

The Impact of Metacognitive Strategies on Students' Expository Reading Comprehension

THESIS

By

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**UNIVERSITAS MUHAMMADIYAH JEMBER
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH LANGUAGE EDUCATION PROGRAM
2025**

**The Impact of Metacognitive Strategies on Students' Expository
Reading Comprehension**

THESIS

Presented to
Universitas Muhammadiyah Jember
in partial fulfilment on the requirements for
the degree of Sarjana in English Language Education

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STATEMENT OF ORIGINALITY OF SARJANA THESIS

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I declare that the thesis entitled The Impact of Metacognitive Strategy on Students' Expository Reading Comprehension is truly my own work. All ideas, data, analyses, and conclusions contained in this thesis are the result of my independent research and writing process. All sources used have been properly listed, and I have not committed plagiarism in any form.

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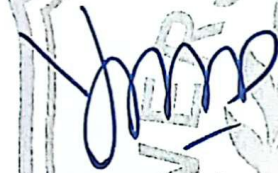

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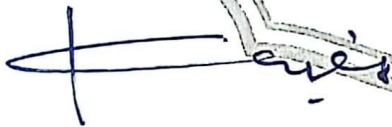
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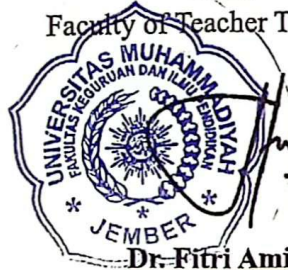

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MOTTO

The first step is taken in faith, the battle is won by action

-- Jeanne D'arc



PREFACE

Thanks to Allah SWT for all His blessings and love. He gave me the power to finish my thesis. My thesis focuses on Reading Comprehension, specifically investigating "The Impact of Metacognitive Strategies on Students' Expository Reading Comprehension" This thesis is written to make readers understand how metacognitive strategies planning, monitoring, and evaluating one's own thinking can be applied to enhance learning. This research explores metacognitive strategies as a powerful solution, particularly for the challenges presented by dense, informational texts.

In addition, one of the reasons for conducting this research is to answer the question of how metacognitive strategies can be utilized during English learning to improve the expository reading comprehension of eleventh-grade students at SMKS Muhammadiyah Jember. This study is distinct from previous research by focusing specifically on vocational students and by introducing a structured reflection table to make the metacognitive process more concrete and accessible for learners.

This thesis is expected to provide valuable information for English teachers on using metacognitive strategies to improve students' reading ability. This researcher recognizes that this thesis still has shortcomings, and any suggestions for improvement are greatly appreciated.

Jember, 2025



The Writer

ACKNOWLEDGEMENT

Praise to Allah SWT, Most Merciful, Most Compassionate, that blessed the research with health and tremendous power to finish this research as a partial requirement for getting Sarjana Degree of English Education of Muhammadiyah University of Jember.

The research would express appreciation to those who have helped, namely:

1. Dr. Fitri Amalia, M.Pd, as the Dean of Teacher Training Education Faculty, Muhammadiyah University of Jember.
2. Dr. Indri Astutik, M.Pd, as the Head of English Education Program of Faculty of Teacher Training and Education Muhammadiyah University of Jember.
3. Yeni Mardiyana Devanti M.Pd, as my first advisor, who patiently guided me in writing my thesis.
4. Kristi Nuraini, M.Pd, as my second advisor, who taught me to write patiently.
5. All lectures of Teacher Training and Education Faculty of Muhammadiyah University of Jember who have taught me and give me valuable knowledge.
6. Staff of FKIP. Thank you for best service and your kindness

DEDICATION

My thesis is honourably dedicated to :

1. To my beloved grandfather, Holil Soetardjo. I am profoundly grateful for his unwavering support and for generously facilitating all my needs throughout my academic journey. His wisdom, resilience, and life example have been a constant and powerful source of inspiration for me.
2. To my cherished parents, Heru Cahyono, S.E., and Rosidah. I am eternally thankful for their unending prayers, boundless love, and steadfast motivation. Their constant encouragement to persevere and move forward was the driving force behind the completion of this thesis.
3. To my dear brother, Atras Farisan Rasis, S.T. A special thank you for his invaluable guidance and technical assistance throughout this research. His insightful feedback and patient mentorship were crucial in navigating the challenges of writing this thesis.
4. To my partner, Fatimatus Zahro. Thank you for encouragement, and unwavering presence. your patience and support lifted me up.
5. To my respected superior, Esti Setyowati, S.H., M.Kn. I extend my deepest appreciation for her remarkable understanding, flexibility, and support. Her consistent encouragement in the workplace allowed me to balance my professional responsibilities with the demands of this academic endeavor.
6. To my dear colleagues, Raviki and Rina. My sincere thanks for their camaraderie and significant contributions. Their willingness to assist and

provide support during critical times was invaluable and greatly appreciated.

