



**THE CORRELATION BETWEEN METACOGNITIVE LEARNING STRATEGY  
AND STUDENTS' READING COMPREHENSION  
AT THE SEVENTH SEMESTER OF ENGLISH EDUCATION DEPARTMENT  
IAIN PADANGSIDIMPUAN**

**A THESIS**

*Submitted to the State Institute for Islamic Studies Padangsidimpuan as  
a Partial Fulfillment of the Requirement for the Degree of  
Education Scholar (S.Pd) in English*

**Written by:**

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THE STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2017**



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Thesis : THE CORRELATION BETWEEN METACOGNITIVE  
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**THE CORRELATION BETWEEN METACOGNITIVE LEARNING STRATEGY  
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AT THE SEVENTH SEMESTER OF ENGLISH EDUCATION DEPARTMENT  
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Assalamu'alaikum Wr. Wb.

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Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu'alaikum Wr. Wb.

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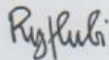


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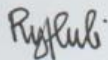
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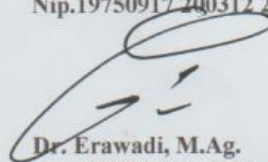
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### **ABSTRACT**

This research discusses about the correlation between metacognitive learning strategy and students' reading comprehension. The problem of this research is students have low interest for reading, students also very lazy to open books, students have difficulties in understanding the sentences because students do not have a good strategy. The aim of this research is to know whether there is the significance correlation of metacognitive learning strategy and students' reading comprehension at the seventh semester of English Education department students in IAIN Padangsidimpuan or not.

This research IS designed by quantitative approach and correlation research type. The population of this research is seventh semester students of English Department in IAIN Padangsidimpuan. Then, the sample of the research is TBI-1 = 8 students, TBI-2 = 10 students, TBI-3 = 10 students, and TBI-4 = 9 students. So, the total of the sample is 37 students from population, taken with random sampling by lottery. For collecting the data, researcher use test (multiple choice) for reading comprehension and questionnaire to know students' cognitive learning strategy. For analyzing the data, the research used  $t_{count}$ .

Based on the research result, the research showed the calculating of product moment by getting correlation coefficients  $r_{xy} = 0.070$ . It is that shown the correlation between students' metacognitive strategy and students' reading comprehension is very low correlation. So, based on the above calculation between variable X and Y by rxy the researcher got 0.070, it means the correlation between variable X and Y is positive correlation. Then, based on the calculation  $t_{count}$ , the researcher found that  $t_{count} = 0.415$  and  $dk = N-2 = 37-2 = 35$ , and at real  $\alpha = 0.05$ , the researcher found that  $t_{table} = 2.704$  cause  $t_{count} < t_{table}$ , namely  $t_{count} = 0.415$  and  $t_{table} = 2.704$ . It means that there is no significant correlation between X and Y.  $H_a$  is rejected and  $H_o$  is accepted.

**Keywords:** *Language learning strategy, metacognitive strategy, and reading comprehension*

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This thesis is still so far from being perfect based on the weakness of the research. Therefore, the researcher aspects the constructive criticisms and suggestions from the readers in order to improve this thesis.

Padangsidimpuan, 2017

**DEDI HARIADI ZAI**  
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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

Reading is a complex process that included the physical and mental process. The physic activities occur by stimulation of the eyes. This activity is begun by observing pictures or sounds of the written language. By having a good skill in reading, the readers are easier to get information from many sources from books. That is why reading is one of the skills that very important in language learning, because reading can improve students ability in gaining knowledge as it is one of the main points to master any language well, besides speaking and listening. Every student in school can read books or texts, but for comprehending the text or sentences not every student can do that thing.

Reading is one of language skill which should be mastered by the students. It is one of the way to improve general languages skill in learning one of them is English. They will get information to increase their knowledge by reading book and can comprehend it because book is a window of the world. So, it is really understood that reading is important. Further, one way to get and add knowledge is by reading books, journals, newspapers, magazines, tabloids, and social media. Reading also can make brain be fresh and grow up with remembering, analyzing, and synthesizing information, because of brain can gives the best effect after reading.

