

## ABSTRACT

**Pratiwi, (2020): *The Use of Metacognitive Strategies to Improve Students' Reading Comprehension*** (A Case Study in 8th grade SMPN 1 Sukalarang in Academic Year 2019/2020)

This study has the aim to discover the students' reading comprehension by using metacognitive strategy. Particularly, this study was intended to seize the goal: 1) to find out the process of teaching metacognitive strategy to the EFL students' in reading class 2), to find out the students' response after using metacognitive strategy, 3) to find out the teacher obstacles in teaching metacognitive strategy.

This study used a descriptive qualitative case study design. There are 34 participants of the eighth-grade class at SMPN 1 Sukalarang in the Academic Year 2019/2020. The researcher used observation, questionnaire and interview to gain the data. The observation was conducted in recount text material. The observation was purposed to find out the process of teaching metacognitive strategy to the EFL students'. Then, the questionnaire to discover the students' response after using metacognitive strategy. Moreover, the interview also used to find out the teacher obstacles in teaching metacognitive strategy.

The results of this research showed that first, the implemented of metacognitive strategy on teaching recount text to improve the students' reading comprehension by using the procedure of metacognitive strategy: Planning, Monitoring, and Evaluating indicated students were enjoyed with the process of teaching using metacognitive strategy. Second, this research investigates the students' response towards metacognitive strategy on recount text material. The findings show most of the students give a positive response to the implementation of metacognitive strategy to improving the students' reading comprehension and specifically, the strategy helps them to focus discover the main idea of the text. Third, this research also discovers the teacher's obstacles in teaching metacognitive strategy. The result finds out that the teacher does not have any challenges in teaching recount text. The use of various activity with it is stepping helps the students' to understand the material easily and makes them enjoy the class and feels the different atmosphere in learning English.

In conclusion, this research shows that the implementation of teaching recount text using metacognitive strategy was helpful to improve the students' reading comprehension.

Then this research was recommended to the English teacher on helping the students who were struggling in comprehending the text.

