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THE INFLUENCE OF METACOGNITIVE STRATEGIES AND CRITICAL THINKING SKILLS ON READING COMPREHENSION OF GRADE EIGHT STUDENTS AT MADRASAH TSANAWIYAH NEGERI 6 KAMPAR

THESIS

UIN SUSKA RIAU

BY:

MIFTAHU RIZQOH

SRN. 22390824781

THE POSTGRADUATE PROGRAME

DEPARTMENT OF ENGLISH EDUCATION

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

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The thesis entitled "The Influence of Metacognitive Strategies and Critical Thinking Skills on Reading Comprehension of Grade Eight Students at Madrasah Tsanawiyah Negeri 6 Kampar" is written by:

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Program of Study : Master of English Language Education

is accepted and approved to be examined at the thesis examination of Postgraduate Program at State Islamic University of Sultan Syarif Kasim Riau.

Date: 14 Juli 2025
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Dr. Hj. Zulhidah,M.Pd
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Reference: The Thesis of Miftahu Rizqoh

To: Director of Postgraduate Program,
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Sultan Syarif Kasim Riau
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Student's ID Number	: 22390824781
Program of Study	: Islamic Education
Field of Study	: English Education
Title	: The Influence of Metacognitive Strategies and Critical Thinking Skills on Reading Comprehension of Grade Eight Students at Madrasah Tsanawiyah Negeri 6 Kampar

It is, therefore, approved to be examined and assessed in the final exam to be held by the Postgraduate Program of State Islamic University of Sultan Syarif Kasim.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

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Name	: Miftahu Rizqoh
Place/Date of Birth	: Padang Tarap, 28 July 2000
Student ID Number	: 22390824781
Study Program	: English Education Master Program
Faculty/University	: Postgraduate Program / State Islamic University of Sultan Syarif Kasim Riau
Thesis Title	: ***The Influence of Metacognitive Strategies and Critical Thinking Skills on Reading Comprehension of Grade Eight Students at Madrasah Tsanawiyah Negeri 6 Kampar***

Hereby truthfully state that:

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Assalamu'alaikum Warahmatullahi Wabarakatuh

Alhamdulillahi Rabbil Alamin, all praise be to Allah SWT for all His blessings and grace, which enabled the writer to successfully complete this thesis. Peace and blessings be upon the Prophet Muhammad SAW, his family, his companions, and all of his followers. May we all receive his intercession in the Hereafter. In connection with the completion of this thesis entitled " The Influence of Metacognitive Strategies and Critical Thinking Skills on Reading Comprehension of Grade Eight Students at Madrasah Tsanawiyah Negeri 6 Kampar, the writer would like to express deep gratitude and appreciation to First and foremost, my beloved parents, Mr. H. Suhirman, Mr. Idrus, Mrs. Yarniati and Mrs. Roswati, as well as my siblings and dearest friends, for their endless prayers, support, and motivation. The researcher would like to express his appreciation to all of his loved ones for their encouragemen. Supported and even helped the researcher in completing the research paper. They are as follows:

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3. Abdul Hadi, S.Pd., MA., Ph. D., as the Vice of Director of Postgraduates Studies, State Islamic University of Sultan Syarif Kasim Riau.
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6. Dr. Hj. Zulhidah, M. Pd, as my supervisor I who has given the researcher correction, time, advice, suggestion, support, and guidance in completing this thesis.

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11. All parties who have contributed in any way, whose names cannot be mentioned individually.

The writer prays that all the help, guidance, and support given will be rewarded abundantly by Allah SWT and become continuous charity in His sight. Finally, to Allah SWT alone we surrender and seek forgiveness and assistance. May this thesis be beneficial to all parties. Amiin Ya Rabbal _Alamin.

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Alhamdulillahi Robbil ‘Alamin Segala puji bagi Allah SWT, atas rahmad dan karunianya Tesis ini dapat terselesaikan

Shalawat dan salam selaluku sanjungkan kepada sang pembawa kebenaran, pelopor keadilan dan rahmat bagi seluruh alam yakni Nabi Muhammad SAW. Kupersembahkan tesis ini untuk keluargaku dengan segenap cinta, hormat dan baktiku. Terkhusus untuk bapakku terimakasih banyak atas kasih sayang, motivasi dan do‘a yang tidak pernah putus diberikan kepada ku untuk bisa kuliah dari awal sampai selesai sekarang ini berkat perjuanganmu yang telah banyak mengorbankan waktu dan menghabiskan tetesan keringat demi mencari rezeki untuk anakmu.

Dan untuk ibuku tercinta terimakasih atas do‘a yang dipanjatkan setiap saat dan selalu memotivasi sampai sekarang dan terimakasih untuk ibuku yang menjadi wanita yang kuat dalam hidupku.

Untuk keluargaku tercinta kakak dan abang terimakasih atas do‘a yang dipanjatkan setiap saat dan selalu memotivasi sampai sekarang dan terimakasih selalu mendukung dan menemaniku dalam menyelesaikan penulisan tesis ini.

Ya Allah, Terimakasih telah menghadirkan mereka dalam kehidupanku berkat dukungan mereka, aku sekarang bisa berada di posisi ini hanya doa dan karya kecil ini yang bisa ku persembahkan untuk mereka. Tesis ini kupersembahkan untuk Bapak, Ibu, suami dan anak-anakku tercinta yang selalu memberiku motivasi yang jitu dan mereka yang tidak pernah lelah mengirimkan do‘a serta menyampaikan nasehat untukku.

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PEDOMAN TRANSLITERASI

Pengalihan huruf Arab-Indonesia dalam naskah ini didasarkan atas Surat Keputusan Bersama (SKB) Menteri Agama dan Menteri Pendidikan dan Kebudayaan Republik Indonesia tanggal 22 Januari 1988, No. 158.1987 dan 0534.b/U/1987. Sebagaimana yang tertera dalam buku pedoman transliterasi bahasa Arab (A Guide to ArabicTransliteration). INIS Fellow 1992.

A. Konsonan

Arab	Latin	Arab	Latin
ا	A	ط	Th
ب	B	ظ	Zh
ت	T	ع	‘
ث	TS	غ	Gh
ج	J	ف	F
ح	H	ق	Q
خ	KH	ك	K
د	D	ل	L
ذ	DZ	م	M
ر	R	ن	N
ز	Z	و	W
س	S	ه	H
ش	SY	ء	‘
ص	SH	ي	Y
ض	DL		

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B. Vokal Panjang dan Diftong

Setiap penulisan bahasa Arab dalam bentuk tulisan latin vocal *fathah* ditulis dengan "a", *kasrah* "i", dan *dommah* dengan "u" sedangkan bacaan panjang masing-masing ditulis dengan cara berikut:

Vokal (a) panjang = A misalnya قال menjadi *qala*

Vokal (i) panjang = I misalnya قيل menjadi *qila*

Vokal (u) panjang = U misalnya دون menjadi *duna*

Khusus untuk bacaan *ya'* nisbat, maka tidak boleh diganti dengan "*i*", melainkan tetap ditulis dengan "*iy*" agar dapat menggambarkan *ya'* nisbat diakhirnya. Begitu juga untuk suara diftong *wawu* dan *ya'* setelah fathah ditulis dengan "*aw*" dan "*ay*".

Diftong (aw) = و misalnya menjadi قول *qawlun*

Diftong (ay) = ي misalnya menjadi خير *khayrun*

C. Ta'Marbuthah

"Ta" marbûthah ditransliterasikan dengan "t" jika berada ditengah kalimat, tetapi apabila Ta" marbûthah tersebut berada di akhir kalimat, maka ditransliterasikan dengan menggunankan "h" misalnya الرسالة للمدرسه menjadi alrisalat li al-mudarrisah, atau apabila berada di tengah-tengah kalimat yang terdiri dari susunan mudlaf dan mudlafilayh, maka ditransliterasikan dengan kalimat berikutnya, misalnya في رحمة الله menjadi fi rahmatillâh.

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D. Kata Sandang dan Lafdh al-jalâlah

Kata sandang berupa “al” (ال) ditulis dengan huruf kecil, kecuali terletak di awal kalimat, sedangkan “al” dalam lafadh jalâlah yang berada di tengah-tengah kalimat yang disandarkan *(idhafah*) maka dihilangkan.

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ABSTRAK

Miftahu Rizqoh (2025): Pengaruh Strategi Metakognitif dan Keterampilan Berpikir Kritis terhadap Pemahaman Membaca Siswa Kelas VIII di Madrasah Tsanawiyah Negeri 6 Kampar

Penelitian ini bertujuan untuk mengetahui pengaruh strategi metakognitif siswa terhadap pemahaman membaca mereka di MTsN 6 Kampar, untuk mengetahui pengaruh keterampilan berpikir kritis siswa terhadap pemahaman membaca mereka di MTsN 6 Kampar, dan untuk mengetahui pengaruh antara strategi metakognitif dan keterampilan berpikir kritis siswa terhadap pemahaman membaca mereka di MTsN 6 Kampar. Penelitian ini dilakukan dengan menggunakan desain penelitian kuantitatif korelasional. Berdasarkan hasil penelitian, terdapat pengaruh yang signifikan antara strategi metakognitif siswa terhadap pemahaman membaca mereka di MTsN 6 Kampar. Hasil ini terlihat dari nilai t hitung 3.211 > 1.994 dengan nilai signifikansi 0.002 < 0.05 serta nilai koefisien regresi yang positif, yang berarti bahwa semakin tinggi penggunaan strategi metakognitif siswa, maka semakin baik pemahaman membaca mereka. Terdapat juga pengaruh yang signifikan antara keterampilan berpikir kritis siswa terhadap pemahaman membaca mereka di MTsN 6 Kampar. Hal ini dibuktikan dengan nilai t hitung 2.887 > 1.994 dengan nilai signifikansi 0.005 < 0.05 serta nilai koefisien regresi yang positif, yang menunjukkan bahwa semakin tinggi keterampilan berpikir kritis siswa, maka semakin baik pemahaman membaca mereka. Selain itu, terdapat pengaruh yang signifikan antara strategi metakognitif dan keterampilan berpikir kritis siswa terhadap pemahaman membaca mereka di MTsN 6 Kampar. Hal ini didukung oleh nilai signifikansi uji F sebesar 0.000 < 0.05 dan nilai R square sebesar 0.612, yang menunjukkan bahwa kedua variabel tersebut secara bersama-sama berpengaruh terhadap pemahaman membaca siswa di MTsN 6 Kampar.

Kata Kunci: Strategi Metakognitif, Keterampilan Berpikir Kritis, Pemahaman Membaca.

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ABSTRACT

Miftahu Rizqoh (2025): The Influence of Metacognitive Strategies and Critical Thinking Skills on Reading Comprehension of Grade Eight Students at Madrasah Tsanawiyah Negeri 6 Kampar

This research aimed to examine the influence of students' metacognitive strategies on their reading comprehension at MTsN 6 Kampar, to examine the influence of students' critical thinking skills on their reading comprehension at MTsN 6 Kampar, and to examine the influence between students' metacognitive strategies and critical thinking skills on their reading comprehension at MTsN 6 Kampar. This study was conducted under quantitative correlational research design. Based on the result, there is a significant influence of students' metacognitive strategies on their reading comprehension at MTsN 6 Kampar. This result is evident from the value with t count 3.211 > 1.994 with a sig value 0.002 < 0.05 with a regression coefficient value that is positive, which means that the increase in students' metacognitive strategies will increase their reading comprehension. There is a significant influence of students' critical thinking skills on their reading comprehension at MTsN 6 Kampar. This result is evident from the value with t count 2.887 > 1.994 with a sig value 0.005 < 0.05 with a regression coefficient value that is also positive, which means that the increase in students' critical thinking skills will increase their reading comprehension. There is a significant influence of students' metacognitive strategies and critical thinking skills on their reading comprehension at MTsN 6 Kampar. This is supported by the significant value of the F test of 0.000 < 0.05 and the R square value of 0.612, which means that the variables of students' metacognitive strategies and critical thinking skills together have an influence on their reading comprehension at MTsN 6 Kampar.

Keywords: Metacognitive Strategies, Critical Thinking Skills, Reading Comprehension.

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ملخص

مفتح رزقه، (٢٠٢٥): تأثير استراتجية التفكير فوق المعرفي ومهارة التفكير النقدي على فهم القراءة لدى طلاب الصف الثامن في المدرسة المتوسطة الإسلامية الحكومية ٦ كمبر

يهدف هذا البحث لمعرفة تأثير استراتجية التفكير فوق المعرفي على فهم القراءة لدى طلاب الصف الثامن في المدرسة المتوسطة الإسلامية الحكومية ٦ كمبر، ولمعرفة تأثير مهارة التفكير النقدي على فهم القراءة لدى طلاب الصف الثامن في المدرسة المتوسطة الإسلامية الحكومية ٦ كمبر، ولمعرفة تأثير استراتجية التفكير فوق المعرفي ومهارة التفكير النقدي على فهم القراءة لدى طلاب الصف الثامن في المدرسة المتوسطة الإسلامية الحكومية ٦ كمبر. هذا البحث هو بحث كمي بنوع ارتباط. من خلال تحليل البيانات، يمكن الاستنتاج أن استراتجية التفكير فوق المعرفي مؤثرة على فهم القراءة لدى طلاب الصف الثامن في المدرسة المتوسطة الإسلامية الحكومية ٦ كمبر. وقد تم إثبات ذلك من خلال قيمة ت التي بلغت ٣,٢١١ وهي أكبر من قيمة ت الجدولية عند مستوى ١,٩٩٤، مع قيمة دالة الأهمية المحسوبة ٠.٠٠٢0.05 أصغر من ومهارة التفكير النقدي مؤثرة . بالإضافة إلى قيمة معكوس الانحدار الإيجابية. وقد تم إثبات ذلك من خلال قيمة ت المحسوبة على فهم القراءة لدى طلاب الصف الثامن في المدرسة المتوسطة الإسلامية الحكومية ٦ كمبر التي بلغت ٢،٨٨٧ وهي أكبر من قيمة ت الجدولية عند مستوى 0.05، ١,٩٩٤ مع قيمة دالة الأهمية ٠.٠٠٥ أصغر من بالإضافة إلى قيمة معكوس الانحدار الإيجابية. ومع ذلك استراتجية التفكير فوق المعرفي ومهارة التفكير النقدي مؤثرة على فهم القراءة لدى طلاب الصف الثامن في المدرسة المتوسطة الإسلامية الحكومية ٦ كمبر التي F يدعم ذلك قيمة دلالة اختبار. البالغة ٠.٦١٢، مما يشير إلى أن كلا المتغيرين يؤثران معًا R square وقيمة0.000 أصغر من على فهم القراءة لدى طلاب الصف الثامن في المدرسة المتوسطة الإسلامية الحكومية ٦ كمبر.

الكلمات الأساسية: *استراتجية التفكير فوق المعرفي، ومهارة التفكير النقدي، فهم القراءة*

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the four important skills for students now. By reading, the students can increase their understanding about the text or what they have read to enrich their vocabularies and their knowledge. Many components of language should be understood and developed by students as foreign language learners. On the other hand, reading is the most basic skill in English and must be mastered by students in order to understand the task easily. It is nothing without having comprehension.

As stated in the curriculum, students are expected not just to read texts but also to understand their content. According to Grabe & Stoller, reading comprehension refers to the ability to make sense of the information presented and accurately interpret its meaning.[1] They emphasized that reading without understanding is meaningless, indicating that the two cannot be separated. This shows that reading comprehension is a complex skill that requires the effective use of multiple abilities. After reading, we should be able to recall the information.

In Indonesia, many students still face difficulties in reading comprehension, especially in English as a foreign language. This is because most of them have limited vocabulary, low motivation, lack of reading

[1] William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, 2nd ed. (New York: Routledge, 2013), 15.

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strategies, and weak cognitive skills. As stated by Pang, reading comprehension is the process of making meaning from text, and to comprehend, a reader must be able to decode words and use background knowledge and thinking skills to understand the message of the text.[2]

Reading comprehension involves more than just reading; it requires critical thinking and strategic awareness to fully grasp the meaning of a passage. According to Brown, comprehension is a matter of activating prior knowledge, identifying main ideas, making inferences, and evaluating the content critically.[3] Therefore, the ability to think critically and use metacognitive strategies are both essential in helping students to become active and independent readers.

Furthermore, Merdeka curriculum, which is currently implemented in Indonesia, emphasizes the development of students' independence, creativity, and critical thinking through active learning. According to Kemendikbud, one of the goals of Kurikulum Merdeka is to create students who are capable of thinking critically and solving problems in real-life situations. This curriculum encourages students to be active learners who not only read but also understand and respond to texts thoughtfully.

Based on the reseracher's preliminary observasion in Madrasah Tsanawiyah Negeri 6 Kampar on 17th June 2025 it was found that many Grade Eight students still had problems in reading comprehension. Some students not

[2]Elizabeth Pang et al., Teaching Reading (Geneva: International Bureau of Education, 2003), 6.

[3] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed. (New York: Longman, 2001), 306.

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find the main idea, make inferences, or understand difficult words in a text. They also rarely used reading strategies like summarizing, predicting, or asking questions. Their critical thinking skills were low, and they struggled to reflect on or evaluate what they read. In addition, many students had limited vocabulary and weak grammar, which made it harder for them to understand the text. Their reading habits were also poor—most students did not enjoy reading and rarely read outside of class. These problems may be caused by a lack of awareness in using reading strategies and limited chances to practice critical thinking in class. Teaching often focused only on answering questions, so students became passive readers who read without truly understanding or thinking about the content. As a result, students tend to become passive readers who read without understanding or evaluating the content critically.

Thus, to solve the problems mentioned above, the researcher assumes that teachers need to apply appropriate strategies in teaching reading comprehension, especially those that develop students' metacognitive strategies and critical thinking skills. These strategies are important to help students become more reflective and independent in their reading. According to Flavell, metacognitive strategies involve planning, monitoring, and evaluating one's understanding during the reading process.[4] Meanwhile, Paul and Elder explain that critical thinking is the ability to analyze and evaluate information logically and fairly. Therefore, teachers should guide students in using metacognitive strategies such as self-questioning, summarizing, and

[4] John H. Flavell, "Metacognition and Cognitive Monitoring: A New Area of Cognitive–Developmental Inquiry," *American Psychologist* 34, no. 10 (1979): 906–911.

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predicting, as well as encouraging them to reflect on and evaluate the content of the text critically.[5] These skills are essential to help students not only understand the text more deeply but also become active learners. In this way, students are expected to improve their reading comprehension and be more engaged in the learning process.