Moreover, reading is way to get the successful because by reading can improve or develop mind, thinking, ability, and also more active knowledge. Islamic history and the past time that gives people science to be good human and get best religion by reading Holy Qur'an. Reading is very necessary for everybody in variety of purpose needs.

Based on interviewed with students of English Department IAIN Padangsidimpuan at seventh semester, most of the students told that they are still weak in reading comprehension.<sup>1</sup> When the researcher asked about causing of the students' reading comprehension becomes low, the students told to the researcher some problems. First, students' interest in reading is still low. The second, students have difficulties in understanding the text because they do not have strategy in reading. They get difficulties in understanding the text. The students need a lot of time to understand the text. Finally, the students have difficulties to find the points or comprehending the text. It is almost same with other students from TBI-III, they said that they can not comprehend the text because sometimes they are lazed to read all of the text cause they have low interest in reading it is also supported because they do not have a good strategy in reading text.<sup>2</sup> All of these problems make the students' reading comprehension become low.

Actually, students on the seventh semester began to study reading English text when they have been being in junior high school until today, so totally they have been studying reading for nine years, but the students still

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<sup>1</sup> Rizky, Siswanti, and Amalia, Students of TBI-II at The Seventh Semester in IAIN Padangsidimpuan

<sup>2</sup> Guntur, The Student of TBI-III at The Seventh Semester in IAIN Padangsidimpuan

can not comprehend the text well. It can be indicated that they have problems in reading comprehension. For a student, the learning strategy is very important to know, because learning strategy is one of steps taken by students to develop their own learning. Strategy is especially important in reading process because it can help student be active, understand, and develop their reading competence.

For taking success in learning English, the teacher must be able to use some suitable language learning strategies in teaching, without them the learning process is not perfect. Some of the strategies are memory strategy, cognitive strategy, compensation strategy, affective strategy, social strategy, and metacognitive strategy. Researcher focused on using metacognitive learning strategy to related for reading comprehension only, actually, metacognitive learning strategy is a awareness to use cognition, how to make it works and how to manage it in other word, it can be said metacognitive is thinking about thinking.

Actually, metacognitive learning strategy can be used in reading comprehension, it is a learning strategy where the students control their own learning process. The strategy is suitable for English Education Study Program in their reading comprehension. The strategies are; organizing, setting goals and objectives, considering the purpose, and planning for a language task, help students to arrange and plan their language learning in an efficient, effective way.

For supporting this strategy and research, Liang Zhang said there is relation between metacognitive learning strategy and students' reading comprehension. She stated in her journal that metacognitive strategies are strategies designed to increase readers' knowledge of awareness and control, for improving their reading comprehension.<sup>3</sup> Based on the theory, the researcher wanted to prove this theory on this research, whether it is true or not for the students in IAIN Padangsidimpuan.

## **B. Identification of the Problem**

Based on the problems of background the students' reading comprehension still low and they did not know how to develop their reading comprehension. The students also does not have a good strategy in reading. Actually English lecturers of IAIN Padangsidimpuan have used learning strategy in teaching but the students' reading comprehension was still low. Reading a text is easy but to comprehend the text is not easy. The fact, students needed a lot of time to understanding the text. Finally, the students had difficulties to find the points or comprehend the text.

## **C. Limitation of the Problem**

Based on identification of the problem above, it is impossible for the researcher to take all the problems in this research. So, researcher limited the problems on low abilities of the students in using their learning strategies related to the students' reading comprehension. Researcher focused on metacognitive learning strategy only. Metacognitive strategies have 3 sub-

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<sup>3</sup> Liang Zhang, Electronic Journal of Foreign Language Teaching, *Metacognitive Strategy Use and Academic Reading Achievement*, (National University of Singapore, 2013) V.10, p.55. Retrieved from <http://pdfs.semanticschoar.org>, Accessed on 7 September at 13.50 p.m

strategies and they are: centering your learning, arranging and planning your learning, and evaluating your learning. The researcher examined the correlation of the metacognitive learning strategy to students' reading comprehension on descriptive text.

