

**THE EFFECT OF METACOGNITIVE AND COGNITIVE STRATEGIES
ON STUDENTS' READING COMPREHENSION**

A Thesis

AYU SUNDARI

Registration Number : 062188310001

**Submitted to the English Applied Linguistics Study Program
in Partial Fulfillment of the Requirements for the Degree of Magister Humaniora**



**THE
ENGLISH APPLIED LINGUISTICS STUDY PROGRAM
POSTGRADUATE SCHOOL
THE STATE UNIVERSITY OF MEDAN**

2010

A THESIS
THE EFFECT OF METACOGNITIVE AND COGNITIVE STRATEGIES ON
STUDENTS' READING COMPREHENSION

BY

AYU SUNDARI
Registration Number: 062188310001


English Applied Linguistics Study Program
State University of Medan

This Thesis was examined on August 25th, 2010 by the Board of Examiners

Approved by

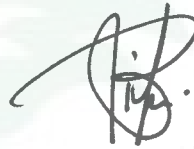
Adviser Commissions

First Adviser



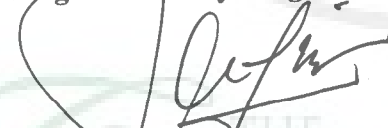
Prof. D. P. Tampubolon, Ph. D

Second Adviser



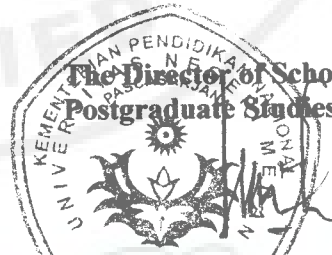
Prof. Dr. Berlin Sibarani, M. Pd.
NIP. 19570615 198203 1 005

**The Head of English Applied
Linguistics Study Program**



Prof. Dr. Busmin Gurning, M.Pd.
NIP. 19590713 198601 1 001

**The Director of School of
Postgraduate Studies**



Prof. Dr. Belferik Manullang
NIP. 19471015 197412 1 001

APPROVAL

This Thesis was examined on August 25th, 2010 by Board of Examiners

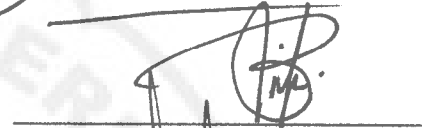
Board of Examiners

Prof. D. P. Tampubolon, Ph. D.



A handwritten signature in black ink, consisting of a stylized 'D' and 'P' followed by a horizontal line.

Prof. Dr. Berlin Sibarani, M. Pd.
NIP. 19570615 198203 1 005



A handwritten signature in black ink, featuring a circular emblem with the letters 'B' and 'S' inside, followed by a horizontal line.

Prof. Tina Mariany Arifin, M.A., Ph.D.
NIP. 19440302 196902 2 001



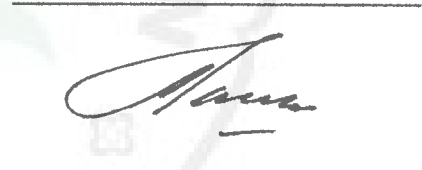
A handwritten signature in black ink, with a large, flowing 'M' and 'A' followed by a horizontal line.

Prof. Dr. Lince Sihombing, M.Pd.
NIP. 19610425 198601 2 001



A handwritten signature in black ink, with a stylized 'L' and 'S' followed by a horizontal line.

Dr. Didik Santoso, M.Pd.



A handwritten signature in black ink, with a stylized 'D' and 'S' followed by a horizontal line.



ACKNOWLEDGEMENTS

The writer would like to thank ALLAH the Almighty, who granted countless blessings, knowledge and opportunities.

On this special occasion, she would like to extend her sincere appreciation to Prof. D.P Tampubolon, Ph.D., her first Adviser for his advice, valuable time in giving the encouragement, guidance, suggestions, and for information that has enabled me to write this thesis until it comes to its present form, She also would like to express her special gratitude to Prof. Dr. Berlin Sibarani, M.Pd., her second Adviser, for his outstanding supervision.

She is also grateful to Prof. Dr. Busmin Gurning, M.Pd., the Head of English Applied Linguistics Study Program and Prof. Dr. Lince Sihombing, M.Pd., the Secretary of English Applied Linguistics Study Program and all lecturers of the English Applied Applied Linguistics Study Program for their valuable knowledge they have transferred to her. In particular, she would like to give her special thanks to her reviewers Prof. Tina Mariany Arifin, M.A., Ph.D., Prof. Dr. Lince Sihombing, M.Pd., Dr. Didik Santoso, M.Pd., for their valuable inputs in the process of writing this thesis.