Some research findings have shown the importance of metacognitive strategies and critical thinking skills in improving students' reading comprehension. For instance, research conducted by Rahmani and Sadeghi) found that teaching metacognitive strategies significantly improved students' reading comprehension scores.[6] Similarly, Nourdad et al. found that students who applied critical thinking strategies showed better understanding and retention of reading materials.[7]

Therefore, to help students improve their reading comprehension, it is necessary to foster their metacognitive awareness and critical thinking skills through effective teaching strategies. Teachers must guide students to be more reflective and strategic in their reading. They need to encourage students to monitor their own comprehension, ask questions, summarize ideas, and evaluate the text critically. By doing so, students will not only understand the text better but also become independent and active learners.

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[5] Richard Paul and Linda Elder, *The Miniature Guide to Critical Thinking Concepts and Tools*, 4th ed. (Dillon Beach, CA: Foundation for Critical Thinking, 2006), 3.

[6] Saeed Rahmani and Karim Sadeghi, "The Effect of Metacognitive Strategy Instruction on Reading Comprehension Performance of Iranian EFL Learners," Journal of Language Teaching and Research 2, no. 5 (2011): 1115–1122.

[7] Nahid Nourdad, Laleh Shahmoradi, and Malihe Aghaei, "The Impact of Critical Thinking Instruction on Reading Comprehension of EFL Learners," *International Journal of Applied Linguistics & English Literature* 6, no. 2 (2017): 120–127.

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There are some researches related to this present research. First, a study by Sheorey and Mokhtari (2001) investigated the relationship between metacognitive awareness of reading strategies and reading comprehension among high school and university students. The study revealed that students who were more aware of their reading strategies—such as planning before reading, monitoring understanding, and evaluating after reading—achieved better results in comprehension tasks. The findings highlight that metacognitive strategies play a crucial role in helping learners actively engage with texts and improve their overall understanding. Second, a study by Saiz and Rivas (2011) explored the impact of critical thinking instruction on students' reading comprehension performance in a secondary school setting. The results showed that students who received training in critical thinking—such as identifying arguments, evaluating evidence, and recognizing bias—demonstrated higher levels of text interpretation and deeper comprehension. The research concluded that integrating critical thinking into reading instruction significantly enhances students' ability to understand and respond to complex texts.

From the description of the background that had been described by the researcher, the researcher took the title "**The Influence of Metacognitive Strategies and Critical Thinking Skills on Reading Comprehension of Grade Eight Students At Madrasah Tsanawiyah Negeri 6 Kampar**".

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B. Problem of the Research

1. Identification of the Problems

Based on the background of the problem above, there are many problems that are faced by the students First, some students have trouble finding the main idea, making conclusions, or understanding difficult words in a text. Second, students rarely use reading strategies like summarizing, guessing what will happen, or asking questions while reading. Third, their critical thinking skills are still low, so it is hard for them to analyze or evaluate what they read. Fourth, many students have limited vocabulary and weak grammar, which makes it hard to understand texts. Fifth, students have poor reading habits. Lastly, students still had difficulties in overall reading comprehension, remembering what they read.

2. Limitation of the Problems

This study is limited to examining the influence of metacognitive strategies and critical thinking skills on students' reading comprehension. Although there are many factors that affect reading comprehension—such as vocabulary, grammar, reading habits, and other reading strategies—this research focuses only on how metacognitive strategies and critical thinking skills contribute to improving reading comprehension among grade eight students at Madrasah Tsanawiyah Negeri 6 Kampar.

3. Formulation of the Problems

a. Is there any significant influence of metacognitive strategies on 'reading comprehension of grade eight students at MTsN 6 Kampar?

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b. Is there any significant influence of critical thinking skills on reading comprehension of grade eight students at MTsN 6 Kampar?

c. Is there any significant influence of metacognitive strategies and critical thinking skills simultaneously on reading comprehension of grade eight students at MTsN 6 Kampar?

C. Objective and Significance of the Research

1. Objectives of the Research

a. To examine influence of metacognitive strategies on reading comprehension of grade eight students at MTsN 6 Kampar.

b. To examine influence of critical thinking skills on reading comprehension of of grade eight students at MTsN 6 Kampar.

c. To examine influence of metacognitive strategies and critical thinking skills simultaneously on reading comprehension of grade eight students at MTsN 6 Kampar

2. The Significance of the Research

Related to the objectives of the research above, the significance of the research is as follows:

a. Theoretically

This research can be used as a reference for EFL teachers and educators in understanding how metacognitive strategies and critical thinking skills influence students' reading comprehension. This research is useful to contribute ideas and fill in the gaps in knowledge related to the development of effective teaching models for reading instruction at

the junior secondary school level.

b. Practically

1.For Teachers

The results of this study can be used as input in the process of teaching English, especially by providing insights into how metacognitive strategies and critical thinking skills affect students' reading comprehension. Understanding these influences can help teachers improve their teaching methods and adapt learning activities. This can ultimately enhance the quality of reading instruction at the junior secondary level, benefiting both teachers and students.

2.For Students

The implementation of metacognitive strategies is an effort to develop students' critical thinking skills in comprehending reading texts as well as to enhance their independence in learning.

3.For the Researchers

This research serves as additional knowledge in writing scientific papers and as preparation for becoming a professional teacher. Additionally, it fulfills one of the necessary requirements for earning a bachelor's or master's degree in education.

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B. Definition of Key Terms

In order to explain and avoid misunderstanding and misinterpretation about the topic of this research, it is necessary for t4he researcher to define the following terms:

a. Reading Comprehension

Reading is the ability to understand written text. According to Brassel and Rasinski (2008), comprehension means understanding or grasping ideas. In this research, it refers to students' understanding of narrative texts. Grabe and Stoller (2013) also said that reading comprehension is the ability to get information from a text and understand its meaning. In addition, Cain (2007), in a book published by Oxford University Press, explained that reading comprehension involves vocabulary, making guesses (inferences), and memory to understand what is read. This research focuses on students' comprehension of narrative texts.

b. Metacognitive Strategies

Metacognitive strategies are techniques used to help individuals plan, monitor, and evaluate their understanding and learning (O'Malley & Chamot, 1990). Furthermore, Anderson (2002) also stated that metacognitive strategies involve thinking about one's own thinking while learning. In this research, metacognitive strategies are the strategies used by students to improve their reading comprehension through awareness and control of their reading processes.

c. Critical Thinking Skills

Critical thinking skills are the ability to analyze, evaluate, and make decisions based on logical reasoning (Ennis, 1996). It involves reflective and independent thinking. Besides, Facione (2011) defined critical thinking as purposeful, self-regulatory judgment that results in interpretation, analysis, evaluation, and inference. In this research, it means the students' ability to think deeply and critically in understanding narrative texts during the reading process.

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Reading Comprehension

a. Understanding of Reading Comprehension

According to Mikulecky, comprehension is an integral aspect of everyday human experience. The brain is constantly engaged in interpreting and understanding the environment around us. Much like a highly sophisticated computer, the brain continuously receives sensory input—what we see, hear, smell, touch, and taste.[8] It then processes this information by interpreting, organizing, and storing it, allowing us to make sense of the world. Tankersley emphasizes that comprehension is essential for deriving meaning from language in all forms of communication, including listening, speaking, reading, and writing. It is regarded as the heart of the reading process.[9] In this context, successful reading involves more than just decoding words—it requires the reader to actively seek understanding. Comprehension is not a passive act; rather, it involves deliberate mental engagement where the reader connects prior knowledge with new information presented in the text.

Furthermore, Snow argues that reading comprehension defines reading comprehension as the process of simultaneously extracting and

[8] Beatrice S. Mikulecky, *A Short Course in Teaching Reading Skills* (New York: Addison Wesley, 1996), 14.
[9] Kathleen Tankersley, *The Threads of Reading* (Alexandria, VA: ASCD, 2003), 90.

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constructing meaning while engaging with written language.[10] The terms "extracting" and "constructing" highlight that comprehension involves both taking information from the text and actively building understanding through the reader's cognitive involvement. Snow further explains that comprehension includes three critical elements: the reader, the text, and the purpose or activity associated with reading. The reader must be able to interact with the text in a meaningful way to effectively interpret its message. This means that comprehension is a dynamic and interactive process where meaning is derived through the reader's engagement with the material.

In reading comprehension, it is essential for students to grasp and make sense of the text, as the primary purpose of reading is to understand what is being read. Grabe and Stoller describe reading comprehension as the ability to interpret and extract information from written material. It involves a set of complex skills that require the reader to actively engage with the components of the text.[11] Their explanation highlights that comprehension plays a central role in the reading process. Because the ultimate aim of reading is to understand the content, gaining insight into how comprehension works is fundamental to the study and development of reading skills.

According to Klingner reading comprehension a multi component, and highly intricate process that includes numerous

[10] Catherine Snow, *Reading for Understanding* (Santa Monica, CA: RAND, 2002), 11.
[11] William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading* (Harlow: Pearson Education, 2002), 7.

interactions between the reader and their prior knowledge, along with various factors related to the text itself.[12] From this definition, it can be inferred that reading comprehension involves an active exchange between what the reader already knows and the new information presented in the text during the act of reading.

For students, developing strong reading comprehension skills is essential for both academic success and personal growth. In academic settings, it enables them to grasp complex concepts, analyze different viewpoints, and draw meaningful conclusions from the material they read. Beyond academics, reading comprehension also supports lifelong learning by helping individuals process information critically, make well-informed decisions, and communicate effectively in different aspects of life.

Because of its importance, educators and teachers put significant effort into assessing and improving students' reading comprehension skills. They use various strategies, such as guided reading, questioning techniques, and interactive discussions, to help students engage with texts at a deeper level. By doing so, teachers not only enhance students' reading abilities but also encourage them to think critically and develop a habit of lifelong learning. Improving reading comprehension ultimately empowers individuals to become better thinkers, problem-solvers, and informed members of society.

[12] Janette K. Klingner, *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: Guilford Press, 2007), 8.

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Based on the explanation above, reading comprehension can be defined as the ability to grasp the meaning of a text. It involves the process of obtaining, understanding, and interpreting the content by actively engaging with the written material. Through interaction and careful reading, readers construct meaning and extract relevant information, allowing them to interpret the text accurately.

b. The Purpose of Reading Comprehension

Reading is more than just recognizing words on a page—it is a purposeful activity that serves various goals depending on the reader's needs. People may read to gain new information, to verify something they already know, for entertainment, or to enhance their understanding of a particular language. At its core, reading involves connecting the ideas presented in the text with the reader's existing knowledge. This means that for reading to be effective, the reader should have some background knowledge of the topic being discussed. Without this prior understanding, it becomes difficult to make sense of what is being read.

According to Tankersley, understanding the purpose of reading is essential because it shapes how a person approaches the text. The reason behind why someone reads a particular piece will influence what they focus on and how deeply they engage with the content.[13] For example, reading for pleasure may not require the same level of analysis as reading to study for an exam. Martin supports this idea by stating that reading

[13] Tankersley, Op. cit., 90.

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involves creating connections between what is written and what the reader already knows.[14] He compares reading without background knowledge to trying to hold water in your hand—it simply slips away, meaning that the information won't be retained or understood. This analogy highlights how essential it is for the reader to relate new ideas to their prior knowledge to truly grasp the content.

From these definitions, we can conclude that the ultimate goal of reading comprehension is to make sense of a written text by interpreting the author's intended message and aligning it with the reader's understanding. Successful reading comprehension requires both decoding the words and actively engaging with the meaning behind them.

c. Factors that Influence Reading Comprehension

According to Tankersley, there are three main factors that influence reading comprehension. The first is the reader's understanding of the language and grammatical structures used in the text. The second is the reader's ability to apply metacognitive strategies, meaning they can actively monitor and assess their own comprehension as they read. The third, and most crucial factor, is the reader's familiarity with the subject matter and vocabulary presented in the text.[15]

Factors that influence reading comprehension refer to elements that make it challenging for a reader to understand a passage or to

[14] Martin, *Reading Without Background Knowledge* (New York: HarperCollins, 1991), 12.

[15] Tankersley, Op. cit., 91.

identify its main idea. McWhorter stated that factors fall into two main categories: characteristics of the text and characteristics of the reader.[16] She explains that text characteristics are specific features of the written material that determine how easy or difficult it is to read.

1. The Readers Characteristics

Several factors related to reader characteristics can impact reading comprehension. One key factor is the reader's prior experience with the content of the text. Otto et al. suggest that being familiar with the concepts and vocabulary used in a text greatly affects one's ability to understand it.[17] Similarly, Heilman et al. emphasize that a reader's background knowledge and vocabulary development play a significant role in comprehension. Another important factor is the reader's purpose or motivation.[18] A person reading just to get a general idea of the text will understand it differently than someone who aims to deeply analyze and explore its content from the start.

a. Interest

Interest is a strong desire or curiosity about something. When someone is very interested in something, they tend to focus more and pay closer attention, which helps them actively achieve their goals. According to Slameto in Djaali, interest is a natural

[16] Kathleen T. McWhorter, *College Reading and Study Skills* (New York: Pearson, 2009), 345.

[17] Otto et al., *How to Improve Reading Skills* (Boston: Houghton Mifflin, 1979), 56.

[18] Heilman et al., *Principles and Practices of Teaching Reading* (Columbus, OH: Merrill Publishing, 1981), 88.

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feeling of liking or being drawn to an activity, without needing to be told. It's closely related to a person's emotions—whether they enjoy or dislike something.[19]

Interest plays an important role in reading and understanding texts. When students are genuinely interested in reading, they are more likely to keep reading, which improves their reading skills. Students who enjoy reading regularly build a larger vocabulary and learn new ideas, which makes it easier for them to understand what they read. On the other hand, students who don't enjoy reading miss out on learning new words and struggle to improve their reading comprehension. Motivation also plays a key role. It helps boost interest in reading and encourages students to read more. start.

b. Motivation

Maehr & Meyer said that motivation is the drive or encouragement that makes a person excited and willing to take action to improve themselves. It helps explain why people start doing something, how much effort they put in, and how long they keep going, especially when they are working toward a goal.[20]

Motivation can come from within a person or from outside influences, and it pushes someone to reach their goals (Sumantri, 2015). It is a mental or psychological process that is shaped by

[19] Slameto in Djaali, *Psikologi Pendidikan* (Jakarta: Bumi Aksara, 2011), 121.
[20] Maehr and Meyer, "Motivation and Self-Regulated Learning," *Educational Psychologist* 32, no. 4 (1997): 371.

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both internal factors (like personality, education level, and past experiences) and external factors (like the environment and support from others).[21]

In short, motivation is the energy or encouragement that helps a person take action, especially in learning. It plays a big role in helping students become active learners. Motivation also helps build interest in reading and can inspire someone to develop a positive habit of reading. Additionally, motivation can help someone change their attitude or behavior for the better.

c. Prior Knowledge

Prior knowledge is the information or understanding a person already has and can use. It includes past experiences, ideas, thoughts, and imagination that are stored in the brain. Everyone's prior knowledge is different, depending on their background, experiences, and age.

According to schema theory, all knowledge is connected and stored in one system in the brain. A person's knowledge grows as they gain more life experiences. The more experiences someone has, the stronger their understanding becomes. This makes it easier to understand what they read. So, the amount of prior knowledge a reader has can affect how well they understand a text.

[21] Sumantri, *Psikologi Pendidikan* (Jakarta: Raja Grafindo Persada, 2015), 375.

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Fisher and Frey say that background knowledge is one of the most important factors in learning something new. Their research found that background knowledge and vocabulary are the two strongest predictors of reading comprehension. These two skills also help students use problem-solving strategies when they don't understand part of a text.[22] In short, having strong background knowledge greatly improves a person's ability to understand what they read.

d. Concentration

Concentration is an important factor that helps students succeed in reaching their learning goals. Vernacchia, as quoted by Shawn Zeplin et al, defines concentration as "the ability to focus clearly on what you are doing." When we concentrate, information is stored better in the brain and can be remembered more easily when needed.[23]

In today's competitive world, concentration plays a key role. To get the best learning results, a person needs to focus fully on the task and ignore distractions. In simple terms, concentration means focusing your attention on one thing.

All activities, especially reading and understanding texts, require concentration. Concentration helps readers understand what they are reading and also improves memory, making it

[22] Fisher and Frey, *Background Knowledge* (New York: Routledge, 2010), 4.
[23] Vernacchia in Shawn Zeplin et al., *Concentration and Performance* (London: Routledge, 2003),

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sharper and more effective.

e. Age

Age is one of the most commonly discussed factors when talking about individual differences, partly because it's easy to measure. Strum said that both age and gender influence what people like to read, and these preferences change as children grow.[24]

It's hard to compare how children and adults learn a second language because of biological differences and learning conditions. Teenagers and adults often learn language through formal methods that match their more developed thinking skills. They usually need to use more complex language and can study grammar rules directly.

Younger children, on the other hand, often use informal language and focus more on communication than correctness. They may not pay much attention to grammar because they see language mainly as a way to share ideas.

These differences help explain why older children and adults often learn faster at first than younger kids, especially in grammar and vocabulary. That's because adults can use more learning strategies and understand language rules better, while children might struggle with this but have an easier time with

[24] Strum, *Second Language Acquisition and Age* (Oxford: Oxford University Press, 2003), 7.

pronunciation. needed.

f. Education Background

According to Wallace in Knoll Christopher L, being able to understand written texts is one of the most important academic skills. It is just as important for young students in first grade as it is for high school seniors.[25] Reading comprehension is needed in almost every subject and at every grade level. It's also a lifelong skill that helps people succeed. Because reading is such a big part of learning, teachers have always focused on helping students improve their reading comprehension. In general, students who do well in school are good readers, while those who struggle often have poor reading skills. So, improving reading comprehension is key to improving overall school performance.

A person's educational background also affects how well they understand what they read. If someone has more reading experience, it becomes easier for them to understand new texts. For example, imagine two people reading the same high school-level text. One finished junior high school, and the other graduated from college. The college graduate will likely understand the text more easily because of their higher education and greater reading experience.

[25] Knoll Christopher L., *Reading in Education* (New York: Pearson, 2000), 5.

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In short, having a strong educational background helps readers understand texts better because they have more knowledge and reading practice.grow.

2. The Texts Characteristics

The second factor that affects reading comprehension is the characteristics of the text itself. Many studies have shown that the way a text is written can influence how well it is understood. Texts are usually easier to understand when they include ideas, vocabulary, sentence structure (grammar), technical terms, and concepts that the reader is already familiar with (Otto et al., 1979).

According to Duke &Pearson, another factors that influence reading comprehension such as :

a)Motivation, Purpose, Goals, and Engagement

This refers to the decisions individuals make about whether or not to engage in a task, how committed they are to it, and the level of effort they invest. A reader's purpose and interest play a major role in their willingness to understand a text.

a) Vocabulary, Word Knowledge, and Background Knowledge

Having a broad vocabulary and sufficient background knowledge helps learners grasp the meaning of a text more easily. Students with stronger word knowledge tend to have a better understanding of written content, especially in a foreign language.