#### **D. Formulation of the Problem**

The researcher would make the formula of problem to be clear about the problem in this research as below:

1. How is the students' metacognitive learning strategy at seventh semester of English Education Department Students in IAIN Padangsidimpuan?
2. How is the students' reading comprehension at seventh semester of English Education Department in IAIN Padangsidimpuan?
3. Is there significant correlation between metacognitive learning strategy and students' reading comprehension at seventh semester of English Education Department in IAIN Padangsidimpuan?

#### **E. Purposes of Research**

The objectives of the study are expected:

1. To describe the students' metacognitive learning strategy of English Education Department in IAIN Padangsidimpuan
2. To describe the students' reading comprehension of English Education Department in IAIN Padangsidimpuan
3. To examine whether the correlation between metacognitive learning strategy and students' reading comprehension of English Education Department Students in IAIN Padangsidimpuan, are significant or not.

## **F. Significances of Research**

There are 3 significances of the research, they are:

1. As information for leader of English Education Department about metacognitive learning strategy to students' reading comprehension of English Education Department students in IAIN Padangsidimpuan.
2. For English lectures, to develop English teaching especially in English teaching.
3. For the next researchers, who want to do research the same problem as information about the topics or as reference for researcher in the next time.

## **G. Definition of Operational Variable**

The researcher states some important terms as below for avoiding ambiguity:

1. Metacognitive Learning Strategy ( Variable X )

Metacognitive learning strategy is learning strategy how to involve processing or acquiring the knowledge and skill to learn effectively; that would bring a good result for the learning quality, especially for the learners. Metacognitive strategy also is how to use our cognitive effectively, in simply word metacognitive strategy is how to learn.

2. Reading comprehension ( Variable Y )

Reading comprehension is a process to get information from written or printed material, then the readers reconstruct the meaning or to get the information from what they have read. Reading is one of most

common and most important for getting information in our activities especially in academic life.

## **H. Outline of Thesis**

The systematic of this research was divided into 5 chapters. Each chapter consisted of many sub chapters with detail, as follow:

Chapter one consisted of introduction, they are: background of the problem, identification of the problem, limitation of the problem, definition operational variables, formulation of the problem, purposes of the research, the significances of the research and outline of the thesis.

Chapter two consisted of theoretical description with some sub theory about metacognitive learning strategy, reading comprehension, related findings, conceptual framework and hypothesis

Chapter three consisted of methodology of the research, included in: place and time of the research, research design, population and sample, research instrument, instrument validity, technique for collecting data, and technique of analysing data.

Chapter four was the result of the research talking about the analysis of the data. It is consist of description of data, hypothesis testing, discussion and the threats of research.

Chapter five consisted of conclusion about the result of research and suggestion which is given to students and teacher by researcher.

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Description of Metacognitive Learning Strategy

##### 1. Learning Strategy

Learning strategy is how students' way to prepare them self before learning, when learning is going on, and after learning process. In other word, strategy also as a tool for students because it can help students to make them easier to understand and to solve some of problems in learning.

For the meaning of strategy, Brown says that "Strategy is the level at which activity varies considerable within individuals as well as across individuals".<sup>1</sup> Then Hornby says "Strategy is the art of planning operation in war; espy of the movements of armies and navies into favorable position for fighting; skill in managing any affair".<sup>2</sup> So, strategy is a way for preparing, managing and doing something.

Strategy as way of action becomes necessary in a situation when, for the direct achievement of the main goal, the available resources are not enough. The task of the strategy is an efficient use of the available resources for the achievement of the main goal. The method or plan has chosen to bring about a desired future, such as achievement of a goal or solution of problem. Someone provides strategy in order to handle

---

<sup>1</sup> H. Douglas Brown, *Teaching by Principles; an Interactive Approach to Language Paedagogy*(New Jersey: San Francisco State University, 1994), p. 192

<sup>2</sup> A.S Hornby. *Oxford Advanced Learners Dictionary of Current English*, (London: Oxford University Press, 2009), p.854.

everything that may happen in some certain cases. It can be applied in every situation because there is always challenge to go through within it does someone may finally get his or her expectation. There are also several strategies in the field of subject so that the strategy is what they do to learn some lessons. The strategy concept, without it is aggressive and competitive trappings, has become influential in education, where it has taken on a new meaning and has been transformed into learning strategy.

