

**THE ROLE OF METACOGNITIVE READING AWARENESS FOR
GENERATION Z STUDENTS' STRATEGIES IN READING
COMPREHENSION**

**BY
HAYATUN NISA**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2022**



**THE ROLE OF METACOGNITIVE READING AWARENESS FOR
GENERATION Z STUDENTS' STRATEGIES IN READING
COMPREHENSION**

AN UNDERGRADUATE THESIS

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by

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VALIDATION

Title: The Role of Metacognitive Reading Awareness for Generation Z Students' Strategies in Reading Comprehension, Name: Hayatun Nisa, SRN: 170102031369, has been examined by the board thesis examiners of Faculty and Teacher Training UIN Antasari Banjarmasin.

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STATEMENT OF AUTHENCITY

I, the undersigned, Hayatun Nisa, this Undergraduate thesis is my original work, gathered and utilized especially 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 someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin,9 February 2022

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ABSTRACT

Hayatun Nisa, 2022, The Role of Metacognitive Reading Awareness for Generation Z Students' Strategies in Reading Comprehension. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: (I) Dr. Ridha Fadhillah, S.Pd., M.Ed (II) Hidayah Nor, S.Pd M.Pd

Keywords: Generation Z, Learning Strategies, Reading Comprehension, Metacognitive Reading.

The purpose of this study was to determine the role of metacognitive reading awareness in reading comprehension and to find out how Generation Z students understand metacognitive reading strategies in reading comprehension. This lesson uses qualitative research in the form of descriptive research aimed at understanding and describing the phenomena that occur in the research sample in the original context. Participants in this study were students of SMPN 5 Sampit class VIII B.

In data collection, there are three namely observation, researchers observe directly to schools to see the actual situation and conduct learning, researchers will observe students' reading comprehension after reading the text. The second interview the researcher interviewed 10 students aimed at solving problems naturally and the third documentation aimed at supporting the collection of class observation data. Data analysis of this study uses data reduction for selecting and focusing on data from observations, interviews, and documentation. In the research, the data is only displayed in tabular form for each observation result and interview display. Conclusion Drawing and Verification Researchers draw conclusions from the data that has been done previously compared to the notes made during the analysis process.

The results of the role of metacognitive reading have an important role for students' reading comprehension strategies. Then Generation Z students in understanding metacognitive reading strategies in reading comprehension namely by reading titles, looking at pictures, predicting stories, and use reading organizational structures. Students also convey what they read as well as imagine people, places, and events from a story, review what they have read, read what they read, translate the text in their own words, use a dictionary, and repeat reading the text.

ABSTRAK

Hayatun Nisa, 2022, Peran Kesadaran Membaca Metakognitif Bagi Strategi Siswa Generasi Z Dalam Pemahaman Membaca. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari. Pembimbing : (I) Dr. Ridha Fadhillah, S.Pd., M.Ed (II) Hidayah Nor, S.Pd M.Pd

Kata kunci: Generasi Z, Strategi Pembelajaran, Pemahaman Membaca, Membaca Metakognitif.

Tujuan dari penelitian ini adalah untuk mengetahui peran kesadaran membaca metakognitif dalam pemahaman bacaan dan untuk mengetahui bagaimana siswa Generasi Z memahami strategi membaca metakognitif dalam pemahaman bacaan. Pelajaran ini menggunakan penelitian kualitatif dalam bentuk penelitian deskriptif bertujuan untuk memahami dan menggambarkan fenomena yang terjadi pada sampel penelitian dalam konteks yang asli. Partisipan dalam penelitian ini siswa SMPN 5 Sampit kelas VIII B.

Dalam pengumpulan data, ada tiga diterapkan yaitu observasi peneliti mengamati secara langsung ke sekolah melihat keadaan yang sebenarnya dan melakukan pembelajaran peneliti akan mengamati pemahaman membaca siswa setelah membaca teks. Kedua wawancara peneliti mewawancarai 10 orang siswa bertujuan untuk memecahkan masalah secara alami dan ketiga dokumentasi bertujuan untuk mendukung pengumpulan data observasi kelas. Data analisis dari penelitian ini menggunakan reduksi data untuk pemilihan dan pemfokusan data observasi, wawancara, dan dokumentasi. Dalam tampilan data peneliti hanya menampilkannya dalam bentuk tabel untuk setiap hasil observasi dan wawancara. Penarikan Kesimpulan dan Verifikasi Peneliti menarik kesimpulan dari data yang telah disimpulkan sebelumnya dibandingkan dengan catatan yang dibuat oleh peneliti selama proses analisis.

Hasil dari peran membaca metakognitif memiliki peran penting untuk strategi pemahaman membaca siswa. Kemudian siswa Generasi Z dalam memahami strategi membaca metakognitif dalam pemahaman membaca yaitu dengan membaca judul, melihat gambar, memprediksi cerita, dan menggunakan struktur organisasi. Siswa juga memikirkan apa yang mereka baca juga membayangkan orang, tempat, dan peristiwa dari cerita, meninjau kembali apa yang telah mereka baca, menganalisis bacaan, menerjemahkan teks dengan kata-kata sendiri, menggunakan kamus, dan mengulangi membaca teks.

MOTTO

BE GRATEFUL, ENJOY, AND LIVE FOR THE DECISION

(Hayatun Nisa)

DEDICATION

Thanks to Allah who has given me everything so I can finish this thesis.

I dedicate this thesis for:

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