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b) Automaticity in Decoding

This is the reader's ability to quickly and effortlessly recognize and understand words. It involves actively engaging with written language to assign meaning efficiently.

c) Reading Fluency

Fluency involves reading smoothly, accurately, and at a good pace. It also includes using proper expression and phrasing. Fluent reading supports comprehension and is developed gradually through consistent practice.

d) Use of Reading Strategies

Effective readers use specific strategies to enhance understanding. Applying strategies during reading, such as predicting, summarizing, or questioning, can significantly aid in comprehension and academic success.

e) Text Characteristics (Difficulty and Interest)

The complexity of the text and the reader's interest in the content can impact how well it is understood. Engaging and appropriately challenging texts are more likely to be comprehended successfully.

f) Text Type or Genre

Different genres—such as fiction, nonfiction, poetry, or various formats like procedural, narrative, descriptive, and recount texts—require different approaches to reading.

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Familiarity with the genre can support better comprehension.

g) Amount of Reading Practice

The quantity of reading a person does regularly contributes to their familiarity with language, vocabulary, and different writing styles. Frequent readers often develop stronger comprehension skills over time.[26]

d. Aspects of Reading Comprehension

There are the criteria used to measure students' reading comprehension abilities according to Brown explains that there are as follow:

1) Main Idea (Topic)

The main idea represents the most essential point conveyed in a paragraph or passage. It is the key message that readers are expected to identify and comprehend from the text. While the topic usually appears as a word or phrase, the main idea is expressed in a complete sentence and reflects the central focus of the entire text.

For example: *"Bedugul is a tourist destination in Bali, located in the village of Candi Kuning, Baturiti district, Tabanan."*

2) Phrases In Content/Expression/Idioms

An idiom is a commonly used expression that conveys a figurative meaning different from its literal interpretation. These expressions often reflect shared cultural experiences or traditions, even if they are

[26] Duke and Pearson, "Effective Practices for Developing Reading Comprehension," *The Reading Teacher* 58, no. 2 (2001): 206.

outdated. Examples: Jump the gun, sick as a dog.

3) Inference (Implied Information)

Inference involves understanding ideas that are not directly stated in the text. It requires readers to interpret clues and draw conclusions based on what is implied. Example: The moon sure looks bright suggests it's a clear night. words.

4) Grammatical Features

Grammatical features refer to properties or categories in language that have different forms or structures, such as tense, number, or case. Each category has specific forms that usually do not overlap.

Examples: Use of the simple past tense (*was*, *went*), or action verbs (*run*, *look*).

5) Details (Scanning for Specific Information)

Detailed information often answers questions like who, what, where, when, why, and how. This skill involves reading with a specific goal in mind, such as identifying names, dates, or places. The scanning technique helps readers locate particular facts quickly without reading the entire text. Example: According to the passage....

6) Excluding Fact Not Written (Unstated Details)

This refers to recognizing information that is implied but not explicitly mentioned in the text. A correct answer may express a similar idea as the passage, even if the wording differs. Example: *Which of the following is not stated...?*

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7) Supporting Ideas

Supporting ideas provide evidence or details that back up the main idea. While the main idea represents the overall message, supporting details are often too specific to represent the whole text alone. Example: Bedugul has several interesting tourist attractions.

8) Vocabulary in Context

Understanding vocabulary in context means determining the meaning of unfamiliar words or phrases based on how they are used in a sentence. Students are encouraged not to translate every word, as the meaning may change when combined with others. Examples: go, visit, came.[27]

e. Levels of Reading Comprehension

According to Jack Richards and colleagues (1997, p. 238), there are three distinct levels of reading comprehension:

a) Literal Comprehension

This level involves reading to understand and remember the explicit information presented in the text. It focuses on recognizing and recalling facts directly stated in the passage.

b) Inferential Comprehension

At this stage, readers go beyond what is directly stated, using their prior knowledge and intuition to interpret the text. This includes identifying the main idea, making inferences, determining referents,

[27] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (New York: Pearson Education, 2004), 188.

drawing conclusions, identifying the text's title and purpose, and making predictions based on the content.

c) Critical or Evaluative Comprehension

This highest level of comprehension involves analyzing and assessing the information in the text by comparing it with the reader's own knowledge, beliefs, and values. Critical reading requires advanced thinking skills and involves questioning the content, evaluating the logic and truthfulness of the statements, and forming judgments about what is being read.

f. Techniques of Influencing Reading Comprehension

There are several techniques that can assist students in enhancing their reading skills, as outlined below:

1) Pre-reading

Pre-reading is a technique used to prepare students before they engage with a text, helping to improve their comprehension and retention of information. This strategy allows students to familiarize themselves with key concepts, vocabulary, and the structure of the material before diving into the full content.

Morgan explains that pre-reading involves selectively reviewing certain parts of the reading material rather than reading it in its entirety. This can include scanning headings, subheadings, images, summaries, and key terms to gain a general idea of the topic. By doing so, students activate prior knowledge, set a purpose for reading, and

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make connections, which ultimately enhances their understanding and recall of the text.

2) Speed

Reading speed is often crucial, especially when we have a large amount of material to go through but limited time. In such cases, we may not fully absorb or retain all the information from the text. Therefore, a specific reading technique known as speed reading is necessary to efficiently process the content.

3) Skimming

Skimming is a reading technique that allows readers to quickly grasp the main ideas of a text without going through every detail. It is particularly useful when there is limited time, and the goal is to understand the overall message rather than analyze every word or sentence.

Skimming is commonly used in academic reading, research, or when reviewing large volumes of text. While it helps save time, it is important to ensure that important information is not overlooked, especially when deeper comprehension is needed.

According to Brown (2004, p. 188), there are several effective strategies to enhance reading comprehension. These strategies are as follows:

1) Determine the Purpose of Reading

Effective reading begins with a clear understanding of why the text

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is being read. When students know what information they need, they can focus their attention and ignore irrelevant details. Therefore, teachers should ensure learners recognize their reading objectives.

2) Apply Spelling Rules and Phonological Conventions for Decoding

One of the early challenges for English learners is connecting spoken and written forms of language. Learners who are familiar with oral English may still struggle with its complex spelling system. Instruction should include guidance on common spelling patterns and exceptions.

3) Use Word Analysis (Prefixes, Roots, Suffixes) to Infer Meaning

When encountering unfamiliar vocabulary, students can make educated guesses by breaking words into parts they recognize—such as prefixes, roots, or suffixes—and considering the grammatical and contextual clues.

4) Make Educated Guesses about Meaning

Guessing plays a vital role in reading, especially when learners are unsure of a word, phrase, idiom, or cultural reference. To be effective, students must use logical strategies to infer meanings based on the surrounding text.

5) Skim to Identify Main Ideas and General Meaning

Skimming involves quickly glancing through a text to get the overall sense of its content. This technique helps readers identify the main idea, the author's purpose, and the general structure of the text.

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6) Scan for Specific Information

Scanning is used to locate particular details such as names, dates, or definitions without reading the entire text. This skill is especially valuable in academic settings for finding targeted information efficiently.

7) Practice Silent Reading for Faster Comprehension

Although this strategy may not suit beginners, more advanced learners can benefit from silent reading techniques that improve speed and processing. They should aim to understand chunks of text—such as phrases—instead of focusing on individual words.

8) Use Visual Aids like Notes, Charts, and Semantic Maps

To avoid becoming overwhelmed by large amounts of information, readers can use tools such as marginal notes, outlines, charts, or semantic maps to help organize and retain key content.

9) Recognize Literal vs. Implied Meaning

Understanding a text often requires looking beyond the literal words. Students must develop higher-level thinking skills to interpret implied or inferred meanings, especially when dealing with culturally or contextually rich language.

10) Utilize Discourse Markers to Understand Relationships Between Ideas

Discourse markers (such as "however," "therefore," or "in addition") help signal relationships between ideas in a text. Recognizing these markers enhances reading fluency and

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comprehension by showing how thoughts are logically connected.

2. Metacognitive Strategies

a. Definition of Metacognitive Strategies

The term *meta* means beyond or after, while *cognition* refers to the mental processes involved in understanding and perceiving. Metacognition, therefore, involves being aware of and understanding the factors that influence one's own knowledge and thinking. It includes the ability to monitor and control one's cognitive processes during learning. A well-developed sense of metacognition can significantly impact how students learn and perform academically. Similarly, Tavakoli and Tobias and Everson state that metacognition involves advanced thinking abilities that enable individuals to mentally process information, assess what they have understood or failed to grasp, and actively manage and adjust their own learning process.[28]

Metacognitive strategies are techniques designed to help students understand how they learn. These strategies encourage learners to become aware of their own learning processes by guiding them in organizing information in a way that improves retention, memory storage, and recall.[29] Essentially, they help students structure information to enhance long-term memory and learning efficiency. Metacognitive strategies involve higher-order thinking skills such as planning, selecting

[28] Hossein Tavakoli, "The Effect of Metacognitive Strategy Instruction on Reading Comprehension," *Journal of Language Teaching and Research* 5, no. 2 (2014): 315.

[29] Tobias and Everson, *Knowing What You Know and What You Don't* (San Francisco: Jossey-Bass, 2002), 58.

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appropriate learning methods, and evaluating progress. Strategy instruction includes directly teaching students how to think critically and reflectively to enhance their learning outcomes. Skilled readers typically apply one or more metacognitive strategies to better understand texts, and their use of such strategies evolves over time as they identify which ones are most effective for comprehension. Additionally, Oxford classifies metacognitive strategies into three categories: focusing attention on learning, organizing and planning learning tasks, and assessing learning progress.[30]

Metacognitive strategies are considered crucial for the success of learners reading in a foreign language. Several scholars have provided definitions of metacognitive reading strategies. For example, Zhang explains that these strategies are intended to enhance readers' awareness, self-monitoring, and control over their reading processes. They aim to help readers improve their understanding of the text and assess whether their comprehension efforts have been successful.[31] Therefore, metacognitive reading strategies play a key role in supporting effective reading comprehension.

Ahmadi et al said that metacognitive reading strategies also assist students in overseeing and managing their use of cognitive strategies. As previously noted, cognitive strategies involve actively engaging with a

[30] Rebecca L. Oxford, *Language Learning Strategies: What Every Teacher Should Know* (New York: Newbury House, 1990), 138–40.

[31] Lawrence Zhang, "Metacognitive Awareness and Reading Strategies," *The Reading Matrix* 13, no. 2 (2013): 55.

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task to support comprehension by directly manipulating incoming information in ways that enhance learning.[32] Similarly, Tavakoli describes metacognitive reading strategies as processes of self-monitoring and self-regulation, where readers pay attention to both how they read (the process) and what they understand (the product).[33] These strategies involve assessing one's own ability to grasp the meaning of the text.

Based on the above definitions, metacognitive reading strategies can be understood as techniques aimed at enhancing readers' awareness and control over their understanding, helping them to achieve better comprehension of the text.

b. The Component of Metacognitive Strategies

According to Taraban, Rynearson, &Kernearson, there are two components of metacognitive reading strategies : analyticcognition and pragmatic-behavioral.[34]

1) The analytic-cognition

The analytic-cognition is component plays a crucial role in reading comprehension and includes :

a) Identifying the purpose ofreading

b) Evaluating the process or the text,

c) lMaking inferences and predictions.

[32] Ahmadi, Ismail, and Abdullah, "Metacognitive Reading Strategies," *Asian Social Science* 9, no. 1 (2013): 236.
[33] Ibid., 238.
[34] Taraban, Rynearson, and Kerr, "Analytic Cognition and Reading," *Journal of Educational Psychology* 96, no. 3 (2004): 48.

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2) The pragmatic-behavioural

The pragmatic-behavioral component involves practical skills used to manage the reading environment effectively—such as highlighting key sections, underlining important ideas, taking notes, and forming mental images of descriptions (Mokhtari & Reichard, and Singhal,).[35] This component supports students in a variety of reading tasks, allowing them to:

a) Understand and interpret the content of the text
b) Use contextual clues to determine the meanings of unfamiliar words
c) Identify the central idea and determine the author's purpose
d) Examine and analyze important details
e) Connect prior knowledge with newly acquired information
f) Infer information that is not directly stated in the text
g) Draw conclusions using both analytical-cognitive and pragmatic-behavioral strategies

c. Benefits of Metacognitive Strategies in Reading Comprehension

According to Dole, metacognitive strategies play a vital role in aiding students with problem-solving. When learners are taught specific procedures and strategies, they can apply these methods effectively when faced with challenges.[36] The presence of metacognitive strategies simplifies problem-solving by enabling students to set clear goals,

[35] Mokhtari and Reichard, "Assessing Students' Metacognitive Awareness of Reading Strategies," *Journal of Educational Psychology* 94, no. 2 (2002): 249.
[36] Dole, *Explicit Comprehension Instruction* (New York: Guilford Press, 2003), 102.

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manage their thinking processes, and guide their efforts in the right direction. Ahmadi, Ismail, and Abdullah highlight that metacognitive strategies are particularly effective in language learning, especially reading, as they help improve students' academic performance. Hartman emphasizes that students who are aware of and regulate their metacognitive reading behaviors benefit by being able to monitor their understanding, resolve difficulties, and recover when comprehension breaks down.[37]

Metacognition involves a person's understanding of their own cognitive processes. In the context of reading, it includes two key aspects: first, awareness of strategies to learn from texts; second, control over one's reading behaviors to meet various objectives. Brown, Armbruster, & Baker explains that successful readers continuously monitor their progress, adapt strategies, adjust effort as needed, and assess the effectiveness of their comprehension.[38] Therefore, metacognition is essential for effective reading comprehension.

d. Teaching Reading by Using Metacognitive Strategies

According to Kathleen T. McWhorter, metacognitive strategies involve thinking about one's own thinking processes while reading. These strategies help readers become more aware of how they learn, plan, monitor, and evaluate their understanding of a text. McWhorter emphasizes that successful readers actively use metacognition to improve

[37] Hartman, *Metacognition in Learning and Instruction* (New York: Springer, 2001), 84.
[38] Brown, Armbruster, and Baker, "Metacognitive Reading Strategies," *Educational Researcher* 15, no. 4 (1986): 48.

comprehension and retain information.

McWhorter outlines several important metacognitive strategies used by skilled readers:

a. Previewing the Text

Before reading, good readers look over the title, headings, subheadings, images, and any summary or questions provided. This helps activate background knowledge and set expectations for the content.

b. Setting Reading Goals

Effective readers set clear purposes for reading. They may read to find specific information, to understand the main idea, or to critically evaluate the text. Knowing why they are reading helps them focus.

c. Self-Monitoring Comprehension

While reading, metacognitive readers continuously check whether they understand the material. If something is unclear, they notice the problem right away instead of continuing blindly.

d. Using Fix-Up Strategies

When comprehension breaks down, students should use "fix-up" strategies. These include:

1) Rereading the passage
2) Slowing down the pace
3) Looking up unfamiliar words
4) Rephrasing confusing sentences in their own words

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5) Asking for help or using context clues

e. Making Predictions

Predicting what will come next in the text keeps students engaged and actively thinking while reading. This also builds inferential thinking skills.

f. Asking and Answering Questions

Good readers ask themselves questions before, during, and after reading:

1) What do I already know about this topic?
2) What is the author trying to say?
3) What will happen next?
4) Do I agree with this point?

This strategy boosts critical thinking and comprehension.

g. Summarizing and Paraphrasing

After reading, summarizing helps reinforce key points and identify what's truly important. Paraphrasing helps with vocabulary and understanding sentence structure.

h. Reflecting on the Content

Reflection involves thinking about the meaning of the text and connecting it to prior knowledge or personal experience. It encourages deeper comprehension and long-term retention.

i. Evaluating Understanding

Skilled readers assess their own understanding after reading. They

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ask themselves whether they achieved their reading goals and understood the material as intended.[39]

Metacognitive strategies used in teaching reading comprehension involve several key stages. As outlined by Zhang and Sheepo, these strategies fall into three main categories: planning, monitoring, and evaluating.[40] Each of these stages is explained in the following sections.

1) Planning Strategies (*pre-reading*)

Planning strategies are a type of metacognitive strategy applied before reading begins to help improve comprehension. These strategies are designed to activate learners' prior knowledge and mentally prepare them for the reading task. Planning involves thinking ahead and organizing how the reading activity will be approached in order to achieve specific goals. For example, looking at the title, images, illustrations, headings, or subheadings allows readers to gain an initial understanding of the text's content and structure.

By previewing these elements, students can identify the text's organization—such as whether it follows a cause-effect, question-answer, or compare-contrast format. Another important aspect of planning is setting a clear reading purpose, which guides the reader's focus and engagement. In this sense, planning is a key aspect of goal-oriented behavior.

[39] Kathleen T. McWhorter, *Study and Critical Thinking Skills in College* (Boston: Pearson, 2009), 77.

[40] Zhang and Sheepo, "Teaching Reading through Metacognition," *Journal of Education Research* 16, no. 3 (2013): 104.

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Planning strategies are further divided into several sub-categories:

a. Advance Organizer – preparing the mind for new information by organizing known concepts.
b. Organizational Planning – deciding how to approach and structure the reading task.
c. Selective Attention – focusing on key information that supports the reading goal.
d. Self-Management – controlling one's reading environment and behavior to stay aligned with the objective.

At this stage, the student's actions are similar to a teacher preparing a lesson plan—knowing the learners' needs, the learning goals, the subject matter, and choosing the most suitable methods, materials, and tools. The reader, like the teacher, becomes aware of their goal, purpose, and the time needed for effective reading.

2) Monitoring Strategies (*during reading*))

Israel said that monitoring strategies are used during reading to help students stay focused on understanding the text and to fix any confusion or misunderstanding as it happens. These strategies involve being aware of how well one is understanding the text while reading. Some common monitoring strategies include checking the meaning of new words, asking yourself questions, summarizing parts of the text, and figuring out the main idea of each paragraph.[41]

[41] Israel, *Metacognition in Literacy Learning* (Mahwah, NJ: Erlbaum, 2007), 68.

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Monitoring helps readers stay on track and recognize when they don't understand something. For example, they might highlight or focus on key words like but, however, on the other hand, or finally to understand how ideas are connected.

Another useful skill is knowing which parts of a passage are important and which can be skimmed, depending on the reading goal. According to Soto et al, students who use metacognitive strategies can adjust how they read based on how well they understand, which improves reading comprehension.[42] These strategies also help students evaluate if they are using their time and resources effectively.

Monitoring strategies can be divided into two main types:

a) Comprehension Monitoring – checking if you understand the text while reading.
b) Production Monitoring – checking how well you're keeping up with your reading goals.

