

**THE CORRELATION BETWEEN EFL STUDENTS'  
METACOGNITIVE AWARENESS AND ENGLISH  
READING COMPREHENSION**

(A Correlational Study on the Eighth Semester English Students at IAIN Curup)

**THESIS**

This Thesis is Submitted to Fulfill the Requirement for 'Sarjana'  
Degree in English Language Education



By

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*Assalammu'alaikum Wr. Wb*

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi atas nama **Fратиwi Nanda Dwiwahyuni, 18551025** Mahasiswa IAIN Curup Prodi Pendidikan Bahasa Inggris, yang berjudul "The Correlation Between EFL Students' Metacognitive Awareness and English Reading Comprehension" sudah dapat diajukan dalam sidang munaqasah Institut Agama Islam Negeri (IAIN Curup).

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*Wassalamu'alaikum Wr. Wb*

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## PREFACE



Praise and gratitude the author would like to express the presence of Allah SWT for all His grace and guidance so that the writer can complete the thesis entitled “**The Correlation Between EFL Students’ Metacognitive Awareness and English Reading Comprehension**”.

This thesis is prepared to fulfill one of the requirements to achieve a ‘Sarjana’ degree (S1) in English Tadris Study Program Education (Tarbiyah) Departement State College For Islamic Studies (IAIN) Curup. It is a proof of hard work, perseverance, and persistence in finishing my S1 program in IAIN Curup.

Writer would like to present this thesis for my great mother Mrs. Sulastri. S, a wonderful woman who has cared for me since I was little to be able to be at this point and also for my beloved father the late Mr. Marwan Efendi, a man I always miss, who always taught me to be a strong and patient person. Also to my dearest sister Frasiska Yudha Utami, thanks for your supports, everything will not completely be nice without your being by my side and always brings happiness to me, gives advice and provides motivation so that the writer can finish this course as soon as possible..

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Curup, July 2022

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A handwritten signature in cursive script that reads "Fratiwi".

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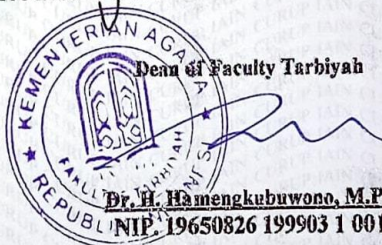
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## MOTTO

*“Menuntut ilmu adalah takwa.  
Menyampaikan ilmu adalah ibadah.  
Mengulang-ulang ilmu adalah zikir.  
Mencari ilmu adalah jihad.”*

*- Abu Hamid Al Ghazali*

**“Don't be trapped in someone else's dream.”**

**- Kim Taehyung**

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This Thesis entitled **“The Correlation Between EFL Students’ Metacognitive Awareness and English Reading Comprehension”** presented in fulfillment for the degree of Strata-1 in English Tarbiyah Department of Institute Agama Islam Negeri (IAIN) Curup.

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Finally, the writer hopes this thesis can help the English lecturers and students who want to learn this subject. The writer realized that this thesis is still far from being perfect. Therefore, any suggestion and comment always welcomed.

Curup, July 2022

Writer



**Fratiwi Nanda Dwiwahyuni**  
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## ABSTRACT

Fратиwi Nanda Dwiwahyuni, : **THE CORRELATION BETWEEN EFL  
2022 STUDENTS' METACOGNITIVE  
AWARENESS AND ENGLISH READING  
COMPREHENSION**

Advisor : **Dr. Eka Apriani, M.Pd**  
Co-Advisor : **Henny Septia Utami, M.Pd**

This research aimed to discover the students' metacognitive awareness in reading comprehension, to investigate the students' ability in reading comprehension and to find out the correlation between students' metacognitive awareness and English reading comprehension. This research was correlational research. There were two variables used in this research. The first was students' metacognitive awareness (variable X) and students' reading comprehension (variable Y). The subject of this research was 8<sup>th</sup> semester students at English Department of Tarbiyah Faculty in academic year 2018 and the sample of this research was all of students in 8<sup>th</sup> semester that is as many as 54 people. The writer used the total sampling technique in taking the sample. In collecting the data, the writer used questionnaire and reading test. The data was analyzed by using Pearson's product moment correlation coefficient. After analyzing the data, students' metacognitive awareness at English Department of Tarbiyah Faculty is categorized in high level (101-150) and students' reading comprehension at English Department of Tarbiyah Faculty is categorized in good result (66-75). Afterwards, there was a significant correlation between students' metacognitive awareness and their reading comprehension. The score of correlation coefficient  $0.722 > 0.312$  in significant level 5% , it means that  $H_a$  is accepted and  $H_o$  is rejected.

**Keywords** : *Metacognitive awareness, Reading Comprehension*

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# CHAPTER I

## INTRODUCTION

### A. Background

One of the most important basic skills in language learning that must be mastered is reading skills. Darmiyati Zuchdi and Budiasih stated that the ability to read is needed by everyone to expand knowledge and experience, enhance thinking power, sharpen reasoning, and achieve progress and self-improvement.<sup>1</sup> Reading is defined as a cognitive process that involves the reader interacting with the text. Carrell stated that during the reading process, readers are constantly forming hypotheses, testing predictions, and using their knowledge of vocabulary and language to construct meaning.<sup>2</sup> To make it easier for readers to understand and obtain information from the reading material, a reading strategy is needed. This is supported by Sahardin's statement that by using reading strategies, the readers are able to monitor their own understanding in reading when they lose the meaning of what they read, they choose and use reading strategies that can help them to reconnect with the meaning of the whole text that they are reading.<sup>3</sup>

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<sup>1</sup> Darmiyati Zuchdi & Budiasih. 1997. *Pendidikan Bahasa dan Sastra Indonesia di Kelas Rendah*. Jakarta: Dirjen Dikti.

<sup>2</sup> P. L. Carrell. 1989. *Metacognitive Awareness and Second Language Reading*. *Modern Language Journal*, vol. 73, pp. 121-134

<sup>3</sup> R. Sahardin, M. Mukarramah, & A. Hanafiah. 2015. A Study on Improving Students' Reading Comprehension Using the Numbered Heads Together Technique. *Studies in English and Education*, 2(2),147-159.



However, there are many students who often do not realize that they have done strategies when reading text henceforth they need to know the strategies they use in order to be successful in reading comprehension. Learners who use strategies in reading efficiently are usually successful. One of the strategies in reading that is needed is a strategy which is oriented towards students' awareness of the thinking process or cognitive abilities possessed so that students are able to make their own study plans, monitor and evaluate learning plans that have been implemented, which is called metacognitive awareness. Metacognitive activity happens when students consciously manage and adjust their thinking strategies when solving problems and thinking about a goal. When students feel conscious of the goals and techniques, they will implement to achieve specific goals, the students will try to manage themselves, knowledge, and experience to accomplish that goal. This statement is supported by Shorey and Mokhtari's statement which reads, metacognitive awareness includes the reader's conscious awareness of the strategic reading process, the repertoire of reading strategies, and the utilization of their actual strategies to maximize text comprehension.<sup>4</sup>

According to Chauhan and Singh, metacognitive is the process of linking new information to existing knowledge, creatively selecting thinking strategies, and planning, monitoring, and evaluating thought processes.<sup>5</sup> The students who lack metacognitive and control of reading

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<sup>4</sup> K. Mokhtari, & R. Sheorey. 2002. Measuring ESL students' awareness of reading strategies. *Journal of developmental education*, 25(3), 2-11.

<sup>5</sup> A. Chauhan, & N. Singh. 2014. Metacognition: A conceptual framework. *International Journal of Education and Psychological Research (IJEPR)*, 3(3), 21-22.

strategies often have difficulties coping with academic reading such as textbook because metacognitive ability can make students skilled at reading comprehension. According to Mokhtari and Sheorey, the development of metacognitive awareness of students can be trained to choose the best strategy in selecting, remembering, re-recognizing, organizing the information it captures and solving problems related to reading passages.<sup>6</sup> Awareness of metacognitive reading strategies affects learners' understanding because it controls the ways learners interact with the context and their effective use of strategies in their reading comprehension.

Based on the description above, it can be said that metacognition abilities are really used to improve students' reading skills. As Chamot & O'malley said that students without metacognitive approaches are the same as students without direction and ability to review progress, achievements, and future learning directions.<sup>7</sup> It means that metacognitive has an important role in controlling various kinds of problem solving strategies in reading and also strategies in metacognitive. As a result, readers with higher levels of metacognitive awareness exhibit clues to interpret reading tasks based on context needs. They select reading strategies based on their own reading objectives, task demands, and cognitive style. They monitor the comprehension process, evaluate the outcomes of the chosen strategy, and develop a strategy if necessary. Furthermore, comprehending the nature of the text and conducting a thorough analysis necessitates a

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<sup>6</sup> K. Mokhtari, & R. Sheorey. op. cit.

<sup>7</sup> O'malley, J. Michael & Anna Uhl Chamot. 1990. *Learning Strategies in Second Language Acquisition*. New York: Cambridge University Press.

metacognitive approach that increases the likelihood of decoding the word to locate the identified element in an unknown chain of letters. The reader's potential is limited without metacognitive abilities and will not understand textual content.

In this study, researcher will engage TBI students at IAIN Curup as subjects. These subjects were chosen because based on interviews and the results of the questionnaire conducted by several respondents showed that they tend to already have awareness and are able to control their metacognitive in solving problems when reading English texts. This is indicated by the students' ability to identify the given reading task, to be able to monitor the work they are doing, to be able to evaluate the progress, and to predict the results that will be obtained.<sup>8</sup> For example, students are given the task of reading a text, these students are able to determine the first thing they have to do or they determine how long it takes to complete the task, monitor their ability to understand reading, such as marking the difficult word/sentence, then they are able to evaluate the results of their understanding by able to answer questions related to the texts they have read, and finally they are able to predict the results of their understanding by trying to conclude their readings or interpreting the texts they read in their own language.

In several previous studies regarding metacognitive awareness and reading comprehension, it was found that both had a correlation as in the research conducted by Turan Temur, Tolga Kargin, and friends, the results

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<sup>8</sup> S. Hadi. 2007. *Pengaruh Pembelajaran Kooperatif Script terhadap Ketrampilan Berpikir Kritis, Metakognitif dan Hasil Belajar Biologi*. (Tesis). Program Pascasarjana, Universitas Negeri Malang, Malang.

showed a positive correlation. However, in other studies, although students have metacognitive awareness, this does not guarantee that students also have good reading comprehension. This is based on the results of Joel C Meniado's research which even though students apply metacognitive strategies in the process of understanding reading, students still get low scores in the tests carried out. Despite having previously reported using metacognitive reading strategies, respondents' reading comprehension performance was still below average. As a result, the findings of research on the correlation between metacognitive awareness and reading comprehension have varied, with some indicating a correlation and others not. Because of these differences in results, researcher is interested in looking at the relationship between metacognitive awareness and reading comprehension in TBI students at IAIN Curup because the results of previous studies were varied, giving rise to two possibilities, namely having a relationship and not having a relationship..

Furthermore, TBI Students were chosen because basically students of English department are students who are intended to become an English teachers in the future, which in becoming a teacher of course must be able to have good planning in teaching, be able to monitor the progress of learning, be able to understand the material being taught well and able to evaluate the applied learning system. This is supported by the results of Saricoban's research which revealed that prospective English school teachers have a positive basic attitude towards metacognitive awareness. Students who are aware of their metacognitive then they will aware of

what strategies are useful to them, also very aware of their intellectual strengths and weaknesses, learn to tend to choose topics that interest them, are able to motivate themselves, focus on the overall meaning and are able to get important new information.<sup>9</sup> In conclusion, metacognition is crucial for a success learning because it lets in people to manage their cognitive skills and to determine their weaknesses that can be stepped forward via constructing new cognitive skills. For this reason, the researcher is interested in conducting research with entitle “Correlation between EFL Students’ Metacognitive Awareness and English Reading Comprehension”. Because in many researches, metacognitive awareness and reading comprehension already have a relationship. But, based on some previous research, there is still a possibility that the results have no relationship, that is why the researcher want to find out the result based on situation at English department IAIN Curup.

## **B. Research Questions**

1. How is EFL students’ metacognitive awareness in reading at IAIN Curup?
2. How is EFL students’ reading comprehension at IAIN Curup?
3. Is there any significant correlation between metacognitive awareness and English reading comprehension at IAIN Curup?

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<sup>9</sup> Arif Saricoban. 2015. Metacognitive Awareness Pre-service English Language Teachers in Terms of Various Variables. *Procedia- Social and Behavioral Science Journal*.

### **C. Objectives of the Research**

Associated with the foregoing research questions, this study carried out three objectives, namely.

1. EFL students' metacognitive awareness in reading at IAIN Curup.
2. EFL students' reading comprehension at IAIN Curup.
3. The correlation between metacognitive awareness and English reading comprehension at IAIN Curup.

### **D. Limitation of the Research**

In this research, the researcher focused on students' metacognitive awareness and English reading comprehension. The sample in this research is also limit on English study program students at IAIN Curup especially eighth semester students who had taken all of subjects Reading and completed TOEFL course.

### **E. Definition of Key Terms**

The reader should know some terms used in the title of this research in order to make it clear. They are:

1. Metacognitive Awareness

One of the strategies in reading that is needed is a strategy which is oriented towards students' awareness of the thinking process or cognitive abilities possessed so that students are able to make their own study plans, monitor and evaluate learning plans that have been implemented, which is called metacognitive awareness. Mokhtary and Sheorey stated that metacognitive awareness improves students' understanding because it controls how students form interactions with



the reading context and also establishes effective learning strategies for reading comprehension.<sup>10</sup>

## 2. Reading Comprehension

Reading comprehension is a process of constructing the meaning of a text. In the process of it, a reader needs to interact with the text being read. The interaction of reader with text bring them to be able to construct the meaning of it. The meaning or ideas constructed depend on the reader's interpretation about the text. In interpreting the meaning of a text, reader's knowledge about the language and the topics of the text are highly needed. It is supported by Wooley who mentions that the background knowledge of the reader is important in comprehending the written text.<sup>11</sup>

## F. Significances of the Research

1. Students : This research has the potential to encourage students to improve their reading comprehension of English by utilizing metacognitive awareness.
2. Lecturer: This research is useful as one of the source that provides a teaching techniques by utilizing metacognitive awareness which students have to improve reading comprehension.
3. Author: This study provides rich knowledge and experience related to both theory and related to metacognitive awareness and reading comprehension and their application in helping students better reading comprehension.

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<sup>10</sup> K. Mokhtari, & R. Sheorey. loc. cit.

<sup>11</sup> G. Woolley. 2011. *Reading comprehension: Assisting children with learning difficulties*. New York: Springer.

4. Institution: The result of this study has the potential to be used as one of resource to develop the current curriculum for English reading comprehension at IAIN Curup so that later teaching of English reading comprehension can be adjusted based on student needs, lecturer needs, and class needs.

## CHAPTER II

### LITERATURE REVIEW

#### A. Metacognition

Metacognitive is a term that was first introduced by an American psychologist, John Flavell in 1976 which is defined as something a person's thinking or knowledge of their cognitive processes. Simply put, metacognitive is thinking about thinking.<sup>12</sup> In addition, metacognition is a reflection on thinking and information control over cognitive processes that we have.<sup>13</sup> Metacognition involves knowledge as well as knowing when and how to use specific strategies to learn or solve problems. More fully, Howard also added that metacognitive refers to a person's knowledge of the processes and results that can be obtained from the person's own cognitive, he also explained that metacognitive is aimed at efforts to deliberately control one's awareness of their cognitive processes. This is also reiterated by Ozsoy & Ataman which states that metacognitive is a person's awareness of his thought process and his ability to control the process.<sup>14</sup>

Based on the description of the explanation above, it can be concluded that metacognitive is a person's knowledge of the thought process that exists in himself and efforts to control the process

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<sup>12</sup> J. H Flavell, loc. cit.

<sup>13</sup> N. J. Anderson, 2005. L2 learning strategies . In E. Hinkel (Ed.), *Handbook of Research in Second Language Teaching and Learning* (pp. 757-769). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

<sup>14</sup> G. Ozsoy & Ataman, 2009. The effect of metacognitive strategy training on mathematical problem solving achievement. *International Electronic Journal of Elementary Education*, 1, 2, 67-82.

consciously, as well as its scope in the world of learning, namely a person's ability to plan, perform, and evaluate the learning process he is doing.

Baker & Brown stated that metacognition has two components, namely knowledge of cognition, cognitive self-control and monitoring mechanisms.<sup>15</sup> Whereas according to Flavell, as quoted by Livingstone metacognition consists of metacognitive knowledge and metacognitive experiences or regulation.<sup>16</sup> Huitt also expressed a similar opinion that there are two types of components included in metacognition, namely what we know or do not know, and regulation of how we learn.<sup>17</sup> Based on the opinion of experts about the components of metacognition above, then the components of metacognition referred to in this study are metacognitive knowledge and metacognitive experience (regulation). *Firstly*, metacognitive knowledge. Flavell suggested that metacognition refers to the knowledge acquired about cognitive processes, that is, knowledge that can be used to control cognitive processes. Flavell further elaborated metacognitive knowledge into three variables, namely individual variables, knowledge of individual variables refers to knowledge about people, humans (self and others) have limitations in the amount of information that can be processed. This individual variable also includes the knowledge that we are more knowledgeable in one field and weak in

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<sup>15</sup> L. Baker & A. L. Brown. 1984. Metacognitive skills and reading. In P.D. Pearson, R. Barr, J.L. Kamil and P. Rosenthal, eds., *Handbook of reading research*. New York: Longman Press

<sup>16</sup> J. Flavell. 1979. Metacognition and cognitive monitoring: A new area of cognitive developmental inquiry. *American Psychologist*, 34, 906–911.