7. To my dearest friends, Yudha Prasetyo, Purwanto, and Koko. Thank you for being my "brothers from another mother." Your constant moral support, friendship, and timely reminders to stay focused on my goal were essential in keeping me on track toward the completion of this research.
8. To my classmates and friends. Thank you for the laughter, the discussions, and the shared struggles. Your kindness, cooperation, and camaraderie have been an essential part of my academic experience. I sincerely appreciate every gesture of help and support you've offered along the way.

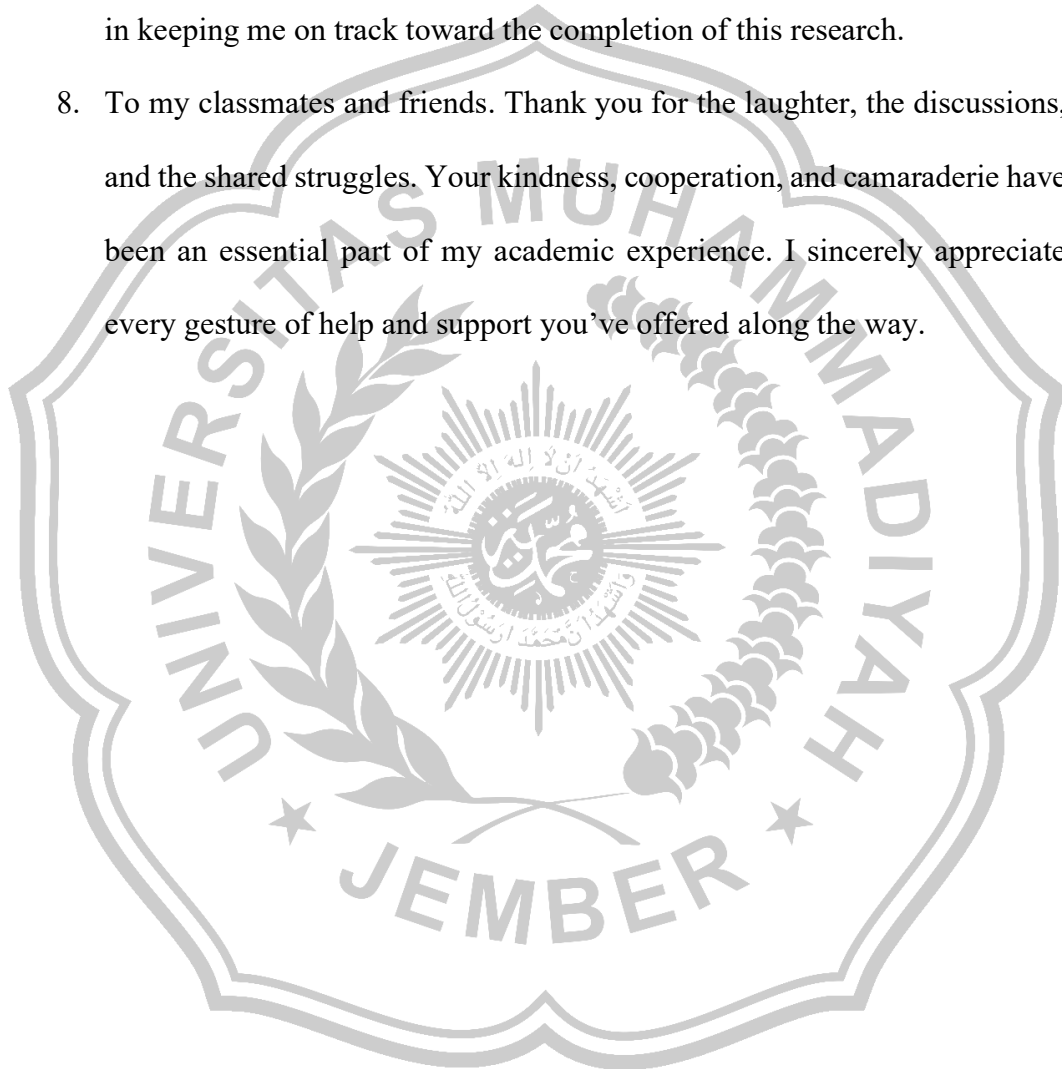


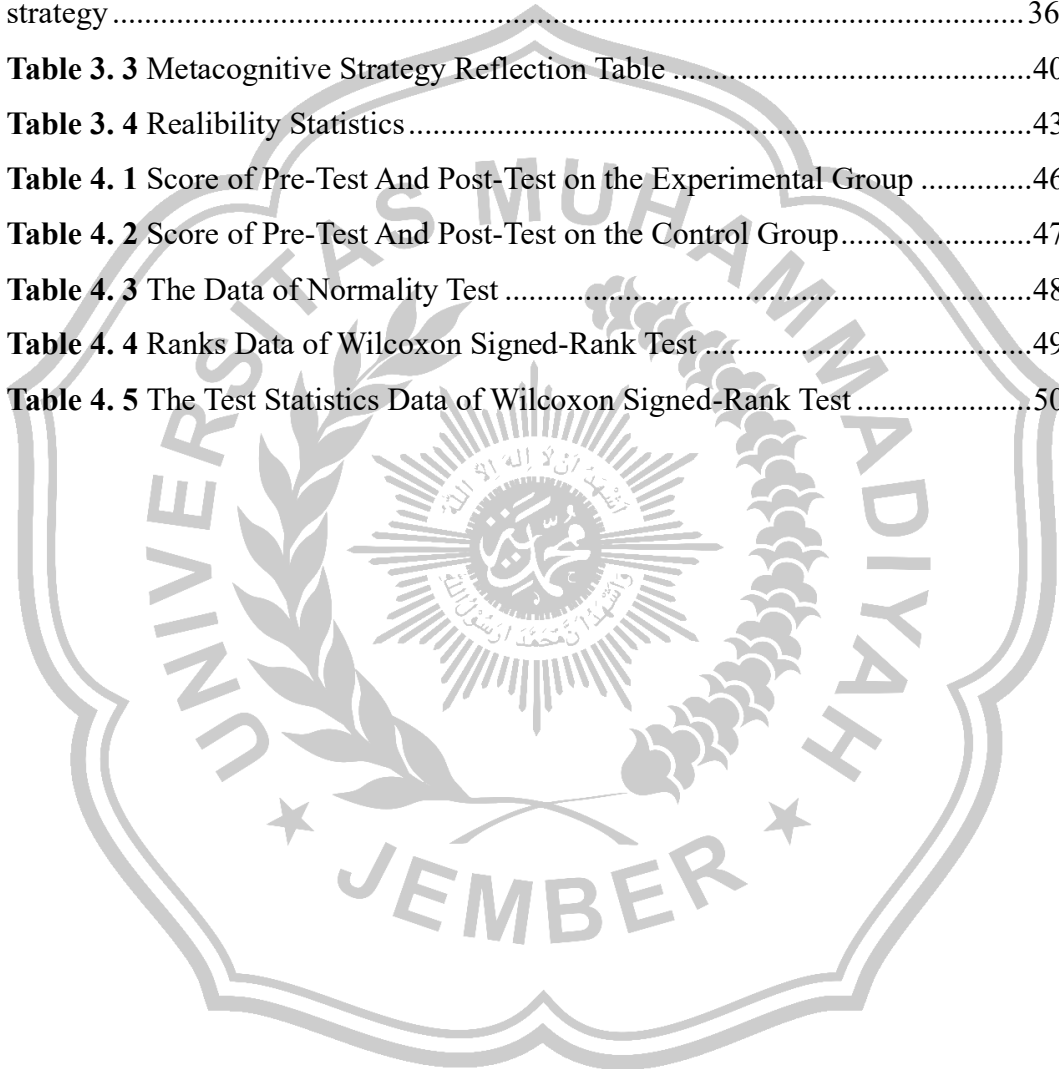
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