In this second stage of metacognitive reading, students follow their reading plan and regularly ask themselves questions to check their understanding. Özbay and Bahar said that readers pay attention to the structure of the text, focus more on key points, connect earlier predictions to what actually happens in the text, and work to understand difficult parts. [43]

[42] Soto et al., "Metacognitive Awareness and Reading Comprehension," *Journal of Cognitive Studies* 12, no. 1 (2019): 59.

[43] Özbay and Bahar, "Monitoring Reading Strategies," *Educational Sciences* 14, no. 3 (2012): 78.

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Edizer et al explains that by using monitoring strategies, students can better manage their comprehension and build a clearer understanding of the text. [44]

3) Evaluating Strategies (*post-reading*)

Evaluation strategies are used after reading to help readers think deeply about the text and judge their understanding. This final stage involves reflecting on what the reader intended to learn, what was actually achieved, and how they approached the reading task. For example, after reading, students might gain a clearer or improved understanding of the topic compared to before.

Evaluation allows learners to review their reading goals, assess their performance, and recognize the methods they used. This reflection often leads to better insight and learning from the experience. Evaluation can take different forms, such as formative (ongoing) or summative (final) assessments.

There are three main types of evaluation strategies:

a. Self-assessment – Checking your own progress and understanding.
b. Self-evaluation – Judging how well you did and identifying areas for improvement.
c. Self-reflection – Thinking about what worked, what didn't, and how to do better next time.

[44] Edizer et al., "Evaluating Reading Strategies," *Reading Improvement Journal* 55, no. 2 (2018): 101.

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According to Özbay and Bahar (2012), this final stage helps learners evaluate their reading process, recognize strengths and weaknesses, and plan better strategies for future reading tasks. It's the step where readers make sense of the results and decide how to improve.

e. Relationship Between Metacognitive Reading Strategy and Reading Comprehension

Metacognitive strategies are not new in the field of education. These strategies are useful tools to help students improve their learning. When applied to reading, they are known as metacognitive reading strategies, which support students through all three stages of reading: before, during, and after reading (Othman et al., 2014).

Using these strategies, students can begin by predicting and posing questions before they start reading. While reading, they stay actively engaged by clarifying difficult words, connecting new information with prior knowledge, and answering their own questions. After reading, they reflect on what they've learned by summarizing the key ideas and evaluating the content.

Metacognitive reading strategies help students think more deeply and organize their understanding of what they read, leading to more meaningful learning.

Tavakoli also emphasizes that metacognitive strategies involve higher-level thinking skills, such as planning, monitoring, and evaluating.

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These are self-directed actions where students manage both how they read and what they learn from the text. By focusing on both the process and the result of reading, these strategies help improve reading comprehension.

In conclusion, experts agree that metacognitive reading strategies play a key role in improving students' understanding of texts. Applying them effectively throughout the reading process leads to better comprehension and learning outcomes.

3. Critical Thinking

a. Definition of Critical Thinking

Critical thinking involves a series of steps and is characterized as an active, thoughtful process where a person observes, evaluates, and reflects on new information, incorporating it into their existing knowledge. This skill can be used across different learning contexts, including reading, writing, and group discussions.

Critical thinking is often associated with criticism, but a more accurate understanding connects it to the use of criteria or standards to evaluate information. According to Collins, critical thinking involves active and constructive engagement during the reading process.[45] Alfrey and Cooney emphasize that critical thinking, which entails analyzing information and ideas thoroughly and logically from various sources, is

[45] Collins, *Developing Critical Thinking* (New York: HarperCollins, 1993), 20.

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an essential skill for professionals such as engineers and technologists.[46]

Critical thinking is an advanced cognitive ability that has the potential to enhance students' capacity for deep and analytical thinking. The development of this analytical capability is strongly linked to overall intellectual growth. As such, fostering critical thinking in educational settings is a key strategy for improving academic outcomes. According to Johnson, critical thinking serves multiple functions: it aids in solving problems, making decisions, exploring questions, deepening understanding, and satisfying intellectual curiosity.[47] It equips individuals to make well-informed choices through logical, structured reasoning and by considering a variety of perspectives.

Paul defines critical thinking as the discipline of reflecting on one's own thought processes with the goal of improving them. This improvement occurs in three connected stages: analyzing, evaluating, and enhancing thinking.[48] The final stage leads naturally into creative thinking, where weaker ideas are replaced with stronger ones. Thus, creative thought emerges from strong critical thinking, as examining and refining thought processes results in new and improved ideas.

Starkey notes that critical thinking typically includes both reasoning and problem-solving. Although the terms are often used interchangeably, critical thinking specifically involves a set of core skills,

[46] Alfrey and Cooney, "Critical Thinking for Engineers," *Engineering Education Journal* 14, no. 1 (2000): 22.
[47] Johnson, *Teaching Critical Thinking Skills* (Boston: Allyn & Bacon, 2002), 58.
[48] Paul, *Critical Thinking: Tools for Taking Charge of Your Learning and Your Life* (Upper Saddle River, NJ: Pearson, 2004), 48.

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including the ability to:

1) Make thoughtful observations,
2) Show curiosity by asking questions and seeking resources,
3) Critically evaluate beliefs and assumptions using evidence,
4) Identify and clearly define problems,
5) Judge the reliability of arguments and statements,
6) Make sound decisions and find practical solutions, and
7) Comprehend and apply principles of logic and structured reasoning.[49]

Based on the above definitions, critical thinking can be understood as a deliberate and reflective process that involves analyzing, evaluating, and improving one's own thinking. It helps individuals to make informed, logical decisions and supports problem-solving by encouraging the consideration of multiple perspectives and evidence-based reasoning.

b. The Aspect of Critical Thinking

There are six aspects of critical thinking based on Facione theory. There are as follows:

1) Interpretation

Interpretation involves understanding and conveying the meaning or importance of various experiences, situations, data, events, judgments, conventions, beliefs, rules, procedures, or standards.

[49] Starkey, *Critical Thinking Skills Success* (New York: Learning Express, 2004), 11.

2) Analysis

Analysis refers to recognizing both the intended and actual logical connections between statements, questions, concepts, descriptions, or other forms of expression that communicate beliefs, judgments, experiences, reasons, information, or opinions. It includes examining ideas, identifying arguments, and breaking down those arguments.

3) Evaluation

Evaluation means judging the reliability or trustworthiness of statements or other forms of representation, which describe a person's perceptions, experiences, situations, judgments, beliefs, or opinions.

4) Inference

Inference involves identifying and gathering the necessary information to make logical conclusions, developing hypotheses, considering relevant data, and minimizing the implications derived from information or other forms of representation.

5) Explanation

Explanation is the ability to clearly and logically communicate the outcomes of one's reasoning. It involves addressing agreed-upon questions and making judgments based on specific standards. This skill is essential across all fields of study and requires consistent practice. Explanation also includes clarifying the assumptions that lead to particular conclusions.

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6) Self-regulation

Self-regulation refers to the conscious process of monitoring one's own cognitive activities, the components involved in these activities, and the outcomes produced, especially through the application of various skills.[50]

Considering the critical thinking components discussed above, it can be concluded that students' critical thinking abilities can be assessed through six key aspects: interpretation, analysis, evaluation, inference, explanation, and self-regulation.

c. Benefits of Critical Thinking

Critical thinking skills are highly valuable in everyday life, especially in today's modern world. Being able to think critically helps individuals navigate life's challenges more effectively. The capacity for critical and rational thinking is essential for making decisions, solving problems, and evaluating various issues that are part of human experience. This skill is vital across numerous fields such as education, research, finance, society, politics, and management.

Critical thinking plays a crucial role in enhancing reading skills by enabling readers to actively engage with texts rather than passively absorbing information. According to Paul and Elder, critical thinking helps readers interpret and evaluate the meaning of the material more accurately, leading to a deeper understanding. It encourages questioning

[50] Facione, *Critical Thinking: A Statement of Expert Consensus* (Millbrae, CA: California Academic Press, 2003), 33.

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assumptions, analyzing arguments, and recognizing biases within the text, which are essential skills for effective comprehension.

Paul and Elder highlight several benefits of critical thinking, including:

a. Clearly and accurately defining important questions and problems,
b. Effectively interpreting ideas and information,
c. Drawing reasonable conclusions and solutions based on relevant criteria and standards,
d. Maintaining an inclusive and open-minded approach, and
e. Communicating effectively with others when addressing complex issues.[51]

Similarly, Hidayati points out additional advantages of critical thinking:

a. Performing tasks with accuracy and attention to detail,
b. Improving the ability to identify relevant information in writing, making it more precise,
c. Enhancing problem-solving and project management skills, and
d. Boosting work quality and academic achievement.[52]

Furthermore, Facione said that critical thinking in reading supports the development of higher-order thinking skills such as inference and evaluation, allowing readers to connect ideas, assess evidence, and form

[51] Paul and Elder, *The Miniature Guide to Critical Thinking* (Dillon Beach, CA: Foundation for Critical Thinking, 2007), 4.

[52] Hidayati, "Benefits of Critical Thinking in Education," *Journal of Pedagogic Studies* 9, no. 1 (2020): 19.

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well-reasoned conclusions.[53] This analytical approach to reading enables learners to identify the relevance and validity of information, helping them to distinguish fact from opinion and detect logical inconsistencies.

In summary, critical thinking is beneficial in many areas of life, including the workplace, education, politics, and social interactions. Developing this skill enables individuals to solve problems carefully and accurately while making sound conclusions and decisions based on the issues they encounter.

d. Factors Influencing Critical Thinking

Critical thinking is the ability to analyze, evaluate, and synthesize information to make reasoned and logical decisions. Its development is influenced by multiple cognitive, emotional, social, and educational factors. Various psychological and educational theories provide a solid framework for understanding how these skills are shaped and enhanced. Below are the key theoretical factors influencing critical thinking skills:

1) Cognitive Development

According to Jean Piaget, intellectual development occurs in stages. The formal operational stage, which begins around age 12, is when individuals begin to think logically about abstract concepts. At this stage, they can engage in hypothesis testing and systematic planning—core aspects of critical thinking. Earlier stages, such as concrete operational, provide the foundation through

[53] Peter A. Facione, *Critical Thinking: What It Is and Why It Counts* (Millbrae, CA: Measured Reasons and the California Academic Press, 2011), 15.

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experiences with logical reasoning in more tangible forms.[54]

2) Metacognition

Metacognition refers to the awareness and control of one's own thinking. Flavell emphasized the importance of monitoring comprehension, evaluating strategies, and adjusting problem-solving methods. These processes are essential for critical thinking, especially when individuals face new or complex tasks.[55]

3) Dispositional Factors

According to Facione, critical thinking is not just a set of skills—it also depends on the disposition to use those skills.[56] Individuals must be willing to question assumptions, seek the truth, and remain open to new evidence. Key dispositions include:

a. Open-mindedness
b. Inquisitiveness
c. Systematicity
d. Truth-seeking
e. Critical thinking self-confidence

4) Social Interaction

Vygotsky emphasized the social context of learning. Through interaction with more knowledgeable peers or mentors within the Zone of Proximal Development (ZPD), individuals

[54] Jean Piaget, *The Psychology of Intelligence* (New York: Routledge, 1972), 84.
[55] John H. Flavell, "Metacognition and Cognitive Monitoring," *American Psychologist* 34, no. 10 (1979): 906.
[56] Facione, *Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction* (Millbrae, CA: California Academic Press, 1990), 2.

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internalize strategies that promote critical thinking. Language and dialogue are central tools that help learners shape and organize their thoughts critically.[57]

5) Information Processing (Cognitive Load Theory)

From the perspective of Cognitive Load Theory, the brain has limited working memory capacity. When individuals are overwhelmed with too much information (high extraneous load), critical thinking is impaired.[58] Instructional strategies that reduce cognitive load (e.g., scaffolding, chunking information) help learners focus on reasoning and problem-solving.

6) Experiential Learning

David Kolb emphasized that learning is a cyclical process involving:

a. Concrete experience
b. Reflective observation
c. Abstract conceptualization
d. Active experimentation

Each stage fosters critical thinking. For example, reflective observation encourages learners to evaluate past experiences and question their assumptions, while active

[57] Lev Vygotsky, *Mind in Society: The Development of Higher Psychological Processes* (Cambridge, MA: Harvard University Press, 1978), 86.
[58] John Sweller, "Cognitive Load Theory," *Psychology of Learning and Motivation* 55 (2011): 37.

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experimentation supports problem-solving and hypothesis testing.[59]

7) Moral and Ethical Reasoning

Lawrence Kohlberg proposed that higher stages of moral development require individuals to evaluate values, principles, and consequences, which align with critical thinking processes.[60]Individuals in the post-conventional stage use abstract reasoning to make ethical judgments, often challenging societal norms based on internalized values.

Critical thinking is the ability to think clearly and logically about what to believe or what to do. It helps us solve problems, make good decisions, and understand things better. To think critically, we need to use certain parts or components. These components are explained by experts like Paul and Elder and Facione.

1) Elements of Thought

Paul and Elder say there are eight basic parts in every good thinking process:

a. Purpose – Why am I thinking about this?
b. Question – What question am I trying to answer?
c. Information – What facts or data do I have?
d. Assumptions – What am I taking for granted?

[59] David A. Kolb, *Experiential Learning: Experience as the Source of Learning and Development* (Englewood Cliffs, NJ: Prentice Hall, 1984), 21.

[60] Lawrence Kohlberg, *The Philosophy of Moral Development* (New York: Harper & Row, 1981), 133.

e. Concepts – What ideas or theories am I using?

f. Interpretation – What do the facts mean?

g. Point of view – From what perspective am I thinking?

h. Consequences – What could happen as a result?

These help us organize our thinking and make sure we are clear and logical.

2) Intellectual Standards

These are rules we use to check the quality of our thinking:

a. Clarity – Is my thinking easy to understand?

b. Accuracy – Is it true and correct?

c. Relevance – Does it relate to the topic?

d. Depth – Am I looking deeply into the issue?

e. Breadth – Am I considering other views?

f. Logic – Does it make sense?

g. Fairness – Am I being unbiased?

Using these standards helps us improve the way we think.

3) Thinking Skills

Facione explains six core skills we use in critical thinking:

a. Interpretation – Understanding what something means

b. Analysis – Breaking information into parts

c. Evaluation – Judging if something is right or wrong

d. Inference – Making conclusions based on evidence

e. Explanation – Being able to explain your reasoning

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f. Self-regulation – Checking and correcting your own thinking

g. These skills help us solve problems and make good decisions.

4) Dispositions

Dispositions are the attitudes or habits of good critical thinkers. They include:

a. Curiosity – Wanting to learn and know more

b. Open-mindedness – Willing to hear other opinions

c. Truth-seeking – Looking for the real facts

d. Confidence in reasoning – Trusting your thinking ability

e. Fairness – Treating all sides equally

f. Carefulness – Thinking in an organized and thorough way

Without these attitudes, even smart people may not use their thinking skills.

e. Critical Thinking Indicators

According to Paul and Elder (2014) and Facione (2011), critical thinking indicators are as follows:

a. Clarity

1) Able to ask questions that help clarify ideas or issues (e.g., “Can you explain that in another way?”).

2) Able to restate information or problems using one’s own words.

3) Demonstrate understanding by summarizing complex points clearly.

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b. Accuracy

a. Able to check the truth or correctness of information using reliable sources.

b. Able to identify errors or misinformation in statements or claims.

c. Demonstrates the ability to support arguments with accurate data or examples.

c. Relevance

5) Able to stay focused on the main issue without getting sidetracked.

6) Identify and include only information that directly relates to the topic.

7) Can filter out irrelevant or distracting details during discussions or analysis.

d. Depth

1) ble to explore the underlying causes or implications of an issue.

2) Recognize and address the complexity of problems.

3) Ask probing questions that go beyond surface-level understanding.

e. Breadth

1) Consider different viewpoints or perspectives on a topic.

2) Ask whether alternative interpretations have been explored.

3) Demonstrate open-mindedness in discussions or decision-

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making.

f. Logic

1) Able to make connections between ideas and draw logical conclusions.

2) Identify contradictions or inconsistencies in reasoning.

3) Use clear, coherent reasoning to support decisions or beliefs.

g. Fairness

1) Demonstrate willingness to consider opposing viewpoints.

2) Avoid biased or emotionally driven reasoning.

3) Treat all perspectives with respect and objectivity.

B. Relevant Research

According to Syafi'i (2018), relevant research is required to review some previous researches conducted by other reseachers that are relevant to our research. It has purpose to avoid the plagiarsm in relation to the previous reseachers's design and findings.

1. A research in 2017, written by Bustami Usman, Zulfadli A. Aziz, and Nova Riska Absida, entitled "Improving Reading Comprehension Using Metacognitive Strategies." This study aimed to examine the effectiveness of metacognitive strategies in enhancing reading comprehension among junior high school students, specifically targeting Grade Eight learners in Banda Aceh, Indonesia. The researchers employed a quasi-experimental design involving two groups: one receiving instruction with metacognitive strategies and the other using conventional methods. Over the course of the

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intervention, students in the experimental group were taught how to plan, monitor, and evaluate their reading processes using strategies such as predicting content, questioning while reading, summarizing key points, and reflecting on their understanding. Data were collected through pre- and post-tests assessing reading comprehension. The results revealed that the experimental group showed a significant improvement in reading scores compared to the control group, with a t-value of 6.03 ($p < .05$). The study concluded that metacognitive strategy instruction helps students become more aware of their cognitive processes, enabling them to think critically and comprehend texts more effectively. The authors recommend integrating these strategies into daily reading lessons to foster independent learning and deeper textual understanding

2. A research in 2022, conducted by Sari Putri and Rahman Abdullah, entitled "The Influence of Metacognitive Strategies and Critical Thinking Skills on Reading Comprehension of Grade Eight Students." This quantitative study aimed to investigate how metacognitive strategy use and critical thinking skills affect the reading comprehension abilities of junior high school students in Indonesia. The researchers collected data from 120 Grade Eight students using a Metacognitive Awareness Reading Strategies Inventory (MARSI) questionnaire, a critical thinking skills test adapted for reading contexts, and standardized reading comprehension assessments. Statistical analysis, including multiple regression, revealed that both metacognitive strategies and critical thinking skills significantly predicted students'

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reading comprehension performance, with metacognitive strategies showing a slightly stronger effect. The findings indicate that students who actively plan, monitor, and evaluate their reading process, alongside those who employ critical thinking skills such as analyzing, inferring, and evaluating texts, tend to comprehend reading materials more effectively. The study emphasizes the need for integrating explicit instruction in both metacognitive and critical thinking strategies within reading curricula to foster deeper understanding and self-regulated learning among Grade Eight learners.