The writer is also indebted especially to the headmaster of State Senior High School 4 Binjai and students of second year of science program who permitted her to conduct the research in the school.

She would like to express her sincere appreciation and love to her parents, Irwansyah, S.Pd.I and Sujariah, S.Pd.I, for all of the memory, love, advice and bless which has helped her more to finish her study.

She also thanks to her beloved husband, Sertu Sucipto and daughter Desvita Aliyya Putri for their fidelity, love, understanding and care without complaining for less attention given to them during finishing this study.

In this moment, she also like to give her thanks to her brother M. Dian Wahyudi for all his supports and critics and of course his attention to finish her study.

Finally, her appreciation goes to all her friends Yayuk, S.Pd.,M.Hum., Yulia Rahmadani, S.Pd., M.Hum., Indah Sari, SS., Nurlaidy, S.Pd., M.Hum., Hildani Sari Harahap, S.Pd., Astro Harahap, S.Pd., M.Hum., thanks guys for all the guidance, help, and time that we spent together during the study.

May God bless us!

Medan,
The Writer,

August 2010

Ayu Sundari
Registration Number: 062188310001

UNIVERSITAS NEGERI MEDAN
UNIMED
THE
Character Building
UNIVERSITY

TABLE OF CONTENTS

	Page
ABSTRACT.....	i
ACKNOWLEDGEMENT.....	ii
TABLE OF CONTENTS.....	iv
LIST OF TABLES	viii
LIST OF APPENDICES.....	ix
CHAPTER 1 : INTRODUCTION	
1.1 The Background of the Study.....	1
1.2 The Research Problems.....	4
1.3 The Objectives of the Study.....	5
1.4 The Scope of the Study.....	5
1.5 The Significance of the Study.....	5
CHAPTER II : REVIEW OF LITERATURE	
2.1. Theoretical Framework.....	7
2.1.1 Reading Comprehension.....	7
2.1.1.1 The Concept of Reading Comprehension.....	7
2.1.1.2 Types of Reading Process.....	8
A. Bottom-up Process.....	9
B. Top-down Process.....	10
C. Interactive Process.....	11

2.1.1.3	The Factor Affecting Reading Comprehension	12
2.1.1.4	The Taxonomy of Reading Comprehension..	14
	A. Literal Comprehension.....	14
	B. Inferential Comprehension.....	15
	C. Evaluation.....	16
	D. Appreciation.....	17
2.1.1.5	Measurement of Reading Comprehension.....	17
2.1.1.6	Testing Reading Comprehension.....	18
	A. Multiple Choice Questions.....	19
	B. Short Answer Questions.....	19
	C. Cloze.....	19
	D. Selective Deflection Gap Filling.....	20
	E. C-Tests.....	20
	F. Cloze Elide.....	21
	G. Information Transfer.....	21
2.1.1.7	Characteristics of Poor and Successful Readers.....	22
2.1.2	Learning Strategies.....	23
2.1.3	Metacognitive Strategies.....	25
	2.1.3.1 Metacognition and Three Types of Knowledge.....	31
	2.1.3.2 Metacognition and Motivation.....	31

2.1.3.3 Metacognitive Regulation.....	32
2.1.3.4 Metacognitive Knowledge.....	35
2.1.3.5 Metaconitive and Intelligence.....	36
2.1.4. Cognitive Strategies.....	36
2.1.4.1 Cognitive Vs Metacognitive Strategy.....	44
2.1.4 Conventional Strategy.....	49
2.2 Conceptual Framework.....	50
2.3 The Hypohtheses of the Study.....	51

CHAPTER III : METHOD OF RESEARCH

3.1 Research Design.....	52
3.2 Population and Sample.....	52
3.3 The Variables.....	53
3.4 Instrument of Data Collection.....	54
3.5. Instrument Validation.....	54
3.5.1 Validity of the Test.....	55
3.5.2 Reliability.....	57
3.6. The Procedure of the Research.....	58
3.6.1. Treatment.....	58
3.6.1.1 Treatment for Metacognitive Strategies.....	59
3.6.1.2 Treatment for Cognitive Strategies.....	61
3.6.1.3 Treatment for Conventional Strategies.....	62
3.6.2 Post Test.....	62