According to Dick and Carey quoted from Hamzah, they says “The learning strategy consist of all components of the learning materials and procedures or stages of learning activities used by teachers in order to help learners achieve certain learning goals”.<sup>3</sup> The other theory in Hamzah books Kozna states that “The learning strategy can be defined as any activity that is chosen, it which can provide facilities or assistance to students towards the achievement of specific learning objective”.<sup>4</sup> So, learning strategy help students achieve certain learning goals and facilitates students to take their achievement in learning language.

Learning strategy is operations employed by the learner to aid the accomplishment, remember, recall, and use of information. Although this definition is helpful, it does not mean fully convey the excitement or perfection of learning strategy. This definition can to expand by saying that learning strategy is the specific steps taken by learner to make learning process be easier, faster, more enjoyable, more self-directed, more

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<sup>3</sup> Hamzah.B. Uno. *Model Pembelajaran*, (Jakarta: BumiAksara, 2007), p.1.

<sup>4</sup> *Ibid*, p.1.

affective and more transferable to new situation.<sup>5</sup> In simply sentence, learning strategy make students be easier, faster, more-enjoyable, and more effective in learning process.

From explain above, it can be concluded that learning strategy is very important for students, because it can helps students to be easier, faster, more enjoyable, and more affective in learning process. Besides that, it also can helps students to be more acquisition in using information.

## 2. Components of Learning Strategy

In learning strategy there are some of components that can influence and support students while using learning strategy. Each of components have relation and can determine success of strategy. So, all of the components are important. There are six components of learning strategy, they are:

- 1) Object learning
- 2) Material learning
- 3) Method and teaching
- 4) Technique students
- 5) Teacher / professional education
- 6) Logistic / support element.<sup>6</sup>

It can be concluded, there are six components that can influence or support students while using learning strategy, they are; object learning and material learning: it means something that become the topic in learning process, material and object must be suitable with learning strategy because not all strategies can apply to all material.

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<sup>5</sup> Rebecca. L.Oxford. *Language Learning Strategy*, (New York: Newbury Publisher, 1989), p.8.

<sup>6</sup> Syafaruddin, *Manajemen Pembelajaran*, (Jakarta: Quantum Teaching, 2005), p. 157.

Method/technique students and teaching: it is about how the way of students learn in learning process, the strategy must be able used in students' method. Teacher/professional education, it means teacher can help students how to using learning strategy effectively. Logistic / support element, it is about media that can help students in learning process. So, for making leaning strategy become effective for students, learning strategy must suitable with all elements.

### **3. Kinds of Learning Strategy**

Based on the Rebecca, learning strategies are divided into two major classes: direct and indirect. These two classes are subdivided into a total of six group (memory, cognitive, and compensation under the direct class; metacognitive, affective, and social under the indirect class).<sup>7</sup> This figure indicates that direct strategies and indirect strategies support each other, and that each strategy group is capable of connecting with and assisting every other strategy group.

The first major class is direct strategies. The direct class is composed of memory strategies for remembering and retrieving new information, cognitive strategies for understanding and producing the language, and compensation strategies for using the language despite knowledge gaps. The performer works closely with the director for the best possible outcome. The second major strategy is class-indirect strategies for general management of learning can be likened to the

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<sup>7</sup> Rebecca. L.Oxford. *Language Learning Strategy*, (New York: Newbury Publisher, 1989), p.14

director of the play. This class is made up of metacognitive strategies for coordinating the language process, affective strategies for regulating emotions, and social strategies for learning with others.<sup>8</sup> So, all of these strategies has good advantages for students and make students to be faster for achieving the objectives of learning.

These two major strategies are very helpful for students' learning. Learning strategies divided into six strategies they are: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. Memory strategy, cognitive strategy, and compensation strategy include into direct strategies, meanwhile metacognitive strategy, affective strategy, and social strategy include into indirect strategies.

