ABSTRACT

Hanifatu Sabrina. 2017. *Metacognitive Awareness of Reading Strategy in Comprehending Text (A Case Study at SMAN 3 Tambun Selatan Grade XI)*. A Skripsi, English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta, Agustus 2017.

This study was aimed at identifying the metacognitive awareness reading strategy types and levels employed by students in learning process. Descriptive qualitative study was conducted to portray the learning activities among 42 eleventh grade students. To portray the metacognitive reading strategy types and levels used by students, Metacognitive Awareness of Reading Strategy Inventory (MARSI) questionnaires were adapted. Classroom observation was conducted to identify the metacognitive reading strategies type employed by students during learning processes. To complete and confirm the data, the teacher interview was carried out in this study. The study revealed that problem-solving type was dominantly employed by students. In addition, the dominantly students was noted as the high level readers. The findings also found that the problem-solving strategies were dominantly employed by students in episode 4 of teaching metacognition. It can be inferred from this study that the students are metacognitively aware in the use of strategies during learning processes.

Keywords: metacognitive, metacognitive reading strategy, problem-solving strategy.