelitian Kuantitatif dengan Deskriptif Statistik diterapkan pada penelitian ini dengan menggunakan MARSII 2002 sebagai kuesioner dan interview terstruktur untuk menganalisa skor tertinggi, terendah, mean dari jawaban yang diberikan oleh para subjek untuk menggambarkan strategi membaca mereka secara keseluruhan. Sampel dari penelitian ini adalah 216 murid dari 4 SMP yang dipilih secara acak di Banjarmasin, pada tiap sekolah peneliti memilih 54 sampel dan membaginya kedalam 3 kelas dari kelas 7 sampai 9 dan juga memilah hasil sampel untuk perbandingan gender laki-laki dan perempuan.*

*Hasil dari kuesioner menunjukkan bahwa skor tertinggi yang tercatat adalah Q27 dengan hasil 2,541667 dan skor terendah adalah Q12 dengan hasil 1,574074. Diantara 3 klasifikasi strategi membaca, (PROB) Problem-Reading Strategies mencapai hasil tertinggi dan diikuti oleh (GLOB) dan (SUP) sesudahnya sebagai kecenderungan dalam strategi membaca. Hasil dari interview terstruktur menunjukkan hasil yang identik terhadap hasil tertinggi dan terendah pada hasil kuesioner sebelumnya. Walaupun nilai rata-rata secara keseluruhan sampel masuk dalam kategori rendah namun jika hasil dipisah menurut kelas, hasil dari kelas 8 dan 9 berurutan menunjukkan hasil yang lebih tinggi dengan lebih banyak kategori "menengah" alih-alih rendah.*

## **MOTTO**

*“Time never waits, and it deliver all equally to the same end, you who wish to safeguard the future, however limited it may be.. go forth without falter, with your heart as your guide.”*

## **Persona 3**



## **DEDICATION**

I dedicate this thesis for:

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2. My senior Ka Riki, Ka Rahmat, Ka Deni, and others who helped me through the struggle time of my first year university life.
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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 it. Therefore, suggestion will be expected to make it better.

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Rahmat Hariyadie

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