<sup>17</sup> W. Huitt. 1997. *Metacognition Educational Psychology Interactive*. Valdosta, GA: Valdosta State University.

another. Likewise knowledge about the difference in your abilities with others. Next, task variable, knowledge of task variables includes knowledge of tasks, which contains insight that some conditions often make a person more difficult or easier to solve a problem or complete a task. For example, the more time I spend solving a problem, the better I will do it, if the learning material delivered by the teacher is difficult and will not be repeated again, then I have to concentrate more and listen to the teacher's explanation carefully. Lastly, strategy variable, include knowledge of strategy, knowledge of how to do something or how to overcome difficulties.

Metacognitive knowledge according to Gama is knowledge that is owned by a person and stored in long-term memory, which means that knowledge can be activated or recalled as a result of a conscious and deliberate memory search, or activated accidentally or automatically appears when someone is faced with a certain problem.<sup>18</sup>

Peirce also contends that in order to improve metacognitive abilities, students must possess and be aware of three types of knowledge: Declarative Knowledge, Procedural Knowledge, and Conditional Knowledge. Declarative knowledge is factual information that can be expressed orally or in writing by someone. The knowledge of how to do something and how to carry out the steps in a process is referred to as procedural knowledge. Conditional knowledge is the understanding of when to use and when not to use a procedure, skill, or strategy, why a

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<sup>18</sup> C. A. Gama. 2004. *Integrating Metacognition Instruction In Interactive Learning Environments*. University of Sussex.

procedure can be used and under what conditions, and why one procedure is superior to another.

The knowledge of how to do something and how to carry out the steps in a process is referred to as procedural knowledge. Conditional knowledge is the understanding of when to use and when not to use a procedure, skill, or strategy, why a procedure can be used and under what conditions, and why one procedure is superior to another. Paris defines declarative knowledge as the ability to describe his thinking strategy, procedural knowledge as knowing how to apply the chosen strategy, and conditional knowledge as knowing when to apply it.<sup>19</sup>

Thus, it can be inferred that the three categories of knowledge are related to metacognition. *The first* type of knowledge is declarative knowledge, which is information about facts and concepts that a person possesses or the influences on his or her thoughts and attention when addressing problems. *Second*, procedural knowledge is the understanding of how to carry out a task, including the processes or methods used in a problem-solving procedure. *Third*, conditional knowledge, which is the understanding of the factors that influence a person's ability to solve problems, including when to use a strategy, why to use a strategy, and how to employ a strategy.

Based on several expert opinions regarding metacognitive knowledge, the metacognitive knowledge referred to in this study is knowledge about oneself including one's awareness of thinking about one's

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<sup>19</sup> J. E. Jacobs & S. G. Paris. 1987. Children's Metacognition About Reading: issues in Definition, Measurement and Instruction, *Educational Psychologist*, 22(3-4): 255-278.



own thinking process and awareness of thinking strategies used in solving problems. *Secondly*, Metacognitive Experience (Regulation). According to Flavell, experience, or the regulation of metacognition, is the control over one's cognition and learning process and entails a number of actions that can aid in the management of learning activities. Metacognitive arrangements or strategies are a part of metacognitive experiences. Metacognitive methods are a series of sequential procedures used to regulate cognitive processes and guarantee that cognitive objectives are met. These procedures include organizing, observing, and assessing cognitive activity as well as their outcomes.<sup>20</sup>

Woolfolk describes in more detail the three processes in the metacognition strategy;<sup>21</sup> *firstly*, planning process. The planning process involves deciding how much time to devote to solving the problem, what strategy to employ, what resources to gather, how to begin, and which one to follow or not to implement first. *Secondly*, monitoring process. The monitoring process is a direct awareness of how we perform a cognitive activity. The monitoring process requires questions like, Does this make sense?, Can I do it faster?. *Thirdly*, evaluation process. The evaluation process includes making decisions about the resulting process based on the results of thinking and learning. For example, Can I change the strategy used?, Do I need help?.

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<sup>20</sup> J. H. Flavell. 1976. *Metacognitive Aspects of Problem Solving*. In L. B. Resnick (Ed.), *The nature of intelligence*. Hillsdale, NJ: Erlbaum.

<sup>21</sup> Anita Woolfolk. 2009. *Educational Psychology Active Learning Edition*. Boston: Allyn and Bacon

North Central Regional Educational Laboratory (NCREL) suggests three basic elements of metacognition specifically in dealing with tasks, namely developing a plan of action, maintaining/monitoring the plan, and evaluating the plan. Furthermore, NCREL provides instructions for carrying out the three elements of metacognition. *First*, before students develop an action plan, it is necessary to ask to himself about some questions such, What prior knowledge helped in solving this task?, What clues are used in thinking?, What do I do first?, Why did I read the options (this section)?, and How long will it take me to complete this task?. *Second*, as long as students are planning actions, they need to organize/monitor by asking themselves about these questions, How do I do it?, Am I on the right track?, How do I proceed?, What information is important to remember?, Should I move to another guide?, Should I arrange the steps according to the difficulty?, and What should I do if I don't understand?. *Third*, after students finish carrying out the task plan, students will conduct an evaluation, such as. How well did I do?, Will this particular discourse of thinking lead to more or less than I expected?, Can I do it a different way?, How to apply this process to other problems?, and Do I have to go back to the original assignment to fulfill the part of my understanding that is lacking?

Thus, it can be concluded that metacognitive experience in this study is an experience and thinking attitude that occurs before, after and during thinking activities that involve metacognitive strategies which include the

process of developing plans, monitoring implementation and evaluating the thinking process in problem solving.

## **B. Metacognitive Awareness**

According to Schraw & Dennison, the metacognitive process begins with building awareness of thinking among students by providing an understanding that metacognition exists, this of course will be very helpful in making students have awareness and concern for the abilities they have.<sup>22</sup> In line with that, Magiera & Zawojewski gave their views related to metacognitive awareness which defines that metacognitive awareness is students' understanding of their position in the problem solving process, knowing problem-solving that will be used to solve problems and linking their knowledge with material and knowledge specific needs to solve the problem.<sup>23</sup> Jaya Praba also provides an additional explanation that someone who has metacognitive awareness can be seen from his ability to define what is known and what is not known, is able to explain what is on his mind, is able to write down what is on his mind in a note, is able to plan, organize himself, have confidence in the thought process, and are able to judge independently.<sup>24</sup>

Furthermore, Mokhtary and Sheorey stated that metacognitive awareness improves students' understanding because it controls how students form interactions with the reading context and also establishes

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<sup>22</sup> *Ibid.*

<sup>23</sup> M. Magiera & J. Zawojewski. 2011. Characterizations of Social-Based and Self-Based Contexts Associated With Students' Awareness, Evaluation, and Regulation of Their Thinking During Small-Group Mathematical Modeling. *Journal for Research in Mathematics Education*, 42 (5): 486-520.

<sup>24</sup> G. Jayaprabha. 2013. Metacognitive Instruction and Cooperative Learning- Strategies For Promoting Insightful Learning In Science. Research Scholar. University Tirunelveli India. *International Journal on New Trends in Education and Their Implications*. 4(5):165-172.

effective learning strategies for reading comprehension.<sup>25</sup> In addition, Schraw & Dennison revealed that metacognitive refers to one's ability to reflect on, understand and control the learning process.<sup>26</sup> By controlling the learning process, someone can control what they will do in their later learning activities. As well as for the process of metacognitive Schraw & Dennison has also given the concept that the metacognitive process begins with building awareness among students thinking that metacognitive exists.<sup>27</sup> Of course this will be very helpful in making students have awareness and concern for their abilities.

In 2007, Hadi listed several indicators to be developed in metacognitive awareness,<sup>28</sup> there are, identify the task at hand, keep an eye on the progress of his work, evaluating this progress, and predict the results that will be obtained.

Furthermore, there are several processes in helping to direct the regulation of the thinking process itself, namely; allocating the resources that are owned to do the task, define steps to complete the task, determine the intensity of the task, and speed in completing tasks.

In addition, Rastakhiz & Safari stated that metacognitive awareness is a helpful strategy for students in determining what, when, where and how they should apply the appropriate learning strategies.<sup>29</sup> Even more, Balcikanli defined Metacognitive awareness is defined as being aware of

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<sup>25</sup> Mokhtary & Shorey, loc. cit.

<sup>26</sup> Schraw, G & Dennison, R.S. 1994. *Assesing Metacognitive Awareness*. Contemporary Educational Psychology 19, 460-475

<sup>27</sup> *Ibid.*

<sup>28</sup> S. Hadi. loc. cit.

<sup>29</sup> M. Rastakhiz & M. R. Safari. 2014. The Relationship Between Global Reading Strategies and Support Reading Strategies on Iranian Intermediate EFL Learners' Reading Comprehension Ability. *Iranian Journal*, 4(4), 491–503.

one's own knowledge, processes, cognitive and affective states, as well as the regulation of those states; metacognitive awareness is a condition in which students recognize their ability and understand how to achieve it.<sup>30</sup>

To measure reader's metacognitive awareness, Mokhtari collaborated with Reichard in 2002 to develop an instrument in the form of a questionnaire called MARSİ (Metacognitive Awareness of Reading Strategies Inventory). They both drew up a questionnaire that included 30 lists of reading strategies repackaged into 30 statements as one unity into MARSİ. Then in the same year Mokhari also collaborated with Shorey to revise MARSİ which was basically intended to measure the metacognitive awareness of native learners. They made some changes in order to accommodate Second or Foreign Language Learners. As a result, they both formulated an appropriate new instrument to measure metacognitive awareness of reading strategies called SORS (Survey of Reading Strategies).

SORS operationalization, such as MARSİ, is proposed to measure the metacognitive awareness of adolescent or adult ESL students about reading strategies and their types and frequencies. As previously noted, SORS is in line with MARSİ, yet this instrument also consists of three subscales, namely Global Reading Strategies (GLOB), Problem Solving Strategies (PROB) and Support Strategies (SUPP).

A global study of the reading text is the goal of using global reading strategies. As an example, observing the text's features and making

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<sup>30</sup> C. Balcikanli., 2011. Metacognitive Awareness Inventory for Teachers (MAIT). *Electronic Journal of Research in Educational Psychology*, 9(3), 1309–1332.

educated guesses regarding its subject matter. The reader can prepare themselves to understand the main material by using these techniques. Most of these tactics are general and used on purpose. There are 13 items in this category.

The name of problem solving strategies is suggestive in itself. While the content becomes challenging to interpret, these techniques assist the reader in solving the issue. Re-reading for a better understanding, pausing and thinking about the text, restarting from the point where you lost concentration, and so on are examples. These techniques assist readers in actually reading a text, allowing the reader to easily navigate the material. This category contains 8 items.

Reading is commonly supported by using outside reference materials, taking notes, underlining information, and other practical strategies. Using these support or functional strategies, a reader can maintain responses to the reading text. This category contains 9 items.

So based on the explanation above, it can be concluded that awareness is one of the important elements in metacognitive because someone has metacognitive awareness, so that person will care more about their abilities so that these abilities can be maximized and metacognitive awareness can be measured using a questionnaire.

### **C. Reading Comprehension**

When learning English as a foreign language, reading is an active cognitive process that involves interacting with print to construct meaning. Reading, according to Smith, is a direct relationship between print and

meaning.<sup>31</sup> Nunan defines reading as a fluent process in which readers combine information from a text with their own prior knowledge to construct meaning.<sup>32</sup> River stated that reading is useful not only for acquiring new information, but also for consolidating and expanding one's ideas and knowledge of a language.<sup>33</sup> Moreover, Henry Guntur Taringan conceptualizes reading as a process carried out by the reader in order to get the message to be conveyed and the writer through written language media. Reading activities are carried out by someone with certain aims and objectives, such as Klingner's statement, reading is an activity that has a purpose.<sup>34</sup> People read to learn new things, to broaden their knowledge, and occasionally to criticize a writer's idea or writing style. People read for enjoyment as well as to improve their knowledge of the language in question. According to Nation, reading is both a source of learning and a source of enjoyment. Taking this into consideration, the goal of reading is to assist the reader in selecting better texts to read.

One thing to keep in mind is that reading is the only way to understand the communication between the writer and the reader. This is consistent with Kolker's statement that reading is a communication process between readers and writers using written language.<sup>35</sup> Reading is more than just getting information from text, whether it's text, a picture or diagram, or a combination of the two. Reading is another skill that enables you to know,

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<sup>31</sup> Frank Smith. 2004. *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read Sixth Ed.* New Jersey: Lawrence Erlbaum Associates. p. 172

<sup>32</sup> David Nunan. 2003. *Practical English Teaching.* Singapore: McGraw Hill. p. 68

<sup>33</sup> Maylia Wilda Fitriana, 2011. *The Effectiveness of Using Summarization Technique in Teaching Reading Comprehension.* p. 11–34.

<sup>34</sup> Klingner, Jannete K, Sharon Vaughn, Alison Boardman. 2007. *Teaching Reading Comprehension to Students with Learning Difficulties.* New York: The Guilford Press. p. 104

<sup>35</sup> Robert Kolker. 1983. *Film, Form, and Culture. Second Ed.* New York: Mc Graw Hill.

see, and comprehend what you've read. As a result, the reader already knows the information obtained from what he has read after reading it.

From the explanations above, it can be concluded that reading is an activity that is carried out with a specific purpose, such as getting the message the author wants to convey, getting new information. Reading can also be said as a communication process between readers and writers.

Reading encompasses a wide range of topics. It understands more than just the meaning of individual words in a given text. Reading, in other words, can be defined as the process of apprehending a text by making reasonable interpretations, with four characteristics: purpose, selection, anticipation, and comprehension. It is one of the various types of reading when it comes to comprehension.

According to Mikulecky and Jeffries, comprehension is making sense of what one reads and connecting the ideas in the text to what one already knows.<sup>36</sup> According to Smith, comprehension is the ability to relate aspects of our surroundings, such as what we read, to our prior knowledge, intentions, and expectations. It is without a doubt the goal of reading and learning to read.<sup>37</sup>

Resting upon Singer reading comprehension has been defined as an analysis of written symbols, the perception of language, the assimilation of written concepts, and the thought process when symbols are deciphered.<sup>38</sup> In comparison, reading comprehension is directly connected to the readers' cognitive capacity, since this can generate understanding. Parera in

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<sup>36</sup> Mikulecky, Beatrice S & Linda Jeffries. 2007. *Advanced reading power*. USA: Longman.

<sup>37</sup> Frank Smith. loc. cit. p. 41.

<sup>38</sup> H. Singer. 1985. *Theoretical Models and Process of Reading*. Barkeley: University of California



Kahayanto also endorsed this notion that understanding is paying attention to a written text with the intention of understanding its contents. This process is done with the eyes still or reading silently. The result of understanding is called reading comprehension.<sup>39</sup>

Reading comprehension is the process of constructing the meaning of a text. During the reading process, the reader must interact with the text. The reader's interaction with the text allows them to construct its meaning. The meaning or ideas constructed are influenced by the reader's interpretation of the text. The reader's knowledge of the language and the subject matter of the text is critical in interpreting its meaning. Wooley backs this up by pointing out that the reader's prior knowledge is critical to understanding the written text.<sup>40</sup> Furthermore, Meneghetti, Carretti, and De Beni state that reading comprehension necessitates the ability to integrate information with the reader's prior knowledge, which results in the formation of mental representations.<sup>41</sup>

In a nutshell, by integrating the text with the reader's knowledge, the reader will be able to easily construct the text's meaning. Aside from that, it is stated that a reader must consider a variety of skills in reading comprehension. According to Wegman and adapted by Blass, those reading comprehension skills are guessing the meaning of new words from context, making inferences, finding general ideas, and finding factual

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<sup>39</sup> Kahayanto. 2005 . *A Comparative Study on Students' Achievement in Reading*, University of Zululand

<sup>40</sup> G. Woolley. loc. cit.

<sup>41</sup> C. Meneghetti, Carretti, B & De Beni, R. 2006. "Components of reading comprehension and scholastic achievement." *Learning and Individual Differences*, 16, 291-301

information.<sup>42</sup> Clearly, in order to comprehend a text, readers must be able to interpret unfamiliar words based on context, discover the main idea, and draw a conclusion.

