

ABSTRACT

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The objectives of this study are to investigate whether Cognitive and Metacognitive strategies significantly affect the students' mastery on reading comprehension and to examine which one of these strategies are the most significantly effective. The population of this study was the second year students of science of the State Senior High School 4 in Binjai, which consist of 90 students who were taken randomly. The experiments were conducted in three groups, the first group was taught with Cognitive Strategy, the second group was taught with Metacognitive Strategy and the third group used Conventional Strategy. The reading comprehension test was taken from the test of National Examination. The test function was to measure the students' reading comprehension. The result showed that Cognitive and Metacognitive Strategies significantly affected on students' reading comprehension. The data were analyzed by one way ANOVA (Analysis of Variance). The findings indicated the significant F_{observed} was greater than F_{table} $7.05 > 4.80$. Metacognitive Strategies was the most significantly affect. It can be seen from the Scheffe test that the mean and the smallest significance stretch of Metacognitive Strategy was greater than other strategies $10.5 > 5.69$.

