THE USE OF METACOGNITIVE STRATEGY TO IMPROVE THE STUDENTS' READING COMPREHENSION AT EIGHTH GRADE OF SMP MUHAMMADIYAH 6 MAKASSAR

(*Pre-Experimental Research*)

A THESIS

Submitted to the Faculty of Teacher Training and Education Muhammadiyah
University of Makassar in Partial Fulfilment of the Requirement for the Degree
of Education in English Department

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2022

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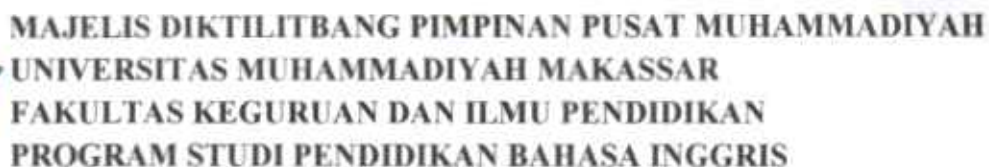
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Kamis, 30/12/2021	IV	Result of the Research Data Analysis	
Tuesday, 11/01/2022	I-V	Abstract, Scope of the Research, Findings, Conclusion, Instruments of the Research	
Thursday 20/01/2022	I-V	Acc	

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MOTTO and DEDICATION

"Everything will be okay in the
end, if it's not okay, it's not the
end

I dedicated this thesis to my beloved parents
(Appa & Nisi) to my beloved Sister and Brother
and to all of my big family.

ABSTRACT

FITRIANI, 2022. *"The Use of Metacognitive Strategy to Improve the Students' Reading Comprehension at Eighth Grade of SMP Muhammadiyah 6 Makassar (Pre- Experimental Research)"*. Under the thesis of English Education Department. The Faculty Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by St. Asriati AM and Ariana.

This research aimed to find out the improvement of students' reading comprehension by using metacognitive strategy that focused on literal comprehension include main idea and supporting details. The researcher using pre-experimental design with one class pre-test and post-test and the sample was taken by using purposive sampling technique. The sample of the research was VIII-B class on SMP Muhammadiyah 6 Makassar and the numbers of sample were 30 students. The researcher using essay test to measure the students' reading comprehension in terms of main idea and supporting details. The finding of the research indicated that the metacognitive strategy was effective to improve the students' reading comprehension in terms of main idea and supporting details. It could be seen from the improvement of students' mean score of finding main idea which was 41.74% and the improvement of students' mean score of finding supporting details which was 47.07%. The researcher also found that the t-test value was greater than the t-table (4.147>2.048) with degree of freedom (df) 28. This indicated that alternative hypothesis (H_1) was accepted and null hypothesis (H_0) was rejected. It means that there was significant improvement of students' literal comprehension in terms of main idea and supporting details before and after using metacognitive strategy.

Keywords: *Metacognitive Strategy, Reading Comprehension, Literal Comprehension.*

ABSTRAK

FITRIANI 2022, "Penggunaan Metacognitive Strategy untuk meningkatkan Pemahaman Belajar Membaca Siswa di kelas Delapan SMP muhammadiyah 6 Makassar (Penelitian Experimen)" Skripsi Jurursan Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh St. Asriati AM dan Ariana.

Tujuan dari penelitian ini adalah untuk mengetahui peningkatan pemahaman membaca siswa menggunakan strategi metacognitive dengan berfokus pada pemahaman literal mencangkup gagasan utama dan gagasan pendukung. Peneliti menggunakan pra experimental desain dengan satu kelas pre-test dan post-test, dan sample diambil menggunakan teknik sampling bertujuan. Sample penelitian ini adalah kelas VIII-B di SMP Muhammadiyah 6 Makassar dan total sample adalah 30 siswa. Peneliti menggunakan essay tes untuk menilai pemahaman membaca siswa dalam menemukan gagasan utama dan gagasan pendukung. Temuan dari penelitian ini menunjukkan bahwa strategi metacognitive efektif dalam meningkatkan pemahaman membaca siswa dalam menentukan gagasan utama dan gagasan pendukung. Dapat dilihat dari peningkatan pemahaman membaca siswa dengan nilai rata-rata gagasan utama 41.74% dan peningkatan pemahaman membaca siswa dengan nilai rata-rata gagasan pendukung 47.07%. Peneliti juga menemukan bahwa nilai dari t-test lebih tinggi dari t-tabel ($4.147 > 2.048$) derajat bebas (df) 28. Ini menujukkan bahwa alternative hipotesis (H_1) di terima dan nul hipotesis (H_0) di tolak. Dengan maksud ada peningkatan signifikan pemahaman literal siswa dalam menemukan gagasan utama dan gagasan pendukung sebelum dan sesudah penggunaan strategy metacognitive.

Kata Kunci : Strategi Metacognitive, Pemahaman Membaca, Pemahaman Literal.

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3. Erwin Akib, M.Pd, Ph.D. The dean of Teacher Training and Education.

4. Dr. Ummi Khaerati Syam, S.Pd., M.Pd. the head of English Education Department of FKIP UNISMUH Makassar.

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CHAPTER I

INTRODUCTION

This chapter, the researcher present about several parts. They are the background, problem statement, objective of the research, significant of the research, and scope of the research.

A. Background

In English language there are four skills including listening, speaking, reading and the last is writing. Among the four skills, reading is one of the skills that are not separated by human to get information and produce idea. Reading is most important in learn foreign language especially in English learning. The important of reading can be seen by increased knowledge and information on a lesson both general and specific subjects such as English lesson at school. People can improve their knowledge by reading a lot even people can know the changes in the world just being reading. So reading is a communication process to get information without direct interaction by human. According to Mikulecky, (2012); Sinrang,(2020) reading is complex conscious and unconscious mental process in which the reader use a verity of strategy to reconstruct the meaning that the author assumed to have intended, based on data from the text and from the readers prior knowledge.

Someone can increase their knowledge by reading many books, magazine, newspaper, encyclopedias and so on. To master reading skill in learning English activities students need strategy such as metacognitive strategy.

1

According to Flavell J. H (2010) metacognitive is knowledge and control over his or her thinking process in learning activities including reading.

Moreover, the concept of metacognitive includes thinking about thinking process, self awareness, and understanding in learning. The characteristic of Metacognitive strategy can help students to focus their attention, in an understanding of the content, to past knowledge with the new information and to code them in their memories. Additionally, in Vasile (2016), as she title "*Metacognitive Learning Strategy In Teaching English As a Foreign Language*" Shown that students were able to achieve their success in learning using metacognitive strategy. Chang, C. (2010). Reveal in his research that use metacognitive strategy students become more motivated in learning.

Based on the explanation above can be concluded that metacognitive strategy can help and motivated the students in learning especially reading. Meanwhile, observation in SMP Muhammadiyah 6 Makassar the researcher finds that the student's reading comprehension is still low in learning reading. Because they think reading is boring activity it was showed that the students are not enthusiastic lazy and sleepy when taught by the teacher especially even last lesson.

Based on the reason above the researcher will use metacognitive strategy in teaching process to know the improvement students in reading comprehension. So, the researcher interest to conducted experimental research with the title: "*The Use of Metacognitive Strategy to Improve the Student's Reading Comprehension at Eighth Grade of SMP Muhammadiyah 6 Makassar*".

B. Problem Statement

Based on the background above, the researcher formula the following problem statement:

Does the students' literal comprehension improve using metacognitive strategy in reading descriptive text at SMP Muhammadiyah 6 Makassar?

C. Objective of the Research

Based on problem statement above the objective of the research as follows:

To find out the improvement of the students' literal comprehension using metacognitive strategy in reading descriptive text at SMP Muhammadiyah 6 Makassar.

D. Significant of the Research

The significant of the research can be divided into two parts, that theoretical and practical.

1. Theoretical

The researcher hope that this research that will give some information to the development of language teaching and learning especially of understanding metacognitive strategy in reading comprehension.

2. Practical

a. For the Students

The researcher hope this research will give the students new knowledge about metacognitive strategy.

b. For Teacher

The researcher hope that this research that will give knowledge about strategy in teaching process and also help English teacher find of appropriate strategy.

c. For the Next Researcher

The researcher hope that this research will be useful for another research as a reference or input to conduct a further research dealing with the same problems such as study about the use metacognitive strategy in English learning process.

E. Scope of the Research

This research limited to use metacognitive strategy in terms of (self-regulation) to improve the students reading comprehension especially on literal comprehension (in terms of main idea and supporting details) in teaching material descriptive text.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consist of four main section, namely previous related research findings, some pertinent Idea, conceptual framework and hypothesis.

A. Previous Related Research Findings

This part presents the previous findings some researcher. Several researchers have conducted some research on metacognitive strategy in learning English.

First, Sutiyanto (2019) he conducted about the correlation between metacognitive strategies and reading achievement. He found that there was significant correlation between metacognitive strategy and reading achievement it could be evidenced of produced moment (r) = 0.721 with the sig. 0.000<0.05 it means that there is significant correlation between metacognitive strategy and reading achievement.

Second, Amani (2017) with her title "The relationship between metacognitive strategy and their reading achievement." she found there was significant relationship between metacognitive strategy and students reading achievement. the result of her research after calculated using person product moment Correlation formula there was significant relationship between two variable that 95% level of confidence (p<0.05) with the score of X 0.640 it means that the level variables is strong. And the score of t-test was 10.20 than t-table 2.042 therefore, it could be concluded that there was significant

relationship between the metacognitive strategy and students reading achievement at the fifth semester students of department of English education

Third, Lestari (2017) in the title *"the influences using metacognitive strategy on the students' reading comprehension at the tenth graders of Madrasa Aliyah muhammadiyah metro"* she found that there is a positive and significant influence of using metacognitive strategy on the students reading comprehension at the tenth graders of Madrasa Aliyah muhammadiyah metro. It could be evidenced with the result of the data analysis from t-test = 10.36 is higher than t-table with significant level of 5% =2.71156 and 1% = 2.42857 and from data analysis chi-square formula that X^2 observed 32.982 is higher that X^2 t-table with significant level of 5% = 5.99 and 1% = 9.21.

Four, Tulusita (2016) conducted the research about Metacognitive strategy to promote students' speaking skill focus on two aspect first how the Student's active engagements in metacognitive strategy training promote their speaking, second whether metacognitive strategy training effect students speaking achievement. She researcher found that t-value was higher than t-table (13.001>2.042) speaking students performance before and after training. Metacognitive strategy promoted their speaking performance mainly in vocabulary (28.33%) and comprehension (25.56%) based on the students speaking achievement. it concluded that Student's active engagement in metacognitive strategy training can promote their speaking and metacognitive strategy training affected students speaking achievement.

