

## ABSTRACT

Zahro, Fatimmatuz 2017. *The Influence of Metacognitive Learning Strategy on Eighth Grade Student's Listening Comprehension at SMP Muhammadiyah 08 Cakru academic year 2017/2018*. Thesis. English Language Education Program, Faculty of Teacher Training and Education, University of Muhammadiyah Jember.

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This research is aimed to find out the influence of using Metacognitive learning strategy on the students' listening comprehension at SMP Muhammadiyah 08 Cakru. It tries to reveal whether there is a significant difference in the students's listening comprehension of the eighth grade students who are taught using Metacognitive learning strategy and those who are not, in the academic year of 2017/2018.

This research is classified as a quasi-experimental which uses non randomized control group pretest-posttest design. The subjects of this study were 53 students of eighth grade at SMP 1 Muhammadiyah 08 Cakru where 27 students of VIII A and 26 students of VIII C. Class VIIIA was chosen as the Control Group which was taught not using Metacognitive learning strategy as the treatment while class VIII C was chosen as the Experimental Group which taught using Metacognitive learning strategy. In this case, the control group was taught using non-Metacognitive learning strategy. In the beginning of the study, both of Experimental and Control Groups were given a pre-test to measure the students's reading comprehension in the form of a test consisting of 40 questions. After 2 times of treatments, they were given a post-test with the same questions as the pre-test to find out whether there was a significant influence in their listening comprehension after the treatment or not. The data of the pre-test and post-test of both groups were analyzed using descriptive and inferential statistics. After the data were tested and found to be homogeneous variance but the distribution of the data is normal, the hypothesis was tested using t-test. The computation of the data statistics used the computer program SPSS v.23.

The result of this research shows that there is a significant influence in the students's listening comprehension of the students who are taught using Metacognitive learning strategy and those who are not at the 0,033 level of significance. It means that the use of Metacognitive learning strategy has significant influence on the students's listening comprehension.