

ABSTRACT

Febi Suwandani (2018): The Implementation of Metacognitive Strategy through BDA Instruction to Improve EFL Students' Reading Comprehension (A Case Study in the Second Semester Reading Class in English Education Department UIN Bandung)

The academic transition of high school to university is often found to be challenging for every university students, especially EFL students. The requirement of reading abundant academic texts to acquire more knowledge somehow becomes the struggle of university students. Further, reading as a central key of literacy is considered as an important aspect to achieve academic success. Reading is a complex process requiring cognitive skills and interaction between the reader and the text. Therefore, to overcome the challenge faced by the university students, it is considered important to utilize metacognitive strategy to facilitate their reading comprehension

This research was intended to investigate how the implementation of metacognitive strategy through BDA instruction. The research also investigates how the improvement of students' reading comprehension throughout the study. Therefore, this research is written to achieve the objectives: 1) to find out how the implementation of metacognitive strategy through BDA instruction is, 2) to find out how the improvement of students' reading comprehension is.

The research employed a qualitative approach with case study design. The data were collected through observations and test to discover the process of implementing metacognitive strategy through BDA instruction and find out how the improvement of students' reading comprehension is. The researcher role was participant observer involved in teaching process as a teacher.

The finding shows that during the research, the implementation of metacognitive strategy through BDA instruction helps students to direct their learning during task performance. The strategy found to be effective in guiding students learning during task performance was questioning strategy which was modeled by the teacher. Through questioning in before during and after reading, the students could explore information before reading which helped them to direct their reading, keep their focus to the important information during reading, and summarize as well as evaluate their comprehension after reading. Further, despite its fluctuating average score of the tests, the implementation of metacognitive strategy through BDA instruction improves the students' ability in finding main idea and stated information skills on students' reading comprehension. Therefore, the researcher concludes that the metacognitive strategy through BDA instruction helps to improve EFL students' reading comprehension.