3. A research in 2021, written by Ahmad Fauzi and Nurul Fitria, entitled "Critical Thinking Skills and Their Role in Enhancing Reading Comprehension of Junior High School Students." This correlational study investigated the relationship between critical thinking abilities and reading comprehension among 100 Grade Eight students in Malaysia. The researchers used standardized tests to measure students' critical thinking skills and their reading comprehension levels. Data analysis showed a strong positive correlation between these variables, indicating that students with better critical thinking skills tended to have higher reading comprehension scores. The study highlighted specific critical thinking skills such as inference making and argument evaluation as key contributors to improved comprehension. The researchers recommended integrating critical thinking activities into reading lessons to help students develop deeper understanding and critical engagement with texts. The findings suggest that enhancing

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critical thinking skills can significantly improve reading outcomes in junior high school students.

4. A research in 2020, written by Erni and Cucu, entitled "The Correlation between Students' Critical Thinking and Their Reading Comprehension Ability." This correlational study aimed to investigate the relationship between students' critical thinking skills and their reading comprehension ability. The researchers used questionnaires to assess critical thinking and administered reading comprehension tests to collect data from the participants. The data were analyzed using the Pearson Product Moment Correlation method, and the results showed a correlation coefficient (r) of 0.746. This indicates a strong and significant positive correlation between students' critical thinking and their reading comprehension performance. The study concluded that students who demonstrated higher levels of critical thinking tended to perform better in understanding texts. While the previous research was conducted with university students, this study focused on high school students. Despite the difference in participants, both studies shared the goal of examining how critical thinking skills contribute to reading comprehension. The findings support the importance of including critical thinking development in reading instruction to improve students' understanding and analytical reading abilities.

5. A research in 2022, by Siti Tazkiyah and Indah Purnama Dewi, entitled "Exploring Metacognitive Strategies for English Reading Comprehension in Islamic Boarding Junior High School." This qualitative descriptive study

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focused on Grade Eight EFL learners in a West Java Islamic boarding school. The researchers used the MARSI survey, reading comprehension tests, and semi-structured interviews to explore students' metacognitive strategy awareness and its connection to reading performance. The results showed that while students demonstrated high planning, monitoring, and evaluation awareness, there was no significant correlation between MARSI scores and comprehension test scores—indicating other influences such as motivation, background knowledge, and teacher scaffolding. The study underscores that metacognitive awareness alone is insufficient, and must be combined with engagement, cultural-linguistic context, and instructional support to truly enhance Grade Eight comprehension outcomes.

6. A research in 2022, by Lestari and Wulandari, entitled "The Role of Metacognitive Awareness in Reading Comprehension Achievement of Junior High School Students." This quantitative research aimed to explore how metacognitive awareness influences reading comprehension among Grade Eight students. The researchers employed the Metacognitive Awareness Reading Strategies Inventory (MARSI), a well-established tool that measures three main components of metacognition in reading: planning (pre-reading strategies like setting goals and previewing texts), monitoring (self-checking understanding during reading), and evaluating (reflecting on the reading process and outcomes). Alongside MARSI, participants completed standardized reading comprehension tests designed to assess their understanding of various texts. Using statistical methods such as

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Pearson correlation and regression analysis, the study found a significant positive correlation between students' metacognitive awareness scores and their reading comprehension performance. This suggests that students who are more aware of and actively use metacognitive strategies tend to comprehend texts better. The researchers highlighted that metacognitive skills, particularly planning and monitoring, help learners approach reading tasks more strategically—by setting clear reading goals, adjusting reading speed, rereading unclear parts, and constantly assessing their understanding. These strategic actions foster critical thinking, enabling students to analyze, infer, and synthesize information from texts more effectively. The study recommends incorporating metacognitive training into junior high reading instruction to cultivate students' self-regulation and critical engagement with texts, which can lead to improved comprehension outcomes.

7. A research in 2020, by Hasibuan and Simbolon, entitled "The Influence of Critical Thinking Ability on Reading Comprehension of Junior High School Students." This correlational study focused on Grade Eight students at a public junior high school in Indonesia to examine the relationship between their critical thinking abilities and reading comprehension skills. The researchers administered standardized critical thinking tests designed to assess key higher-order cognitive skills such as analysis, inference, evaluation, and reasoning, alongside reading comprehension assessments that measured students' ability to understand, interpret, and respond to various text types. Using statistical analysis, particularly Pearson's

correlation coefficient, the study found a strong positive correlation between students' critical thinking skills and their reading comprehension scores. This means that students who demonstrated stronger abilities to critically analyze information, draw logical inferences, and evaluate arguments also showed better understanding and interpretation of reading materials. The researchers discussed that critical thinking enables students to move beyond surface-level understanding by questioning the text, making connections with prior knowledge, identifying implicit meanings, and evaluating the credibility and relevance of information. Such skills deepen engagement with texts and improve comprehension outcomes. Based on these findings, the study recommends that educators integrate critical thinking exercises—such as argument analysis, problem-solving tasks, and reflective questioning—into the reading curriculum for junior high school students. By doing so, students can develop both their critical thinking and reading comprehension skills simultaneously, fostering deeper cognitive processing and more meaningful learning experiences.

8. A research in 2021, written by Ahmad Fauzi and Nurul Fitria, entitled "Critical Thinking Skills and Their Role in Enhancing Reading Comprehension of Junior High School Students." This correlational study investigated the relationship between critical thinking abilities and reading comprehension among 100 Grade Eight students in Malaysia. The researchers used standardized tests to measure students' critical thinking skills and their reading comprehension levels. Data analysis showed a strong

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positive correlation between these variables, indicating that students with better critical thinking skills tended to have higher reading comprehension scores. The study highlighted specific critical thinking skills such as inference making and argument evaluation as key contributors to improved comprehension. The researchers recommended integrating critical thinking activities into reading lessons to help students develop deeper understanding and critical engagement with texts. The findings suggest that enhancing critical thinking skills can significantly improve reading outcomes in junior high school students.

9. A research in 2022, written by Fitri Handayani and Budi Santoso, entitled "The Effect of Combined Metacognitive and Critical Thinking Strategy Training on Reading Comprehension in Junior High School Students." This study utilized a mixed-methods approach to examine how training in metacognitive strategies and critical thinking skills affects reading comprehension among Grade Eight students in a public junior high school. The intervention involved multiple training sessions focused on teaching students to plan, monitor, and evaluate their reading processes, alongside critical thinking activities such as analysis and inference. Data were collected through reading comprehension tests administered before and after the intervention, as well as focus group discussions to gather qualitative insights into students' thinking awareness. Quantitative analysis showed a significant improvement in students' reading comprehension scores following the training. Qualitative findings revealed that students developed

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greater awareness of their cognitive processes and enhanced their ability to critically evaluate texts. The study highlights the combined effect of metacognitive and critical thinking strategies as an effective approach to improving reading comprehension. It recommends that educators integrate both strategies into reading instruction to foster deeper understanding and critical engagement with texts. Further research is suggested to explore long-term effects and implementation in diverse educational settings.

10. A research in 2021, written by Nurul Hasanah and Bambang Setiawan, entitled "The Role of Critical Thinking Skills in Improving Reading Comprehension among Junior High School Students." This study examined how critical thinking affects the reading comprehension of 120 Grade Eight students in Indonesia. The researchers used two tests: one to measure critical thinking skills like analyzing, inferring, and evaluating, and another to assess students' reading comprehension. The results showed a clear positive connection—students who had stronger critical thinking skills performed better in reading tests. The study explained that when students can think critically, they understand texts more deeply and can find hidden meanings, evaluate ideas, and form conclusions. The researchers recommended that teachers include critical thinking exercises—such as asking questions, analyzing arguments, and discussing opinions—in reading lessons. This approach helps students not only understand what they read but also become better thinkers and learners overall.

In conclusion, based on the previous research above, there are

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some similarities with this research. The similarities are about the independent variables, they are Metacognitive strategies and Critical Thinking Skill and the research methodology. Meanwhile, the differences are about dependent variable, the operational concept, school location and subject of the research.reading.

C. Conceptual Framework

This is quantitative research in reform of a correlational study. Further, correlation is a study systematic relationship between two or more variables engaged with the area of statistics in order to answer the questions of the variable in the data stated by Butler (1985, p.137).[61] Besides, the linear relationship between two or more, and its strengths variables are analyzed by correlation analysis Pallant.[62]

The degree of relation is expressed as a correlation coefficient. In this research, the researcher investigated the relationship between metacognitive strategies, critical thinking skills and students‘ reading comprehension. This research consisted of three variables, metacognitive strategies and critical thinking skills as the independent variables (X1 and X2) and students‘reading comprehension as the dependent variable(Y). According to Hatch and Farhady the research design can be illustrated as follows:

[61] Butler, *Statistics in Education and Psychology* (New York: Harper & Row, 1985), 137.
[62] Julie Pallant, *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using SPSS for Windows* (New York: McGraw-Hill Education, 2010), 121.

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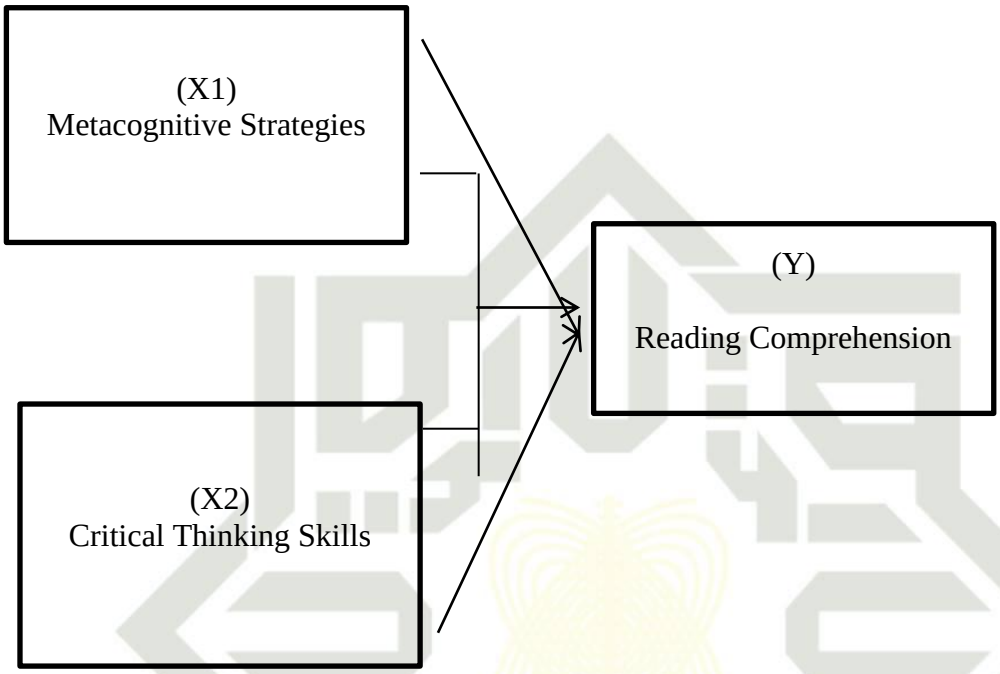
Figure 1
Reseach Design Diagram



D. Operational Concept

According to Syafi'i, operational concepts are practical applications of related theoretical ideas used for each variable in a research study. These concepts help define and narrow down the theoretical framework to prevent confusion or misinterpretation.[63] To ensure clarity in conducting the research, the researcher focuses on three key variables. This approach is essential for accurately measuring the variables in the field. In accordance with the main issues of this research, what will be explored is the influence of metacognitive strategies and critical thinking skills on reading comprehension of grade eight students at MTsN 6 Kampar. Further, the indicators if the

[63] Syafi'i, *Metodologi Penelitian Pendidikan* (Jakarta: Raja Grafindo Persada, 2017), 44.

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research can be seen as follows:

1. The Indicator of Variable X1 and X2 (Metacognitive Strategies And Critical Thinking Skills)

a. Metacognitive Strategies

In this research of metacognitive includes thinking about the thinking process, self awareness, understanding and memory techniques and learning characteristics. The indicator of metacognitive can be seen as follows (O'Malley & Chamot 2005).

1) Planning

There are some indicators which show that the students has planning before their read:

a. Students are able to think about the topic before they read.
b. Students are able to use the title, headings, and pictures to X3help understand the text.
c. Students are able to look at the title, author, and the cover and table of contents.
d. Students are able to look at pictures and labels to guess what the text is about.
e. Students are able to find bold words, headings, and summaries before reading.
f. Students are able to think about what they already know and ask questions.
g. Students are able to guess how the text is written, like cause

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and effect or steps in order.

2) Monitoring During Reading

The indicators are provided below:

a. Students are able to ask themselves, “Do I understand what I just read?”
b. Students are able to guess what might happen next in the text.
c. Students are able to connect ideas and understand meaning from each part of the text.
d. Students are able to use clues and simple tools to find important information.
e. Students are able to write short notes or questions while they read.

3) Evaluating

Students are able to reflect on the strategies they used to see if their plan worked or if they need to try a different one next time.[64]

b. Critical Thinking Skills

The indicator of metacognitive critical thinking skills as defined by Facione, which outlines:,

1) Interpretation

2. The students can understand and clarify the meaning of information or experiences.

[64] Anna Uhl Chamot and J. Michael O’Malley, *Learning Strategies in Second Language Acquisition* (Cambridge: Cambridge University Press, 1990), 45.

3. The students are able to paraphrase ideas from texts into their own words.
4. The students can identify the main message or theme in a passage or discussion.

2) Analysis
   a. The students can examine arguments and identify relationships among ideas.
   b. The students break down complex concepts into parts to understand them better.
   c. The students recognize reasoning patterns and assumptions in what they read or hear.

3) Evaluation
   a. The students can assess the credibility of sources or claims.
   b. The students evaluate the strength of arguments and evidence.
   c. The students judge whether conclusions follow logically from the premises.

4) Inference
   a. The students can draw logical conclusions based on available information.
   b. The students make predictions or hypotheses using evidence.
   c. The students recognize what information is needed to draw accurate conclusions.

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5) Explanation
   a. The students can clearly explain their reasoning and thought process.
   b. The students provide evidence to support their opinions or decisions.
   c. The students are able to justify conclusions in both written and spoken form
6) Self-regulation
   a. The students reflect on and monitor their own thinking.
   b. The students identify potential biases in their reasoning.
   c. The students revise their conclusions when presented with better evidence or logic.[65]

2. The Indicator of Variable Y (Reading Comprehension)

1) Students are able to find the main idea in a paragraph or passage.
2) Students are able to understand common phrases and idioms.
3) Students are able to guess information that is not directly written.
4) Students are able to recognize grammar points like tense and verbs.
5) Students are able to find specific details and facts in the text.
6) Students are able to notice information that is implied but not clearly stated.
7) Students are able to find supporting ideas that explain the main

[65] Peter A. Facione, *Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction* (Millbrae, CA: California Academic Press, 1990), 6.

idea.

8) Students are able to understand the meaning of words from the sentence around them.

E. Research of Hypothesis

A hypothesis is a temporary assumption or an initial answer to the research question that examines the connection between two variables. The hypothesis for this study is stated as follows:

a. Ha: There is a significant influence of metacognitive strategies on reading comprehension of Grade eight students at MTsN 6 Kampar

   Ho: There is no significant influence of metacognitive strategies on reading

   comprehension of Grade eight students at MTsN 6 Kampar.

b. Ha: There is a significant influence of critical thinking skills on reading comprehension of Grade eight students at MTsN 6 Kampar

   Ho: There is no significant influence of critical thinking skills on reading comprehension of Grade eight students at MTsN 6 Kampar

c. Ha: There is a significant influence of metacognitive strategies and critical thinking skills simultaneously on reading comprehension of Grade eight students at MTsN 6 Kampar

   Ho: There is no significant influence of metacognitive strategies and critical thinking skills simultaneously on reading comprehension of Grade eight students at MTsN 6 Kampar

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CHAPTER III

RESEARCH METHOD

A. Research Design

This research was conducted through quantitative approach. This means it collected numbers and data to help answer the research questions or test ideas (hypotheses) using statistics. The type of research used is called correlational quantitative research, which looks at the relationship between different things. This method is based on the idea that knowledge comes from facts and measurements. It usually involves choosing a group of people randomly, using tools like surveys to collect data, and then analyzing the results with statistics to see if the original ideas were correct.

This is quantitative research in reform of a correlational study. Further, correlation is a study systematic relationship between two or more variables engaged with the area of statistics in order to answer the questions of the variable in the data stated by Butler.[66] Besides, the linear relationship between two or more, and its strengths variables are analyzed by correlation analysis Pallant.[67]

Correlational research is used to find out how changes in one variable are connected to changes in one or more other variables, using a correlation coefficient. Quantitative correlational research aims to find out whether a relationship exists between two or more variables, and how strong that

[66] Butler, *Statistics in Education and Psychology* (New York: Harper & Row, 1985), 137.
[67] Julie Pallant, *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using SPSS for Windows* (New York: McGraw-Hill Education, 2010), 121.

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relationship is.

B. Location and Time of the Research

This research was conducted at MTsN 6 Kampar, in July 2025 in academic year 2024-2025. It is located at Jl. Raya Bangkinang – Pematang Kulim KM. 10 Sungai Tonang Kec. Kampar Utara.

C. Subject and Object of the research

The subject of this research is The Grade Eight Students of MTsN 6 Kampar and the object of this research is Reading Comprehension, Metacognitive Strategies and Critical Thinking Skills.

D. Population and Sample of the Research

1. **Population**

As stated by Syafi'i, the term "population" refers to the complete set of subjects that provide data for a study.[68] In this research, the population consists of grade eight students from MTsN 6 Kampar in the 2024/2025 academic year. These students are divided into two classes. The distribution of students across the eight-grade classes is detailed in the table below.

Table III.1

The Total Population of the Eight Grade at MTsN 6 Kampar

No	Classes	Total
1	VIII A	20 Students
2	VIII B	20 Students
	Total	40 Students

(Source: MTsN 6 Kampar 2024/2025)

[68] Syafi'i, *Metodologi Penelitian Pendidikan* (Jakarta: Raja Grafindo Persada, 2018), 44.

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2. **Sample**

Based on the population above, the researcher took two classes of the grade eight, with a total population is 40 students as the sample by using total sampling. Total Sampling is a sampling technique in which all members of the population are included as the sample. The researcher took the entire population as the sample for this study.

E. Research of Variables

1. Independent Variable
   a. X1 = Metacognitive Strategies
   b. X2 = Critical Thinking Skills
2. Dependent Variable (Students‘ Reading Comprehension)

F. The Techniques of Collecting Data

In order to get the data needed to support this research, the following techniques were carefully applied:

1. Test

To find the students reading comprehension at MTsN 6 Kampar, the researcher was administered the test to assess students reading comprehension by using achievement test. In this research, the researcher used multiple choice.