In reading comprehension, there are also several indicators that serve as a reference for assessing that a reader can be said to understand the reading. Some of these indicators are, *the first*, determining the meaning of words (word meaning) is a process in which a student determines the meaning of words in context by recognizing known words and connecting them to prior vocabulary knowledge. To determine the meaning of unfamiliar words, the student employs a variety of skills, including pronouncing words to trigger recognition, searching for related words with similar meanings, and analyzing prefixes, roots, and suffixes. *The second*, understanding the content, form, and function of sentences (sentence meaning), requires students to build on their knowledge of words and phrases to determine the meaning of a sentence. To determine how the parts of speech in a sentence work together to support the overall meaning, the student analyzes sentence structures and draws on an understanding of grammar rules. The student confirms that his or her understanding of a sentence makes sense in relation to previous sentences, personal experience, and general world knowledge. *The third* step is to understand the situation implied by a text (situation model), which occurs when a student develops a mental representation (such as an image or concept) of the people, things, setting, action, ideas, and events in a text. To fill in the

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<sup>42</sup> Laurie Blass. 2007. *Skills and Strategies for Reading*. Oxford: Oxford University Press.

gaps in understanding the situation implied in the text, the student draws on personal experience and world knowledge to infer cause and effect relationships between actions and events. *The fourth*, understanding the content, form, and function of large sections of textual content (global text meaning) in which the student synthesizes the meaning of multiple sentences into an understanding of paragraphs or large sections of text. Students recognize the organizational structure of a text and use it to guide their reading. Students can identify the main point of a large section of text, summarize, characterize, or evaluate its meaning. The student can identify underlying assumptions in a text, as well as implied consequences and conclusions. The fifth step is to analyze the author's purposes, goals, and strategies (pragmatic meaning), in which the student determines an author's intended audience and writing goals. Student assesses how an author's content, organization, style, and genre choices support the author's purpose and are appropriate for the intended audience and situation.<sup>43</sup>

Reading comprehension is not a physical process, but a cognitive activity that cannot be seen and touched. The process of understanding occurs in the mind which involves the processing of visual and non-visual information. Visual information is graphic information obtained through the sense of sight, while non-visual information is information contained in the reader's concept of thinking. Thus, it is clear that reading comprehension is a cognitive process.

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<sup>43</sup> Danielle S. McNamara. 2007. *Reading Comprehension Strategies: Theories, Interventions, and Technologies*. Mahwah, New Jersey: Lawrence Erlbaum Associates. p. 151-152.

Reading is the most important skill to master for students studying English in an EFL or ESL context for several reasons. Reading is important for two reasons, according to Harmer. For starters, it is advantageous to students' personal lives. Reading English texts may have a positive impact on a student's future studies and career, or it may simply serve as recreational reading. Second, it benefits their language mastery because reading improves students' writing, spelling, and vocabulary knowledge.<sup>44</sup>

Furthermore, the following are some of the components in reading:

### 1) **Purposes in Reading**

An activity carried out certainly has a specific purpose, including reading. In reading, absolutely has its own purpose. Refer to Ahuja's opinion in 2010 there are 8 human goals in reading,<sup>45</sup> among others. *First*, to laugh. Reading is not only about reading scientific information so that it makes us continue to think seriously. In reading activities, there are many sources which we can use as material for reading, such as comics or other short stories that are jokes, so that when we read them we get pleasure and laugh because of the funny stories we have read earlier. *Second*, to relive everyday experiences. In this case we can take the example of reading a diary or in this sophisticated era we usually call it chat history which makes us remember things that maybe a few days or some time ago that we have done or that happened in our lives. *Third*, to enjoy an emotional life

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<sup>44</sup> J. Harmer. 2007. *How to teach English*. Harlow: Pearson.

<sup>45</sup> P. Ahuja & G.C. Ahuja. 2010. *Membaca Secara Efektif dan Efisien*. Bandung:PT Kiblat Buku Utama.

with someone. For this one it can be said that by reading we can also share feelings with someone, for example we have difficulties in life then we write a letter and tell all the complaints we feel, then we send the letter either in the form of electronic mail (E-mail) or a regular letter to someone. When he reads letters from us, it turns out that he is also able to feel the difficulties we are experiencing so that the feedback we get is sympathy from him. *Fourth*, to satisfy curiosity, especially why someone does something in a certain way. From reading a lot of information we can get such as about news trends that are being talked about a lot today, or terms which are widely used but we don't know the context of their use. By reading our curiosity can be overcome and sometimes we accidentally get new information that we never expected to get when reviewing a reading. *Fifth*, to enjoy dramatic situations as if experiencing it for yourself. As previously discussed, there are many reading materials and they can come from anywhere. One of them is that we can read descriptive text where this descriptive text provides a clear and detailed description of a certain place, object or event so that it seems as if the reader is directly experiencing what is being expressed in the text. *Sixth*, to get information about the world we live in. This information can be anything, such as disasters that occur, the latest discoveries about technology and others. *Seventh*, to feel people's presence and enjoy places we've never been or we've seen before. *Eighth*, to find out how smart we are able to guess and solve problems from the author. In

reading, many of the authors put an implied message or allow the readers to think wildly about something the author wrote. Of course, to be able to solve the problem, the reader must first understand what he reads as a whole so that conclusions can be drawn.

Anderson also has his own views about the purpose of reading. According to him, there are 7 purposes in reading,<sup>46</sup> videlicet. *First*, reading for details or facts. Reading like this is reading to find or to understand the discoveries that have been made by the character, what has been made by the character; what has happened to a special character, or to solve a problem created by a character. *Second*, reading for main idea. That is reading to find out why it is a good and interesting topic, what problems are contained in the story, and what the characters learn or experience, or summarize the things the characters do to achieve their goals. *Third*, reading for sequence or organization. The point is to read to find out what happened in each part of the story. Like what happened at the beginning of the story, what happened in the second, third and so on. *Fourth*, reading for inference. Reading like this, reading to find out why the characters experience this, what the author wants to show the readers, why the characters change, what are the qualities of the characters that make them succeed or fail. *Fifth*, reading to classify. To find out what is unusual, unnatural about a character, what is funny in the story, or whether the story is true or not. *Sixth*, reading to evaluate. Evaluate in

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<sup>46</sup> Anderson. 1981. *Efficient Reading: A Practical Guide*. Sidney: McGraw-Hill Book Company.

this case is to find out whether the character succeeds or lives by certain standards, whether we want to do what the character does, or work like the way the character works in the story. *Seventh*, reading to compare or contrast. Reading is aimed at discovering how the characters change, how their lives are different from the life we know, how the two stories have something in common.

Based on the explanations of the experts above, we can conclude that in reading there are many purposes, not just to get new information as we commonly hear but there are other things such as reading for entertainment, developing reading skills by looking for the main idea of reading, understanding the contents of the reading, see the differences in two or more reading sources, satisfy our curiosity, get experiences like we are and share what the characters are going through, and so on.

## 2) **Benefits of Reading**

Besides having many purposes, reading also has many benefits. Reading is an activity that is close to our daily lives. Because in addition to the sources or media used to read close to our lives, reading is also an important skill to be mastered by someone who is learning a language because there are many benefits that we can get to support other language skills, namely writing, speaking and listening. According to Gray & Rogers in 1995 quoted by Zaif,<sup>47</sup> there are 5 benefits in reading, namely. *Firstly*, improve self-development. By

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<sup>47</sup> Zaif. 2011. *Keterampilan Membaca dan Menulis*. Bandung : Alfabeta

reading someone can increase their knowledge. So that his reasoning power develops and has a broad view which brings benefits to himself and others. For example a librarian, who they have to read lots to expand their achievements and improve their careers. Secondly, meet intellectual demands. through reading books, knowledge will increase and vocabulary will increase, training imagination and thinking power so that intellectual satisfaction is fulfilled. *Thirdly*, fulfilling life's interests. By reading, we will gain practical knowledge that is useful in helping our daily lives. For example, by reading how to plant corn properly and correctly, then we will know how to plant corn properly. *Fourthly*, increase interest in a field. Someone who likes art books, for example, by reading more books related to art, his interest in art will also increase. *Lastly*, knowing the current things. By reading someone will know the events that occur in their environment without having to go to the location. For example, information about earthquakes, floods, fires and other events.

Another benefit of reading is also emphasized by Jordan E. Ayan also quotes by Hernowo,<sup>48</sup> in which he stated that reading also has an impact on the development of several types of intelligence, including; *Firstly*, reading increases vocabulary and knowledge of grammar and syntax. More importantly, reading introduces us to a wide variety of creative expressions, and thereby sharpens linguistic sensitivity and the ability to express feelings. By reading, we learn about metaphor,

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<sup>48</sup> Hernowo. 2003. *Quantum Reading: Cara Cepat nan Bermanfaat untuk Merangsang Munculnya Potensi Membaca*. Bandung: Mizan Learning Center



implication, persuasion, the nature of tone, and many other elements of expression that are all important to any kind of artist, businessperson, or inventor. In accordance with the above opinion, reading is very useful for language learners such as English where in reading we do not only get other information but also indirectly hone our skills in knowledge related to vocabulary, grammar, understanding context through the expressions expressed writers and other benefits that support the development of our language skills. *Secondly*, many books and articles invite us to introspect and ask serious questions about our values, feelings, and relationships with others. Each book and article of course has a different topic and many of them are written by inserting a moral message that we can take into consideration when deciding or doing something, including a moral message for ourselves whether to love ourselves more or other messages that make us feel better become a better individual. *Thirdly*, reading triggers the imagination. A good book invites us to imagine the world and its contents complete with all events, locations and characters. The accumulated image of each of these books or articles sticks in the mind, and as time passes. Build a network of ideas and feelings that form the basis of the metaphors we write, the images we make, and even the decisions we make. Thus, we will have references in doing something like being inspired by what we read because in fact many people who are inspired by a book or article they read make them have an imagination about something new

so that they can produce a beautiful work. Whether it's in the form of writing or something else.

### 3) Types of Reading

Kholid A. Harras and Lilis Sulistianingsih argue that from the scope of the text material that is read, reading can be classified into two types, namely extensive reading and intensive reading.<sup>49</sup> Extensive reading is a reading program that is widely used. Extensive reading consists of three types of reading namely. *First*, survey reading, is a reading activity with the aim of knowing the general description of the content and scope of the text material to be read. *Second*, skimming, is reading that makes our eyes move quickly to see and pay attention to written material to find and get information precisely. Skimming is also known as an activity to read quickly, selectively and with purpose and Superficial reading, is a reading activity to get a superficial or not too deep understanding of the text being read. This reading activity is usually done to seek pleasure or happiness.

*Third*, intensive reading is a reading activity program that is carried out carefully. In general, intensive reading is divided into two groups, among others. Firstly, read the review content, divided into; peruse reading is defined as reading carefully which aims to understand in detail the ideas contained in the text or see the writing organization or approach used by the author. Reading comprehension, on the other hand, is a type of reading activity that aims to understand the message

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<sup>49</sup> Harras, Kholid & Lilis Sulistianingsih. 1998. *Membaca 1*. Jakarta: Depdikbud.

content contained in the text. Reading comprehension focuses on mastering the text's content rather than on beautiful, fast, or slow reading. *Fourth*, critical reading is a type of reading activity that is carried out in a wise, in-depth, evaluative, analytical manner, and not just looking for mistakes. *The last*, reading ideas is a type of reading activity that aims to find, obtain and utilize ideas contained in the text. Secondly Read the Language Study; Reading a foreign language generally aims at developing vocabulary and attaining fluency, and Reading literature is an activity to read literary works, both in relation to the interests of appreciation and the interests of study or the interests of study.

In this study, the researcher will focus more on reading comprehension which is included in the intensive reading type which is also part of the content review reading which aims to understand the content of the text.

#### **4) Measuring Reading Comprehension**

The term measurement refers to the process of quantification the reading comprehension. In language studies, there is a standardized language proficiency test. This test is intended to examine language learners' proficiency or knowledge of English language. The most common test applied in Indonesia is Test of English as Foreign Language: Institutional Testing Program (TOEFL ITP). This kind of test is commonly used as international standard for not English-

speaking country.<sup>50</sup> In its sections, there is reading comprehension section, which is intended to examine students' reading comprehension level. This section consists of 50 questions related to reading passage and 55 minutes to finish the test.

The researcher used a reading test taken from a book entitled "Official Guide to The TOEFL ITP Test". The reading comprehension section in this book is designed to measure student abilities to understand short passages written in English. The reading test contains five passages, each 300-350 words long. There are usually nine to eleven questions per passage. Before choosing the book, the researcher also read and saw several books that could be used as a reference for making reading test questions, such as The King TOEFL Book, The best TOEFL Guide Book, Barron's TOEFL Book, Longman The Guide TOEFL Book and so on. But finally the researcher decided to use the Official Guide to The TOEFL ITP Test after discussing further with the supervisor regarding the book that would be used in making the test instrument.

#### **D. The Correlation Between Metacognitive Awareness and Reading Comprehension**

Metacognitive awareness and reading comprehension have a sustainable relationship. Metacognitive techniques are essential for efficient reading as with any form of learning and are at work at both the micro and macro processing stages. Pressley stresses that the use of

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<sup>50</sup> Henry Douglas Brown. 2003. *Language Assessment: Principles and Classroom Practices*. Harlow: Pearson Education Limited.

metacognitive techniques enumerates professional metacognitive readers' features.<sup>51</sup> He also describes the metacognitive advanced reader is excellent at asking questions while engaged in reading, visualizing what is being read, and understanding how to summarize the text. Accordingly, a reader knows that he can come across some confusing sections in the text. Thus, he deliberately adopts some basic methods to deal with the uncertainty. It means that metacognition plays a vital role in reading. Throughout the reading, metacognitive processing can be expressed throughout strategies, such as the procedural, the purposeful, the effortful, the willful, the essential, and the facilitative. In line with this, several previous studies have also stated that there is a relationship between metacognitive and reading as in research conducted by Turan Temur, Tolga Kargin, and friends, the results showed a positive correlation. However, in other studies, although students have metacognitive awareness, this does not guarantee that students also have good reading comprehension. This is based on the results of Joel C Meniado's research which even though students apply metacognitive strategies in the process of understanding reading, students still get low scores in the tests carried out. Regardless of whether respondents had previously reported using metacognitive reading strategies, their overall reading comprehension performance was below average.

Seeing there are still differences in the results from previous studies where there is a correlation but others say there is no. This is what

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<sup>51</sup> M. Pressley. 2002. Metacognition and self-regulated comprehension. *What research has to say about reading instruction*, 3, 291-309.

makes researcher interested in conducting research related to the relationship between metacognitive awareness and reading comprehension at IAIN Curup to see whether there is a relationship or not.

#### **E. Review of Related Research**

Any researchers have carried out studies in the area of metacognitive awareness and reading comprehension. For Instance the journal *Procedia Social and Behavioral Sciences* has published the results of research by Turan Temur, Tolga Kargin, and friends entitled *Metacognitive Awareness of Grades 6, 7 and 8 Students in Reading Process*, in 2010. The purpose of this study was to investigate differences related to awareness of metacognition skills in reading in grades 6, 7, and 8. The results showed a positive correlation between grade level and metacognitive ability awareness in reading.

Next, namely the research entitled *Metacognitive Reading Strategies, Motivation, and Reading Comprehension Performance of Saudi EFL Students* by Joel C Meniado in 2016 in the journal *English Language Teaching*. The results showed that there was no correlation between the metacognition ability of reading strategies and reading comprehension, and there was no correlation between reading interest / reading motivation and reading comprehension. However, there is a positive correlation between the metacognitive ability of reading strategies and reading motivation.

In addition, research by H. Senay Sen entitled *The Relationship between The Use of Metacognitive Strategies and Reading*

Comprehension in the journal *Procedia Social and Behavioral Sciences* in 2009. The results of the research conducted by Senay showed that a statistically significant increase was recorded in the reading comprehension achievement scores of students in the experimental group who learned to find ideas with metacognition ability strategies.

In this ongoing study, researcher also uses metacognitive awareness paired with one of the English language skills, namely reading, but this study researcher have differences with previous research, namely the subject and the place of research. In this study, the researcher will conduct research by looking at the correlation between students' metacognitive awareness and students' reading comprehension. This research will conduct at one of the State Islamic Institute in Bengkulu, IAIN Curup. This study took 8<sup>th</sup> semester students majoring in English as a research subject. The reasons for choosing them as subjects are based on their experience where they have gone through all stages of reading learning namely Literal Reading (Reading 1), Interpretative and Affective Reading (Reading 2), Critical Reading (Reading 3).

## **F. Hypotheses**

$H_0$  : If  $r_{xy} < r_t$ ,  $H_0$  is accepted, and  $H_a$  is rejected.

(There is no correlation between EFL students' metacognitive awareness and English reading comprehension)

$H_a$  : If  $r_{xy} > r_t$ ,  $H_a$  is accepted, and  $H_0$  is rejected

(There is a correlation between EFL students' metacognitive awareness and English reading comprehension)

## CHAPTER III

### RESEARCH METHOD

#### A. Design of the Research

Research design is a plan or program made by a researcher, as the activity target that will be done.<sup>52</sup> The purpose of research design are to make easily and efficiently the process of research. There are two types of research, experimental and non-experimental research. The experimental research covers the pre-experimental, the quasi-experimental and the true experimental research. The non-experimental research involves the factorial design, ex-post facto, observation, and survey. This research can be classified into the non-experimental research since there is no treatment towards the sample. It could be ex-post facto research as well for it tries to find the correlation between the independent variable and the dependent variable.

