

**THE PQ4R METACOGNITIVE STRATEGY IN TEACHING
AND LEARNING READING COMPREHENSION IN EFL
CLASS**

THESIS

**By
RIKA**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2024 M/1445 H**

**THE PQ4R METACOGNITIVE STRATEGY IN TEACHING
AND LEARNING READING COMPREHENSION IN EFL
CLASS**

Undergraduate Thesis

Presented to Faculty of Tarbiyah and Teacher Training
In partial fulfillment of the requirements for the degree of
Sarjana Pendidikan

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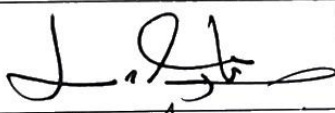

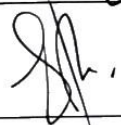
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ABSTARCT

Rika. 170102030100. *The PQ4R Metacognitive Strategies in Teaching and Learning Reading Comprehension in EFL Class.* Afifah Linda Sari, M.Pd at English Education Department. Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. 2024

Keyword: The PQ4R Metacognitive Strategy; Reading Comprehension; Teaching and Learning; EFL Students.

This thesis investigated the PQ4R Metacognitive Strategy in Teaching and Learning Reading Comprehension in English as a Foreign Language (EFL) Class at SMPN 3 Anjir Muara. The researcher realized that Preview (P), Question (Q), Read (R), Reflect (R), Recite (R), and Review (R) Metacognitive Strategy is one of a reading strategy which can be used to help students to improve their reading comprehension, make easier for students to remember and understand what they read and can help the teaching and learning process of reading English text based on the six steps by themselves, so the writer done this research. This research aims to address to main research questions; first, how is the process of PQ4R metacognitive strategy in teaching and learning reading comprehension in EFL class and second, what are the problems in teaching and learning reading comprehension in EFL Class. This research used descriptive qualitative research to collect data from observation and interview. The research was produced by the participants of the research, they were one English teacher and twenty eighth students of eight grade in the second year of academic 2023/2024. The findings of this research indicate that the stage of PQ4R metacognitive strategy in teaching and learning process for reading comprehension is quite helpful to students read gradually This research also found problems faced by teachers and students which made teaching and learning not optimal even though using the PQ4R metacognitive strategy. This research can be a reference for the teachers and also students for reading strategies that can be applied to develop reading comprehension by paying attention to the advantages and disadvantages of implementing the PQ4R metacognitive strategy.

ABTRAK

Rika. 170102030100. *The PQ4R Metacognitive Strategies in Teaching and Learning Reading Comprehension in EFL Class*. Afifah Linda Sari, M.Pd pada program study Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin. 2024

Kata Kunci: Strategi Metakognitif *PQ4R*; Pemahaman Membaca; Belajar Mengajar; Siswa Pengguna Bahasa Asing.

Tesis ini menyelidiki terkait Strategi Metakognitif *PQ4R* dalam Pengajaran dan Pembelajaran Pemahaman Membaca di Kelas Bahasa Inggris sebagai Bahasa Asing (*EFL*) di SMPN 3 Anjir Muara. Peneliti menyadari bahwa Strategi *Preview (P)*, *Question (Q)*, *Read (R)*, *Reflect (R)*, *Recite (R)*, dan *Review (R)* adalah salah satu strategi membaca yang dapat digunakan untuk membantu siswa untuk meningkatkan pemahaman bacaan mereka, memudahkan siswa mengingat dan memahami apa yang mereka baca dan dapat membantu proses belajar mengajar membaca teks bahasa Inggris berdasarkan enam langkah yang dapat siswa lakukan sendiri, itulah sebabnya penulis melakukan penelitian ini. Penelitian ini bertujuan untuk menjawab pertanyaan penelitian utama; pertama, bagaimana proses strategi metakognitif *PQ4R* dalam pembelajaran pemahaman membaca di kelas *EFL* dan kedua, apa saja permasalahan dalam pembelajaran pemahaman membaca di Kelas *EFL*. Penelitian ini menggunakan penelitian kualitatif deskriptif untuk mengumpulkan data dari observasi dan wawancara. Penelitian ini dihasilkan oleh partisipan penelitian, mereka adalah satu orang guru bahasa Inggris dan dua puluh orang siswa kelas delapan pada tahun kedua akademik 2023/2024. Temuan penelitian ini menunjukkan bahwa tahapan strategi metakognitif *PQ4R* dalam proses belajar mengajar untuk pemahaman membaca cukup membantu siswa membaca secara bertahap. Penelitian ini juga menemukan permasalahan yang dihadapi guru dan siswa yang membuat proses belajar mengajar tidak maksimal meskipun menggunakan *PQ4R* strategi metakognitif. Penelitian ini dapat menjadi referensi bagi para guru dan juga siswa mengenai strategi membaca yang dapat diterapkan untuk mengembangkan pemahaman membaca dengan memperhatikan kelebihan dan kekurangan penerapan strategi metakognitif *PQ4R*.

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Finally, the writer hopes that this research will be useful for the next researcher. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

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