Related to the findings stated above, This research have the similarity with them because this research also use metacognitive strategy. While the different with the four researchers above and this research is from the research design, skill, material and this research focus to improve the students reading comprehension at eighth grade of SMP Muhammadiyah 6 Makassar.

B. Some Partinent Ideas

1. The Concept of Reading

a. Definition of Reading

Reading is activity carried out to get an idea or information from some books or text without interaction between the readers and the author.

Reading is activity carried out to get an idea or information from some books or text without interaction between the readers and the author. Anderson (2010) considers that "reading includes four interrelated thing including the reader, reading text, reading fluency, and reading strategy." Meanwhile According to Meyer (2012: 25), "Reading as an activity to get ideas from a text without reading the whole text.

According to (Spratt, Pulverness, and William; 2012:21) Reading is an activity carried out by reader to understand the massage convey by the author and connecting their previous knowledge. In the process to get information and knowledge the reader connect what they read with their previous knowledge of the reading text. Understanding the meaning in a text is done by understanding it from word to word or in sentences.

According to Charles & Hamka, (2011:9) say that reading is a process transmitting information where the author as the informant and the reader is the received information. In the Reading activities the researcher and the author interact directly. So, when the reader understanding what the author meaning in the text the author and the readers interact directly.

According to Hervey (2013: 2) reading may be one of the single most important skills that a person can possibly acquire. Reading generally taught at a very young age, beginning before kindergarten. The National Reading Panel has stated that teachers when teaching children to read or when helping the children improves their reading skill. There are five specific practice should be use these practice are phonemic awareness, instruction in phonics, guideoral reading practice with feedback, vocabulary instruction, and comprehension.

Furthermore, Wahyuni&Walberg, (2014:20) says that reading is most important part of education for both children and adults. Reading allow us to acquire new knowledge and do thing that are indispensable part of modern life such us reading instruction manuals, newspaper, and maps.

According to Goestina as quotes by Sinrang (2020) reading is dynamic, purposeful, social, and cognitive process in which readers create meaning by combining their knowledge of spoken and written language, knowledge of the subject, and knowledge of their culture.

b. Reading Process

In reading processes there are three types of reading According to Brown and Hudson (2011: 298).

1) Bottom-Up Processing

In the bottom-up process the reader interprets a reading by first recognizing letter by letter. And then read from word by word and the last readers using phrases to make it an efficient sentence. It means that the bottom-up process is a process or basic in reading which aims to know how to read and recognize meaning of reading.

2) Top-Down Processing

In top-Down processing the knowledge that the reader has previously is associated with the knowledge obtained after reading text. (Anderson 2013:37) say that in reading process the reader has make prediction about the meaning of text that has been read. it means that the top-down process is a process of reading o the text that has general meaning to specific.

3) Interactive Processing

Interactive processing is a combination of bottom-up and top-down processes. In this process the reader doing the bottom-up process to find out the meaning of the reading text. And then the reader doing a top-down process to get more specific information from the previous reader knowledge with the massage convey by the author. So, interactive processing occurs spontaneously in reading activities.

d.   **The Purpose of Reading**

If the students read some book, the student's certainly know information that available on the text. According to Mikulecky and Jefrries (2010) as quoted by Risdianto (2012:94) there are two purpose of reading:

1) To find general information or personal information in books such as students easy to find lesson material from the text or to learn necessary lesson material in class.

2) To find a specific topic in a book or article.

2.   **The Concept of Reading Comprehension**

a.   **Definition of Reading Comprehension**

Reinking and scenery in Hamka (2011:9) stated that reading comprehension is reading activity to understanding the meaning of the text. In reading comprehension the reader not only to understanding the meaning text but, the reader must be involves they knowledge previous such as, their vocabulary, and evaluating text.

According to Grace (2011: 6) said that reading comprehension are very important and very necessary for students to have. Reading comprehension is not a natural that every students have, however students reading comprehension is a skill that must be learned and taught by others. Meanwhile according to Grabe (2015:2) say that reading comprehension is a complex reading comprehension and varies in many ways depending on the task, motivation, goals, and language skill.

c. **Kinds of Reading**

(Brown, 2013: 308) in his statement say that there are four kinds of reading.

1) Skimming

Skimming is process or technique in speed reading at aims to find out the main idea in reading text.

2) Scanning

Scanning is a technique or process to find out the specific information from long reading text.

3) Intensive Reading

Intensive reading is reading the text carefully and thoroughly to find detail information. In the process of intensive reading, the reader is more emphasized to absorb the information contained in the reading text. For example of in read dosage instruction medicine. So, in this process the reader is focused on scanning than skimming.

4) Extensive Reading

Extensive reading is a type of reading activity with various reading sources and longer reading text. In intensive reading the reader only read carefully one topic. While in the extensive reading the reader read the topic he likes with a long reading text to get overall information, for example the reader read novels, magazine, or newspaper.

According to Wolley, (2017:15); Nazirah (2020) said that reading comprehension that a method of filtering out the meaning in the text. The aims that to gain the detailed understanding of what is mentioned in the rather that just learning the meaning of a single word or sentence.

According to Sofiandi in nazirah (2020:4) reading comprehension as the process simultaneously extracting and constructing meaning through interaction and involvement with written language.

Harris & Sipay (2013); Tikaningsih (2020) stated that reading comprehension as result interaction between the perceptions of graphic symbols that present language skill and knowledge of the world.

b. Kinds of Reading Comprehension

According Smith & Kunnu (2016) there are four kinds of reading comprehension:

1) Literal Comprehension

Literal comprehension is facts or ideas that are stated directly in a piece of writing. Even facts or ideas are stated clearly in a sentence. Literal comprehension is the lowest and most basic level compared to other level of reading comprehension. Because in literal comprehension the reader only needs to understand the text and make a conclusions or evaluate the text. Even though it's relatively low, literal comprehension still important because it is needed in the overall reading comprehension process. Part of literal comprehension that are:

(a) Main Idea

The main idea is the core of the paragraph. Assignment as a reader to find of capture the main ideas in the reading to better understand and get information. The main idea usually found that the beginning of the paragraph and can be follow by supporting sentences. Sometimes, the main idea begins by introducing topic and then main idea in the middle of the sentence and can be following by supporting sentences. Often the main idea begins with supporting sentences then the main idea in the last paragraph. The main idea in reading is divided into two types, direct main idea and indirect main idea. The direct main idea usually found in the beginning or the last sentence in the paragraph while the indirect main idea is not directly fount in a sentence however it must be read several times.

(b) Supporting Details

Supporting details are ideas or sentences that explain the main idea in a paragraph. Or supporting details are information that explains, defines or proves the main idea. In the supporting details, there are usually four supporting aspects, namely facts, statements such as expert opinions, case examples, such as predictions, case studies and comparisons, and the last is a description Like events. In finding supporting sentences, it is marked by sentences that answer questions such as what, when, where, why and how.

2) Interpretive Comprehension

Interpretive comprehension is an implicit reading activity by trying to understand what the author conveys in the reading text. Interpretive reading comprehension activities are different from literal reading comprehension activities because in the literal comprehension process the reader only recognizes the message or the essence of the reading explicitly. While interpretive comprehension the reader wants to know the implied message conveyed by the author. In interpretive reading comprehension, it must be begin by literal reading comprehension, such as understanding the causal and actual relationship, and make a conclusion from the reading text. According to Smith & Nawir (2013: 107) states that interpretive comprehension is a high-level in reading level because the statements or things conveyed by the author are not directly stated in a text but are implied.

(a) Making Conclusion

According to Mariana (2012:21) Conclusion is a short description that contains the main idea or idea of a reading text. For example, when reading a book or listening to the radio. In writing a conclusion, it makes the reader or student know how much they understand about what they read or listen to. Conclusions are a good thing to remember what happened. In writing a conclusion, the first step is to collect important ideas and then combine all the main ideas into a logical paragraph so that a conclusion is formed.

3) Critical Reading Comprehension

Critical reading is reading with the aim of providing an evaluation of a reading text. The critical reader must be an active reader, and research the facts before make a conclusion. Critical reading is at a higher level than several other reading categories.

4) Creative Reading Comprehension

Creative reading is the level of reading comprehension with the highest level the reader must think critically and use his imagination in reading. Creative reading begins with understanding the reading literally, then evaluate of the reading text, and continues with developing one's own thoughts in forming new ideas and insights.

3. The Concept of Metacognitive Strategy

a. Definition of Metacognitive Strategy

Metacognitive strategy has become popular so the researchers interest and want to examine this strategy. Not only from in the field education but from the field have psychology experts also done examined this strategy. This shows that strategy metacognitive has attracted the attention previous researcher in the field of psychology metacognitive is mental process where the student can help recognizing types of task and their difficulties in learning and how they can solve some problem in learning. Papaleontiou-Louca (2012) stated that metacognitive is thinking about thinking knowledge about knowledge, reflection or action. This shows that metacognition is a mental process that helps students in solving their

learning problems. In the field of education, especially in language learning, metacognitive is a learning strategy used by students in planning and maintaining their learning process. In the main research Juliana (2011), Gustiana (2012) and Yaimin (2011) found that metacognitive strategy is the most desirable learning strategy in the language learning process. This shows that metacognitive strategy is very helpful for students in the language learning process.

According to Krashen, S. (2013). Metacognitive strategy is technique to increase an individual's awareness of their though processes and action while completing task.

In addition According to Chamot, Kupper, & Zhang (2010:22) Metacognitive strategy is a strategy in the learning process where students can plan their learning. So, that student becomes independent in the learning process. Meanwhile, Khamkhien, A (2010). Metacognitive strategy can help students in controlling their own learning activities

b. Kinds of Metacognitive Strategy

According to Oxford (2010); Wiji Lestari (2017) they are two kinds of metacognitive strategy.

1) Metacognitive knowledge is knowledge that we hold own thinking, and the thinking of other people. There are three types of metacognitive knowledge that each play a role in learning and problem solving in learning.

(a) declarative knowledge: "knowing what" declarative knowledge is the process by which students to know that using strategy in learning can solve their learning problems. For example, students know that metacognitive is the right strategy that can be used in learning.

(b) Procedural knowledge: "knowing how" Procedural knowledge is knowledge of how someone performs in carrying out the steps in a process. For example, students know how difficult to learn English but, they know how to make it easy to learn English by using strategy.