This research also can be defined into correlational research. According to Gay and Airasian, a correlational research describes an existing condition where it is distinctly different from the conditions typically describe in survey or observational studies.<sup>53</sup> It involves data collection in order to determine whether, and to what degree, a relationship exist between two or more quantifiable variables. The correlational study provides a numerical estimate of how two variables are related. It needs

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<sup>52</sup> Suharsimi Arikunto. 2002. op.cit. p. 45

<sup>53</sup> Gay, L. R., Mills, G. E., & Airasian, P. W. 2009. *Educational research : competencies for analysis and applications (9th ed.)*. Upper Saddle River, N.J.: Merrill/Pearson



correlation analysis to find the relationship of the variables. Correlation analysis is a statistic technique which aims to find relationship with correlation degree between two variables. The researcher choose correlational research because in this study there are two variables, metacognitive awareness and reading comprehension that the purpose is to find out the correlation of those variables.

There are several types of studies that may be classified as descriptive design with the type of correlational study. According to Donald Ary, correlation studies are concerned with determining the extent of relationship between variables.<sup>54</sup> They enable one to measure the extend to which variations in one variable are associated with variations in determined through the use of the coefficient correlation. In this research, the researcher used the descriptive quantitative method, with the analysis of Product Moment. The researcher choose descriptive quantitative method because this study and method is compatible to analyzed and described the data. In this case, the researcher wanted to correlate between students' metacognitive awareness and reading comprehension. It is usually used to correlate two variables based on its correlation coefficient value and useful to describe and find out the significance of the correlation between those variables. There are three possible results of correlational study: a positive correlation, a negative correlation, and no correlation. According to Nunan, the correlational coefficient is a measure of correlation strenght and can range from -1.00 to 1.00. Perfect positive

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<sup>54</sup> Donald Ary. 1985. *Introduction to Research in Education*. New York: CBS College Publishing. p. 327

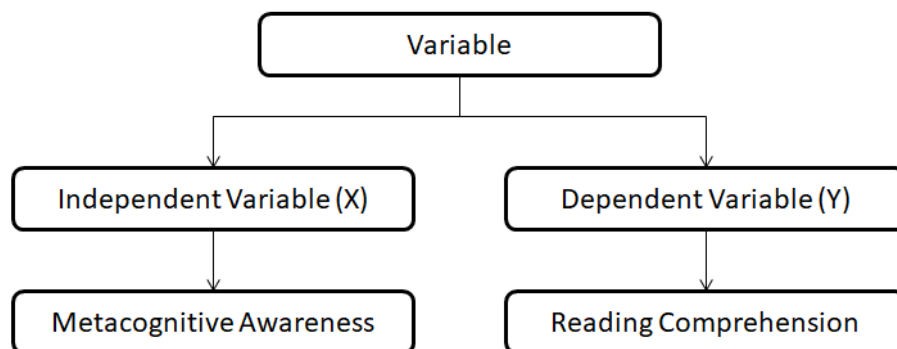
correlation would result in a score of 1. Perfect negative correlation would result in -1.<sup>55</sup>

## B. Variable of the Research

According to the elucidation in the research design above, there are two variables in this study: one independent variable and one dependent variable. The dependent variable has an effect on the independent variable. In this study, the independent variable is students' metacognitive awareness (X), and the dependent variable is English reading comprehension (Y).

The table below shows the variable of this research.

*Table 3.1*  
*Independent Variable and Dependent Variable*



## C. Population and Sample

### 1. Population

A population is a generalization area consisting of objects or subjects with specific qualities and characteristics that the researcher

<sup>55</sup> David Nunan. 1992. *Research Methods in Language Learning*. Cambridge University Press. USA.

determines to study and then draw conclusions from.<sup>56</sup> Pursuant to this understanding, the populations in this study were all 8<sup>th</sup> semester students majoring in English at IAIN Curup. The total population of 8<sup>th</sup> semester students is 54 people. These subjects were chosen because they had gone through all stages of reading learning, namely Literal Reading (Reading 1), Interpretative and Affective Reading (Reading 2), Critical Reading (Reading 3), so that they could be used as subjects. Because in the 8<sup>th</sup> semester they have completed TOEFL training in the previous semester, so a TOEFL-based reading test can be applied.

## **2. Sample**

The population includes the sample. Because the sample is a subset of the population, it must have characteristics shared by the entire population. The Arikunto sample is a subset or representative of the population under study. If the research subjects are less than 100, it is preferable to take them all; however, if the subject is large or more than 100, it can be taken between 10-15% or 20-25% or more.

Because the subjects in this study were only 54 students, which means the research subjects were less than 100, the researchers used a total sampling technique in which the researchers took all students in the 8<sup>th</sup> semester as subjects in this study.

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<sup>56</sup> Sugiyono. 2013. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta. p. 237

## **D. Techniques of Collecting Data**

In connection with the formulation of the problem in the study, the data collection techniques that will be used are a test and questionnaire, to strengthen research data.

### **1. Reading Test**

The test is a technique used to measure the presence or absence of the object under study and the size of the ability.<sup>57</sup> In this study, the researcher will give students a test to measure their reading comprehension. This test is designed in the form of a reading comprehension test at the critical reading level. The researchers used multiple-choice questions in a reading comprehension test to assess the students' reading comprehension. There were 50 questions of multiple choices. All reading comprehension indicators for the critical reading level will be included in the test construction so that this test can clearly measure the students' mastery of understanding of the reading text provided.

### **2. Questionnaire of Metacognitive Awareness**

The questionnaire is used to investigate the subject's opinion about a matter or to disclose to respondents. Suharsimi Arikunton defines a questionnaire as a series of questions or statements used to obtain sample information in the sense of his personal report or things he knows.<sup>58</sup> In this study, researcher used a closed questionnaire in which

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<sup>57</sup> Suharsimi Arikunto. 2006. *Prosedur Penelitian : Suatu Pendekatan Praktik, Edisi Revisi VI*, Jakarta : PT Rineka Cipta., p. 266.

<sup>58</sup> Suharsimi Arikunto. 2002. *Prosedur Penelitian, Suatu Pendekatan Praktek*. Jakarta: PT Rineka Cipta. p. 128

the questions for the respondents were determined based on a questionnaire from Mokhtari & Sheorey in 2002.

## **E. Instruments**

On the basis of Arikunto Suharsimi, the instrument is a tool selected and used by researcher in collecting activities so that these activities become systematic and made easier by them.<sup>59</sup> Instruments are needed so that the work is done easier and the results are better, in the sense that it is more accurate, complete and systematic so that the data is easier to process. The instruments used in this study are a questionnaire and reading test. The instrument was adopted, constructed and validated by Mokhtari Sheorey in 2002 . For reading test, the researcher will use 50 questions of multiple-choices based on TOEFL Test Book.

### **1. Reading Test**

Assessing students' reading comprehension, the researcher will use multiple-choice in a reading comprehension test. There were 50 questions of multiple choices in reading text. To gain the validity, researcher used table specification and did a try out to see validity and reliability of this test.

The following is a blueprint indicator taken from the book “Reading Comprehension Strategies : Theories, Interventions, and Technologies” by Danielle S. McNamara”.

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<sup>59</sup> Suharsimi Arikunto. 2005. *Manajemen Penelitian*. Jakarta: Rineka Cipta.

Table 3.2  
Blueprint of Reading Test<sup>60</sup>

No	Indicators of Reading Comprehension	Sub Indicators	Number of the Question
1	Determining the Meaning of Words (Word Meaning)	Student determines the meaning of words in context by recognizing known words and connecting them to prior vocabulary knowledge. Student uses a variety of skills to determine the meaning of unfamiliar words, including pronouncing words to trigger recognition, searching for related words with similar meanings and analyzing prefixes, roots and suffixes.	2, 4, 7, 16, 18, 21, 24, 26, 28, 33, 37, 42, 48
2	Understanding the Content, Form, and Function of Sentences (Sentence Meaning)	Student builds upon an understanding of words and phrases to determine the meaning of a sentence. Student analyzes sentence structures and draws on an understanding of grammar rules to determine how the parts of speech in a sentence operate together to support the overall meaning. Student confirms that his or her understanding of a sentence makes sense in relationship to previous sentences, personal experience and general knowledge of the world.	5, 14, 19, 22, 36, 38, 43, 44
3	Understanding the Situation Implied by a Text (Situation Model)	Student develops a mental model (i.e., image, conception) of the people, things, setting, action, ideas, and events in a text. Student draws on personal experience and world knowledge to infer cause and effect relationships between actions and events to fill in additional information needed to understand the situation implied by the text.	3, 6, 8, 9, 10, 17, 27, 35, 45, 47
4	Understanding the Content, Form, and Function of Large Section of Text	Student synthesizes the meaning of multiple sentences into an understanding of paragraphs or large section of texts. Students recognize a text's organizational structure and use	1, 11, 12, 13, 15, 20, 23, 25, 29, 30, 31, 32, 41, 47, 49

<sup>60</sup> Danielle S. McNamara. loc. cit.

	(Global Text Meaning)	those organizations to guide his or her reading. Student can identify the main point of, summarize, characterize, or evaluate the meaning of large sections of text. Student can identify underlying assumptions in a text, recognize implied consequences, and draw conclusions from a text.	
5	Analyzing Authors' Purposes, Goals, and Strategies  (Pragmatic Meaning)	Student identifies an author's intended audience and purposes for writing. Student analyzes an author's choices regarding content, organization, style, and genre, evaluating how those choices support the author's purpose and are appropriate for the intended audience and situation.	34, 39, 40, 46, 50

#### a) Validity Test

The validity test is used to determine whether the items in the statement are valid. If the results are valid, then data processing can be continued. But if the results are not valid, then the validity test process is repeated by entering only valid statements. The validity used is content validity. Content validity is obtained by asking the opinion of the expert. The validity of the expert in this study was obtained from 1 lecturer at State College for Islamic Studies (IAIN) Curup.

Based on the opinion of validator which validates the reading test instrument, the instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. Then the items of the reading test instrument are said to be valid after going through several improvements. Because the scores are only 1

and 0, the next validity test is to assess the strength of each instrument item using the biserial point correlation formula. The instrument used to collect data in research must first go through a trial process with determined respondents to test its validity. So that the instrument that has been validated can be used to complete data collection in research. On July 12, 2022, the instrument in this study was tested on 20 respondents. The respondents in this study were TBI 6<sup>th</sup> semester students.

While the tabulation of the original data from this reading test trial can be seen in the appendix. Test the validity of the instrument using biserial point correlation with the help of Microsoft Excel program. Criteria for testing the validity of using biserial point correlation, as follows:

- 1) If  $r_{\text{count}} > r_{\text{table}}$  then the instrument is declared valid.
- 2) If  $r_{\text{count}} < r_{\text{table}}$  then the instrument is declared invalid.<sup>61</sup>

The validity formula used in this study is as follows:

$$r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

Explanations :

$r_{\text{pbi}}$  : Biserial point correlation coefficient

$M_p$  : The average total score who answered correctly on the items

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<sup>61</sup> Tulus Winarsunu. 2006. *Statistik dalam Penelitian Psikologi dan Pendidikan*. Malang: UMM Press. p. 71



$M_t$  : Average total score

$SD_t$  : Standard deviation of total score

$P$  : Proportion of students who answered the question

$$(p = \frac{\text{the number of students who answered correctly}}{\text{total number of students}})$$

$q$  : 1-p

$M_t$  and  $SD_t$  values are calculated by the formula:

$$M_t = \frac{\sum X_t}{N}$$

$$SD_t = \sqrt{\frac{\sum X_t^2}{N} - \left(\frac{\sum X_t}{N}\right)^2}$$

With  $X_t$  : total score

*Table 3.3*  
*The Result Table of Counting the Validity of Reading Test Using Biserial Point Correlation*

<b>Items Number</b>	<b><math>r_{\text{count}}</math> (Biserial Point Correlation)</b>	<b><math>r_{\text{table}}</math> (5%, 20)</b>	<b>Information</b>
1	0.445	0.444	VALID
2	0.531	0.444	VALID
3	0.453	0.444	VALID
4	0.453	0.444	VALID
5	0.581	0.444	VALID
6	0.509	0.444	VALID
7	0.489	0.444	VALID
8	0.680	0.444	VALID
9	0.595	0.444	VALID
10	0.509	0.444	VALID
11	0.463	0.444	VALID
12	0.491	0.444	VALID
13	0.562	0.444	VALID
14	0.464	0.444	VALID
15	0.514	0.444	VALID

16	0.541	0.444	VALID
17	0.497	0.444	VALID
18	0.560	0.444	VALID
19	0.472	0.444	VALID
20	0.716	0.444	VALID
21	0.488	0.444	VALID
22	0.549	0.444	VALID
23	0.558	0.444	VALID
24	0.514	0.444	VALID
25	0.488	0.444	VALID
26	0.513	0.444	VALID
27	0.532	0.444	VALID
28	0.464	0.444	VALID
29	0.619	0.444	VALID
30	0.480	0.444	VALID
31	0.461	0.444	VALID
32	0.808	0.444	VALID
33	0.525	0.444	VALID
34	0.715	0.444	VALID
35	0.491	0.444	VALID
36	0.575	0.444	VALID
37	0.570	0.444	VALID
38	0.683	0.444	VALID
39	0.459	0.444	VALID
40	0.516	0.444	VALID
41	0.541	0.444	VALID
42	0.611	0.444	VALID
43	0.485	0.444	VALID
44	0.488	0.444	VALID
45	0.584	0.444	VALID
46	0.464	0.444	VALID
47	0.570	0.444	VALID
48	0.493	0.444	VALID
49	0.475	0.444	VALID
50	0.464	0.444	VALID
<b>Number of Valid Items</b>			<b>50</b>
<b>Number of Invalid Items</b>			<b>0</b>

From the table above, it can be seen that an item is declared valid if  $r_{\text{count}}$  (Biserial Point Correlation Value)  $>$   $r_{\text{table}}$ . Determination of the  $r_{\text{table}}$  value based on the R product moment table with a significance level (Sig.) of 0.05 or 5% and the number of data or respondents (n) is 20. From the distribution table of R table with  $n = 20$ , it is known that the  $r_{\text{table}}$  value is 0.444 so that the items from reading test consisting of 50 items has a final result with 50 valid items and 0 items declared invalid.

#### **b) Reliability Test**

The reliability test is performed after the research instrument in the form of a questionnaire has been tested for validity. The term "reliability" refers to an instrument that is good enough to be used as a data collection tool. A reliable instrument is one that produces the same data when measured several times on the same object, if it is in accordance with reality. Resting upon Arikunto Suharsimi, a measurement that has high reliability is a measurement that can produce reliable data.<sup>62</sup> In this study, The Kuder Richardson 20 (KR-20) formula will be used for the reliability test, and the calculation will be done in Microsoft Excel. KR 20 formula is used because the score obtained is a dichotomous score of 1 and 0.

The table of instrument reliability test results with KR 20 is attached in the appendix. The Kuder Richardson 20 formula is as follows:

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<sup>62</sup> Suharsimi Arikunto. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

$$r_{11} = \left( \frac{n}{n-1} \right) \left( \frac{S^2 - \sum pq}{S^2} \right)$$

Explanations :

$r_{11}$  : Instrument reliability

$n$  : Number of questions

$S^2$  : Standard Deviation of the test (variance)

$P$  : Proportion of subjects who answered the item correctly

$Q$  : Proportion of subjects who answered the item incorrectly  
(1-p)

$\sum pq$  : The sum of the products of p and q

To interpret the level of reliability, the reliability coefficient can be categorized on the following criteria:

Table 3.4  
Table Categories of Reliability Coefficient

Criteria	Category
0,8 – 1	Very high degree of reliability
0,6 – 0,7	High degree of reliability
0,4 – 0,5	Medium degree of reliability
0,2 – 0,3	Low degree of reliability
0 – 0,1	Very low degree of reliability

Reliability is expressed by the reliability coefficient whose numbers are in the range 0 to 1. With values closer to 1 indicating a more reliable measure. The standard acceptable value for reliability coefficients is 0.8 and above.<sup>63</sup>

From the analysis using Ms. Excel obtained the value of reliability/KR 20 = 0.95. So it can be concluded that the value of the reading test instrument is reliable because the value is above 0.8, and is categorized as having a very high level of reliability.