#### **4. Metacognitive Strategy**

##### **a. Description of Metacognitive Strategy**

Metacognitive strategy is one of the ways to use cognitive and how to control it and also metacognitive is process how students think and how students to use it. Metacognitive strategy can help students how to relate students' think and students' learn

Metacognitive refers to awareness in the individual of students' systematic thinking about their learning process. Metacognition is a child of knowledge and control over students'

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<sup>8</sup> *Ibid.* p.14-15

thinking process and learning activities, including reading.<sup>9</sup> So, metacognitive strategy is related to how we think and learn.

Metacognitive means beyond, beside, or with the cognitive and more than using cognitive devices. Therefore, metacognitive strategies are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process.<sup>10</sup> Metacognitive is learning how to learn involve processing or acquiring the knowledge and skill to learn effectively in whatever learning situation learners encounters, in other definition metacognitive is think how to learn.

There are some definitions about metacognitive from some experts such as; Brown, he said:

Metacognitive is a term used information processing theory to indicate executive functions strategy that involve planning for learning, thinking aloud the learning process as it as taking place monitoring of one's productions or comprehension and evaluating learning after an activity completed.<sup>11</sup>

In another book, Nunan said: "metacognitive strategy is learning strategies where students control their own learning process".<sup>12</sup> Because of that, this strategy can't be instant process to

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<sup>9</sup> H. Senay Sen. *The Relationship Between The Use of Metacognitive Strategies and Reading Comprehension*, (October 5<sup>th</sup>, 2008. Gazi University, Turkey). P.1

<sup>10</sup> Rebecca. L.Oxford. *Language Learning Strategy*, (New York: Newbury Publisher, 1989), p.136

<sup>11</sup> Douglas Brown, *principles of Language Learning Teaching*, Fifth Edition. (Longman, 2007) p.136

<sup>12</sup> David Nunan, *Practical English Language Teaching* (Cambridge: Cambridge University Press, 2002) p. 333.

find out the result and for applying the strategy and the students need time and process to get result.

Chamot says that “Students can use these strategies for all of the modalities reading, listening, writing, and speaking. As well as for the retention of vocabulary and content information”.<sup>13</sup> The students can use this strategy to improve their four skills English in teaching learning process especially in reading.

Metacognitive strategy is very important for successful language learning. Language learners are often overwhelmed by too much “newness” unfamiliar and difficult vocabulary, confusing rules, different writing system and grammar, seemingly inexplicable social custom, and nontraditional instructional approaches. Many learners lose their focus, which can only regained by the conscious use of metacognitive strategies such as paying attention and over viewing/linking with already familiar material seriously.<sup>14</sup> So, metacognitive strategy is very important for students in learning process. It can helps students to paying attention seriously while learning process is going on and to relate with already known material.

It can be concluded that metacognitive strategy can helps students in some of problems such as: difficult vocabulary, different

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<sup>13</sup> Anna Uhl Chamot, et al. *The Learning Strategy Handbook* (New York: Longman, 1999) p.124.

<sup>14</sup> Rebecca. L.Oxford. *Language Learning Strategy*, (New York: Newbury Publisher, 1989), p.136

writing system, and different social custom that causing many students lose their focus in learning.

Kinds of metacognitive strategies are: like organizing, setting goals and objectives, considering the purpose, and planning for a language task, these all strategies can help students for arranging and planning their language learning become efficient and effective in their process language learning. The metacognitive strategy of seeking practice opportunities is especially important. Students who are interested in learning a new language must take responsibility to seek as find and take practice opportunities as much as possible, usually outside of the classroom.<sup>15</sup> So, metacognitive strategies can help students become effective and efficient for planning and arranging their language learning. Especially for seeking practice opportunities is very important for students, it can help students who are interested in learning a new language must take practice as much as possible.

Metacognitive learning strategy is a term used information theory to indicate executive functions, strategy that involve planning for learning process, thinking aloud the learning process as it is taking place monitoring of one's productions or and evaluating learning after an activity completed.

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<sup>15</sup> *Ibid*, p.136-137

Based on the Liang Zha's journal, metacognitive strategies are regarded as high order executive skills that make students' knowledge of cognitive processes and constitute an attempt to set student's learning by planning, monitoring, and evaluating. In reading, metacognitive strategies are strategies designed to increase readers' knowledge of awareness and control, to improve their reading comprehension.<sup>16</sup> Metacognitive strategies can increase students' cognitive knowledge to set their learning process; planning, monitoring, and evaluating. It also designed to readers for increasing their reading comprehension and evaluate their achievement in reading comprehension.