(c) Conditional knowledge: "knowing when" knowledge is the students know when strategy appropriate to use and know when not to be used. For example, learning English is easy, so the students or someone no need to use strategy; however, otherwise it is necessary to use strategy in learning.

2) Self-regulation

Self-regulation on the other hand, refers to a set of activities that help learners to control their learning.

(Jacobs and Paris, 2013; Kluwe 2013) say that there are three aspects to help the students in learning process namely, planning, monitoring and evaluating.

(a) Planning. Planning involves the students to choosing correct reading text that will enhance their understanding.

(b) Monitoring. Monitoring involve the students to analyze reading text based on their understanding.

(c) Evaluating. Evaluating is processes measure the students' comprehension purposefully to know develop the students' comprehension. Such as Chang, C., & Liu, H. (2013). In statement that if the students have too conducted evaluation gets better results after the learning process.

c. **Benefits of Metacognitive Strategy**

Tsang, S. Y. (2012). Define There is some benefits of metacognitive strategy namely:

1) Metacognitive strategy can increase the students understanding and experience in learning.

2) Metacognitive strategy can develop students more independent in learning.

3) Metacognitive strategy make the students independent learns which step by step process namely: planning, monitoring and evaluating.

4) Metacognitive is a problem solving in learning and develop learning skills.

d. **Metacognitive Strategy in Reading Comprehension**

Metacognitive strategy in learning reading comprehension are able to assist students in developing thinking processes, controlling during reading activities and being able to evaluate all activities that have been carried out. and then this strategy is able to foster the awareness and independence students in learning especially in learning reading comprehension. So, according to Tanjung (2017) that a student can be declared as a skill and independent learner or has metacognitive abilities if: know the learning

objectives and know what is being taught. Knowing his or her learning goals, have their own learning strategy, monitoring their own learning progress, and evaluate their own learning strategy.

To make it easier students understand a reading text. A student needs three steps in metacognitve strategy. Such as determine students planning before reading, monitoring their reading comprehension of the reading text, and evaluate their reading comprehension. From Benckmark Education Company Fogarty (2013) stated that metacognitive has three steps process namely:

1) Planning

In this process readers or students must have a planning before doing reading activities such as:

(1) Choosing the right topic or title for reading text based on their interest.

(2) Read the title and the content of reading text to assist in understanding The reading topic

2) Monitoring

In the process of monitoring, students who carry out reading activities must monitor or be responsible for their own understanding, such as:

(a) Identify the structures of the text in reading.

(b) Make the conclusions from the reading text.

3) Evaluating

If student's finish in the reading process. So, the activity of evaluating students is very helpful for students knowing their reading comprehension in the learning process. If the results of students' evaluation are good so the students learning process will be better.

c. Third Meeting

1) The students divided into some groups. Then researcher gave the students 6 topic descriptive text.

2) Next, students chose one topic descriptive text about tourism places the Komodo Island, Bantimurung waterfall kingdom of butterflies, Tanjung bira beach, Safari Park, Borobudur temple, Raja Ampat.

3) And then, the students read the title and content of the descriptive text.

4) Next, the students identified the mind idea and supporting detail form the text.

5) After that, the students answer the questions from the text and clarified the answer questions.

6) The last, The researcher review the students answer as evaluation

d. Four Meeting

1) The students divided into some groups. Then researcher gave the students 6 topic descriptive text.

2) Next, students chose one topic descriptive text about person Taylor Swift, My Mother, Lusia, Jokowi Dodo, Joni my furred friend and My Father

3) And then, the students read the title and content of the descriptive text.

4) Next, the students identified the mind idea and supporting detail form the text.

5) After that, the students answer the questions from the text and clarified the answer questions.

6) The last, The researcher review the students answer as evaluation.

3. Post Test

The post test was given after treatment to found the students' reading comprehension achievement.

B. Research Variable and Indicator

1. Variable

There were two variables in this research namely:

a. Independent Variable: Metacognitive Strategy

b. Dependent Variable: The students' achievement in reading comprehension in terms descriptive test.

2. Indicator

The indicator of this research was literal comprehension includes mind idea and supporting details.

C. Population and Sample

1. Population

The population of this research was Eighth Grade Students at SMP Muhammadiyah 6 Makassar in the Academic Year 2021/2022. There were three classes each class consisted of 30 students. The total population was 90 students.

2. Sample

The researcher took class B only as the sample and the numbers of the students' in the class there were 30 Students'. The sample was chosen by used purposive sampling technique because based on the observation and

interview from the teacher, reading comprehension students' at eighth grade still low especially on class B.

D. Research Instrument

Instrument used to collect the data in this research was essay test in descriptive text which consisted of 6 items. The test would be given before and after the treatment there was pre-test and post-test.

E. Procedure and Data Collection

The researcher used some procedures to collected data such as pre-test and post-test.

1. Pre-Test

Pre-test that given before treatment. It was aimed to know the reading comprehension students before gave treatment. The researcher asked the students to answer the questions about descriptive text on the paper that have been prepared before and gave 90 minutes time to them.

2. Post-Test

The post-test that given after treatment. It was aimed to found the students' reading comprehension achievement after the treatment. The researcher asked the students to answer the questions about descriptive test and completed test on the paper that have been prepared before and gave students 90 minutes to them.

F. Technique of Data Analysis

1. To found the score of students answer of the test the researcher used the formula:

$$Score = \frac{Students\ answer}{maximum\ score} \times 100$$

(Depdikbud, 2010:45)

Table 3.1 Scoring Rubric of Literal Comprehension (Main Idea)

No.	Criteria	Score
1	The answer very clear identify the main idea	4
2	The answer clearly identify the main idea	3
3	The answer less clear or limited identify the main idea	2
4	The answer very less clear or didn't identify the main idea	1

(Harmer & Tesilia 2014)

Table 3.2 Scoring Rubric of Literal Comprehension (Supporting Details)

No .	Criteria	Score
1	Identify about the supporting details is very clear	4
2	Identify about the supporting details is clearly	3
3	Identify about the supporting details is less clear or limited	2
4	Identify about the supporting details is very less clear didn't identify the supporting details	1

(Harmer & Tesilia 2014)

Table 3.3 Scoring classification students' reading comprehension

No.	Score	Classification
1	96-100	Excellent
2	86-95	Very Good
3	76-85	Good
4	66-75	Fairly Good
5	56-65	Fair
6	36-55	Poor
7	00-35	Very Poor

(Depdikbud 2010:45)

a. To calculating the mean score students reading comprehension the researcher used the formula :

$$\bar{X} = \frac{\sum X}{N}$$

Notes:

X = Mean Score

∑X = The Sum all of score

N = the number of the students

(Gay & Rahmah, 2016:320)

b. To calculating the percentage score of the students the researcher used formula:

$$P = \frac{F}{N} \times 100\%$$

Note: P = Percentage

F = Frequency

N = The total number

(Gay & Alkhairiyah 2018)

c. To know how the improvement score of students in literal comprehension (main idea and supporting detail) the researcher used formula:

$$P = \frac{x2 - x1}{x1} \times 100$$

Notes:

P = Percentage of the students

X_1= Mean score of pre-test students

X_2= Mean score post-Test Students

(Sudjana & Saoriah, 2011:32)

d. To found the significant different between pre-test and post-test the researcher used formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Notes: t = the Significant

D = the different significant mean score pre-test and post-test

$\bar{D}$= the sum all of score

$\sum D^2$ = the sum of the D (the difference between two pair score)

$(\sum D)^2$= square the sum of the D

N= the Total number of score

(Gay & Rahmah, 2016:331)

Table 3.4 The Classifying of Testing used to accept or reject the hypothesis

Testing	Null Hypothesis (H_0)	Alternative Hypothesis (H_1)
T-test > T-table	Rejected	Accepted
T-test < T-table	Accepted	Rejected

(Gay, 2011: 49)

If value of T-test was greater than the value of T-table after calculating so, it means that null Hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted because there was significant improvement score between the pre-test and post-test before and after using metacognitive strategy in learning process of reading comprehension. Meanwhile, if value of T-test was lowed then the value of T-table after calculating it means that null hypothesis is accepted and alternative hypothesis is rejected because there was no significant improvement between the pre-test and post-test before and after using metacognitive strategy in learning process of reading comprehension.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two parts, findings and discussion of the research. The finding of the research presents the result of the students' reading comprehension especially in Literal comprehension (main idea and supporting details). By using metacognitive strategy and the discussion part, the research covers further explanation of the findings.

A. FINDINGS

In this part, the researcher described based on the problems statement. The result of the data findings found that teaching reading comprehension in descriptive text by using metacognitive strategy could improve the students' reading achievement especially in literal comprehension (main idea and supporting details) at SMP Muhammadiyah 6 Makassar. It could be seen in the result data analysis below:

1. The Students' Literal Comprehension in Terms of Main Idea and Supporting Details

Literal comprehension students' in terms of main idea and supporting details were obtained of reading test. And to know the students' literal comprehension it could be seen in the table of main idea pre-test and post-test in reading comprehension below:

Table 4.1 The Score of Students' in Literal Comprehension in Terms of Main Idea and Supporting Details.

No.	Indicator	Mean Score		Improvement
		Pre-Test	Post-Test	
1.	Main Idea	55.33	78.43	41.74%
2.	Supporting Details	49.43	72.7	47.07%
3.	Reading Comprehension	52.23	75.57	44.68%

Based on the table 4.1 above shows that the students' score in post-test improved by using metacognitive strategy in teaching reading comprehension of literal comprehension in terms main idea and supporting details. The students mean score of pre-test before treatment there were 55.33 and the students mean score after treatment of post-test There were 78.43. Therefore the students mean score pre-test of literal comprehension in terms supporting details before treatment there were 49.43 and after treatment the students mean score of post-test there were 72.7.

2. The Improvement of Students' Literal Comprehension in Terms of Main Idea

The improvement of students' literal comprehension in terms main idea could be seen with the table and graphic below:

Table 4.2 The Improvement Students' Literal Comprehension in Terms of Main Idea

No.	Indicator	Pre-Test	Post-Test
1.	Main Idea	55.33	78.43
2.	Improvement	41.74%	

Graphic 4.1 The Improvement Students' Literal Comprehension in Terms of Main Idea

Based on the table 4.2 and graphic 4.1 showed the score of improvement literal comprehension students in terms of main idea was 41.74%. From the mean score of pre-test was 55.33 and mean score of post-test was 78.43. it represented that score of literal comprehension in terms of main idea each indicator was post-test higher than pre-test. it concluded that used metacognitive strategy could improved the students literal comprehension in terms of main idea.

