

ABSTRACT

Reading comprehension is the process of combining information and building the meaning from the text. There are factors that make students' low interest in reading. The researcher chose metacognitive strategy to be applied in this research to solve that problem. This research aimed to investigate the implementation of a scenario, students' and teachers' response, and the difficulties faced by students in teaching reading comprehension using metacognitive strategy through rivet application media. The method used in this research was qualitative method and descriptive qualitative approach. The instruments for collecting the data were test (pre-test dan post-test), questionnaire, interview, and observation sheet. The population of this research were eleventh grade students in Cipongkor and the sample were eleventh grade students of science one, consisting of 32 students. The result shows that the implementation of metacognitive strategy with rivet application media has been implemented well based on the lesson plan and the scenario has been prepared. The mean score of the pre-test is lower than post-test. Using metacognitive strategy with rivet application makes students more interested in reading comprehension. The teacher's response was positive and this strategy can be used in the next teaching reading. The students' response was good and students enjoyed the teaching learning process. The finding of difficulty faced by students is the limitation of vocabulary mastery for getting the meaning from the text. The conclusion of this research that the metacognitive strategy through Rivet application in teaching reading comprehension was effective.

Keywords: *Reading comprehension, Metacognitive strategy, Rivet application.*