3.7 The Technique of Analyzing Data.....	62
3.8 Statistical Hypotheses.....	63
CHAPTER IV: DATA ANALYSIS AND RESEARCH FINDING	
4.1. Data Descriptions.....	64
4.1. Reliability of the Test.....	64
4.1.3 The Frequency Distribution.....	65
4.2. Testing of Hypotheses.....	67
4.2.1 Hypothesis one.....	73
4.2.2 Hypothesis two: The most Significantly Affected Strategies.....	74
4.3 Research Findings.....	75
CHAPTER V: CONCLUSION AND SUGGESTION	
5.1 Conclusion.....	77
5.2 Suggestion.....	77
REFERENCES.....	79
APPENDICES.....	84



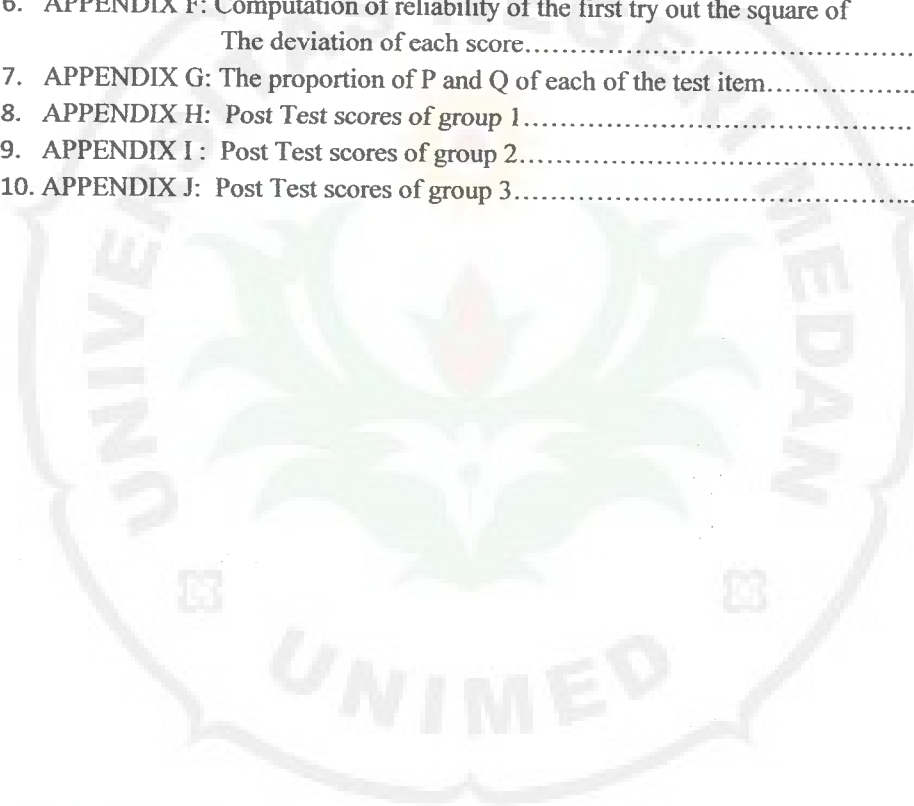
List of Tables

	Page
1. Table 2.1 The Classification of learning Strategies	24
2. Table 2.2 The cognitive process dimension.....	40
3. Table 2.3 Differences between metacognitive and Cognitive Strategies.....	46
4. Table 2.4 Metacognitive strategies and definitions with representative examples	46
5. Table 2.5 Cognitive strategies and definitions with representative examples.....	48
6. Table 3.1 The factorial design.....	52
7. Table 3.2 The outline of reading comprehension test.....	56
8. Table 4.1 Frequency distribution of students' reading comprehension Scores of Group I (X1).....	65
9. Table 4.2 Frequency distribution of students' reading comprehension Scores of Group II (X2).....	66
10. Table 4.3 Frequency distribution of students' reading comprehension Scores of Group III (X3).....	67
11. Table 4.4 Post Test Scores of reading comprehension.....	69
12. Table 4.5 Analysis of variance table of the post-test of the three groups.....	73
13. Table 4.6 The Scheffe test for deciding the most significant affect Strategy.....	74



List of Appendices

	Page
1. APPENDIX A: The reading Text.....	84
2. APPENDIX B: The answer Key.....	92
3. APPENDIX C: Example of Activities by using Cognitive Strategy.....	93
4. APPENDIX D: Example of Activities by using Metacognitive Strategy.....	95
5. APPENDIX E: Example of Activities by using Conventional Strategy.....	97
6. APPENDIX F: Computation of reliability of the first try out the square of The deviation of each score.....	99
7. APPENDIX G: The proportion of P and Q of each of the test item.....	101
8. APPENDIX H: Post Test scores of group 1.....	102
9. APPENDIX I: Post Test scores of group 2.....	104
10. APPENDIX J: Post Test scores of group 3.....	106



THE
Character Building
UNIVERSITY