## 2. Questionnaire of Metacognitive Awareness

Initially, to measure reader's metacognitive awareness, Mokhtari collaborated with Reichard in 2002 to create the Metacognitive Awareness of Reading Strategies Inventory, a questionnaire-based instrument (MARSİ). To form MARSİ, they both created a questionnaire with 30 lists of reading strategies repackaged into 30 statements. In the same year, Mokhtary & Shorey (2002) revised the MARSİ that basically is intended to measure metacognitive awareness of native- language learners. They made several changes as a mean to make an alteration to Second Language or Foreign Language learners. Consequently, they both formulate new appropriate instrument purposed to measure metacognitive awareness of reading strategies called Survey of Reading Strategies (SORS). The operationalization of SORS, like MARSİ, is proposed to measure adolescent or adult ESL

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<sup>63</sup> A. Bryman & D. Cramer. 1997. *Quantitative Data Analysis with SPSS for Windows: A Guide for Social Scientists*. London: Routledge

students' metacognitive awareness of reading strategies as well as the type and frequency of them. As noted previously that SORS is in line with MARSI, yet this instrument also consist of three subscales as follows: Global Reading Strategies (GLOB), Problem Solving Reading Strategies (PROB) and Support Reading Strategies (SUPP).

Global reading strategies result in a global analysis of the reading text. For example, paying attention to the characteristics of the text, assuming what the text is about, and so on. Using these strategies allows the reader to prepare for understanding the primary text. These strategies are mostly broad and purposeful in their application. This category contains 13 items.

The name of problem solving strategies is suggestive in itself. These strategies assist the reader in dealing with the text's difficulty in comprehension. Examples include re-reading for a better understanding, pausing and thinking about the text, and restarting from the point where you lost concentration. These strategies aid readers in the act of reading a text, allowing them to read the text skillfully. This category contains 8 items. Reading is commonly supported by using outside reference materials, taking notes, underlining information, and other practical strategies. Using these support or functional strategies, a reader can maintain responses to the reading text. There are 9 items in this category.

After that, the responses were rated on a five-point Likert scale. Likert-scales, according to Croasmun and Ostrom, provide a range of

responses to a statement or series of statements. Typically, five response categories are used, ranging from 5 = Always to 1 = Never.<sup>64</sup> 1 means “never” or “almost never”, 2 means “only occasionally”, 3 means “sometimes”, 4 means “usually”, and 5 means “always”.

Additionally, this instrument, SORS has been utilized by some researchers to get the data of students’ metacognitive awareness such as Temur & Bahar (2011) Yuksel & Yuksel (2011).Madu thi & Ghosh (2012), Hang-Nam & Page (2014), Lixia Pei (2014), Tavakoli (2014) and Meniado 2016. This questionnaire has also been used at least 900 times for referrals to investigate the relationship between metacognitive reading strategies use and reading comprehension achievement of EFL learners.

*Table 3.5  
Blueprint of questionnaire metacognitive awareness*

No	Indicators	Sub Indicators	No	Items
<b>1</b>	Global reading strategies (GLOB)	The intentional, carefully planned techniques by which learners monitor or manage their reading	1	I have a purpose in mind when I read
			2	I think about what I know to help me understand what I read
			3	I take an overall view of the text to see what it is about before I read it
			4	I think about whether the content of the text fits my reading purpose

<sup>64</sup> J. T. Croasmun & L. Ostrom. 2011. Using Likert-Type Scales in the Social Sciences. *Journal of Adult Education*, 40(1), p.19-22.

			5	I review the text first by noting its characteristics like length and organization
			6	When reading, I decide what to read closely and what to ignore
			7	I use tables, figures and pictures in text to increase my understanding
			8	I use context clues to help me better understand what I am reading
			9	I use typographical features like bold face and italics to identify key information
			10	I critically analyze and evaluate the information presented in the text
			11	I check my understanding when I come across new information
			12	I try to guess what the content of the text is about when I read
			13	I check to see if my guesses about the text are right or wrong
2	Problem-solving strategies (PROB)	The localized, focused techniques used when problems develop in understanding textual information	14	I read slowly and carefully to make sure I understand what I am reading
			15	I try to get back on track when I lose concentration
			16	I adjust my reading speed according to what I am reading
			17	When text becomes difficult, I pay close attention to what I am reading
			18	I stop from time to time and think about what I am reading
			19	I try to picture or visualize information to help remember what I read
			20	When text becomes difficult, I reread it to increase my understanding



			21	When I read, I guess the meaning of unknown words or phrases
3	Support strategies (SUPP)	The basic support mechanisms intended to aid the reader in comprehending the text	22	I take notes while reading to help me understand what I read
			23	When text becomes difficult, I read aloud to help me understand what I read
			24	I underline or circle information in the text to help me remember it
			25	I use reference materials (e.g., a dictionary) to help me understand when I read
			26	I paraphrase (restate ideas in my own words) of better understand what I read
			27	I go back and forth in the text to find relationships among ideas in it
			28	I ask myself questions I like to have answered in the text
			29	When reading I translate from English into my native language
			30	When reading I think about information in both English and my mother tongue

### a) Validity and Reliability of the Questionnaire

The validity means data accuracy that obtained between the researcher and the researched object.<sup>65</sup> According to Heale & Twycross, validity is defined as the extent to which a concept that accurately calculated in a quantitative study.<sup>66</sup> Based on the Mokhtari

<sup>65</sup> Sugiyono. 2010. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta

<sup>66</sup> Roberta Heale & Alison Twycross. 2015. Validity and Reliability in Quantitative Research. *Evidence Based Nursing*, 18(3):66-67

& Sheorey (2002), questionnaire of Survey of Reading Strategies (SORS) was validated in Metacognitive Awareness of Reading Strategies Inventory (MARSI) by Mokhtari & Reichard (2002) by using a large native speaker population and was found the validity and reliability data 0,93. Moreover, the SORS questionnaire Mokhtari & Sheorey (2002) also has many tested by other researchers. Such as in the study by Hardiani, Lestari, & Munir (2017), in EFL junior high school context the questionnaire used as the instrument by translated in Bahasa Indonesia and the result showed reliability level 0,76. Thus, due to the SORS questionnaire was used and validated by many researchers in the EFL context, the questionnaire is also valid to be used in Ummul Quro Islamic Junior High School Yogyakarta which is also in EFL junior high school context. The reliability defined as the consistency and stability of data (Stainback,1988) as cited by Sugiyono (2010). According to Sugiyono, reliability is consistent, if this instrument used in a number of times to measure the same object, it will produce the same data.<sup>67</sup> In the questionnaire of Survey of Reading Strategies (SORS) by Mokhtari & Sheorey (2002), The internal consistency reliability coefficients (determined by Cronbach's alpha) for its three subscales, which were based on the results of a series a factor analyses, were as followed; Global Reading Strategies (0,92), Problem Solving Strategies (0,79) and Support Strategies (0,87). The reliability for the overall scale was (0, 93).

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<sup>67</sup> Sugiyono. 2010. op.cit.

## F. Techniques of Data Analysis

In this quantitative study, statistical methods are used for data analysis. Statistics, according to Arikunto Suharsimi, are scientific methods prepared to collect, compile, present, and analyze research data in the form of numbers and are expected to provide accountable bases for drawing broad conclusions and making sound decisions.

In order to analyze the students' metacognitive awareness and their reading comprehension, the researcher evaluated the scores of reading test and questionnaire. To investigate the relationship between metacognitive awareness (variable X) and reading comprehension (variable Y) in students, Pearson's product moment correlation coefficient  $r$  was used to calculate the data collected. The formula below can be used to interpret the correlation between two variables.<sup>68</sup>

$$r_{xy} = \frac{N \sum xy - (\sum x) (\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2] [N \sum y^2 - (\sum y)^2]}}$$

Where:

$r_{xy}$  : The coefficient of correlation

$N$  : Total of sample participating in this study

$\sum x$  : Total metacognitive awareness score of students

$\sum y$  : Total reading comprehension score of students

$\sum xy$  : Total multiple score of metacognitive and reading

Table 3.6

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<sup>68</sup> Daniel Muijs. 2004. *Doing Quantitative Research in Education with SPSS*. London: SAGE Publications Ltd.

*Table of  $r$  Score Interpretation*

The $r$ Score Scales	Interpretation of $r$ Correlation
0.8 – 1	Very high
0.6 – 0.8	High
0.4 – 0.6	Moderate
0.2 – 0.4	Low
0.0 – 0.2	Very low

(Source: Arikunto, 2010)

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Finding

In this research, the researcher obtained the data from students reading test final score and the metacognitive awareness questionnaire. The score of metacognitive awareness is symbolized as “X” and the score of reading comprehension is symbolized as “Y”. After determining the outcome of each variable, the Pearson Product Moment Correlation formula was used to determine whether or not there is a relationship between students' metacognitive awareness and their reading comprehension. The table below displays the students' metacognitive and reading comprehension scores.

##### 1. Students' Metacognitive Awareness

Table 4.1

*The Score of Metacognitive Awareness (X)*

NO	SUBJECT	SCORE
1	Student 1	121
2	Student 2	143
3	Student 3	119
4	Student 4	103
5	Student 5	120
6	Student 6	127
7	Student 7	122
8	Student 8	119
9	Student 9	123
10	Student 10	130
11	Student 11	148
12	Student 12	110
13	Student 13	131
14	Student 14	144
15	Student 15	136

16	Student 16	104
17	Student 17	119
18	Student 18	121
19	Student 19	115
20	Student 20	122
21	Student 21	106
22	Student 22	107
23	Student 23	117
24	Student 24	110
25	Student 25	146
26	Student 26	111
27	Student 27	120
28	Student 28	117
29	Student 29	120
30	Student 30	112
31	Student 31	106
32	Student 32	137
33	Student 33	107
34	Student 34	150
35	Student 35	124
36	Student 36	118
37	Student 37	120
38	Student 38	131
39	Student 39	108
40	Student 40	103

According to the table above, the highest range of metacognitive awareness (variable X) score was 150, which was achieved by only one student. Meanwhile, two students received the lowest score of 103. The most score obtained by the students was 120 that obtained by four students. The scores of 119 were obtained by three students. The scores of 103, 106, 107, 110, 117, 121, 122, 131 were obtained by two students respectively. Finally, the scores of 104, 108, 111, 112, 115, 118, 123, 124, 127, 130, 136, 137, 143, 144, 146, 148 were reached by only one student respectively.

*Table 4.2*  
*The Range Score of Metacognitive Awareness*

<b>Score</b>	<b>Range</b>	<b>Total (N)</b>
101-150	High	40
51-100	Middle	0
0=50	Low	0

According to range score of metacognitive awareness above, The lowest possible range score was 103, and the highest possible score was 150. Based on the metacognitive awareness score of the students, it can be seen that 40 students are in the high range. Those result showed that all of the students were in high range for their metacognitive awareness.

## 2. Students' Reading Comprehension

*Table 4.3*  
*The Score of Reading Comprehension (Y)*

<b>NO</b>	<b>SUBJECT</b>	<b>Correct Answer</b>	<b>SCORE</b>	<b>Grade</b>
1	Student 1	35	70	C
2	Student 2	39	78	B
3	Student 3	31	62	D
4	Student 4	27	54	D
5	Student 5	31	62	D
6	Student 6	29	58	D
7	Student 7	33	66	C
8	Student 8	25	50	D
9	Student 9	36	72	C
10	Student 10	35	70	C
11	Student 11	41	82	B
12	Student 12	35	70	C
13	Student 13	39	78	B
14	Student 14	44	88	B
15	Student 15	47	94	A
16	Student 16	28	56	D
17	Student 17	34	68	C
18	Student 18	37	74	C
19	Student 19	33	66	C
20	Student 20	34	68	C

21	Student 21	35	70	C
22	Student 22	31	62	D
23	Student 23	36	72	C
24	Student 24	30	60	D
25	Student 25	40	80	B
26	Student 26	35	70	C
27	Student 27	33	66	C
28	Student 28	35	70	C
29	Student 29	38	76	B
30	Student 30	35	70	C
31	Student 31	29	58	D
32	Student 32	38	76	B
33	Student 33	32	64	D
34	Student 34	43	86	B
35	Student 35	36	72	C
36	Student 36	33	66	C
37	Student 37	35	70	C
38	Student 38	37	74	C
39	Student 39	35	70	C
40	Student 40	34	68	C

The highest reading comprehension test score, as shown in the table above, was 94, which were reached by one student. Meanwhile, the lowest score was 50, which was obtained by one student. The most score gotten by the students was 70, where nine students received it. The score of 66 was obtained by four students, and then the score of 62, 68, and 72 were obtained by three students. The score of 58, 74, 76, 78 were obtained by two students respectively. Finally, the score of 50, 54, 56, 60, 64, 80, 82, 86, 88, and 94 was reached by one student. For the final score the researcher multiplies 2 for each correct answer so that the maximum score that can be obtained is 100. This is also done to adjust the rating scale with the table in the student manual.



*Table 4.4 Interpretation of Score*

<b>SCORE</b>	<b>Grade</b>
90-100	Excellent (A)
76-89	Very Good (B)
66-75	Good (C)
50-65	Lack (D)
0-49	Poor (E)

*(Source:IAIN Curup, 2018)*

After the researcher scored students' reading comprehension, there were distribution of the result of reading comprehension test based on criterion table above. Based on students' reading score, it can be seen that 1 student were in excellent category, 8 student in very There were 21 students in the good category, 10 students in the lack category, and no students in the poor category. The results showed that the majority of the students were in the good category for their reading comprehension abilities.

Table 4.5 below showed the result of students' reading comprehension score based on the interpretation of the exam score.

*Table 4.5 Score Distribution of the Reading Comprehension*

<b>Score</b>	<b>Grade</b>	<b>N=40</b>
90-100	Excellent (A)	1
76-89	Very Good (B)	8
66-75	Good (C)	21
50-65	Lack (D)	10
0-49	Poor (E)	0

### 3. The Correlation Analysis

Table 4.6 The Calculation of Pearson Product Moment Correlation ( $r_{xy}$ )

No	Subject	Score		Quadrate Score		Multiplying Score
		X Metacognitive Awareness	Y Reading Comprehension	X <sup>2</sup>	Y <sup>2</sup>	XY
1	Student 1	121	70	14641	4900	8470
2	Student 2	143	78	20449	6084	11154
3	Student 3	119	62	14161	3844	7378
4	Student 4	103	54	10609	2916	5562
5	Student 5	120	62	14400	3844	7440
6	Student 6	127	58	16129	3364	7366
7	Student 7	122	66	14884	4356	8052
8	Student 8	119	50	14161	2500	5950
9	Student 9	123	72	15129	5184	8856
10	Student 10	130	70	16900	4900	9100
11	Student 11	148	82	21904	6724	12136
12	Student 12	110	70	12100	4900	7700
13	Student 13	131	78	17161	6084	10218
14	Student 14	144	88	20736	7744	12672
15	Student 15	136	94	18496	8836	12784
16	Student 16	104	56	10816	3136	5824
17	Student 17	119	68	14161	4624	8092
18	Student 18	121	74	14641	5476	8954
19	Student 19	115	66	13225	4356	7590
20	Student 20	122	68	14884	4624	8296
21	Student 21	106	70	11236	4900	7420
22	Student 22	107	62	11449	3844	6634
23	Student 23	117	72	13689	5184	8424
24	Student 24	110	60	12100	3600	6600
25	Student 25	146	80	21316	6400	11680
26	Student 26	111	70	12321	4900	7770
27	Student 27	120	66	14400	4356	7920
28	Student 28	117	70	13689	4900	8190
29	Student 29	120	76	14400	5776	9120
30	Student 30	112	70	12544	4900	7840
31	Student 31	106	58	11236	3364	6148
32	Student 32	137	76	18769	5776	10412
33	Student 33	107	64	11449	4096	6848
34	Student 34	150	86	22500	7396	12900
35	Student 35	124	72	15376	5184	8928
36	Student 36	118	66	13924	4356	7788
37	Student 37	120	70	14400	4900	8400
38	Student 38	131	74	17161	5476	9694
39	Student 39	108	70	11664	4900	7560
40	Student 40	103	68	10609	4624	7004
<b>Σ(Total)</b>		<b>4847</b>	<b>2786</b>	<b>593819</b>	<b>197228</b>	<b>340874</b>

The result calculation in the table below:

1. The total numbers of sample are 40 students.
2. The score of variable X (metacognitive awareness score) is 4847
3. The score of variable Y (reading comprehension score) is 2786
4. The sum multiplying score of variable X and Y ( $\sum_{XY}$ ) is 340874
5. The sum quadrate score of variable X ( $\sum_{X^2}$ ) is 593819
6. The sum quadrate score of variable Y ( $\sum_{Y^2}$ ) is 197228

Next, the score of  $r_{xy}$  are calculated by the Pearson Product Moment correlation formula as follow:

$$\begin{aligned}
 r_{xy} &= \frac{N \sum xy - (\sum x) (\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2] [N \sum y^2 - (\sum y)^2]}} \\
 &= \frac{(40 \cdot 340874) - (4847) (2786)}{\sqrt{[(40 \cdot 593819) - (4847)^2] [(40 \cdot 197228) - (2786)^2]}} \\
 &= \frac{13634960 - 13503742}{\sqrt{[23752760 - 23493409] [7889120 - 7761796]}} \\
 &= \frac{131218}{\sqrt{[259351] [127324]}} \\
 &= \frac{131218}{\sqrt{33021606724}} \\
 &= \frac{131218}{181718.48} \\
 &= 0.722
 \end{aligned}$$

The criteria of the test hypothesis that has mentioned before are:

1. If  $r_{xy} < r_{table}$ , the null hypothesis ( $H_0$ ) is accepted, while the alternative hypothesis ( $H_a$ ) is rejected. This means that there is no correlation between students' metacognitive awareness and reading comprehension.
2. If  $r_{xy} > r_{table}$ , the null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted. It means that there is a correlation between students' metacognitive awareness and their reading comprehension.