Table 4.3 Score Classification on Percentage of the Students' Literal Comprehension in Terms of Main Idea

No.	Classification	Score	Pretest		Post test	
			F	%	F	%
1.	Excellent	96-100	0	0	7	23.33%
2.	Very Good	86-95	0	0	0	0
3.	Good	76-85	3	10%	5	16.67%
4.	Fairly Good	66-75	4	13.33%	14	46.67%
5.	Fair	56-65	7	23.33%	3	10%
6.	Poor	36-55	13	43.34%	1	3.33%
7.	Very Poor	00-35	3	10%	0	0
	Total		30	100%	30	100%

The table above shows the score classification pre-test and post-test students. In pre-test was classified that there were not students got excellent and very good. 3 (10%) students got good, 4 (13.33%) students got fairly good, and 7 (23.33%) students got fair, 13 (33.33%) students got poor and 3 (10%) students got very poor. Therefore in post-test classified that there were not students got very good and very poor. There were 7 (23.33%) students got excellent, 5 (16.67%) students got good, 14 (46.67%) students got fairly good, 3 (10%) students got fair and 1 (3.33%) students got poor.

Based on the table 4.3 the researcher concluded that reading comprehension students especially literal comprehension in terms of main idea most of them in pre-test there was not students got excellent, but in post-test 7 (23.33%). Students got excellent.

Graphic 4.3 the improvement students' literal comprehension in term supporting details

Based on the table 4.4 and graphic 4.3 showed the score of improvement literal comprehension students in terms of supporting details was 47.07%. From the maen score of pre-test was 49.43 and mean score of post-test was 72.7. it represented that score of literal comprehension in terms of supporting details each indicator was post-test higher than pre-test. it concluded that used metacognitive strategy could improved the students literal comprehension in terms of supporting details.

Table 4.5 Score Classification on Percentage of the Students' Literal Comprehension in Terms of Supporting Details

No.	Classification	Score	Pretest		Post test	
			F	%	F	%
1.	Excellent	96-100	0	0	2	6.67%
2.	Very Good	86-95	0	0	0	0
3.	Good	76-85	0	0	8	26.67%
4.	Fairly Good	66-75	4	13.33%	15	50%
5.	Fair	56-65	8	26.67%	4	13.33%
6.	Poor	36-55	12	40%	1	3.33%
7.	Very Poor	00-35	6	20%	0	0
	Total		30	100%	30	100%

The table above shows the score classification in pre-test and post-test students. In pre-test was classified there were not students got excellent, very good, and good. 4 (13.33%) students got fairly good 8 (26.67%) students got fair, 12 (40%) students got poor and there were 6 (20%) students got very poor. Therefore in post-test there were not students got very good and very poor 2 (6.67%) students got excellent, 8 (26.67%) students got good, 15(50%) students got fairly good, 4 (13.33%) students got fair, and (3.33%) students got poor.

Based on the table 4.5 the researcher concluded that reading comprehension student's especially literal comprehension in terms of supporting details most of them in pre-test there were 4 (13.33%) and in the post-test there were 15 (50%).

Graphic 4.4 The Percentage of Students Literal Comprehension Supporting Details
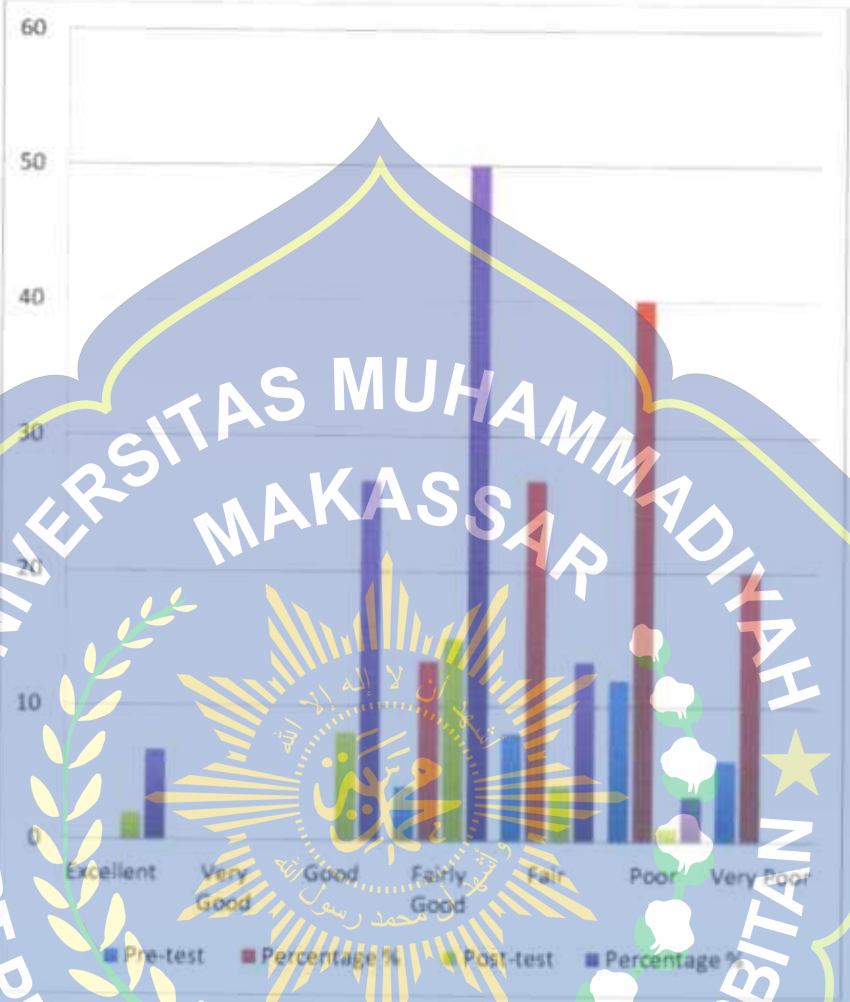
4. The Improvement Students Reading Comprehension

The improvement of students' reading comprehension could be seen with the table and the graphic below:

Table 4.6 Students Improvement on Reading Comprehension

No.	Indicator	Pre-Test	Post-Test
1.	Mean score	52.23	75.57
2.	Improvement	44.68%	

Graphic 4.5 Students Improvement on Reading Comprehension

Based on the table 4.6 and graphic 4.5 above reading comprehension students showed that the improvement pre-test and post-test of students was 44.68% mean score of pre-test was 52.23 and post-test was 75.57 based on result it could be concluded that metacognitive strategy was effective on improved students reading comprehension.

4. Hypothesis Testing (T-test Significant)

After calculating the T-test value and T-table value with the level of significant (p)= 0.05 with degree of freedom (df)= n-2 where n: number of students was 30 therefore (df)= 28.

Based on the level significant (p)= 0.05 above the value of T-table therefore the result of T-test greather than T-table values it could be concluded null hyphotesis (H_0) was rejected and alternative hyphothesis (H_1) was accepted. The result of t-test could be seen on the table below:

Table 4.7 The T-test Value the Students Improvement in Reading
Comprehension

Variable	T-test value	T-table value	Comparison	Classification
Students' score	4.147	2.048	T-test>T-table	Significantly Different

Table 4.6 showed that T-test value students in literal comprehension main
idea and supporting detalis greather than the T-table value was 4.147>2.048.
It concluded that there was significant difference of the students reading
comprehension with literal comprehension in terms of main idea and
supporting detalis before and after using metacognitive strategy at the eighth
grade of SMP Muhammadiyah 6 Makassar.

B. Discussion

The researcher was focused to know the students improvement literal
comprehension in terms main idea and supporting details using metacognitve
strategy. Therefore in this parts discussed about the result of data collection
and analysis after using metacognitive strategy the researcher found that
metacognitve strategy was effective on teaching processed be evidenced from
the result pre-test and post-test of students there are significant different score
pre-test and post-test before and after teratment in literal comprehension in
terms of main idea and supporting details. According to Ismail & Abdullah
(2013) consisder that used of metacognitive strategy have positive and
directed relationship with reading comprehension and performance the
students use these strategy performance better in reading. Meanwhile
according to Zhang & Seepho (2013) concluced that metacognitive strategy

in reading skills can be one solution to the problem of poor reading comprehension, hence the need for it to be developed and emphasized in the EFL teaching and learning process.

The resercher would compare of findings and the previous findings before Tanjung (2017) in her title "The Efect Applying Metacognitive Strategy on the Students Achevement in Reading Comprehension". her cocnluded that the findings of the research students achievement in reading comprehension looking for group experimental were mean score of pre-test was (69.82) and mean score of post-test was (86.72) therefore mean score of students achievement in control group pre-test there was (62.96) and mean score of post-test was (72.65) it's mean that there was significant diffrence mean score of pre-test and post-test in group experimental and there was significant diffrence mean score of pre-test and post-test in group control. And than mean score of pre-tes and post-test for both experimental and group control there was t-test higher than t-table (2.09 1.671). Therefore it can be concluded that metacognitive strategy has positive effect on the students reading comprehension.

Meanwhile, the researcher conducted a study which consisted on three steps. First the researcher gave the students pre-test in first mets by using descriptive text and the total number of essay test was 6 items. It aimed to know the students achievement before using metacognitive strategy. In the process of treatment the researcher gave students reading test by using metacognitive strategy the sudents would did different in learning process

they are so enthusistic active and made imaging what they was read. and the last the researcher gave post-test to know how the students reading comprehension after using metacognitive strategy in treatment. And the result of students rading test it could be seen below:

1. **The improvement of students literal comprehension in findings of main idea**

   The result of the analysis score pre-test to post-test of the students on literal comprehension in terms main idea shows that the score improvement of students there were 41.74% from the significant different mean score before and after using metacognitve starategy. Mean score students of pre-test is lower (55.33) before using metacognitive stategy. And than after using metacognitive stratergy the mean score of students in post-test was greater (78.43) it could be provided from the t-test>t-table and it could be seen on table 4.2. it concluded that using metacognitive stategy in teaching reading can improved students reading compreheston in main idea

2. **The improvement of students literal comprehension in finding of supporting details**

   The result of the analysis pre-test to post-test of the students on literal comprehension in terms of supporting details shows that the score improvement of students there were 47.07% from the significant different mean score before and after using metacognitve strategy. Mean score students of pre-test is lower (49.43) before using metacognitive stategy. And than after using metacognitive strategy the mean score of students in post-test was

greater (72.7) it could be provided from the t-test>t-table and it could be seen on table 4.4. it concluded that using metacognitive stategy in teaching reading, can improved students reading comprehesion in supporting details.

