

## ABSTRACT

**Irmayanti. Nim: 8156112043. The Effect of Teaching Strategies and Self-Regulation on Students' Reading Comprehension. Thesis. English Applied Linguistics Program, Postgraduate School, State University of Medan (UNIMED). 2017.**

The objective of this experimental research were to find out whether: (1) The students' achievement in reading comprehension taught by using Read, Ask, Put, and Paraphrasing (RAPP) strategy was higher than that taught by using Direct, Reading Thinking, Active (DRTA) strategy, (2) the students' achievement in reading comprehension with high self-regulation was higher than that low self-regulation, and (3) there was interaction between teaching strategies and self-regulation on the students' achievement in reading comprehension. The population of this research was the students in grade XII of Madrasah Aliyah Negeri Sipirok of 2016/2017 academic year. There were 63 students as samples of this research by applying cluster random sampling technique. The instruments of this research were reading comprehension test and questionnaire sheet. The data were analyzed using ANOVA at the level of significant  $\alpha = 0.05$ . The result of the data analysis proved that: (1) the students' achievement in reading comprehension taught by using RAPP strategy was higher than that taught by using DRTA strategy, with  $F_{obs} (4.796) > F_{tab} (4.004)$ , (2) the students' achievement in reading comprehension with high self-regulation was higher than that with low self-regulation, with  $F_{obs} (55.115) > F_{tab} (4.004)$ , (3) there was interaction between teaching strategies and self-regulation, with  $F_{obs} (13.653) > F_{tab} (4.004)$ .

Keywords: *teaching strategies, self-regulation, reading comprehension*

## ABSTRAK

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Penelitian eksperimen ini bertujuan untuk mengetahui apakah : (1) hasil belajar siswa dalam membaca yang diajarkan dengan strategi Read, Ask, Put, and Paraphrasing (RAPP) lebih tinggi daripada hasil belajar siswa yang diajarkan dengan strategi Direct, Reading, Thinking, Active, (2) hasil belajar siswa dengan regulasi diri tinggi lebih tinggi daripada siswa yang memiliki regulasi diri rendah, (3) terdapat interaksi antara strategi pengajaran dengan regulasi diri siswa terhadap hasil belajar siswa dalam membaca teks. Populasi penelitian ini adalah siswa kelas XII Madrasah Aliyah Negeri Sipirok tahun ajaran 2016/2017. Terdapat 63 siswa yang terpilih sebagai sampel pada penelitian ini melalui teknik cluster random sampling. Instrument penelitian yang digunakan yaitu tes pemahaman bacaan dan angket regulasi diri. Data dianalisis dengan menggunakan ANAVA 2 jalur pada taraf signifikansi  $\alpha = 0.05$ . Hasil analisis data menunjukkan bahwa: (1) hasil belajar siswa dalam membaca yang diajarkan dengan strategi RAPP lebih tinggi daripada hasil belajar siswa yang diajarkan dengan strategi DRTA dengan  $F_{obs} (4.796) > F_{tab} (4.004)$ ; (2) hasil belajar siswa dengan regulasi diri tinggi lebih tinggi daripada siswa yang memiliki regulasi diri rendah, dengan  $F_{obs} (55.115) > F_{tab} (4.004)$ ; (3) terdapat interaksi antara strategi pengajaran dengan regulasi diri siswa terhadap hasil belajar siswa dalam membaca teks, dengan  $F_{obs} (13.653) > F_{tab} (4.004)$

Kata kunci : *strategi pengajaran, regulasi diri, pemahaman bacaan*