Based on the criteria of the test hypothesis, the hypothesis indicated that there is a correlation between students' metacognitive awareness and their reading comprehension. Based on the findings of this research, the calculation of  $r_{xy}$  is 0.772. The  $r_{xy}$  score is then compared to the degree of significance of 5%, which reveals that with 40 students as participants, the  $r_{table}$  score is around 0.312, so,  $r_{xy} > r_{table}$ .

## **B. Discussion**

The data analysis yielded some results that are critical in answering the research question posed in this study. *The first*, How is EFL students' metacognitive awareness in reading at IAIN Curup?. To obtain data related to metacognitive awareness, the researcher distributed a questionnaire in which there were 30 statements in which the researcher used a 1-5 linkert scale as an assessment of respondents' responses, ranging from always to never. Questionnaires were distributed via the Google Form link as a means that researchers used to obtain the required data. The use of Google

Form media is used to facilitate and allow researchers to reach subjects scattered in several places. The link for filling out the questionnaire began to be distributed to respondents from July 11 to July 22, 2022. To calculate the results of the questionnaire responses that have been received by the researcher via Google Form, the researcher converts each answer that is always worth 5, usually worth 4, sometimes worth 3 only occasionally worth 2 and never worth 1. Conversion and calculations are carried out using the help of Microsoft Excel 2010 program.

According to the results of the data analysis, all of the students have a high level of metacognitive awareness when reading. As can be seen from the results, 40 students were in the high range. Their metacognitive awareness score is not less than 100; the lowest score achieved is 103, and the highest score is 150. It means that all students at eighth semester have a high metacognitive awareness.

When metacognitive awareness is classified into subcategories, According to the study, the most commonly used or preferred strategies are those classified as Problem Solving Strategies (PROB). Given the respondents' linguistic difficulties, strategies for overcoming barriers (problems) in text comprehension must be developed. Furthermore, the results of the calculation show that the PROB score is the highest among the sub-categories. This finding supports the findings of Al-Sobhani (2013) and Yuksel and Yuksel (2012), who discovered that EFL students in Yemen and Turkey use PROB at a high level. This demonstrates that students use Problem-Solving Strategies frequently and actively.

*The second*, research question is How is EFL students' reading comprehension at IAIN Curup?. To obtain data related to the answers to the formulation of problem number 2, the researcher used the same media as the questionnaire, namely through the Google Form. Google Form is being used again because of its practical value and efficiency. However, before being distributed to the respondents, the researcher first validated the questions to the validator because the questions used were from the TOEFL book, which is not standardized yet, which is different from the standard questionnaire because it is often used in many studies. After finishing validating the questions to the validator, namely an expert in English, then the reading test questions were then tested on 6<sup>th</sup> semester students where 6<sup>th</sup> semester students were chosen because the characteristics shown were similar to the subjects that the researcher chose, where 6<sup>th</sup> semester TBI students had passed the reading course. such as Literal Reading (Reading 1), interpretative reading (reading 2), Critical Reading (Reading 3) and most importantly, semester students also participate in TOEFL training, only in semester 6 there are still some students who have not completed their TOEFL training. After the trial was carried out on 6th semester students, the researcher would then conduct a validity and reliability test to see the quality of the instrument to be used on the real research subject. The trial was carried out on 11to 12 July 2022. After testing the validity using the biserial point correlation formula and reliability testing using the KR 20 formula, the results were obtained, all of the reading test questions, namely 50 questions, were declared

VALID and the reliability was 0.95 and categorized as very high degree of reliability.

Reading comprehension data collection for 8<sup>th</sup> semester was held on 21-25 with 55 minutes of processing time for 50 questions. Data collection is done by using Google Form media. To add a countdown time of 55 minutes, the researcher used an additional application found on the Google form, that is the Add-On tool which by installing one of the Add-Ons could be used to support the reading test. In this case, the researcher chooses the Add-On Extended Form, by using the Add-On, the researcher can directly monitor the progress made by the respondents and there is a time stamp which indicates when the participant started the test, the length of time it took and information on time or late in submit the form, then added with the Add-On Timer for Google Form to maximize the reading test like really taking the TOEFL test. After the respondent fills out the reading test questions, the responses will go directly to the Google Form managed by the researcher, then the data that has been obtained is then accessed through Spreadsheets and the data is calculated using 2 applications, namely Microsoft Excel 2010 and Spreadsheets.

From the result of reading comprehension score, the researcher found that reading comprehension of the students was good. It can be seen that the majority of students were in the good category. Based on the students' scores, there were approximately no students in the poor category, ten students in the lack category, 21 students in the good category, eight students in the very good category, and one student in the

excellent category, with the majority of the students scoring around 70, indicating that the majority of the students in the eighth semester have good ability in reading comprehension.

*The last*, research question is, Is there any significant correlation between metacognitive awareness and English reading comprehension at IAIN Curup?. Based on the data analysis results, the coefficient of correlation ( $r_{xy}$ ) is higher than the  $r_{table}$  ( $r_t$ ) score;  $0.722 > 0.312$  with a 5% degree of significance. It demonstrates that the alternative hypothesis ( $H_a$ ) is accepted while the null hypothesis ( $H_0$ ) is rejected. In other words, there is a correlation between students' metacognitive awareness and their reading comprehension.

In addition, the coefficient correlation ( $r_{xy}$ ) is 0.722. Based on Table of  $r$  Score Interpretation (see Table 3.5 in Chapter III), the result shows that the  $r_{xy}$  score falls between 0.6 and 0.8. The scale indicates that there is a high correlation between students' metacognitive awareness (variable X) and students' reading comprehension (variable Y). Thus, there is a significant correlation between students' metacognitive awareness and their reading comprehension at IAIN Curup's English Department. This finding is consistent with a previous study that discovered a significant relationship between students' metacognitive awareness and their reading comprehension (Purwati, 2015).

The average score of both aspects showed the students who had properly score in metacognitive awareness, they also had properly score in their reading comprehension. It means that metacognitive awareness can



help students to have a good capability in reading comprehension. Baumann, Jones, and Seifert Kessel, in 1993 as noted in Martínez in 2011 stated that metacognitive awareness entails the awareness of whether or not comprehension is occurring and the conscious application of one or more strategies to correct comprehension. It means that metacognitive awareness was good to help the students in having good capability in reading comprehension.

Based on this studies, it can be concluded that the students at English department IAN Curup are aware of metacognitive awareness and it has good effect for their capacity in reading comprehension. In other words, metacognitive awareness performs an crucial role to help students in their learning process particularly in reading comprehension.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the results of this research, there are some conclusions which can be drawn as follow.

1. Students have high metacognitive awareness in reading. Their awareness metacognitive score is not below 100, even the lowest score achieved is 103 and for the highest score is the maximum score of 150. It means that all students at eighth semester have a high metacognitive awareness.
2. Reading comprehension of the students was good. It can be seen that the majority of students were in the good category. Based on the students' scores, there were approximately no students in the poor category, ten students in the lack category, 21 students in the good category, 8 students in the very good category, and 1 student in the excellent category, with the majority of the students scoring around 70, indicating that the majority of the students in the eighth semester have good ability in reading comprehension.
3. There is a correlation between students' metacognitive awareness and their English reading comprehension. The coefficient of correlation ( $r_{xy}$ ) is bigger than the  $r_{table}$  ( $r_t$ ) score;  $0.722 > 0.312$  with a 5% level of significance. It demonstrates that the alternative hypothesis ( $H_a$ ) is accepted while the null hypothesis ( $H_0$ ) is rejected. The result reveals that the  $r_{xy}$  score is included in the scale between 0.6 - 0.8. The scale

indicates that there is a high correlation between students' metacognitive awareness (variable X) and students' reading comprehension (variable Y). Thus, it can be considered that between students' metacognitive awareness and English reading comprehension of the students at English Department IAIN Curup has a significant correlation.

## **B. Suggestion**

### 1. For Students

Students should be more aware about their metacognitive awareness because it has a positive affect for their reading comprehension. It is preferable if they continue to use metacognitive awareness as one of the key strategies to help them master their reading skills.

### 2. For Lecturers

It is important to know about metacognitive, because it is related to students' cognition and the lecturer have to be aware about the important of it. The lecturer can assist students in learning about the role of metacognitive awareness in reading learning, and they should also encourage students to improve their metacognitive awareness.

### 3. For other researchers

This study's findings could be used as a foundation for future research on metacognitive awareness and English reading comprehension.

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**A**

**P**

**P**

**E**

**N**

**D**

**I**

**X**

## Appendix 1 : Reading Comprehension Test

### Questions 1-10

In pas centuries, Native Americans living the arid areas of what is now the southwestern United States relied on a variety of strategies to ensure the success of their agriculture. First and foremost, water was the critical factor. The soil was rich because there was little rain to leach out the minerals, but the low precipitation caused its own problems. Long periods of drought could have made agriculture impossible; on the other hand, a sudden flood could just as easily have destroyed a crop.

Several techniques were developed to solve the water problem. The simplest was to plant crops in the floodplains and wait for the annual floods to water the young crops. A less dangerous technique was to build dikes or dams to control the flooding. These dikes both protected the plants against excessive flooding and prevented the water from escaping too quickly once it had arrived. The Hopi people design their fields in a checkerboard pattern, with many small dikes, each enclosing only one or two stalks of maize (corn), while other groups built a series of dams to control the floods. A third technique was to dig irrigation ditches to bring water from rivers. Water was sometimes carried to the fields in jars, particularly if the season was dry. Some crops were planted where they could be watered directly be the runoff from cliff walls.

Another strategy Native Americans used to ensure a continuous food supply was to plant their crops in more than one place, hoping that if one crop failed, another would survive. However, since the soil was rich and not easily exhausted, the same patch of ground could be cultivated year after year, whereas in the woodlands of the eastern United States it was necessary to abandon a plot a plot of ground after a few years of farming. In the Southwest, often two successive crops were planted each year.

It was a common southwestern practice to grow enough food so that some could be dried and stored for emergencies. If emergency supplies ran low, the people turned to the local wild plants. If these failed, they moved up into the mountains to gather the wild plants that might have survived in the cooler atmosphere.

1. What does the passage mainly discuss?
  - A. Agricultural methods of Native Americans
  - B. Irrigations techniques used by the Hopi
  - C. Soil quality in the American Southwest
  - D. Native American methods of storing emergency food supplies
2. The word “solve” in the line 7 is closest in meaning to ....
  - A. advance toward
  - B. protect from
  - C. keep in
  - D. deal with

3. Planting in the floodplains was not ideal because ....
  - A. The amount of water could not be controlled
  - B. The crops could be eaten by wild animals
  - C. The floodplains were too remote to be cultivated frequently
  - D. Corn grows better at high elevations
  
4. The word “enclosing” in line 12 is closest in meaning to ....
  - A. defending
  - B. measuring
  - C. surrounding
  - D. extending
  
5. The word “they” in line 16 refers to ....
  - A. fields
  - B. jars
  - C. crops
  - D. walls
  
6. Why did farmers in the Southwest plant crops in several places at the same time?
  - A. They moved frequently from one place to another
  - B. They feared that one of the crops might fail
  - C. The size of each field was quite limited
  - D. They wanted to avoid overusing the soil
  
7. The word “patch” in line 21 is closest in meaning to ....
  - A. type
  - B. level
  - C. group
  - D. piece
  
8. Why did farmers in the eastern woodlands periodically abandon their fields?
  - A. Seasonal flooding made agriculture impossible.
  - B. They experienced water shortages.
  - C. They wanted a longer growing season.
  - D. The minerals in the soil were exhausted.
  
9. What did farmers in the Southwest do when a crop failed?
  - A. They planted in the eastern woodlands.
  - B. They gathered food from wild plants.
  - C. They moved away from the mountains.
  - D. They redesigned their fields for the next season.

10. Farmers in the Southwest would have benefited most from which of the following?
- A. Steeper cliff walls
  - B. More sunshine
  - C. Regular rain
  - D. Smaller dikes

### Questions 11-20

Marianne Moore (1887-1972) once said that her writing could be called poetry only because there was no other name for it. Indeed her poems appear to be extremely compressed essays that happen to be printed in jagged lines on the page. Her subjects were varied: animals, laborers, artist, and the craft of poetry. From her general reading came quotations that she found striking or insightful. She included these in her poems, scrupulously enclosed in quotation marks, and sometimes identified in footnotes. Of this practice, she wrote, “‘Why the many quotations marks?’ I am asked . . . When a thing has been said so well that it could not be said better, why paraphrase it? Hence my writing is, if not a cabinet of fossils, a kind of collection of flies in amber.” Close observation and concentration on detail are the methods of her poetry.

Marianne Moore grew up in Kirkwood, Missouri, near St. Louis. After graduation from Bryn Mawr College in 1909, she taught commercial subjects at the Indian School in Carlisle, Pennsylvania. Later she became a librarian in New York City. During the 1920s she was editor of *The Dial*, an important literary magazine of the period. She lived quietly all her life, mostly in Brooklyn, New York. She spent a lot of time at the Bronx Zoo, fascinated by animals. Her admiration of the Brooklyn Dodgers baseball team—before the team moved to Los Angeles was widely known.

Her first book of poems was published in London in 1921 by a group of friends associated with the Imagist movement. From that time on her poetry has been read with interest by succeeding generations of poet and readers. In 1952 she was awarded the Pulitzer Prize for her *Collected Poems*. She wrote that she did not write poetry “for money or fame. To earn a living is needful, but it can be done in routine ways. One writes because one has a burning desire to objectify what it is indispensable to one’s happiness to express.”

11. What is the passage mainly about?
- A. The influence of the Imagist on Marianne Moore
  - B. Essayists and poets of the 1920s
  - C. The use of quotations in poetry
  - D. Marianne Moore’s life and work
12. Which of the following can be inferred about Moore’s poems?
- A. They are better known in Europe than the United States.
  - B. They do not use traditional verse forms.

- C. They were all published in *The Dial*.
  - D. They tend to be abstract.
13. According to the passage, Moore wrote about all of the following EXCEPT ....
- A. artists
  - B. animals
  - C. fossils
  - D. workers
14. What does Moore refer to as “flies in amber” (line 9)?
- A. A common image in her poetry
  - B. Poetry in the twentieth century
  - C. Concentration on detail
  - D. Quotations within her poetry
15. The author mentions all of the following as jobs held by Moore EXCEPT ....
- A. commercial artist
  - B. teacher
  - C. magazine editor
  - D. librarian
16. The word “period” in line 15 is closest in meaning to ....
- A. movement
  - B. school
  - C. region
  - D. time
17. Where did Moore spend most of her adult life?
- A. In Kirkwood
  - B. In Brooklyn
  - C. In Lost Angeles
  - D. In Carlisle
18. The word “succeeding” in line 20 is closest in meaning to ....
- A. inheriting
  - B. prospering
  - C. diverse
  - D. later
19. The word “it” in line 22 refers to ....
- A. writing poetry
  - B. becoming famous
  - C. earning a living
  - D. attracting readers

20. It can be inferred from the passage that Moore wrote because she ....
- A. wanted to win awards
  - B. was dissatisfied with what others
  - C. felt a need to express herself
  - D. wanted to raise money for the Bronx Zoo

### Questions 21-30

Different fish species swim in different ways. Beginning in the 1920s, careful efforts have been made to classify and measure these various means of locomotion. Although the nomenclature and mathematics used to describe fish locomotion have become quite complex, the basic classification system is still largely the same as it was first outlined.

The simplest type of swim is “eel-form” (technically, “anguilliform,” after the common eel *Anguilla*). As the same suggests, this swimming motion involves undulations, or wavelike motions, of the whole length of the fish’s body, the amplitude of the undulation increasing toward the tail. These undulating motions generate a backward thrust of the body against the water, thereby driving it forward. Eel-form swimming is effective but not particularly efficient because the undulations increase the drag, or resistance in the water. It is employed, therefore, mostly by bottom dwellers that do not move quickly or efficiently. Not only eels but also blennies swim this way, as do founders, which undulate vertically, top to bottom, rather than horizontally, and certain slow-moving sharks, such as the nurse and wobbegong shark.

Most roaming predators display “jack-form” swimming (technically, “carangiform,” after the Carangidae family, which includes jacks, scads, and pompanos). Although there is some variation, in general they have certain features in common: a head like the nose of an aircraft, often sloping down on the top, and a tapered posterior that ends in a forked tail. That portion of body that connects with the forked tail is narrowed. A jack, like other carangiform swimmers, is adapted for acceleration. It thrusts its rather stiff body from side to side, creating propulsion without much waving of the body, encountering less resistance than eel-form undulation produce. The forked pattern of the tail reduces drag; the narrowed portion of the body connected to the tail minimizes recoil, and thus helps keep the body still. Jack-form fish are efficient swimmers, as they must be to catch their prey.