3. **The Improvement of Students Reading Comprehension**

   After analysis and calculating of the score variable the data table 4.6 showed that the reading comprehension students improved (44.68%) from pre-test mean score was (52.23) and post-test was (75.57). it be avidenced by mean score of post-test was greather that pre-test. Therefore, matacognitve strategy was effective to improve the students reading comprehension at the eighth grade of SMP Muhammadiyah 6 Makassar.

4. **The Students Significant of T-Test**

   After calculating the result of t-test value on the level of significant (p) = 0.05 with degree of freedom (df) = 28 be evidenced t-test value was greater than t-table 4.147>2.048. Therefore, there was a difference significant it could be concluded that null hypothesis (H₀) was rejected and alternative hypothesis was accepted. Therefore it mean that the using metacognitive strategy could improved the students reading comprehension in literal comprehension in terms main idea and supporting detalis.

   Based on the section discussion it could be concluded that using metacognitive strategy could be improved the students reading comprehension especially on literal comprehesion in terms of main idea and supporting details at eighth grade of SMP Muhammadiyah 6 Makassar.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part presented about some conclusion based on data analysis and findings previous chapter. And the second part presented about suggestion based on the conclusion.

A. Conclusion

Based on the data analysis and discussion gathered in the previous chapter, it could be concluded that using metacognitive strategy improved the students reading comprehension especially literal comprehension in terms (main idea and supporting details), on teaching descriptive text. It proved by the improvement of the students literal comprehension main idea which was 41.74 % from the mean score of pre-test 55.33 and mean score of post-test 78.43. Therefore the improvement of the students literal comprehension supporting details which was 47.07% from the mean score of pre-test 49.43 and mean score of post-test 72.07. From the data analysis, alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected (4.147>2.048). It means that metacognitive strategy is affective to improve the students' literal comprehension in terms of main idea and supporting details.

B. Suggestion

Based on the conclusion above, the researcher present some suggestion below:

1. For English Teacher

   a. The English teacher are suggested to using metacognitive strategy in learning process especially in teaching reading comprehension because it was affective to improve the students achievement.

   b. The English teacher should be given more guidance the students in learning process especially in using meta-cognitive strategy.

   c. The English teacher suggest to using meta-cognitive strategy in teaching reading comprehension in term of literal comprehension and interpretive comprehension because metacognitive strategy could brought improvement reading comprehension students.

2. For the students.

   a. The students should be increasing their reading skill by using meta-cognitive strategy.

3. For the next researcher

   a. The result of this research can be used as an additional references or further research with different discussion for the next researchers.

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APPENDICES

APPENDIX A

PRE-TEST

Name:

Class:

Read following text with carefully!

SLOTHS

Sloths are the slowest mammals on earth. It takes a full minute for a sloth minute to move 6 feet to across to ground. You probable couldn't move that slowly if you tired! The sloth's body is about 2 feet long. Is has long legs and curved claws that are 3 to 4 inches long. Their claws and their long legs help them climb trees and hangs from three branches. They spend almost their entire lives hanging from branches the life of a sloth is not very exciting.

Sloths have a round head, small ears, a stubby tail, and sad-looking eyes set in a dark-colored "mask" the shape of a sloth's mouth makes it look like it is always smiling. It has extract bones in its neck that make it possible for it to turn its head almost all the way around. Sloths are very cute to look at but they don't put on much of a show.

Sloths are home to other plants and creatures. Tiny plants grow on the sloth's fur, making the animals appeared to be green. This green color makes the sloths almost invisible against the green leaves of the trees they live in, moths and insects also live in the sloth's fur. May be the sloth's move so little and so seldom that the small creatures that live on them don't even know they are animals. Giants' sloths the size of elephants once lived in many places on earth, including North America. Today sloths can be found in tropical forest of central and South America.

www.k5learning.com

Answer the question based the text above!

1. Write down the main idea of the first paragraph!
2. Write down the supporting details of the first paragraph!
3. Write down the main idea of the second paragraph!
4. Write down the supporting details of the second paragraph!
5. Write down the main idea of the third paragraph!
6. Write down the supporting details of the third paragraph!

KEYWORDS OF PRE-TEST

MAIN IDEA

1. Sloths are the slowest mammals on earth.

2. Sloths are very cute to look at but they don't put on much of a show.

3. Sloths are home to other plants and creatures.

SUPPORTING DETAILS

1. It takes a full minute for a sloth minute to move 6 feet to across to ground. You probable couldn't move that slowly if you tired! The sloth's body is about 2 feet long. Is has long legs and curved claws that are 3 to 4 inches long.

2. the shape of a sloth's mouth makes it look like it is always smiling. It has extract bones in its neck that make it possible for it to turn its head almost all the way around.

3. Tiny plants grow on the sloth's fur, making the animals appeared to be green. This green color makes the sloths almost invisible against the green leaves of the trees they live in. moths and insects also live in the sloth's fur.

POST-TEST

Name:

Class:

Read following text with carefully!

SEMBALUN VILLAGE

Sembalun is one of the districts in East Lombok Regency. Sembalun is divided into six villages and one of them, Sembalun Lawang, has become more popular as the starting points sea level, and surrounded almost entirely by a range of steep hills. The temperature is notably lower here than in other parts of Lombok, which also makes it pleasant for hiking.

As the Sembalun village lies at the base of the Rinjani volcano, the soil is rich and fertile, allowing for a booming agricultural industry which forms the economic backbone of the village. On either side of the village lie huge fields where they grow rice, carrots, cabbage, onions, and chili amongst a range of other foods, and almost all of the men in Sembalun are farmers. Sembalun is also the biggest producer of species in West Nusa Tenggara. Visiting the Sembalun, tourists will be greeted by magnificent panorama of rice fields and gardens.

Sembalun can be reached through two main routes. From Senggigi, it is a three-hour drive along the North coast, passing stunning bays and beaches before continuing through the foothills of mount Rinjani. The second option from Senggigi is the main road to Mataram, and the East Lombok under three hours, which leads through scenic rice fields, and passes different villages and fruit markets. The last part of this route before reaching the valley of Sembalun is a very windy and steep road through dense rain forest. The views over the Sembalun valley are generally spectacular. From atop the hills you can often see Rinjani and from the hills on the East side, you can even see Sumbawa on clear days.

Ps://www.liveworksheets.com/js124975du

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMP Muhammadiyah 6 Makassar
Kelas/Semester : VIII/1
Mata Pelajaran : Bahasa Inggris
Topik : Descriptive Text
Skill : Reading
Alokasi Waktu : 4 x 2 JP

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian

Kompetensi Dasar	Indikator Pencapaian
4.11 Memahami makna teks tulis fungsional dan esei pendeksederhana berbentuk *descriptive* yang berkaitan dengan lingkungan sekitar	4.11.1 menentukan ide pokok yang ada pada teks deskriptive 4.11.2 mengidentifikasi makna dan gagasan dalam descriptivetext

C. Tujuan Pembelajaran

1. Siswa dapat menangkap informasi spesifik yang ada pada teks descriptive.
2. Siswa dapat mengidentifikasi makna dan gagasan dalam teks descriptive.

D. Materi Pembelajaran

Materi descriptive text

E. Metode Pembelajaran

Ceramah, Diskusi

F. Media, Alat dan Sumber Belajar

Materi ajar descriptive text

pada teks.

3) **Mengumpulkan Data atau Informasi**

- Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang bagaimana cara menemukan gagasan pokok, informasi rinci dari informasi tertentu dalam teks descriptive tersebut.
- Siswa dapat menemukan gagasan pokok, informasi rinci dari informasi tertentu dalam teks descriptive tersebut dengan menggunakan metacognitve strategy.

Elaborasi

4) **Mengasosiasi/Menganalisis Data atau Informasi**

- Masing-masing kelompok akan mengidentifikasi main idea dan supporting details pada descriptive text.
- Masing-masing kelompok menjawab pertanyaan dan membuat kesimpulan tentang descriptive text yang telah dibaca.

Komunikasi

5) **Mengomunikasikan**

- Setiap kelompok membacakan hasil diskusi sesuai yang didiskusikan dengan anggota kelompoknya. Masing-masing kelompok memiliki perwakilan untuk mempresentasikan hasil diskusinya.
- Guru Memperhatikan dan mengoreksi jawaban dari setiap kelompok sebagai bahan evaluasi.

Kegiatan Penutup 10 Menit

3. **Penutup**

- Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- Guru menjelaskan rencana kegiatan pembelajaran yang akan datang

- **Pertemuan ketiga**

Pertemuan 3
Kegiatan Pendahuluan (10 Menit)

1. **Pendahuluan**

- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- Guru memberi salam dan menyapa peserta didik.
- Guru mengecek kehadiran siswa.
- Dengan bimbingan guru, siswa mengungkapkan bagaimana mendeskripsikan sesuatu atau seseorang.

Kegiatan Inti (100 Menit)

2. Inti

Eksplorasi

1) **Mengamati**

- Sebelum membagi kelompok, guru menjelaskan tentang metacognitve strategy yang akan digunakan dalam belajar.
- Dengan bimbingan guru, siswa dibagi menjadi beberapa group dan setiap anggota kelompok memiliki tugas masing-masing.
- Dengan bimbingan guru, siswa memilih satu jenis bacaan descriptive text yang mereka sukai.

2) **Menanya**

- Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang kata-kata yang sulit dan struktur teks descriptive.
- Guru menjelaskan tentang struktur teks dan struktur bahasa yang ada pada teks.

3) **Mengumpulkan Data atau Informasi**

- Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang bagaimana cara menemukan gagasan pokok, informasi rinci dari informasi tertentu dalam teks descriptive tersebut.
- Siswa dapat menemukan gagasan pokok, informasi rinci dari informasi tertentu dalam teks descriptive tersebut dengan menggunakan metacognitve strategy.

Elaborasi

4) **Mengasosiasi/Menganalisis Data atau Informasi**

- Masing-masing kelompok akan mengidentifikasi main idea dan supporting details pada descriptive text.
- Masing-masing kelompok menjawab pertanyaan dan membuat kesimpulan tentang descriptive text yang telah dibaca.

Komunikasi

5) **Mengomunikasikan**

- Setiap kelompok membacakan hasil diskusi sesuai yang didiskusikan dengan anggota kelompoknya. Masing-masing kelompok memiliki perwakilan untuk mempresentasikan hasil diskusinya.
- Guru Memperhatikan dan mengoreksi jawaban dari setiap kelompok sebagai bahan evaluasi.