Table III.2
Blue Print Before Trial of Reading Comprehension

No	Question Indicator	Number Question
1	The students are able to identify the main idea the text	21, 26, 28, 37
2	The students are able to identify the	23, 24, 35, 36

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	expression/idiom/phrase	
3	The students are able to identify the inference (implied detail)of the Text	5, 7, 8, 13, 17, 32 40
4	The students are able to identify the grammatical feature of the tex	25, 34
5	The students are able to identify the detail (scanning for a specifically stated detail) of the text	1, 2, 3, 6, 9, 10, 11, 12, 14, 18, 19, 20, 22, 31
6	The students are able to identify the excluding facts no written (unstated details) of the text	16, 30
7	The students were able to identify the supporting idea of the text	33, 39
8	The students were able toidentify the vocabulary in context of the text	4, 15, 27, 29, 38
Total		**40**

After the validity and reliability tests were completed, the blueprint was revised and finalized. The version below consists of items that were found to be both valid and reliable for use in the this study.

Table III.3
Blue Print After Trial of Reading Comprehension

No	Question Indicator	Number Question
1	The students are able to identify the main idea the text	20, 25, 27, 36
2	The students are able to identify the expression/idiom/phrase	22, 23, 34, 35
3	The students are able to identify the inference (implied detail)of the Text	5, 7, 8, 12, 16, 31, 39
4	The students are able to identify the grammatical feature of the tex	24, 33
5	The students are able to identify the detail (scanning for a specifically stated detail) of the text	1, 2, 3, 6, 9, 10, 11, , 13, 17, 18, 19, 21, 30
6	The students are able to identify the excluding facts no written (unstated	15, 29

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	details) of the text	
7	The students were able to identify the supporting idea of the text	32, 38
8	The students were able toidentify the vocabulary in context of the text	4, 14, 26, 28, 37
Total		**39**

Table III.4
The Classification of Students' Score

The Score Level	Category
80 – 100	Very Good
66 – 79	Good
56 – 65	Enough
40 – 55	Less
30 – 39	Fail

2. Questionnaire

A questionnaire is a commonly used tool in survey research. According to Cohen et al, it is useful for collecting structured and often numerical information. It can be given without the researcher being present and is usually easy to analyze.[69] In this study, the researcher used standardized questionnaires, including an Metacognitive Strategies Questionnaire and Critical Thinking Skills Questionnaire.

The first questionnaire was used to find out the students' metacognitive strategies. It consisted of 15 items. The questionnaire show the level of thes metacognitive strategies in grade eight at MTsN 6 Kampar. The questionnaire was presented in Likert scales. According to Gay and Airisian : Likert scale asks participants to respond to a series of

[69] Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education*, 6th ed. (London: Routledge, 2007), 52.

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statetements by indicating whether they strongly agree (SA), agree (A), undecided (UN), disagree (D), or strongly disagree (SD) with each statement. Each response is associated with a point value, and an individual's score is determined by summing the point values of each statement. For example, the following point values are typically assigned to positive statements: SA = 5, A = 4, UN = 3, D = 2, SD = 1

The second questionnaire was used to explore the relationship between students' critical thinking skills and reading comprehension. The questionnaire was adapted from Facione, P. A. and works by Ennis, Millman, and Tomko in Pratiwi, and then modified by the researcher to include 30 items. It dealt with the respondent's opinion in responding to the following option based on the Likert"- scale:

a) Strongly agree
b) Agree
c) Undecided
d) Disagree
e) Strongly disagree

G. Instuments Validity and Reliability

A good assessment should be valid, reliable, and practical. To collect data from the participants, a test trial will be carried out to check whether the instruments used are both valid and reliable.

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1. Validity

Validity is a measure/standard that shows the level of validity or validity of an instrument used in research. An instrument can be said to be valid if it is able to measure the object being studied by the researcher and can reveal data from the variables being studied appropriately. The high and low validity of an instrument can indicate the extent to which the data collected does not deviate from the picture of the variable to be studied.

Furthermore, the validity of an instrument can be tested by calculating the correlation between each item score and the total score using the Pearson Product Moment correlation formula. Whether an item is valid or not can be determined by comparing the calculated correlation coefficient (r) with its critical value. The formula used for the Product Moment correlation is as follows:

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x2 - (\sum x)2][N\sum y2 - (\sum y)2]}}$$

r: Pearson correlation coefficient
N: many pairs of X and Y values
∑XY: the sum of the multiples of the X value and the Y value
∑X: sum of X values
∑Y: jumlah nilai and
∑X2: the sum of the squares of the value X
∑Y2: the sum of the squares of the value Y
(Item 1)

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x2 - (\sum x)2][N\sum y2 - (\sum y)2]}}$$

$$r = \frac{10.740-7970}{\sqrt{[30x10-(10)2][30x24,375-(797)2]}}$$

$$r = \frac{2.770}{\sqrt{[300-100][731.250-635.209]}}$$

$$r = \frac{2.770}{\sqrt{200 \text{ x } 96.041}}$$

$$r = \frac{2.770}{4.382,75}$$

r = 0.632

Based on the results using the Product Moment correlation formula, the r Value = 0.632 falls into the category of strong validity.

Table III.5

Validity Test Results Reading Comprehension (Y)

Item Number	Person correlation (r_value)	Sig.value	Result	Interpretation
1	0.632	0.001	Valid	Strong
2	0.605	0.001	Valid	Strong
3	0.427	0.019	Valid	Moderate
4	0.582	0.001	Valid	Moderate
5	0.442	0.015	Valid	Moderate
6	0.627	0.001	Valid	Strong
7	0.888	0.001	Valid	Very Strong
8	0.525	0.003	Valid	Moderate
9	0.584	0.001	Valid	Moderate
10	0.350	0.058	Invalid	Weak
11	0.585	0.001	Valid	Moderate
12	0.627	0.001	Valid	Strong
13	0.583	0.001	Valid	Moderate
14	0.511	0.004	Valid	Moderate
15	0.545	0.002	Valid	Moderate

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16	0.495	0.005	Valid	Moderate
17	0.415	0.022	Valid	Moderate
18	0.611	0.001	Valid	Strong
19	0.670	0.001	Valid	Strong
2o	0.743	0.001	Valid	Strong
21	0.661	0.001	Valid	Strong
22	0.657	0.001	Valid	Strong
23	0.551	0.002	Valid	Moderate
Item Number	**Person correlation (r_value)**	**Sig.value**	**Result**	**Interpretation**
24	0.593	0.001	Valid	Moderate
25	0.691	0.001	Valid	Strong
26	0.472	0.008	Valid	Moderate
27	0.390	0.033	Valid	Weak
28	0.376	0.041	Valid	Weak
29	0.666	0.001	Valid	Strong
30	0.770	0.001	Valid	Strong
31	0.390	0.033	Valid	Weak
32	0.710	0.001	Valid	Strong
33	0.500	0.005	Valid	Moderate
34	0.564	0.001	Valid	Moderate
35	0.479	0.007	Valid	Moderate
36	0.599	0.001	Valid	Moderate
37	0.568	0.001	Valid	Moderate
38	0.564	0.001	Valid	Moderate
39	0.573	0.001	Valid	Moderate
40	0.484	0.007	Valid	Moderate

If the significance value (sig.) is less than 0.05, then the test instrument can be considered valid.

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Based on the results of the validity test for the reading comprehension (Y) variable with a total of 30 respondents, it was found that 39 items are valid and 1 item is invalid. This conclusion is drawn by comparing the Pearson correlation (r-value) of each item with the r-table value of 0.361 (df = 30 – 2). An item is considered valid if its r-value > 0.361 and the significance value (Sig.) < 0.05. From the analysis, Item 10 was the only one that did not meet the criteria, while the other 39 items showed acceptable validity levels, ranging from weak to very strong correlation, indicating that the instrument is generally valid and reliable for measuring the reading comprehension variable.

Table III.6
The Interpretation of Validity

No	r Value	Interpretation
1.	0.800 – 1.00	Very Strong
2.	0.600 – 0.799	Strong
3.	0.400 – 0.599	Moderate
4.	0.200 – 0.399	Weak
4.	0.000 – 0.199	Very Weak

(Hinkle et al., 2003)

2. Reliability

According to Puji Poornam, reliability refers to the understanding that a research instrument must be trustworthy to be used as a data collection tool because the instrument is in the good

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category.[70]

Reliability testing is conducted to assess the consistency of a measurement instrument. Specifically, it addresses whether the instrument yields stable and dependable results when used repeatedly. If a measuring tool produces relatively consistent outcomes across multiple applications to similar conditions, it can be considered reliable. An instrument is deemed reliable if it consistently generates the same data when used multiple times to assess the same object. In this study, the researcher employed the Cronbach's Alpha formula to evaluate the reliability of the instrument, as detailed below:

$$\alpha = \frac{K}{K-1}\left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2}\right)$$

Information :
α = Reliability Coefficient Alph
K = Number of question items
$\sum \sigma^2 b$ = Number of grain Variantd
$\sigma^2 b$ = Total Variance

$$\alpha = \frac{K}{K-1}\left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2}\right)$$

$$0.945 = \frac{39}{38}\left(1 - \frac{\sum \sigma b2}{\sigma t2}\right)$$

$$0.945 \text{ x } \frac{38}{39} = 1 - \frac{\sum \sigma b2}{\sigma t2}$$

$$0.921538 = 1 - \frac{\sum \sigma b2}{\sigma t2}$$

$$\frac{\sum \sigma b2}{\sigma t2} = 1 - 0.921538 = \mathbf{0.0785}$$

Thus, the reliability coefficient obtained is:

[70] Puji Poornam, *Pengantar Statistik Penelitian* (Jakarta: Bumi Aksara, 2016), 57.

α = 0.945

The Cronbach's Alpha value of 0.945 indicates that the instrument has a very high level of reliability and can be considered very dependable. According to the general guideline, a reliability coefficient above 0.90 signifies that the instrument is very highly reliable and consistent in measuring the intended construct. According to Cohen et.al,(2007) the guidelines for reliability is as follows:

Table III.7
The Level of Reliability

No	Reability	Level of Reability
1.	> 0.90	Very Highly Reliable
2.	0.80 – 0.90	Highly Reliable
3.	0.70 – 0.79	Reliable
4.	0.60 – 0.69	Minimally Reliable
4.	< 0.60	Unacceptably Low Reliability

(Cohen et al., 2007)

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Table III.8
Reliability Test Reading Comprehension (Y)

Cronbach's Alpha	N of Item	Level of Reliability
.945	39	> 0.90 (Very Highly Reliable)

The reliability of the test was 0.945. It is categorized into Very Highly Reliable level. The reliability test was conducted on the items that were declared valid. A variable is considered reliable if the responses to the items are consistently given. The result of the Cronbach's Alpha for the reading comprehension instrument was 0.945. Since the Cronbach's Alpha value is greater than the critical r-value of 074 (df = 39 – 2), it indicates that the instrument meets the reliability requirements and can be considered very highly reliable.

H. Techniques of Analyzing the Data

The data analysis started by calculating the results of students' metacognitive strategies and critical thinking skills questionnaires. The calculation of students metacognitive strategies and critical thinking skills was done by summing the score of which 1 point for every "a", 2 point for every for every "b", and 0 points for every "c". In order to facilitate the analysis, The scores of the metacognitive strategies and critical thinking skills were converted to a scale of 100..

Furthermore, the scores of students' reading comprehension were

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calculated by the rater based on the reading assessment guideline, and the scores were also categorized into several categories as follows:

Table III.9
The Category of Reading Comprehension (Y)

Score	Category
80 – 100	Good
51 – 79	Fair
0 – 50	Need Improvement

To analyze the data from variables X1, X2, and Y, the researcher used Simple Ordinal Regression to see if there was a significant relationship between each independent variable (X1 and X2) and the dependent variable (Y). Then, Multiple Ordinal Regression was used to examine the combined effect of X1 and X2 on Y. This method was chosen because it is commonly used when the data is in ordinal form, and it helps researchers understand how much each independent variable contributes to predicting the dependent variable. According to Ary et al. (2010), this technique also helps determine the best way to combine two or more variables to get the strongest connection with one outcome variable.

The relationship can be described using a prediction formula:

$\hat{y} = a + b + b$, where $\hat{y}$ is the predicted score, a is a constant, b shows the effect of the independent variable, and X is the individual's score on the predictor variable (Gay, Mills, & Airasian, 2012).

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I. Test of Assumptions

1. Normality of the Data

The normality test is used to determine whether the dependent and independent variables in a regression model are normally distributed. An ideal regression model should have data that is normally or approximately normally distributed. To assess this, one can use graphical methods such as the normal probability plot, which compares the cumulative distribution of the observed data with that of a normal distribution. If the data are normally distributed, the plot will show the data points aligning closely with the diagonal line. Additionally, the Kolmogorov-Smirnov (K-S) test can be employed, which is available in the SPSS for Windows software. This test evaluates normality by comparing the significance value (sig) with the alpha level; if the significance value is greater than 0.05, the data can be considered normally distributed.

Table III.10
The Data Normality Test Result

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		40
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	.59861391
Most Extreme Differences	Absolute	.092
	Positive	.092
	Negative	-.055
Test Statistic		.092
Asymp. Sig. (2-tailed)[c]		.200[d]
a. Test distribution is Normal.		
b. Calculated from data.		

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c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.
e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

From the Kolmogorov-Smirnov test table, a significance value of 0.200 > 0.05 was obtained. Thus, it can be interpreted that the regression model meets the assumption of normality.

2. Linearity Test

The linearity test is used to determine whether there is a linear relationship between the independent variables and the dependent variable in a regression model. A good regression model assumes that the effect of the independent variables on the dependent variable is linear. This means that changes in the independent variables result in proportional changes in the dependent variable.

Table III.11
Linearity Test Results Metacognitive Strategies

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Reading Comprehension * Metacognitive Strategies	Between Groups	(Combined)	1553.100	17	91.359	160.792	<.001
		Linearity	1535.522	1	1535.522	2702.519	<.001
		Deviation from Linearity	17.578	16	1.099	1.934	.075
	Within Groups		12.500	22	.568		
	Total		1565.600	39			

From the table above, the significance value of the *deviation from linearity* between metacognitive strategies and reading comprehension is 0.075 > 0.05. Thus, it can be interpreted that the variable meets the

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assumption of linearity.

Table III.12
Linearity Test Results Critical Thinking Skills

ANOVA Table							
			Sum of Squares	Df	Mean Square	F	Sig.
Reading Comprehension * Critical Thinking Skills	Between Groups	(Combined)	1556.183	17	91.540	213.864	<.001
		Linearity	1549.882	1	1549.882	3620.964	<.001
		Deviation from Linearity	6.301	16	.394	.920	.560
	Within Groups		9.417	22	.428		
	Total		1565.600	39			

From the table above, the significance value of deviation from linearity between each independent variable to the dependent variable is 0.560 > 0.05. Thus, it can be interpreted that the variable meets the assumption of linearity.

3. Multicollinearity Test

Before running the regression, a multicollinearity test was conducted to make sure the independent variables were not too closely related. However, the result showed that multicollinearity was present, meaning the two independent variables were highly correlated, which could affect the accuracy of the regression model.

Table III.13
Test of Multicollinearity

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-16.433	1.580		-10.399	<.001
	Metacognitive Strategies	.315	.146	.247	2.148	.038
	Critical Thinking Skills	.985	.151	.750	6.529	<.001

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Table IV.11 shows the coefficient values of the regression equation from the output, forming the regression model equation as follows:

$$\hat{y} = a + \beta_1 X_1 + \beta_2 X_2 + \in$$

Based on the results of the multiple linear regression analysis, the regression equation can be written as:

$$\hat{y} = -16.433 + 0.315X_1 + 0.985X_2 + \in$$

Based on the multiple linear regression equation above, it can be interpreted how much influence each independent variable has on the dependent variable. The explanation of the effect of each variable is as follows:

a. The constant value (intercept) is -16.433. This shows that if the variables Metacognitive Strategies (X_1) and Critical Thinking Skills (X_2) are 0 (zero), then the value of the dependent variable (Reading Comprehension) is -16.433.
b. The regression coefficient value (β_1) for the Metacognitive Strategies variable (X_1) is 0.315 (positive). This indicates that there is a positive relationship, which means that the higher the students' metacognitive strategies, the higher their reading comprehension (Y). This effect is also statistically significant (Sig. = 0.038 < 0.05).
c. The regression coefficient value (β_2) for the Critical Thinking Skills variable (X_2) is 0.985 (positive). This shows that there is a positive relationship, meaning the higher the students' critical

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thinking skills, the higher the reading comprehension (Y). This effect is also statistically significant (Sig. < 0.001).

In conclusion, the results of the normality, linearity, and multicollinearity tests show that the data in this study are good for regression analysis. The data are normally distributed, have a linear relationship between variables, and there is no strong connection between the independent variables. So, the data meet the requirements to continue with the regression test.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis described in Chapter IV using two sets of questionnaires and a reading comprehension test, several conclusions can be drawn regarding the influence of students' metacognitive strategies and critical thinking skills on reading comprehension at MTsN 6 Kampar:

1. There is a significant influence of students' metacognitive strategies on reading comprehension at MTsN 6 Kampar. This result is evident from the value with tcount 2.148 > 1.684 and a sig value 0.038 < 0.05, with a positive regression coefficient (0.315). This means that the increase in students' metacognitive strategies will increase their reading comprehension. In other words, the higher the score of students' metacognitive strategies, the higher their reading comprehension.
2. There is a significant influence of students' critical thinking skills on reading comprehension at MTsN 6 Kampar. This result is evident from the value with tcount 6.529 > 1.684 and a sig value < 0.001 < 0.05, with a positive regression coefficient (0.985). This means that the increase in students' critical thinking skills will increase their reading comprehension.

There is a significant influence of students' metacognitive strategies and critical thinking skills on reading comprehension at MTsN 6 Kampar. This result is evident from the significant F test value < 0.001, which is less than 0.05. The analysis also obtained an adjusted R square value of 0.991,

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which means that the variables of metacognitive strategies and critical thinking skills together influence students' reading comprehension. Thus, students with good and high metacognitive strategies and critical thinking skills are able to understand and apply reading comprehension materials more effectively.

B. Suggestion

Related to the result of this research, the researcher offers some suggestions as follows:

1. **Suggestion for Teacher**
   a. Teachers are encouraged to guide students in applying metacognitive strategies during reading activities, such as planning, monitoring, and evaluating their understanding of texts.
   b. Teachers are also suggested to design classroom activities that stimulate critical thinking, including questioning techniques, problem-solving tasks, and reflective discussions to improve reading comprehension.
2. **Suggestion for Students**
   a. Students are encouraged to develop their metacognitive awareness by being more reflective in their reading habits, setting reading goals, and monitoring their comprehension.
   b. Students should enhance their critical thinking skills by analyzing and evaluating texts critically, making inferences, and connecting reading materials with real-life contexts to improve understanding.