The least efficient swimmers are those that move trunkfish style (technically, “ostraciform,” after the family Ostraciidae, which includes trunkfishes and cowfishes). Like the jacks, they use their tails for propulsion, but in so inept and clumsy a manner as to make it clear that speed is not their objective. Puffer fish and porcupine fish swim in trunkfish style. Lacking speed, they must depend on body armor or the secretion of toxic substances for protection.

21. The word “suggests” in line 7 is closest in meaning to ....
- A. implies
  - B. demands
  - C. describes
  - D. compares
22. The word “it” in line 10 refers to ....
- A. tail
  - B. thrust
  - C. body
  - D. water
23. Which of the following does the author mention as the cause of the eel’s inefficient swimming style?
- A. The increased drag produced by the movement of the body
  - B. The eel’s habit of usually swimming near the bottom of the water
  - C. The simple structure of the eel’s body
  - D. The weakness of the backward thrust of the eel’s tail
24. The word “employed” in line 12 is closest in meaning to ....
- A. used
  - B. occupied
  - C. developed
  - D. provided
25. It can be inferred from the passage that blennies (line 13) are ....
- A. bottom dwellers
  - B. sharks
  - C. predators
  - D. a type of eel
26. The word “minimizes” in line 25 is closest in meaning to ....
- A. prevents
  - B. reduces
  - C. determines
  - D. repeats
27. What does the author mention about fish that are “jack-form” swimmers?
- A. They usually prey on bottom dwelling fish.
  - B. Their swimming style lets them catch prey effectively.
  - C. They have tails similar to those of eels.
  - D. Their highly flexible skeletal structure allows them to swim efficiently.

28. The word “objective” in line 30 is closest in meaning to ....
- A. ability
  - B. preference
  - C. purpose
  - D. method
29. Which of the following fish would most likely emit a poisonous substance?
- A. A nurse shark
  - B. A jack
  - C. A pompano
  - D. A puffer fish
30. Which of the following statement does the passage support?
- A. A scientist today would use a system of classification for fish locomotion similar to that used in the 1920s.
  - B. Scientists today still do not understand the mechanic of fish locomotion.
  - C. Mathematical analysis of fish locomotion has remained largely unaltered since the 1920s.
  - D. The classification of fish locomotion has been simplified since it was devised in the 1920s.

### Questions 31-40

People appear to be born to compute. The numerical skills of children develop so early and so inexorably that it is easy so to imagine an internal clock of mathematical maturity guiding their growth. Not long after learning to walk and talk, they can set the table with impressive accuracy—one plate, one knife, one spoon, one fork, for each of the five chairs. Soon they are capable of nothing that they have placed five knives, spoons, and forks on the table and, a bit later, that this amounts to fifteen pieces of silverware. Having this mastered addition, they move on to subtraction. It seems almost reasonable to expect that if a child were secluded on a desert island at birth and retrieved seven years later, he or she could enter a second-grade mathematics class without any serious problem of intellectual adjustment.

Of course, the truth is not so simple. In the twentieth century, the work of cognitive psychologists illuminated the stable forms of daily learning on which intellectual progress depends. Children were observed as they slowly grasped— or, as the case might be, bumped into—concepts that adults take for granted, as they refused, for instance, to concede that quantity is unchanged as water pours from a short stout glass into a tall thin one. Psychologist have since demonstrated that young children, asked to count the pencils in a pile, readily report the number of blue or red pencils but must be coaxed into finding the total. Such studies have suggested that the rudiments of mathematics are mastered gradually and with effort. They have also suggested that the very concept of abstract numbers—the idea of a oneness, a twoness, a threeness that applies to any class of object and is a prerequisite for doing anything more



mathematically demanding than setting a table—is itself far from innate.

31. What does the passage mainly discuss?
- A. Trends in teaching mathematics to children
  - B. The use of mathematics in child psychology
  - C. The development of mathematical ability in children
  - D. The fundamental concepts of mathematics that children must learn
32. It can be inferred from the passage that children normally learn simple counting ....
- A. soon after they learn to talk
  - B. by looking at the clock
  - C. when they begin to be mathematically mature
  - D. after they reach second grade in school
33. The word “illuminated” in line 12 is closest in meaning to ....
- A. illustrated
  - B. accepted
  - C. clarified
  - D. lighted
34. The author implies that most small children believe that the quantity of water changes when it is transferred to a container of a different ....
- A. color
  - B. quality
  - C. weight
  - D. shape
35. According to the passage, when small children were asked to count pile of red and blue pencils they ....
- A. counted the number of pencils of each color
  - B. guessed at the total number of pencils
  - C. counted only the pencils of their favorite color
  - D. subtracted the number of red pencils from the number of blue pencils
36. The word “They” in line 19 refers to ....
- A. mathematicians
  - B. children
  - C. pencils
  - D. studies

37. The word “prerequisite” in line 21 is closest in meaning to ....
- A. reason
  - B. theory
  - C. requirement
  - D. technique
38. The word “itself” in line 22 refers to ....
- A. the total
  - B. the concept of abstract numbers
  - C. any class of objects
  - D. setting a table
39. With which of the following statements would the author be LEAST likely to agree?
- A. Children naturally and easily learn mathematics.
  - B. Children learn to add before they learn to subtract.
  - C. Most people follow the same pattern of mathematical development.
  - D. Mathematical development is subtle and gradual.
40. Where in the passage does the author give an example of a hypothetical experiment?
- A. Line 3-7
  - B. Line 7-10
  - C. Line 11-14
  - D. Line 19-22

### Questions 41-50

Botany, the study of plants, occupies a peculiar position in the history of human knowledge. For many thousands of years, it was the one field of awareness about which humans had anything more than the vaguest of insight. It is impossible to know today just what our Stone Age ancestors knew about plants, but for what we can observe of preindustrial societies that still exist, a detailed learning of plants and their properties must be extremely ancient. This is logical. Plants are the basis of the food pyramid for all living things, even for other plants. They have always been enormously important to the welfare of people, not only for food, but also for clothing, weapons, tools, dyes, medicines, shelter, and a great many other purposes. Tribes living today in the jungles of the Amazon recognize literally hundreds of plants and know many properties of each. To them botany, as such, has no name and is probably not even recognized as a special branch of knowledge at all.

Unfortunately, the more industrialized we become the farther away we move from direct contact with plants, and the less distinct our knowledge of botany grows. Yet everyone comes unconsciously on an amazing amount of botanical knowledge, and few people will fail to recognize a rose, an apple, or an orchid. When our Neolithic ancestors, living in the Middle East about 10,000 years ago, discovered that

certain grasses could be harvested and their seeds planted for richer yields the next season, the first great step in a new association of plants and humans was taken. (20) Grains were discovered and from them flowed the marvel of agriculture: cultivated crops. From then on, humans would increasingly take their living from the controlled production of a few plants rather than getting a little here and a little there from many varieties that grew wild—and the accumulated knowledge of tens of thousands of years of experience and intimacy with plants in the wild would begin to fade away.

41. Which of the following assumptions about early humans is expressed in the passage?
- A. They probably had extensive knowledge of plants.
  - B. They divided knowledge into well-defined fields.
  - C. They did not enjoy the study of botany.
  - D. They placed great importance on ownership of property.
42. The word “peculiar” in line 1 is closest in meaning to ....
- A. clear
  - B. large
  - C. unusual
  - D. important
43. What does the comment “This is logical” in line 6 mean?
- A. There is no clear way to determine the extent of our ancestors’ knowledge of plants.
  - B. It is not surprising that early humans had a detailed knowledge of plants.
  - C. It is reasonable to assume that our ancestors behaved very much like people in preindustrial societies.
  - D. Human knowledge of plants is well organized and very detailed.
44. The phrase “properties of each” in line 11 refers to each ....
- A. tribe
  - B. hundred
  - C. plant
  - D. purpose
45. According to the passage, why has general knowledge of botany declined?
- A. People no longer value plants as a useful resource.
  - B. Botany is not recognized as a special branch of science.
  - C. Research is unable to keep up with the increasing number of plants.
  - D. Direct contact with a variety of plants has decreased.
46. In line 16, what is the author’s purpose in mentioning “a rose, an apple, or an orchid”?
- A. To make the passage more poetic
  - B. To cite examples of plants that are attractive
  - C. To give botanical examples that most readers will recognize

- D. To illustrate the diversity of botanical life
47. According to the passage, what was the first great step toward the practice of agriculture?
- A. The invention of agricultural implements and machinery
  - B. The development of a system of names for plants
  - C. The discovery of grasses that could be harvested and replanted
  - D. The changing diets of early humans
48. The word “controlled” in line 21 is closest in meaning to ....
- A. abundant
  - B. managed
  - C. required
  - D. advanced
49. Which of the following can be inferred from the passage about the transition to agriculture?
- A. It forced humans to study plants more carefully so that they would know how to collect and plant seeds.
  - B. It led to a more narrow understanding of plants as a source of food, but not for other purposes.
  - C. It had a drawback in that humans lost much of their knowledge of wild plants as a result.
  - D. It led to diet that consisted of a greater variety of plants.
50. Where in the passage does the author describe the benefits people derive from plants?
- A. Line 1
  - B. Line 6-9
  - C. Line 11-12
  - D. Line 15-16

**Appendix 2 : Questionnaire of Metacognitive Awareness**

Categories	Statements	Responses				
		1	2	3	4	5
<b>Global Reading Strategies (GLOB)</b>	I have a purpose in mind when I read					
	I think about what I know to help me understand what I read					
	I take an overall view of the text to see what it is about before I read it					
	I think about whether the content of the text fits my reading purpose					
	I review the text first by noting its characteristics like length and organization					
	When reading, I decide what to read closely and what to ignore					
	I use tables, figures and pictures in text to increase my understanding					
	I use context clues to help me better understand what I am reading					
	I use typographical features like bold face and italics to identify key information					
	I critically analyze and evaluate the information presented in the text					
	I check my understanding when I come across new information					
	I try to guess what the content of the text is about when I read					
	I check to see if my guesses about the text are right or wrong					
<b>Problem Solving Strategies (PROB)</b>	I read slowly and carefully to make sure I understand what I am reading					
	I try to get back on track when I lose concentration					
	I adjust my reading speed according to what I am reading					
	When text becomes difficult, I pay close attention to what I am reading					
	I stop from time to time and think about what I am reading					
	I try to picture or visualize information to help remember what I read					
	When text becomes difficult, I reread it to increase my understanding					
	When I read, I guess the meaning of					

	unknown words or phrases					
<b>Support Strategies (SUPP)</b>	I take notes while reading to help me understand what I read					
	When text becomes difficult, I read aloud to help me understand what I read					
	I underline or circle information in the text to help me remember it					
	I use reference materials (e.g., a dictionary) to help me understand when I read					
	I paraphrase (restate ideas in my own words) of better understand what I read					
	I go back and forth in the text to find relationships among ideas in it					
	I ask myself questions I like to have answered in the text					
	When reading I translate from English into my native language					
	When reading I think about information in both English and my mother tongue					

### Appendix 3 : Expert Validation for Reading Comprehension Test

#### Blueprint of Reading Test

No	Indicators of Reading Comprehension (Danielle, 2007)	Sub Indicators	Number of the Question
1	Determining the Meaning of Words  (Word Meaning)	Student determines the meaning of words in context by recognizing known words and connecting them to prior vocabulary knowledge. Students uses a variety of skills to determine the meaning of unfamiliar words, including pronouncing words to trigger recognition, searching for related words with similar meanings, and analyzing prefixes, roots, and suffixes	2, 4, 7, 16, 18, 21, 24, 26, 28, 33, 37, 42, 48
2	Understanding the Content, Form, and Function of Sentences  (Sentence Meaning)	Student builds upon an understanding of words and phrases to determine the meaning of a sentence. Students analyzes sentences structures and draws on an understanding of grammar rules to determine how the parts of speech in a sentence operate together to support the overall meaning. Student confirms that his or her understanding of a sentence makes sense in relationship to previous sentences, personal experience, and general knowledge of the world.	5, 14, 19, 22, 36, 38, 43, 44
3	Understanding the Situation Implied by a Text  (Situation Model)	Student develops a mental model (i.e., image, conception) of the people, things, setting, action, ideas, and events in a text. Student draws on personal experience and world knowledge to infer cause and <del>affect</del> effect relationships between actions and events to fill in additional information needed to understand the situation implied by the text.	3, 6, 8, 9, 10, 17, 27, 35, 45, 47
4	Understanding the Content, Form, and Function of Large Section of Text  (Global Text Meaning)	Student synthesizes the meaning of multiple sentences into an understanding of paragraphs or large sections of texts. Students recognize a text's organizational structure and use those organizations to guide his or her reading. Student can identify the main point of, summarize, characterize, or evaluate the meaning of large sections of text. Student can identify underlying assumptions in a text, recognize implied consequences, and draw conclusions from a text.	1, <del>10</del> (move to indicator number 3, because the question is about identifying the setting-time when the farmers have benefited

			<p><i>most</i>), 11, 12, 13, 15, 20, 23, 25, 29, 30, 31, 32, 41, 43 (move to the indicator no.2 because the question asks a complete sentence meaning), 47 (move to the indicator number 3, because the question is about <i>identifying step/action</i>), 49</p>
5	<p>Analyzing Authors' Purposes, Goals, and Strategies</p> <p>(Pragmatic Meaning)</p>	<p>Student identifies an author's intended audience and purposes for writing. Students analyzes an author's choices regarding content, organization, style, and genre, evaluating how those choices support the author's purpose and are appropriate for the intended audience and situation.</p>	<p>23(move to indicator number 4, because the question is about <i>identifying the cause</i>), 27 (move to indicator number 3, because the question asks the reader to develop a mental model of Jack-form swimmers), 34, 39, 40, 46, 50</p>



Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. The blue colour phrases are added or revised to be coherent with the indicators of reading comprehension.

I suggest that you add the theory in chapter II about **the explanation of the indicators of reading comprehension** that you state in your blueprint of the instrument.

July, 2022

Validator



Nastiti Handayani, M.Pd





## Validity Calculation

Number of Questions												
38	39	40	41	42	43	44	45	46	47	48	49	50
0	0	1	0	1	0	0	0	0	0	0	0	0
0	0	1	0	0	1	0	0	1	0	1	0	1
0	1	0	0	1	0	1	0	0	0	1	0	0
1	0	1	0	0	0	0	0	0	0	0	0	1
1	1	1	1	1	1	1	0	0	1	1	1	0
0	1	1	0	0	0	0	0	1	1	0	0	1
0	0	0	1	0	1	0	1	0	1	0	0	0
0	1	0	1	0	0	0	1	1	0	1	0	0
1	0	0	0	1	1	0	0	0	0	0	0	1
0	1	1	0	0	0	0	1	0	0	0	0	0
0	0	0	0	0	1	0	0	1	0	0	1	0
0	0	0	0	1	0	1	0	0	1	0	1	0
1	1	0	0	0	0	1	0	0	0	1	0	0
0	0	0	1	0	0	0	0	0	1	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1
0	1	0	1	0	1	0	0	0	0	0	0	0
0	0	0	1	0	1	0	0	0	0	1	0	0
1	1	1	1	1	1	1	0	1	1	1	0	1
0	1	0	0	0	0	0	0	0	0	1	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1
7	11	9	9	8	10	6	6	7	8	10	5	7
0.35	0.55	0.45	0.45	0.4	0.5	0.3	0.3	0.35	0.4	0.5	0.25	0.35
0.65	0.45	0.55	0.55	0.6	0.5	0.7	0.7	0.65	0.6	0.5	0.75	0.65
30.143	23.727	25.667	26	27.875	24.6	27.833	29.667	26.429	27.25	24.7	28.8	26.429
0.683	0.459	0.516	0.541	0.611	0.485	0.488	0.584	0.464	0.570	0.493	0.475	0.464
0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444	0.444
VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID

SCORE	Mt	Xt <sup>2</sup>	SDt
Xt			
13	18.55	169	12.464
10		100	
18		324	
11		121	
33		1089	
14		196	
15		225	
13		169	
14		196	
14		196	
12		144	
9		81	
17		289	
11		121	
49		2401	
11		121	
15		225	
46		2116	
5		25	
41		1681	
371	9989		
18.55	499.45		
344.103			