Kegiatan Penutup 10 Menit

3. Penutup

- Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

- **Pertemuan keempat**

Pertemuan 4

Kegiatan Pendahuluan (10 Menit)

1. **Pendahuluan**
   - Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
   - Guru memberi salam dan menyapa peserta didik.
   - Guru mengecek kehadiran siswa.
   - Dengan bimbingan guru, siswa mengungkapkan bagaimana mendeskripsikan sesuatu atau seseorang.

Kegiatan Inti (100 Menit)

2. **Inti**

   Eksplorasi

   1) **Mengamati**
      - Sebelum membagi kelompok, guru menjelaskan tentang metacognitve strategy yang akan digunakan dalam belajar.
      - Dengan bimbingan guru, siswa dibagi menjadi beberapa group dan setiap anggota kelompok memiliki tugas masing-masing.
      - Dengan bimbingan guru, siswa memilih satu jenis bacaan descriptive text yang mereka sukai.

   2) **Menanya**
      - Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang kata-kata yang sulit dan struktur teks descriptive.
      - Guru menjelaskan tentang struktur teks dan struktur bahasa yang ada pada teks.

   3) **Mengumpulkan Data atau Informasi**
      - Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang bagaimana cara menemukan gagasan pokok, informasi rinci dari informasi tertentu dalam teks descriptive tersebut.
      - Siswa dapat menemukan gagasan pokok, informasi rinci dari informasi tertentu dalam teks descriptive tersebut dengan menggunakan metacognitve strategy.

   Elaborasi

   4) **Mengasosiasi/Menganalisis Data atau Informasi**
      - Masing-masing kelompok akan mengidentifikasi main idea dan supporting details pada descriptive text.
      - Masing-masing kelompok menjawab pertanyaan dan membuat kesimpulan tentang descriptive text yang telah dibaca.

Komunikasi

5) Mengomunikasikan
- Setiap kelompok membacakan hasil diskusi sesuai yang didiskusikan dengan anggota kelompoknya. Masing-masing kelompok memiliki perwakilan untuk mempresentasikan hasil diskusinya.
- Guru Memperhatikan dan mengoreksi jawaban dari setiap kelompok sebagai bahan evaluasi.

Kegiatan Penutup 10 Menit

3. Penutup
- Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

H. Assessment/Penilaian

1. Tiap jawaban yang benar diberi skor sesuai dengan rubric penilaian

2. Nilai siswa $\frac{students' answer}{maximum score} x100$

a. Rubric penilaian literal comprehension (main Idea)

No.	Criteria	Score
1.	The answer very clear indentify the main idea	4
2.	The answer clearly identify the main idea	3
3.	The answer less clear or limited identify the main idea	2
4.	The answer very less clear or didn't identify the main idea	1

b. Rubric Assessment Literal Comprehension (Supporting Details)

No .	Criteria	Score
1.	Identify about the supporting details is very clear	4
2.	Identify about the supporting details is clearly	3
3.	Identify about the supporting details is less clear or limited	2
4.	Identify about the supporting details is very less clear or didn't identify the supporting details	

Teaching Material 1

JELLYFISH

Jellyfish are not really fish. They are invertebrate animals. This means that unlike fish or people, they have no backbones. In fact, they have no bones at all. Jellyfish have stomachs and mouths, but no heads. They have nervous systems or sensing the world around them, but no brains. They are made almost entirely of water, which is why you can look through them.

Some jellyfish can glow in darkness by making their own light. The light is made by a chemical reaction inside the jellyfish. Scientists believe jellyfish glow for several reason. For example, they may glow to scare away predators or to attract animals they like to eat.

More jellyfish live in salt water, apart from a few types that live in fresh water. Jellyfish are found in oceans and seas all over that world. They live in war, tropical seas and in icy waters near the North and South poles.

Adapted from: https://www.jagoanbahasainggris.com/2017/04/materi-dan-soal-bahasa-inggris-descriptive-text-smp.html.

Answer the question based the text above!

1. Write down the main idea of the first paragraph!
2. Write down the supporting details of the first paragraph!
3. Write down the main idea of the second paragraph!
4. Write down the supporting details of the second paragraph!
5. Write down the main idea of the third paragraph!
6. Write down the supporting details of the third paragraph!

Teaching Material 2

THE EIFFEL TOWER

The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris. Built-in 1889, it has become both a global icon of France and one of the most recognizable structures in the world. The tower is the tallest building in Paris and the most-visited paid monument in the world; millions of people ascend it every year. Named after its designer, engineer Gustave Eiffel, the tower was built as the entrance arch to the 1889 World's Fair.

The tower stands 324 meters (1,063 ft) tall, about the same height as an 81-story building. Upon its completion, it surpassed the Washington Monument to assume the title of tallest man-made structure in the world, a title it held for 41 years, until the Chrysler Building in New York City was built in 1930; however, due to the addition in 1957 of the antenna, the tower is taller than the Chrysler Building. Not including broadcast antennas, it is the second-tallest structure in France after 2004, Millau Viaduct.

The tower has three levels for visitors. Tickets can be purchased to ascend, by stairs or lift, to the first and second levels. The way to the first level is over 300 steps, as is the way from the first to the second level. The third and highest level is accessible only by elevator. Both the first and second levels feature restaurants. The tower has become the most prominent symbol of both Paris and France, often in the establishing shot of films set in the city.

Adapted from: https://www.jagoanbahasainggris.com/2017/04/materi-dan-soal-bahasa-inggris-descriptive-text-smp.html.

Answer the question based the text above!

1. Write down the main idea of the first paragraph!
2. Write down the supporting details of the first paragraph!
3. Write down the main idea of the second paragraph!
4. Write down the supporting details of the second paragraph!
5. Write down the main idea of the third paragraph!
6. Write down the supporting details of the third paragraph!

Teaching Material 3

THE KOMODO ISLAND

The island of Komodo is a part of the Lesser Sunda chain of the Indonesian islands. The island is particularly notable as the home of the giant monitor lizard, often called the Komodo dragon. It lies on the Shape Strait between Flores and Sumbawa islands and has an area of approximately 520 square km.

The Komodo Island is also a part of Komodo National Park area, managed by the Central Government. There is one village, called Komodo village, with a population of over two thousand people. They live side by side with Komodo dragons within the park. Most of them make a living by selling souvenirs, guiding the tourists, and renting boats for tourists. Only a small percentage of them work as a fisherman.

The Komodo Island is one of few remaining areas which are inhabited by Komodo dragons. They are endangered species and protected by the law in Indonesia. They roam wild over the island. They may grow up to 3 meters long, weigh up to 135 kg, and can live up to 100 years. Regularly, the park official supply goat and pig carcasses to attract these giant lizards to viewing areas for tourists. It is known that about 1,000 of the Komodo dragons live on the Komodo Island and another 1,000 live on the neighboring island of Rinca.

Adapted From: http://www.wordcliff.com contoh-descriptive-text-tentang-pulau-komodo.html

Answer the question based the text above!

1. Write down the main idea of the first paragraph!
2. Write down the supporting details of the first paragraph!
3. Write down the main idea of the second paragraph!
4. Write down the supporting details of the second paragraph!
5. Write down the main idea of the third paragraph!
6. Write down the supporting details of the third paragraph!

Teaching Material 4

JONI, MY FURRED FRIEND

My furred friend Joni, that's his name. My older brother presented as my birthday gift. He is a very cute cat and I love him so much.

Joni has thick fur. The dominant black with white spot makes him more beautiful. His body is rather fat and it is very amusing to watch him walk. What I like most is his nose. Joni is a Persian cat which makes him flat-nosed.

Joni is very friendly. My friends who come to my house always have some fun with him. I feed him pet food everyday and he likes it very much. He always meows while following me if I haven't given him some. Sometimes he also walks around the house and I think some neighbor's cats must be fascinated with him.

Adapted from: https://bahasainggrismudah.com/3-contoh-descriptive-tentang-orang-terkenal

Answer the question based the text above!
1. Write down the main idea of the first paragraph!
2. Write down the supporting details of the first paragraph!
3. Write down the main idea of the second paragraph!
4. Write down the supporting details of the second paragraph!
5. Write down the main idea of the third paragraph!
6. Write down the supporting details of the third paragraph!

THE RESULT OF STUDENTS WORKS PRE-TESTAND POST-TEST

PRE-TEST

Name: Ran Ramadani

Class: 8B

Read following text with carefully!

SLOTHS

Sloths are the slowest mammals on earth. It takes a full minute for a sloth minute to move 6 feet to across to ground. You probably wouldn't move that slowly if you tired! The sloth's body is about 2 feet long. The long legs and curved claws that are 3 to 4 inches long. Their claws and the long legs help them climb trees and hang from tree branches. They spend almost their entire lives in the trees. But the life of a sloth is not very exciting.

Sloths have a round head, small ears, a stubby tail, and sad-looking eyes set in a dark colored "mask" the shape of a sloth mouth makes it look like it is always smiling. It has extra bones in its neck that makes it provide for to turn its head almost all the way around. Sloths are very cute to watch and they don't put on much of a show.

Sloths are home to other plants and creatures. Tiny plants grow on the sloth's fur making the animals appeared to be green. The green color makes the sloths almost invisible against the green leaves of the trees they live on. moths and insects also live in the sloth's fur. Maybe the sloth moves so slowly that the small creatures that live on them don't even know they are moving. Animals the size of elephants found in most places on earth, including North America. Today sloths can be found in tropical forests central and South America.

www.Englishindo.com

Answer the questions of the text above!

1. Write down the main idea of the first paragraph!
2. Write down the supporting details of the first paragraph!
3. Write down the main idea of the second paragraph!
4. Write down the supporting details of the second paragraph!
5. Write down the main idea of the third paragraph!
6. Write down the supporting details of the third paragraph!

1) Sloths are slowest mammals on earth 4
2) life of a sloth is not very exciting. a
3) the shape of a sloth's mouth makes it is always smiling /
4) its head almost all the way /
5) Today sloths can be found in tropical forest of central and south
   america.
6) live on them don't even know they are animals! /

Main idea

frmby_land

Name: Kadri, Othmani

Class: 8B

Read following text with carefully!

SEMBALUN VILLAGE

Sembalun is one of the districts in East Lombok Regency. Sembalun is divided into six villages and one of them, Sembalun Lawang, has become more popular as the starting points sea level, and surrounded almost entirely by a range of steep hills. The temperature is notably lower here than in other parts of Lombok, which also makes it pleasant for hiking.