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3. **Suggestion for future researchers**

a. Future researchers are recommended to broaden the scope of the study by including students from different schools, grade levels, or regions to compare results and increase generalizability.

b. It is suggested that future studies include other variables such as reading motivation, vocabulary mastery, or parental involvement to gain deeper insights into the factors that influence reading comprehension.

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APPENDICES

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Blue Print of Metacognitive Strategies

No.	The elements	Sub elements	Indicators	Statement	Number of Item
1.	**Plannig (pre-reading)**	Advance organizer	Students identify reading objective	I decide in advance what my reading purposeis, and I read with that goal in mind	1
		Organizational planning	Students plan specific information.	I decide in advance specificaspects of information to look for, and I focus on thatinformation when I read.	2
		Selective Attention	Students focus on specific task	Before I read, I think of what I already knowabout the topic.	3
		Self – management	Students apply one or more reading strategies relevant to the specific task.	I try to predict what the text will be about.	4
2.	**Monitoring (during reading**	Comprehension monitoring	While reading,the students periodically check if the material making senseto them.	I work with classmates when reading English texts or solve problems.	5

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No.	The elements	Sub elements	Indicators	Statement	Number of Item
			When the students encounter a difficult or unfamiliar word try to workout is meaning fromthe context .	When I encountera difficult or unfamiliar word Itry to work out its meaning from the context surrounding it(such as otherwords or pictures).	6
		Production monitoring	The students use references material such as dictionary , textbook, or website to help solve a comprehension problem.	I identify what Idon‘t understand in the reading, and I ask a precise question to solve theproblem.	7
				I use reference materials (such as a dictionary, textbook, or website) to help solve a comprehension problem.	8
				I check to see if my prediction is correct.	9

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No.	The elements	Sub elements	Indicators	Statement	Number of Item
3.	**Evaluating (postreading)**	Self – management	The students make an assessment of whether one success in the reading goal.	I summarize (inmy head or in writing) important information that I read.	10
				I evaluate my comprehensionby reflecting on how much I understand what I read	11
		Self - evaluation	After reading, the students decide whether the strategies used help them understand.	After reading, I decide whether the strategies I used helped me understand, and think of other strategies that could have helped	12
		Self – reflection	The students check whether they have accomplished their goal for reading.	I check whether I have accomplished mygoalforreading	13
				I focus on keywords, phrases,and ideas.	14
				I write down important words and Concepts	15
Total					**15**

Adopted from : O'Malley & Chamot (1990)

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Blue Print of Critical Thinking Skills

No.	Indicators	Sub-Indicators	Number of Item
1.	Interpretation	The students were able to comprehend and express the meaning or significance of a wide variety of experiences, situations, data, events judgments, conventions, beliefs, rules, procedures, or criteria.	1,2,3,4,5
2.	Analysis	The students were able to identify the intended and actual inferential relationship among sttements, questions, concepts, descriptions, or other forms of representation intended to express belief, judgment,experiences, reasons, information, or opinions	6,7,8,9,10
3.	Evaluation	The ability to evaluate the veracity of assertions or other representations—descriptions or accounts of an individual's view, experience, circumstance judgment, belief, or opinion—was granted to the students.	11,12,13,14,15

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No.	Indicators	Sub-Indicators	Number of Item
4.	Inference	The students demonstrated the ability to recognize and gather the components required to make logical inferences, formulate theories and conjectures, take into account pertinent evidence, and lessen the effects of data or other forms of representation	16,17, 18, 19, 20
5.	Explanation	The outcomes of their thinking might be persuasively and coherently presented by the pupils. The capacity to explain the presumptions that underlie the findings drawn is referred to as explanation.	21,22,23,24,25

Adopted from : Facione, P. A. (1990).

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RESEARCH INSTRUMENTS
Reading Comprehension Test

Respondent : The Eight-Grade Students at MtsN 6 Kampar
Name :
Date :
Directions :

- ✓ **Write down your name and class in the answer sheet**
- ✓ **Give the cross sign (X) for the answer that you choose**
- ✓ **This test consists of 39 questions (39 multiple choice)**
- ✓ **Read the text correctly before answering the questions**

Read the text to answer question 1 -5!

The First Day of School

I remember my first day of high school like it was yesterday. I was both excited and nervous. I wore my new uniform and packed all my books carefully. At school, I got lost looking for my classroom. Luckily, a teacher helped me find it. By the end of the day, I had already made two new friends.

1. What did the writer wear on the first day?
a. Old clothes
b. His sports uniform
c. A new uniform
d. Pajamas

2. Who helped the writer find the class?
a. His friend
b. A senior student
c. A teacher
d. His brother

3. How many friends did the writer make that day?
a. One
b. Two
c. Three
d. Four

4. What does the word "nervous" mean in the context?
a. Excited
b. Sad

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c. Confused
d. Worried

5. Why did the writer get lost?
a. He forgot the class number
b. He was new and unfamiliar with the school
c. He was daydreaming
d. He didn't want to attend

Read the text to answer question 6-9!

My Broken Arm

Last summer, I fell from my bike while riding downhill. I broke my arm and had to go to the hospital. The doctor put a cast on it and told me to rest for six weeks. My friends visited me often, and my parents helped me with everything. It was painful, but I recovered fully.

6. What happened to the writer?
a. He got lost
b. He broke his arm
c. He hit someone
d. He fell in a river

7. Why did the writer need six weeks of rest?
a. He Had A Minor Scratch
b. The doctor asked him to travel
c. His arm needed time to heal
d. He wanted to skip school

8. What can we guess about the writer's friends?
a. They were supportive
b. They forgot about him
c. They ignored him
d. They traveled

9. How did the writer feel during recovery?
a. Relaxed
b. Bored
c. In pain
d. Happy

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Read the text to answer question 10-14!

Camping in the Rain

Two years ago, I went camping with my cousins. We set up tents and started a campfire. That night, it rained heavily and our tent leaked. Everything got wet, and we had to sleep in the car. It was uncomfortable, but we laughed about it later.

10. What activity did the writer do with cousins?
a. Fishing
b. Camping
c. Hiking
d. Swimming

11. Where did they end up sleeping?
a. In the tent
b. In the forest
c. At home
d. In the car

12. What can we infer about their attitude afterward?
a. They were angry
b. They regretted it
c. They found it funny later
d. They never spoke again

13. Why did they leave the tent?
a. It was torn
b. It leaked due to rain
c. It was too small
d. It smelled bad

14. What does "uncomfortable" most likely mean here?
a. Scary
b. Painful
c. Not relaxing
d. Excitin

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Read the text to answer question 15-19!

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The Lost Puppy

One morning, I found a puppy near my house. It was dirty and hungry. I gave it food and called a nearby shelter. They came and took the puppy to care for it. A few days later, I visited, and it looked much better.

15. What is the Which of the following is NOT mentioned?
a. The puppy was dirty
b. The writer named the puppy
c. The shelter took the puppy
d. The puppy was hungry

16. What can we infer about the writer?
a. He is kind and caring
b. He wants a pet
c. He feared animals
d. He works at a shelter

17. How did the puppy look later?
a. Angry
b. Better
c. Scared
d. Bigger

18. What did the writer give to the puppy?
a. Milk
b. Food
c. A bath
d. A toy

19. Who took the puppy away?
a. A neighbor
b. A friend
c. The shelter staff
d. The writer

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Read the text to answer question 20-24!

My First Time on Stage

When I was in grade 7, I joined a school play. It was my first time acting on stage. I was really nervous, but my teacher and friends encouraged me. During the performance, I forgot one line but quickly recovered. In the end, the audience clapped loudly.

20. What is the Which of the following is not mentioned?
a. A student joined a school play
b. A student watched a play
c. A student read a poem
d. A student taught acting

21. What happened during the performance?
a. The writer cried
b. The audience left
c. The writer forgot a line
d. The curtain fell

22. What does the phrase "recovered quickly" mean?
a. Fell asleep
b. Ran away
c. Continued after a mistake
d. Asked for help

23. Clapped loudly" most likely suggests:
a. The play was funny
b. People were confused
c. The performance was appreciated
d. The actor cried

24. Which sentence uses correct past tense?
a. I act on the stage
b. I acted on the stage
c. I acting on the stage
d. I acts on the stage

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Read the text to answer question 15-29!

A Rainy Sports Day

Our school held its annual Sports Day last month. Everyone was excited and ready. But halfway through, it began to rain. We moved all activities indoors. Though wet and messy, we still had fun and continued cheering.

25. What is the main idea of the text?
a. A rainy school day
b. A canceled school event
c. Sports Day continued despite rain
d. A swimming competition

26. What does “cheering” most likely mean in this context?
a. Sleeping
b. Supporting and shouting happily
c. Eating
d. Leaving

27. What made the Sports Day memorable?
a. It was indoors
b. It was sunny
c. It was postponed
d. It rained but they kept going

28. What does the word "messy" mean in the passage?
a. Dirty and disorganized
b. Beautiful
c. Small
d. Funny

29. Which of the following was NOT mentioned?
a. The event was moved indoors
b. Students were excited
c. Students stopped playing
d. It started to rain

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Read the text to answer question 30-34!

Helping Grandma

Last weekend, I helped my grandmother clean her house. We washed windows, swept floors, and watered her plants. She was so happy and even made me my favorite cookies. I was tired, but I felt proud.

30. What did the writer do over the weekend?
a. Studied
b. Went shopping
c. Helped grandma clean
d. Played games

31. What can we infer about grandma?
a. She is young
b. She loves cooking
c. She appreciates help
d. She was angry

32. Which detail supports that the writer felt accomplished?
a. I was tired
b. I felt proud
c. I drank water
d. I left early

33. What is the correct part of speech for “tired”?
a. Noun
b. Verb
c. Adjective
d. Adverb

34. What does “made me my favorite cookies” suggest?
a. Grandma was upset
b. Grandma was thankful
c. Grandma was tired
d. Grandma went shopping

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Read the text to answer question 35-39!

The Dropped Ice Cream

When I was a child, I dropped my ice cream cone right after buying it. I started crying, but then a kind woman behind me bought me another one. I thanked her and learned to be more careful. That day stayed in my memory.

35. What does “that day stayed in my memory” mean?
a. The writer forgot it
b. It was confusing
c. It was unforgettable
d. It was boring

36. What is the main idea of the text?
a. Someone dropped food
b. A childhood memory of kindness
c. Ice cream was expensive
d. The writer cried all day

37. What does "kind" most likely mean in context?
a. Angry
b. Helpful and nice
c. Strange
d. Busy

38. Which detail shows the woman was helpful?
a. She walked away
b. She watched quietly
c. She bought another ice cream
d. She scolded the writer

39. What can we infer about the writer’s feelings after receiving new ice cream?
a. He was still upset
b. He was confused
c. He was thankful
d. He ignored her

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Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Reading Comprehension	40	65,00	88,00	3016,00	75,4000	1,00179	6,33590
Valid N (listwise)	40						

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Metacognitive Strategies	40	60,00	78,00	2744,00	68,6000	,78593	4,97068
Valid N (listwise)	40						

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Critical Thinking Skills	40	63,00	80,00	2853,00	71,3250	,76325	4,82721
Valid N (listwise)	40						

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Colli
		B	Std. Error	Beta	t	Sig.	Toleran
1	(Constant)	-16,433	1,580		-10,399	<,001	
	Metacognitive Strategies	,315	,146	,247	2,148	,038	
	Critical Thinking Skills	,985	,151	,750	6,529	<,001	

a. Dependent Variable: Reading Comprehension

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Data of Student's Critical Thinking Skills

Student	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12	Item 13	Item 14	Item 15	Item 16	Item 17	Item 18	Item 19	Item 20	Item 21	Item 22	Item 23	Item 24	Item 25	Item 26	Item 27	Item 28	Item 29	Item 30	Total Score
Student 1	5	5	5	5	5	4	2	2	4	5	3	5	4	5	1	4	4	4	3	1	1	4	5	5	4	5	5	5	5	1	75
Student 2	5	2	4	5	4	5	2	3	5	4	5	1	5	4	2	4	4	5	5	1	1	4	4	4	4	1	4	4	4	1	70
Student 3	4	4	3	4	4	5	4	1	4	5	3	3	5	4	4	4	3	4	2	5	5	4	4	3	5	4	4	5	1	5	72
Student 4	4	5	5	1	1	4	3	5	5	4	1	5	1	4	3	5	5	5	4	4	5	5	1	5	4	2	1	5	5	2	68
Student 5	4	2	4	2	2	4	3	5	5	4	4	5	4	5	5	4	3	5	5	4	5	4	5	3	4	4	3	5	4	4	78
Student 6	4	3	3	4	5	5	2	2	4	2	1	4	4	4	5	5	5	2	5	5	4	5	1	4	5	4	5	1	5	1	66
Student 7	4	3	3	4	4	5	1	2	4	5	4	5	4	5	4	1	1	4	5	1	4	4	5	1	5	4	4	4	5	4	76
Student 8	4	2	4	4	4	5	4	1	5	2	5	5	3	3	4	5	2	5	4	5	5	3	5	4	1	2	4	4	1	5	64
Student 9	4	5	4	4	4	2	4	5	4	2	4	5	4	4	1	5	1	4	5	2	4	3	5	5	5	2	5	4	5	1	75
Student 10	4	2	4	3	5	2	4	5	5	4	1	4	5	5	3	5	4	5	5	3	2	3	5	4	4	4	4	4	4	4	69
Student 11	4	1	4	4	4	5	2	4	1	3	1	3	5	5	5	4	4	5	5	4	5	1	5	4	4	4	3	4	3	4	68
Student 12	4	5	4	4	4	4	5	2	4	5	4	5	4	4	3	1	4	4	2	4	5	4	5	2	5	4	4	2	4	4	80
Student 13	4	5	4	2	3	5	4	1	1	2	5	5	2	1	4	4	4	1	4	4	5	5	4	4	5	4	4	5	4	5	72
Student 14	4	5	5	4	5	1	5	5	5	5	5	2	2	5	1	1	5	5	4	5	3	4	1	4	4	1	5	1	4	2	67
Student 15	4	1	4	3	3	2	5	4	4	4	4	5	4	4	3	4	4	1	2	5	4	4	4	5	4	5	4	4	1	4	74
Student 16	2	5	2	5	5	5	3	3	4	4	5	5	4	5	4	5	3	5	5	4	5	3	4	4	4	2	1	5	4	5	70
Student 17	1	4	4	1	2	5	5	4	5	1	5	1	4	4	5	5	5	5	1	2	2	4	3	4	5	1	4	4	5	4	66
Student 18	4	4	4	4	5	4	3	4	5	2	4	4	4	3	2	2	5	5	4	4	4	5	1	5	5	4	4	4	5	4	75
Student 19	4	2	4	5	5	4	3	4	4	4	4	4	5	1	5	3	5	5	5	5	3	5	3	5	5	4	2	5	2	5	71
Student 20	4	5	4	5	5	4	3	4	4	1	4	4	4	2	4	4	5	3	4	4	5	5	5	2	5	4	5	4	1	4	78
Student 21	3	4	4	4	4	4	3	3	5	2	1	5	5	4	4	4	5	5	4	4	3	5	5	3	4	4	1	5	5	5	65
Student 22	4	4	4	2	3	3	4	5	4	5	5	5	5	5	5	4	4	5	5	4	5	2	4	2	2	1	1	4	5	4	66
Student 23	5	4	4	4	4	4	4	4	5	1	1	5	4	4	3	5	4	5	4	5	5	4	5	4	5	4	1	5	3	4	79
Student 24	4	4	4	4	3	2	5	5	4	4	1	4	5	5	5	4	5	1	2	3	3	5	2	5	5	1	5	5	2	4	68
Student 25	3	2	4	5	2	2	4	1	5	4	5	4	4	5	5	4	2	4	4	4	1	4	5	4	4	5	4	5	4	5	73
Student 26	3	4	2	4	5	5	4	1	3	4	5	5	3	5	5	2	5	1	4	5	4	4	4	5	5	5	1	5	5	4	67
Student 27	4	3	2	1	4	4	3	1	4	3	5	4	5	5	3	4	5	5	2	4	5	1	5	5	4	3	4	5	4	5	64
Student 28	5	4	4	5	4	4	1	4	1	5	1	4	4	4	2	5	5	4	5	4	4	4	4	4	4	2	5	5	1	5	76
Student 29	4	4	5	4	5	4	1	2	4	1	3	5	2	4	4	3	4	5	4	5	4	5	4	5	1	1	2	4	5	4	70
Student 30	1	5	5	5	5	5	5	2	4	1	5	4	4	5	4	4	4	4	4	4	5	3	5	4	4	4	3	5	2	5	77
Student 31	4	5	5	4	1	4	5	4	2	5	2	1	5	4	5	4	5	4	5	4	5	4	4	1	4	5	5	4	2	3	74
Student 32	1	5	5	4	4	5	3	2	5	3	4	4	1	5	5	4	5	5	5	4	4	3	5	1	1	3	4	1	1	3	63
Student 33	4	2	3	2	1	5	5	3	3	5	1	4	5	5	5	5	5	5	3	5	4	5	5	4	2	5	4	5	4	5	70
Student 34	4	3	4	4	4	5	5	5	4	2	5	2	3	4	4	1	5	5	5	4	1	4	1	4	1	3	2	4	4	4	69
Student 35	1	2	4	2	3	4	5	5	4	4	5	5	5	1	5	5	4	5	4	5	5	4	4	5	3	1	4	5	4	4	75
Student 36	1	5	4	4	2	5	4	5	5	3	5	2	2	2	4	5	2	4	5	4	5	4	4	4	4	5	4	5	1	4	72
Student 37	5	4	5	5	4	1	3	1	4	5	3	5	5	5	5	4	2	4	5	5	4	4	4	5	2	4	3	4	4	4	77
Student 38	1	4	1	2	5	1	4	4	4	5	2	4	5	2	5	2	4	4	1	2	1	4	5	5	5	4	4	5	5	4	68
Student 39	4	5	5	4	1	1	5	5	5	5	4	4	4	4	4	5	4	4	1	5	5	5	5	3	4	5	5	4	1	4	80
Student 40	1	3	3	5	3	3	5	4	2	5	4	5	5	1	5	5	5	2	5	3	5	5	4	4	4	5	4	5	5	1	66

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Data of Student's Metacognitive Strategies