STATUS	TOTAL
VALID	50
INVALID	0

## Appendix 5 : Reliability Calculation

No	Respondent	Items Number																										
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
1	Student 1	1	0	1	1	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0
2	Student 2	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0
3	Student 3	1	1	0	0	1	0	0	0	0	0	1	0	0	0	0	1	1	0	0	1	0	0	1	0	0	1	1
4	Student 4	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0
5	Student 5	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	0	0	1	1	0	1	0	0	0	1
6	Student 6	1	1	0	0	0	0	1	1	1	1	0	0	0	1	0	0	0	0	0	0	1	0	0	0	1	0	0
7	Student 7	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	1	1	1	1	0	1	1
8	Student 8	1	0	0	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1
9	Student 9	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	1	0	0	1
10	Student 10	0	0	0	0	1	0	1	0	0	0	1	0	1	0	1	1	0	0	0	0	0	0	0	0	1	1	1
11	Student 11	0	0	0	0	0	1	0	0	0	0	0	1	1	0	0	0	1	0	1	0	0	0	0	0	1	0	1
12	Student 12	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0
13	Student 13	1	1	0	0	1	1	0	0	0	0	1	1	0	0	0	1	0	0	1	1	0	0	0	0	1	0	0
14	Student 14	1	0	1	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0
15	Student 15	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
16	Student 16	1	0	1	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0
17	Student 17	0	0	0	0	0	1	0	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	1	1	1	1	1
18	Student 18	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1
19	Student 19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
20	Student 20	1	1	0	0	1	1	0	0	0	1	0	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1
jumlah		12	6	6	6	9	10	4	4	5	3	8	11	8	7	6	9	7	1	7	7	6	6	10	7	8	8	11
P		0.6	0.3	0.3	0.3	0.45	0.5	0.2	0.2	0.25	0.15	0.4	0.55	0.4	0.35	0.3	0.45	0.35	0.05	0.35	0.35	0.3	0.3	0.5	0.35	0.4	0.4	0.55
q		0.4	0.7	0.7	0.7	0.55	0.5	0.8	0.8	0.75	0.85	0.6	0.45	0.6	0.65	0.7	0.55	0.65	0.95	0.65	0.65	0.7	0.7	0.5	0.65	0.6	0.6	0.45
pq		0.24	0.21	0.21	0.21	0.25	0.25	0.16	0.16	0.19	0.13	0.24	0.25	0.24	0.23	0.21	0.25	0.23	0.05	0.23	0.23	0.21	0.21	0.25	0.23	0.24	0.24	0.25
Spq		11.05																										
KR 20		0.95																										

## Reliability Calculation

Items Number																							Total Score	Variance	n	n-1
28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50				
1	0	1	0	0	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	13	163.52	50	49
0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	1	0	1	10			
0	0	1	1	0	0	0	1	0	1	0	1	0	0	1	0	1	0	0	0	1	0	0	18			
1	0	0	1	0	1	0	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	11			
0	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	0	33			
0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	1	1	0	0	1	14			
0	1	0	0	0	0	0	1	1	0	0	0	0	1	0	1	0	1	0	1	0	0	0	15			
0	0	0	1	0	1	0	0	0	0	0	1	0	1	0	0	0	1	1	0	1	0	0	13			
1	1	1	0	0	1	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	1	14			
0	0	0	0	0	1	0	1	0	0	0	1	1	0	0	0	0	1	0	0	0	0	0	14			
0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	12			
0	0	1	0	0	0	0	0	0	1	0	0	0	0	1	0	1	0	0	1	0	1	0	9			
0	1	1	0	0	0	0	0	0	1	1	1	0	0	0	0	1	0	0	0	1	0	0	17			
0	0	0	0	1	1	1	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	11			
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	49			
1	0	0	0	0	0	0	1	0	0	0	1	0	1	0	1	0	0	0	0	0	0	0	11			
0	0	0	1	0	0	0	1	1	0	0	0	0	1	0	1	0	0	0	0	1	0	0	15			
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	46			
0	0	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	1	0	0	5			
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	41			
7	6	8	10	5	9	6	11	6	8	7	11	9	9	8	10	6	6	7	8	10	5	7				
0.35	0.3	0.4	0.5	0.25	0.45	0.3	0.55	0.3	0.4	0.35	0.55	0.45	0.45	0.4	0.5	0.3	0.3	0.35	0.4	0.5	0.25	0.35				
0.65	0.7	0.6	0.5	0.75	0.55	0.7	0.45	0.7	0.6	0.65	0.45	0.55	0.55	0.6	0.5	0.7	0.7	0.65	0.6	0.5	0.75	0.65				
0.23	0.21	0.24	0.25	0.19	0.25	0.21	0.25	0.21	0.24	0.23	0.25	0.25	0.25	0.24	0.25	0.21	0.21	0.23	0.24	0.25	0.19	0.23				

## Appendix 6 : Questionnaire Conversion

Subject	Statement Number																														Score	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
Student 1	5	5	4	4	4	3	3	5	3	5	5	4	4	5	3	5	4	4	4	4	4	4	3	4	4	3	4	4	4	4	121	
Student 2	5	5	3	5	5	5	5	5	5	4	5	4	5	5	5	5	4	5	5	5	4	5	5	5	4	5	5	5	5	5	143	
Student 3	4	4	3	4	3	4	3	4	4	3	5	5	4	5	4	5	4	4	5	5	5	3	3	4	5	5	3	3	3	3	119	
Student 4	5	5	3	4	3	4	3	2	2	3	4	3	4	4	4	4	4	3	3	4	4	3	3	4	3	3	3	3	3	3	103	
Student 5	3	4	4	4	3	4	5	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	120	
Student 6	5	5	5	4	4	3	3	4	5	4	4	5	5	5	5	4	5	3	5	5	5	3	3	4	4	4	5	5	3	3	127	
Student 7	4	4	5	5	2	3	3	3	3	5	4	5	5	3	5	3	5	5	3	5	4	4	5	5	5	4	4	5	3	3	122	
Student 8	5	4	5	5	4	4	4	3	4	4	4	4	4	5	5	3	3	3	4	4	4	4	3	4	4	3	4	4	4	4	119	
Student 9	5	4	4	4	3	5	3	5	4	5	3	5	4	4	4	5	3	3	3	5	5	5	4	4	4	4	4	4	4	4	123	
Student 10	5	4	4	4	4	4	5	5	5	4	4	4	5	5	4	5	5	4	5	4	5	4	4	4	5	4	4	4	3	4	130	
Student 11	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	4	5	5	148
Student 12	4	5	4	4	3	4	3	3	3	3	4	5	4	4	5	4	4	3	3	5	3	3	3	5	4	3	3	3	4	2	110	
Student 13	5	5	4	4	4	4	4	4	4	3	5	4	5	5	5	5	5	4	5	5	4	4	5	4	5	4	5	3	4	4	131	
Student 14	5	5	5	5	5	5	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	3	3	5	5	5	5	5	5	5	5	144
Student 15	5	5	4	4	5	5	4	5	3	2	4	5	4	5	5	5	5	5	4	5	5	5	4	5	5	5	5	5	5	5	3	136
Student 16	3	3	3	4	4	4	3	4	4	4	4	4	3	3	3	4	3	4	3	3	4	3	3	4	3	2	4	4	4	3	104	
Student 17	4	4	5	5	3	3	3	4	4	3	3	4	4	5	4	5	5	3	3	5	5	3	4	4	4	3	5	3	5	4	119	
Student 18	5	4	4	4	4	4	4	4	4	4	4	5	5	3	5	4	5	3	3	3	4	4	5	3	4	4	5	4	3	4	121	
Student 19	4	5	5	4	3	2	3	4	5	3	3	3	5	5	5	5	5	5	5	5	5	3	3	2	4	3	2	3	3	3	115	
Student 20	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	122	
Student 21	3	4	4	5	4	5	5	3	5	3	2	3	3	2	4	3	2	4	3	5	5	2	2	4	3	2	3	3	5	5	106	
Student 22	5	4	4	3	3	3	3	3	4	4	4	5	5	5	5	4	3	3	3	3	3	4	3	3	5	3	3	3	3	1	107	
Student 23	4	4	4	5	5	4	4	4	5	4	5	3	3	4	4	3	4	4	3	4	4	4	4	4	3	4	3	3	4	4	117	
Student 24	4	5	2	3	2	4	3	4	4	4	5	5	4	4	4	4	3	4	4	3	4	3	3	4	3	3	3	4	4	4	110	
Student 25	3	4	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	146	
Student 26	5	3	5	5	5	5	2	2	3	5	5	4	5	5	3	5	3	3	5	3	3	3	3	3	3	3	3	3	3	3	111	
Student 27	5	5	4	4	3	4	4	4	4	3	5	5	5	4	4	4	4	4	4	4	3	3	4	3	4	4	4	4	4	4	120	
Student 28	5	5	4	5	4	4	4	5	4	4	5	4	3	5	4	5	3	4	5	3	4	3	3	3	2	3	4	2	5	3	117	
Student 29	5	5	4	3	5	5	2	4	1	5	5	5	5	5	5	5	5	5	5	5	5	2	5	1	3	3	3	4	3	2	120	
Student 30	4	4	4	3	3	3	4	3	4	3	4	4	3	5	3	4	4	3	4	4	4	3	4	4	4	4	4	4	4	4	112	
Student 31	4	3	3	3	4	4	4	3	2	3	2	2	3	4	3	3	4	4	4	4	4	4	4	4	4	4	4	4	5	3	4	106
Student 32	5	5	4	4	5	5	4	5	5	5	4	4	4	5	4	5	4	5	5	4	4	4	5	5	5	5	5	5	4	5	4	137
Student 33	4	4	3	3	2	4	3	3	2	4	4	5	4	4	5	5	4	3	3	5	5	3	3	4	5	4	3	3	1	2	107	





**Appendix 7 : Tabel Nilai r Product Moment**

N	Taraf Signif		N	Taraf Signif		N	Taraf Signif	
	5%	1%		5%	1%		5%	1%
3	0.997	0.999	27	0.381	0.487	55	0.266	0.345
4	0.950	0.990	28	0.374	0.478	60	0.254	0.330
5	0.878	0.959	29	0.367	0.470	65	0.244	0.317
6	0.811	0.917	30	0.361	0.463	70	0.235	0.306
7	0.754	0.874	31	0.355	0.456	75	0.227	0.296
8	0.707	0.834	32	0.349	0.449	80	0.220	0.286
9	0.666	0.798	33	0.344	0.442	85	0.213	0.278
10	0.632	0.765	34	0.339	0.436	90	0.207	0.270
11	0.602	0.735	35	0.334	0.430	95	0.202	0.263
12	0.576	0.708	36	0.329	0.424	100	0.195	0.256
13	0.553	0.684	37	0.325	0.418	125	0.176	0.230
14	0.532	0.661	38	0.320	0.413	150	0.159	0.210
15	0.514	0.641	39	0.316	0.408	175	0.148	0.194
16	0.497	0.623	40	0.312	0.403	200	0.138	0.181
17	0.482	0.606	41	0.308	0.398	300	0.113	0.148
18	0.468	0.590	42	0.304	0.393	400	0.098	0.128
19	0.456	0.575	43	0.301	0.389	500	0.088	0.115
20	0.444	0.561	44	0.297	0.384	600	0.080	0.105
21	0.433	0.549	45	0.294	0.380	700	0.074	0.097
22	0.423	0.537	46	0.291	0.376	800	0.070	0.091
23	0.413	0.526	47	0.288	0.372	900	0.065	0.086
24	0.404	0.515	48	0.284	0.368	1000	0.062	0.081
25	0.396	0.505	49	0.281	0.364			
26	0.388	0.496	50	0.279	0.361			



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI CURUP**  
**FAKULTAS TARBIYAH**

Jamat : Jalan DR. A.K. Gani No 1 Kotak Pos 168 Curup-Bengkulu Telpn. (0732) 21010  
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id)

Nomor : 337 Tahun 2022

Tentang

**PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI**  
**INSTITUT AGAMA ISLAM NEGERI CURUP**

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;  
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk disertai tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;  
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;  
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;  
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;  
5. Keputusan Menteri Agama RI Nomor B.II/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.  
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup  
7. Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 22 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** 1. Surat Rekomendasi dari Tadris Bahasa Inggris Nomor: 162/FT.2/PP.00.9/TBI/2022  
2. Berita Acara Seminar Proposal Hari Kamis 21 april 2022

**MEMUTUSKAN :**

**Menetapkan**

- Pertama** : 1. **DR Eka Apriani, M.Pd** **199004032015032005**  
2. **Henny Septia Utami, M.Pd** **2020108101**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Fratiwi Nanda Dwiwahyuni

N I M : 18551025

JUDUL SKRIPSI : Correlation Between EFL Students' Metacognitive Awareness and English Reading Comprehension

- kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;



Ditetapkan di Curup,  
Pada tanggal 27 Mei 2022  
Dekan,

HAMENKUBUWONO

**Tembusan :**

1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;



IAIN CURUP

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI CURUP**  
**FAKULTAS TARBIYAH**

Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010  
Homepage: <http://www.iaincurup.ac.id> Email: [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id) Kode Pos 39119

Nomor : 612 /In.34/FT/PP.00.9/06/2022  
Lampiran : Proposal dan Instrumen  
Hal : Permohonan Izin Penelitian

17 Juni 2022

Kepada Yth. IAIN Curup

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Fratiwi Nanda Dwiwahyuni  
NIM : 18551025  
Fakultas/Prodi : Tarbiyah / Tadris Bahasa Inggris  
Judul Skripsi : Correlation Between Efl Students' Metacognitive Awareness And English Reading Comprehension  
Waktu Penelitian : 17 Juni s.d 17 September 2022  
Tempat Penelitian : IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.  
Demikian atas kerjasama dan izinnya diucapkan terimakasih

Dekan,  
  
HAMENKUBUWONO  
NIP.196508261999031001

Tembusan :

1. Rektor
2. Warek 1
3. Ka. Biro AUAK





IAIN CURUP

### KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : FRATIWI NANDA DWIKHAHYUNI  
 NIM : 18551025  
 FAKULTAS/ PRODI : Tarbiyah/TB1  
 PEMBIMBING I : DR. Eka Amani, M.Pd  
 PEMBIMBING II : Henry Septha Utami M.Pd  
 JUDUL SKRIPSI : The Correlation Between EFL Students' Metacognitive Awareness and English Reading Comprehension

\* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;

\* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;

\* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.



IAIN CURUP

### KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : FRATIWI NANDA DWIKHAHYUNI  
 NIM : 18551025  
 FAKULTAS/ PRODI : Tarbiyah/TB1  
 PEMBIMBING I : DR. Eka Amani, M.Pd  
 PEMBIMBING II : Henry Septha Utami M.Pd  
 JUDUL SKRIPSI : The Correlation Between EFL Students' Metacognitive Awareness and English Reading Comprehension

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I,

NIP. 1990040320150032005

Pembimbing II,

NIP. 2020108101



IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	23/05/2022	- Penulisan sub bab. - Penulisan footnote		
2	1/06/2022	- Pembahasan bab 2 - Revisi bab 3		
3	9/06/2022	- penambahan indikator - instrumen bab 3		
4	13/06/2022	- Revisi bab 2 - Revisi instrument.		
5	18/06/2022	- Revisi judul - Revisi bab 3		
6	7/07/2022	Revisi bab 3		
7	25/07/2022	Acc sidang		
8				



IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	30/05/2022	- Penambahan teori pada sub tema 2.8. - Validity & Reliability instruments - Blueprint Reading test & questionnaire		
2	2/06/2022	- Bab 2 - Pembahasan pembuatan instrumen		
3	8/06/2022	- Revisi bab 2 - Instrumen bab 3		
4	13/06/2022	- Revisi bab 2 - Revisi bab 3		
5	22/06/2022	Revisi bab 3.		
6	4/07/2022	Revisi bab 4.		
7	16/07/2022	Revisi bab 4 & 5		
8	28/07/2022	Acc sidang		



## Appendix 11 : Students' Test Sheet

docs.google.com/forms/d/1RqjIBrxltyTuYCGnM5nsjg3yol6gpedYeYce4wX9Ujw/edit

Questionnaire

Kirim

Pertanyaan Jawaban 40 Setelan

Bagian 1 dari 2

### Questionnaire

PETUNJUK PENGISIAN :

1. Sebelum mengisi pernyataan, bacalah petunjuk pengisian dengan cermat.
2. Questionnaire ini terdiri dari 30 pernyataan.
3. Pilihlah salah satu jawaban pada kolom yang tersedia dengan mengkliknya.

Keterangan :

- 1) Always (Selalu)
- 2) Usually (Biasanya/pada umumnya)



Bagian 1 dari 2

## READING COMPREHENSION

In this Reading Comprehension, you will read several passages. Each one is followed by a number of questions about it. Choose the ONE best answer, (A), (B), (C), or (D) then click on the answer options that you think is correct. In this test you will have 55 minutes to read the passages and answer the questions.

GOOD LUCK !!

Email \*



## BIOGRAPHY

Fratiwi Nanda Dwiwahyuni was born in Curup on August 25<sup>th</sup> 2000. She is the second daughter of the late Mr. Marwan Effendi and Mrs. Sulastri. S. She has one sister, her sister's name is Frasiska Yudha Utami. Her first study was at elementary school on SDN 94 Kesambe Lama, then she moved to SDN 10 Kampung Delima and the last she moved on SDN 38 Karang Anyar. Then, she continued her study to Junior High School at SMPN 2 Curup Timur in 2012-2015. After that, she became a student of Senior High School at SMAN 1 Curup Utara in 2015-2018. For the next education program, initially she wanted to go to Sriwijaya University or Bengkulu University, but her mother didn't allow her until she finally entered the State Collage for Islamic Studies (IAIN) Curup. At the initial stage she chose 2 majors of college as the study program she wanted to enter, she chose English and Mathematics, and finally destiny appointed her to continue her education in the English language study program and she graduated in 2022.