As the Sembalun village lies on a base of a volcano, making the soil is rich and fertile, allowing for a thriving agricultural industry which forms the economic backbone of the village. On each side of the village the hills form where they grow rice, carrots, cabbage, onion, and chili among a wide range of other foods, and almost all of the men in Sembalun are farmers. Sembalun is also the biggest producer of apples in West Nusa Tenggara. Visiting the Sembalun, tourist will be greeted by magnificent panorama of rice fields and gardens.

Sembalun can be reached through two main routes. From Senggigi, it is a three-hour drive along the North coast, passing stunning bays and beaches before continuing through the foothills of mount Rinjani. The second route from Senggigi is the main road to Mataram and the East Lombok under three hours which leads through scenic rice fields and passes different villages and fruit markets. The last part of this route before reaching the valley of Sembalun is a very windy and steep road through dense rain forest. The views over the Sembalun valley are generally spectacular. From atop the hills you can often see Rinjani and from the hills on the East side, you can even see Sumbawa on clear days.

Ps: http://www.liveworksheets.com/ds4975du

Answer the question based the text above!

1. Write down the main idea of the first paragraph!
2. Write down the supporting details of the first paragraph!
3. Write down the main idea of the second paragraph!
4. Write down the supporting details of the second paragraph!
5. Write down the main idea of the third paragraph!
6. Write down the supporting details of the third paragraph!

1. Sembalun is one of the districts in East Lombok Regency

2. Sembalun is ...

3. ...

4. ...

5. Sembalun can be reached through an internal process

6. From ...

APPENDIX F

STUDENTS SCORE OF PRE-TEST IN READING COMPREHENSION

SAMPLE	MAIN IDEA	SUPPORTING DETAILS	SCORE
S-1	58	50	54
S-2	41	58	49.5
S-3	50	66	58
S-4	75	50	62.5
S-5	50	66	58
S-6	83	58	70.5
S-7	75	58	66.5
S-8	58	58	58
S-9	66	50	58
S-10	41	33	37
S-11	58	41	49.5
S-12	50	50	50
S-13	83	41	62
S-14	58	41	49.5
S-15	33	50	41.5
S-16	50	25	37.5
S-17	50	50	50
S-18	50	58	54
S-19	75	58	66.5
S-20	33	33	33
S-21	50	75	62.5
S-22	41	33	37
S-23	50	33	41.5
S-24	50	58	54
S-25	58	41	49.5
S-26	83	25	54
S-27	41	58	49.5
S-28	58	50	54
S-29	25	50	37.5
S-30	58	66	62
TOTAL	1651	1483	1567
Mean Score (X)	55.33	49.43	52.23

APPENDIX G

STUDENTS SCORE OF POST-TEST IN READING COMPREHENSION

SAMPLE	MAIN IDEA	SUPPORTING DETAILS	SCORE
S-1	75	100	87.5
S-2	100	83	91.5
S-3	75	75	75
S-4	75	41	58
S-5	66	66	66
S-6	75	66	70.5
S-7	100	83	91.5
S-8	41	75	58
S-9	75	58	66.5
S-10	66	83	74.5
S-11	75	75	75
S-12	83	58	70.5
S-13	75	66	70.5
S-14	100	66	83
S-15	75	66	70.5
S-16	66	83	74.5
S-17	100	75	87.5
S-18	83	83	83
S-19	75	100	87.5
S-20	75	58	66.5
S-21	100	75	87.5
S-22	75	66	70.5
S-23	83	83	83
S-24	58	83	70.5
S-25	83	66	74.5
S-26	58	75	66.5
S-27	83	58	70.5
S-28	100	66	83
S-29	58	83	70.5
S-30	100	66	83
TOTAL	2353	2181	2267
Mean Score (X)	74.43	72.7	75.57

APPENDIX H

THE CLASSIFICATION SCORE OF STUDENTS PRE-TEST AND POST-TEST

IN LITERAL COMPREHENSION

Sample	Indicator (Main Idea)			
	Pre-Test		Post-Test	
	Main Idea	Classifying	Main Idea	Classifying
S-1	58	Fair	75	Fairly Good
S-2	41	Poor	100	Excellent
S-3	50	Poor	75	Fairly Good
S-4	75	Fairly Good	75	Fairly Good
S-5	50	Poor	66	Fairly Good
S-6	83	Good	75	Fairly Good
S-7	75	Fairly Good	100	Excellent
S-8	58	Fair	41	Poor
S-9	66	Fairly Good	75	Fairly Good
S-10	41	Poor	66	Fairly Good
S-11	58	Fair	75	Fairly Good
S-12	50	Poor	83	Good
S-13	83	Good	75	Fairly Good
S-14	58	Fair	100	Excellent
S-15	33	Very Poor	75	Fairly Good
S-16	50	Poor	66	Fairly Good
S-17	50	Poor	100	Excellent
S-18	50	Poor	83	Good
S-19	75	Fairly Good	75	Fairly Good
S-20	33	Very Poor	75	Fairly Good
S-21	50	Poor	100	Excellent
S-22	41	Poor	75	Fairly Good
S-23	50	Poor	83	Good
S-24	50	Poor	58	Fair
S-25	58	Fair	83	Good
S-26	83	Good	58	Fair
S-27	41	Poor	83	Good
S-28	58	Fair	100	Excellent
S-29	25	Very Poor	58	Fair
S-30	58	Fair	100	Excellent

APPENDIX I

THE CLASSIFICATION SCORE OF STUDENTS PRE-TEST AND POST-TEST IN LITERAL COMPREHENSION

Sample	Indicator (Supporting Details)			
	Pre-Test		Pos-Test	
	Supporting Details	Classifying	Supporting Details	Classifying
S-1	50	Poor	100	Excellent
S-2	58	Fair	83	Good
S-3	66	Fairly Good	75	Fairly Good
S-4	50	Poor	41	Poor
S-5	66	Fairly Good	66	Fairly Good
S-6	58	Fair	66	Fairly Good
S-7	58	Fair	83	Good
S-8	58	Fair	75	Fairly Good
S-9	50	Poor	58	Fair
S-10	33	Very Poor	83	Good
S-11	41	Poor	75	Fairly Good
S-12	50	Poor	58	Fair
S-13	41	Poor	66	Fairly Good
S-14	41	Poor	66	Fairly Good
S-15	50	Poor	66	Fairly Good
S-16	25	Very Poor	83	Good
S-17	50	Poor	75	Fairly Good
S-18	58	Fair	83	Good
S-19	58	Fair	100	Excellent
S-20	33	Very Poor	58	Fair
S-21	75	Fairly Good	75	Fairly Good
S-22	33	Very Poor	66	Fairly Good
S-23		Very Poor	83	Good
S-24	58	Fair	83	Good
S-25	41	Poor	66	Fairly Good
S-26	25	Very Poor	75	Fairly Good
S-27	58	Fair	58	Fair
S-28	50	Poor	66	Fairly Good
S-29	50	Poor	83	Good
S-30	66	Fairly Good	66	Fairly Good

APPENDIX J

The results of students reading comprehension include literal comprehension main idea and supporting details.

Sample	Pre-Test X₁	Post-Test X₂	D	D²
S-1	54	87.5	33.5	1122.25
S-2	49.5	91.5	42	1764
S-3	58	75	17	289
S-4	62.5	58	4.5	20.25
S-5	58	66	8	64
S-6	70.5	70.5	0	0
S-7	66.5	91.5	25	625
S-8	58	58	0	0
S-9	58	66.5	8.5	72.25
S-10	37	74.5	37.5	1406.25
S-11	49.5	75	25.5	650.25
S-12	50	70.5	20.5	420.25
S-13	62	70.5	8.5	72.25
S-14	49.5	83	33.5	1122.25
S-15	41.5	70.5	29	841
S-16	37.5	74.5	37	1369
S-17	50	87.5	37.5	1406.25
S-18	54	83	29	841
S-19	66.5	87.5	21	441
S-20	33	66.5	33.5	1122.25
S-21	62.5	87.5	25	625
S-22	37	70.5	33.5	1122.25
S-23	41.5	83	41.5	1722.25
S-24	54	70.5	16.5	272.25
S-25	49.5	74.5	25	625
S-26	54	66.5	12.5	156.25
S-27	49.5	70.5	21	441
S-28	54	83	29	841
S-29	37.5	70.5	33	1089
S-30	62	83	21	441
TOTAL	1567	2267	709	20983.5
Mean Sore (X)	52.23	75.57	23.63	6994.5

APPENDIX K

THE MEAN SCORE OF STUDENTS PRE-TEST AND POST-TEST IN

LITERAL COMPREHENSION

1. Mean score of students pre-test and post-test in literal comprehension (Main Idea)

   a. Pre-test in literal comprehension (Main Idea)

   $$\bar{X} = \sum \frac{X}{N}$$

   $$\bar{X} = \sum \frac{1651}{30} = 55.33$$

   b. Post-test in literal comprehension (Main Idea)

   $$\bar{X} = \sum \frac{X}{N}$$

   $$\bar{X} = \sum \frac{2353}{30} = 78.43$$

2. Mean score students pre-test and post-test in literal comprehension (Supporting Details)

   a. Pre-test in literal comprehension (Supporting Details)

   $$\bar{X} = \sum \frac{X}{N}$$

   $$\bar{X} = \sum \frac{1483}{30} = 49.43$$

   b. Post-test in literal comprehension (supporting Details)

   $$\bar{X} = \sum \frac{X}{N}$$

   $$\bar{X} = \sum \frac{2181}{30} = 72.7$$

THE IMPROVEMENT OF STUDENTS IN LITERAL COMPREHENSION

1. The improvement students' in literal comprehension (main idea)

$$P = \frac{X2 - X1}{X1} \times 100\%$$

$$P = \frac{78.43 - 55.33}{55.33} \times 100\%$$

$$P = \frac{23.10}{55.33} \times 100\%$$

$$P = \frac{23.1000}{55.33}$$

$$P = 41.74\%$$

2. The improvement students' in literal comprehension (Supporting Details)

$$P = \frac{X2 - X1}{X1} \times 100\%$$

$$P = \frac{72.7 - 49.43}{49.43} \times 100\%$$

$$P = \frac{23.27}{49.43} \times 100\%$$

$$P = \frac{23.2700}{49.43}$$

$$P = 47.07\%$$

3. The improvement of students' Reading Comprehension

$$P = \frac{X2 - X1}{X1} \times 100\%$$

$$P = \frac{75.57 - 52.23}{52.23} \times 100\%$$

$$P = \frac{23.34}{52.23} \times 100\%$$

$$P = \frac{2.334}{52.23} \qquad P = 44.68\%$$

APPENDIX M

CALCULATING THE T-TEST ANALYSIS

Calculating the T-test analysis of reading comprehension

Notes:

$D = 23.63$

$D^2 = 69.945$

$N = 30$

$$\bar{D} = \frac{(\sum D)^2}{N} = \frac{23.63}{30}$$

$$\bar{D} =$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{18.61}{\sqrt{\frac{69.945 - \frac{(23.63)^2}{30}}{30(30-1)}}}$$

$$t = \frac{18.61}{\sqrt{\frac{69.945 - \frac{558.37}{30}}{30(29)}}}$$

$$t = \frac{18.61}{\sqrt{\frac{69.945 - 18.61}{870}}}$$

$$t = \frac{18.61}{\sqrt{\frac{51.335}{870}}}$$

$$t = \frac{18.61}{\sqrt{59.57}}$$

$$t = \frac{18.61}{77.18}$$

$$t = 4.147$$

T-Test Value $= 4.14$

APPENDIX N

The Distribution of t. Table

Level significant (p) = 0.05

Degree of Freedom (df) = n-2 where n= number of sample

Df: 30-2 = 28

T. Table = 2.048

Df	(Level of Significance) (one-tailed test)					
	0.25	0.10	0.5	0.025	0.01	0.005
	(Level of Significance) (two-tailed test)					
	0.5	0.2	0.1	0.05	0.02	0.01
1.	1.000	3.078	6.314	12.706	31.821	63.657
2.	0.816	1.886	2.920	4.303	6.965	9.925
3.	0.765	1.638	2.353	3.182	4.541	5.841
4.	0.741	1.533	2.132	2.776	3.747	4.604
5.	0.727	1.476	2.015	2.571	3.365	4.032
6.	0.718	1.440	1.943	2.447	3.143	3.707
7.	0.711	1.415	1.895	2.365	2.998	3.499
8.	0.706	1.397	1.860	2.306	2.896	3.355
9.	0.703	1.383	1.833	2.262	2.821	3.250
10.	0.700	1.372	1.812	2.228	2.764	3.169
11.	0.697	1.363	1.796	2.201	2.718	3.106
12.	0.695	1.356	1.782	2.179	2.681	3.055
13.	0.692	1.350	1.771	2.160	2.650	3.012
14.	0.691	1.345	1.761	2.145	2.624	2.977
15.	0.690	1.341	1.753	2.131	2.602	2.547
16.	0.689	1.337	1.746	2.120	2.583	2.921
17.	0.688	1.333	1.740	2.110	2.587	2.989
18.	0.688	1.330	1.734	2.101	2.552	2.878
19.	0.6870	1.328	1.729	2.093	2.539	2.861
20.	0.687	1.325	1.725	2.086	2.528	2.845
21.	0.686	1.325	1.721	2.080	2.518	2.831
22.	0.686	1.321	1.717	2.074	2.508	2.829
23.	0.685	1.319	1.714	2.069	2.500	2.807
24.	0.685	1.318	1.711	2.064	2.492	2.797

25.	0.684	1.316	1.708	2.060	2.485	2.787
26.	0.684	1.315	1.706	2.056	2.479	2.779
27.	0.684	1.314	1.703	2.052	2.473	2.771
28.	0.683	1.313	1.701	2.048	2.467	2.763
29.	0.683	1.311	1.699	2.045	2.462	2.756
30.	0.683	1.310	1.697	2.042	2.457	2.750
40.	0.681	1.303	1.684	2.021	2.423	2.704
60.	0.679	1.296	1.671	2.000	2.390	2.660
120.	0.677	1.289	1.658	1.980	2.358	2.617

Picture 1: Giving Pre-test in the class
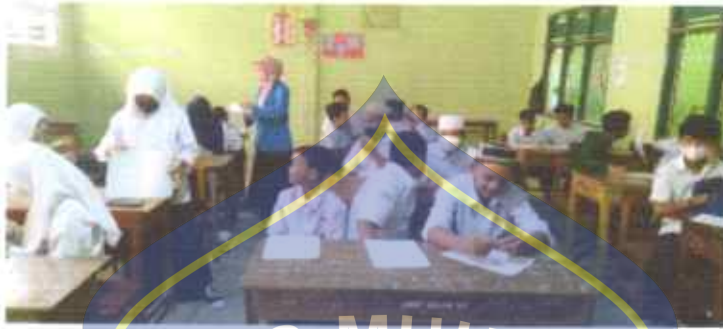
Picture 2: Students Activity in treatment class

Picture 3: Students' activity in post-test

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LETTER OF ACCEPTANCE
0462/BG-FKIP/LOA/B/II/1443/2022

Dear FITRIANI

It is our pleasure to inform you that, after reviewing your paper:
THE USE OF METACOGNITIVE STRATEGY TO IMPROVE THE STUDENTS' READING COMPREHENSION
The manuscript ID: 664
Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author		
The manuscript has followed the existing template		
The article processing charge (APC) has been submitted by the author	√	

has been **ACCEPTED** to publish with **English Language Teaching Methodology**. ISSN (paper) 2828-1586 ISSN (online) 2810-0352. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at eltm@bg.unismuhmakassar.ac.id

Makassar, 21 February 2022 M
20 Rajab 1443 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Nomor	4919/05/C.4-VIII/XI/43/2021	03 Rabiul Akhir 1443 H
Lamp	1 (satu) Rangkap Proposal	08 November 2021 M
Hal	Permohonan Izin Penelitian	

Kepada Yth.
Bapak / Ibu Kepala Sekolah
SMP Muhammadiyah 6
di –

Makassar

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar nomor 79 tanggal 8 November 2021, menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama	:	FORCINI
No. Stambuk	:	10535 113013
Fakultas	:	Fakultas Keguruan dan Ilmu Pendidikan
Jurusan	:	Pendidikan Bahasa Inggris
Pekerjaan	:	Mahasiswa

Bermaksud melaksanakan penelitian pengumpulan data dalam rangka penulisan Skripsi dengan judul:

"The use of Metacognitive Strategy to Improve the Students' Reading Comprehension at Eighth Grade of SMP Muhammadiyah 6 Makassar"

Yang akan dilaksanakan dari tanggal 10 Nopember 2021 s/d 10 Januari 2022.

Sehubungan dengan maksud di atas, kiranya mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khairan katsiran.

Drs. Abubakar Idhan, MP.
NBM 101 7716

11-21

بســـم الله الرحمن الرحيم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : **FITRIANI**

NIM : **10551130116**

Judul Penelitian : *THE USE OF METACOGNITIVE STRATEGY TO IMPROVE THE STUDENTS' READING COMPREHENSION*

Tanggal Ujian Proposal : **29 Oktober 2021**

Tempat/Lokasi Penelitian : **SMP MUHAMMADIYAH 6 MAKASSAR**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru terkait	Paraf Guru/terkait
1	Rabu 10/11/2021	Pemberian surat izin meneliti		
2	Kamis 11/11/2021	Pemberian pre-test	Hamsinah S.S	
3	Senin 15/11/2021	Mengajar	Hamsinah S.S	
4	Kamis 18/11/2021	Mengajar	Hamsinah S.S	
5	Senin 22/11/2021	Mengajar	Hamsinah S.S	
6	Kamis 25/11/2021	Mengajar	Hamsinah S.S	
7	Senin 29/11/2021	Pemberian post-test	Hamsinah S.S	
8				
9				
10				

Makassar , 30 November 2021

Mengetahui,

Ketua Jurusan,   Pimpinan Kepala sekolah,

Dr. Ummi Khaerati Syam, S.Pd.,M.Pd   ISMAIL, S.Pd., MM
NIDM 977 807   NBM 779317
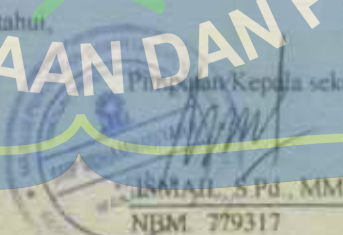
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SURAT KETERANGAN PENELITIAN
NO. 037/Ket/IV.4.AU.F/2021

Yang bertanda tangan di bawah ini :

N a m a	:	ISMAIL, S.Pd, MM
NBM	:	779 317
Jabatan	:	Kepala SMP Muhammadiyah 6
Alamat	:	BTN. Pao Pao Blok ... Gowa

Menerangkan bahwa

N a m a	:	FITRIANI
No. Stambuk	:	10535130115
Jurusan	:	Pendidikan Bahasa Inggris
Fakultas	:	Keguruan dan Ilmu Pendidikan
Universitas	:	Universitas Muhammadiyah Makassar

Yang tersebut di atas adalah BENAR telah mengadakan penelitian/pengumpulan data di SMP Muhammadiyah 6 Makassar dari tanggal 10 s.d 30 November 2020 untuk penyusunan Skripsi yang berjudul

"The use of metacognitive strategy to improve the students' reading comprehension at eighth grade of SMP Muhammadiyah 6 Makassar"

Demikian Surat Keterangan ini kami berikan kepadanya untuk dipergunakan seperlunya.
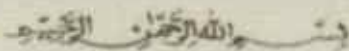
Makassar, 30 November 2021

Kepala Sekolah

ISMAIL, S.Pd, MM
NBM. 779 317

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama   : Fitriani

NIM   : 10535110116

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	8 %	10 %
2	Bab 2		25 %
3	Bab 3	7 %	30 %
4	Bab 4	10 %	10 %
5	Bab 5	4 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT Perpustakaan dan Penerbitan
Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan
seperlunya.

Makassar, 22 Januari 2022 &
Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,

Nurman, S Hum ,M.LP
NBM. 964 591

Dipindai dengan CamScanner

CURICULUM VITAE

FITRIANI was born on December, 31st, 1997 in Sanrego Kab. Bone she is the second child in her family. From the couple Appa and Nisi she has one sister and brother Kameriah, Wandi Wahyudi She graduated her Elementary School in 2010 at SD Impres/377 Sanrego, and then she continued her study Junior High School at SMP Negeri 3 Kahu and graduated in 2013. After finishing her study in Junior High School she continued her study Senior High School at SMA Negeri 1 Kahu and graduated in 2016. She accepted as student of English Education Department Muhammadiyah University of Makassar on Strata One Program in 2016. And the end of her study, she could finish with her thesis under the title "The Use of Metacognitive Strategy to Improve the Students' Reading Comprehension at Eight Grade of SMP Muhammadiyah 6 Makassar".