Student	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12	Item 13	Item 14	Item 15	Total Score
Student 1	5	5	4	5	4	5	2	5	5	5	5	4	4	5	5	72
Student 2	4	4	4	4	5	1	5	5	5	5	4	5	4	5	5	68
Student 3	5	5	5	4	4	5	5	5	5	5	5	4	4	5	4	70
Student 4	5	5	5	4	4	4	4	1	4	4	4	4	5	1	5	65
Student 5	4	5	4	4	5	5	5	4	5	4	4	5	5	4	4	75
Student 6	4	4	5	4	4	1	4	3	5	5	5	1	4	4	5	62
Student 7	4	4	4	5	5	5	5	4	5	4	4	5	5	5	5	74
Student 8	5	4	4	3	4	5	5	4	4	5	1	1	4	5	5	60
Student 9	5	4	4	4	4	5	4	4	4	5	5	5	5	4	4	73
Student 10	3	5	5	4	5	5	5	5	4	4	5	5	4	4	3	67
Student 11	4	4	5	5	4	2	5	4	4	5	4	4	2	4	4	66
Student 12	4	4	5	4	4	4	4	4	4	5	5	4	5	5	5	78
Student 13	4	4	4	5	5	5	5	2	5	4	5	4	4	5	4	69
Student 14	3	5	5	2	5	5	4	4	5	5	4	4	5	4	5	65
Student 15	2	4	5	4	5	4	4	5	4	4	5	4	4	4	5	71
Student 16	3	5	5	5	5	5	4	5	4	5	4	4	5	5	5	68
Student 17	1	5	5	4	4	5	4	1	5	5	5	5	5	5	4	64
Student 18	5	4	5	5	5	4	2	4	5	4	4	5	4	5	5	72
Student 19	4	4	5	4	4	5	5	4	5	4	5	1	5	4	4	69
Student 20	4	5	4	4	5	4	4	5	4	4	4	5	5	5	4	75
Student 21	5	4	5	5	1	3	5	5	2	4	5	5	5	4	5	60
Student 22	5	5	2	4	5	4	4	4	4	3	4	5	4	4	4	63
Student 23	5	5	5	5	4	4	4	5	5	4	5	4	4	4	5	76
Student 24	4	5	5	3	5	5	4	5	1	4	4	4	4	4	4	66
Student 25	4	4	5	5	4	5	5	4	5	4	5	4	4	3	5	70
Student 26	5	4	5	1	4	4	4	4	3	5	4	5	4	5	5	64
Student 27	2	4	5	5	4	4	5	5	4	4	4	1	1	5	5	62
Student 28	5	5	5	5	5	4	4	4	4	4	4	4	5	5	4	73
Student 29	4	4	5	5	4	4	5	4	5	4	4	5	4	5	3	68
Student 30	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	75
Student 31	5	1	4	5	4	4	5	5	4	5	4	4	4	5	5	71
Student 32	4	1	5	4	4	5	4	3	4	4	4	5	4	3	4	60
Student 33	2	4	4	4	2	4	5	4	4	4	4	5	5	4	4	67

Student 34	5	1	5	5	4	4	4	3	4	4	4	4	4	5	5	5	66
Student 35	5	4	5	4	5	4	5	5	4	5	3	4	4	4	5	5	72
Student 36	4	4	5	4	4	4	4	4	4	3	4	5	5	5	5	5	69
Student 37	5	5	4	5	4	5	4	4	4	5	5	5	5	4	5	5	74
Student 38	5	5	4	5	4	4	4	5	4	3	4	5	2	5	5	5	65
Student 39	5	5	4	4	4	5	4	4	4	5	5	4	4	4	4	4	77
Student 40	5	4	5	5	4	1	5	4	5	1	4	5	5	5	5	5	63

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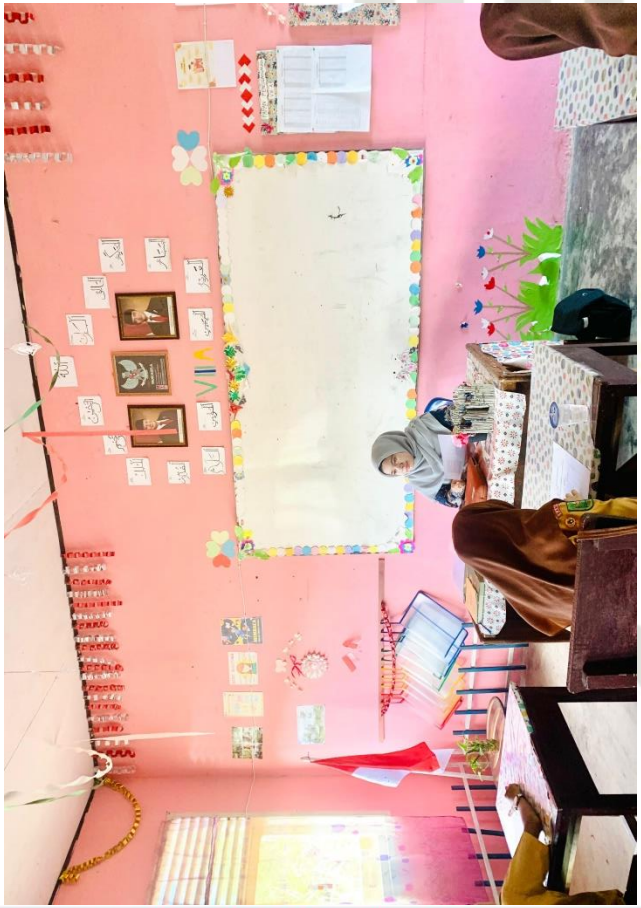

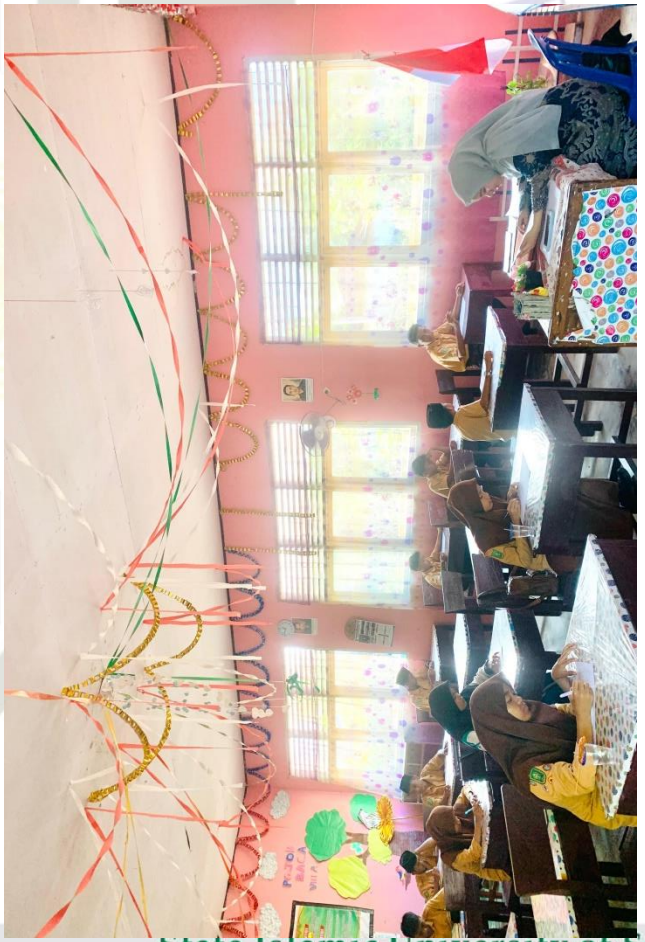

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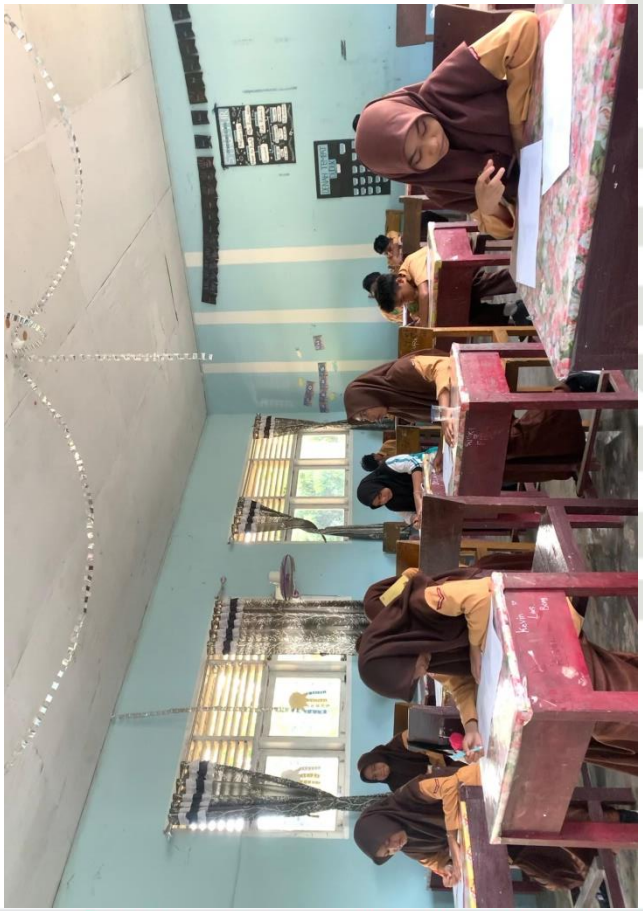

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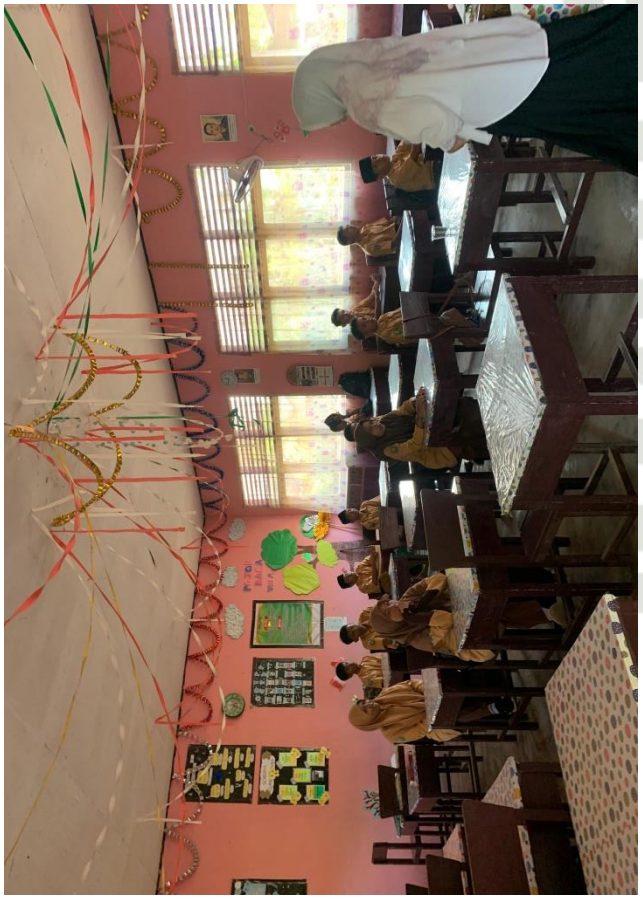

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Phone & Fax (0761) 858832. Website: https//pasca.uin-suska.ac.id. Email : pasca@uin-suska.ac.id.

Nomor : B-1761/Un.04/Ps/HM.01/06/2025 Pekanbaru, 03 Juni 2025
Lamp : -
Hal : Izin Melakukan Kegiatan Riset Tesis/Disertasi

Kepada
Yth. Kepala MTs Negeri 6 Kampar
Jalan mukhtar B no. 06 desa sungai tonang, kec. kampar utara kab. kampar

Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: MIFTAHU RIZQOH
NIM	: 22390824781
Program Studi	: Tadris Bahasa Inggris
Semester/Tahun	: IV (Empat) / 2025
Judul Tesis/Disertasi	: Improving Students Reading Comprehension, Speed And Interest Through Printed And Digital Multimodal Reading Texts of The Grade Eight At Madrasah Tsanawiyah Negeri 6 Kampar

untuk melakukan penelitian sekaligus pengumpulkan data dan informasi yang diperlukannya dari At Madrasah Tsanawiyah Negeri 6 Kampar

Waktu Penelitian: 03 Juni 2025 s.d 03 September 2025

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam
Direktur,

Prof. Dr. H. Ilyas Husti, MA
NIP. 19611230 198903 100 2

Tembusan:
Yth. Rektor UIN Suska Riau

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Nomor : S- 1949/Un.04/Ps/PP.00.9/06/2025 Pekanbaru, 16 Juni 2025
Lamp. : 1 berkas
Perihal : Penunjukan Pembimbing I dan
Pembimbing II Tesis Kandidat Magister

Kepada Yth.
1. Dr. Hj. Zulhiddah. M. Pd (Pembimbing Utama)
2. Dr. Muhammad Fauzan Ansyari, S. Pd. I. M. Sc. Ph. D (Pembimbing Pendamping)

di

Pekanbaru

Sesuai dengan musyawarah pimpinan, maka Saudara ditunjuk sebagai Pembimbing Utama dan Pembimbing Pendamping tesis kandidat magister a.n :

Nama	:	Miftahu Rizqoh
NIM	:	22390824781
Program Pendidikan	:	Magister/Strata Dua (S2)
Program Studi	:	Tadris Bahasa Inggris
Semester	:	IV (Empat)
Judul Tesis	:	Improving Student Reading Camprehension, Speed And Interest Though Printed And Digital Multimodal Reading Texts the eight Grade MTSN 6 Kampar

Masa bimbingan berlaku selama 1 tahun sejak tanggal penunjukan ini dan dapat diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan adalah sebagai berikut:

1. Penelitian dan penulisan tesis;
2. Penulisan hasil penelitian tesis;
3. Perbaikan hasil penelitian Setelah Seminar Hasil Penelitian;
4. Perbaikan tesis setelah Ujian Tesis; dan
5. Meminta ringkasan tesis dalam bentuk makalah yang siap di submit dalam jurnal.

Bersama dengan surat ini dilampirkan blanko bimbingan yang harus diisi dan ditandatangani setiap kali Saudara memberikan bimbingan kepada kandidat yang bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam,
Direktur,

Prof. Dr. H. Ilyas Husti. MA
NIP. 19611230 198903 1 002

Tembusan :
1.Sdr. Miftahu Rizqoh
2. Arsip

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MADRASAH TSANAWIYAH NEGERI 6 KAMPAR
Jalan Mukhtar B No. 06 Desa Sungai Tonang
HP. 085265760660 _ E-mail : mtsnsungaitonang@yahoo.com

SURAT IZIN RISET TESIS / DISERTASI
Nomor : B-293/Mts.04.27/01/KP.07.12/07/2025

Yang bertanda tangan di bawah ini :

Nama : Elkasmira, S. Si
NIP : 19820915 200912 2 004
Jabatan : Kepala MTsN 6 Kampar
Alamat : Jl. Mukhtar B No. 06 Sungai Tonang

Memberikan Izin Kepada :

Nama : MIFTAHU RIZQOH
NIM : 22390824781
Program Studi : Tadris Bahasa Inggris
Judul : " The Influence Of Metacognitive Strategies And Critical Thinking Skills On Reading Comprehension Of Grade Eight Students At Madrasah Tsanawiyah Negeri 6 Kampar ".

Berdasarkan Surat dari UIN Sultan Syarif Kasim Riau Pasca Sarjana dengan Nomor B-761/Un.04/Ps/HM.01/06/2025, Perihal Izin Riset Tesis/Disertasi, bahwa Mahasiswa yang bersangkutan diberi Izin untuk melakukan Riset/Penelitian di MTsN 6 Kampar.

Demikian Surat Izin Penelitian ini agar dapat dipergunakan sebagaimana mestinya.

Sungai Tonang, 03 Juli 2025
Kepala,

Elkasmira, S. Si
NIP. 198209152009122004

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Nomor: B-0312/Un.04/Ps/PP.00.9/04/2025

Komite Penjaminan Mutu Pascasarjana Universitas Islam Negeri Sultan Syarif Kasim Riau Menerangkan Bahwa :

Nama	:	**Miftahu Rizqoh**
NIM	:	**22390824781**
Judul	:	**The Influence Of Metacognitive Strategies And Critical Thinking Skills On Reading Comprehension Of Grade Eight Students At Madrasah Tsanawiyah Negeri 6 Kampar**

Telah dilakukan uji Turnitin dan dinyatakan **lulus** cek plagiasi **Tesis** Sebesar **(24%)** di bawah standar maksimal batas toleransi kemiripan dengan karya tulis ilmiah lainnya. Berdasarkan peraturan Pemerintah melalui Dikti Nomor UU 19 Tahun 2002: Permendiknas 17 tahun 2010 bahwa tingkat persentase kesamaan tulisan yang diunggah di dunia maya hanya boleh 20-25% kesamaan dengan karya lainnya.

Pekanbaru, 15 Juli 2025
Pemeriksa Turnitin Pascasarjana

Dr. Perisi Nopel, M.Pd.I
NUPN. 9920113670

الشهادة

اختبار كفاءات اللغة العربية لغير الناطقين بها

يشهد العلق بأن:

سيد/ ة : Miftahu Rizqoh

رقم الهوية : 14011868020000001

تاريخ الاختبار : 31-05-2025

الصلاحية : 31-05-2027

قد حصل/ ت على النتيجة في اختبار الكفاءات في اللغة العربية لغير الناطقين بها

الاستماع	:	38
القواعد	:	48
القراءة	:	58
المجموع	:	480

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No. 201/GLC/APT/VI/2025

الأمين العام

أدي خير الدين الماجستير

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ID Number	:	1401186802000001
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Listening Comprehension	:	40
Structure and Written Expression	:	57
Reading Comprehension	:	61
Total	:	527

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KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI*

No.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Promotor *	Keterangan
1.	13/06/2025	Bab 1, 2, 3 (title, relevant research, theory, operational concept) Dr. Zulhidah, M.Pd		
2.	24/06/2025	Konsul Bab 1, 2, 3		
3.	26/06/2025	Konsultasi BAB 1, 2, 3		
4.	30/06/2025	Instrument		
5.	04/07/2025	Bab 4 & 5		
6.	14/07/2025	Approved		

Catatan :
**Coret yang tidak perlu*

Pekanbaru, 14 Juli 2025

Pembimbing I / Promotor*

Dr. Hj. Zulhidah, M.Pd

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI*

No.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Co Promotor *	Keterangan
1.	30/05/25	Bab 1, 2, 3		
2.	01/06/25	Konsul Bab 1.2. 3		
3.	02/06/25	Proposal Revision		
4.	06/06/2025	Instrument		
5.	10/07/2025	Data Analysis		
6.	16/7-2025	Acc		

Catatan :
**Coret yang tidak perlu*

Pekanbaru, 16-7-2025

Pembimbing II / Co Promotor*

MF Awsyari

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THE INFLUENCE OF METACOGNITIVE STRATEGIES AND CRITICAL THINKING SKILLS ON READING COMPREHENSION OF GRADE EIGHT STUDENTS AT MADRASAH TSANAWIYAH NEGERI 6 KAMPAR

THESIS

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DEPARTMENT OF ENGLISH EDUCATION

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