#### b. The Goal of Metacognitive Strategy

Metacognitive strategy has goals/objectives and these goals can gives benefits for students and can helps students to increase his/her knowledge while using this strategy. Such as; self management, planning, self-monitoring and self-evaluating.

There are goals of using metacognitive strategy to students, they are:

- 1) Self management
- 2) Functional planning
- 3) Advanced organization
- 4) Organization planning
- 5) Selective attention
- 6) Self monitoring

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<sup>16</sup> Liang Zhang, Electronic Journal of Foreign Language Teaching, *Metacognitive Strategy Use and Academic Reading Achievement*, (National University of Singapore,2013) V.10, p.55, Retrieved from <http://pdfs.semanticschoar.org>, Accessed on 7 September at 13.50 p.m

### 7) Self evaluating.<sup>17</sup>

Some other goals of using metacognitive strategy to students:

- 1) Teach students that ability to learn is not a fixed quantity
- 2) Teach students how to set goals and objectives and plan to meet them
- 3) Give students opportunities to practice self-monitoring and adapting.<sup>18</sup>

So, the goals of metacognitive learning strategy are for self management, evaluating and monitoring, how to set functional planning and organization for learning, make students to be selective attention, teach students how to set goals, and give students opportunities to practice self-monitoring and adapting.

#### c. The Steps of Metacognitive Strategy

Metacognitive strategy has steps that should follow by students while using this strategy. For applying metacognitive strategy students should do step by step for getting best result. There are many opinions about steps of metacognitive from some experts.

According to Nunan, steps this strategy divided into three ways, there are:

- 1) Planning are previewing main ideas, making plans to accomplish a task, paying attention to key information,

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<sup>17</sup> Lynne. T. Diaz and Rico, *Strategies for Teaching English Learning* (California: University Press, 2008) p.127.

<sup>18</sup> Mc. Queneey, Metacognition, Retrieved from <http://Serc.carleton.edu>, Accessed on June 01<sup>st</sup> 2017 at 12.30 p.m

seeking out and arranging for conditions to promote successful learning.

- 2) Monitoring is self-checking one's comprehension
- 3) Evaluating is developing the ability to determine how well ones has accomplished the task.<sup>19</sup>

Next, according to Chamot this strategy divided into four steps, they are: planning, monitoring, problem solving, and evaluating.<sup>20</sup> However, all of the steps are almost same and can be generated into strategy that is more specific. Although, a strategy is a grouped according to the process in which it most occurs often, it is may be used in more than process depending on the task and how the strategy is applied.

#### d. The Models of Metacognitive Strategy

Besides the steps of metacognitive strategy divided into some steps, metacognitive strategy also divided into some sub strategies. All of these models has benefits for students while using it, and helps students become easier comprehend the text in reading and also others activities in learning.

##### 1) Centering your learning

These strategies can helps learners to converge their attention and energize on learning process and subject. Use of these strategies provides and makes students to become focus for language learning. Centering your learning divided into three

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<sup>19</sup> David Nunan, *Practical English Language Teaching* (Cambridge: Cambridge University Press, 2002) p.333

<sup>20</sup> Anna Uhl Chamot, et al. *The Learning Strategy Handbook* (New York: Longman, 1999) p.124.

steps; Overviewing and linking with already known material, Paying attention, and Delaying speech production to focus on listening.<sup>21</sup> But, researcher will not use delaying speech production to focus on listening because it is not suitable for reading.

#### a) Overviewing and Linking with Already Known Material

Overviewing and linking with already known material it means it same with activating background knowledge, students should overviewing or reviewing and try to remind his experience with the material already known and try to correlated it.

#### b) Paying Attention

Students should concentration fully, students' focus start from general aspect to specific aspect to get best result in reading and should avoid anything can make fade out the concentration and should be able to ignore distractors.

### 2) Arranging and Planning Your Learning

Arranging and planning your learning, they are: finding out about language learning, organizing the schedule and the environment, setting goals and objectives, considering task and purposes, planning for tasks, and seeking chances to practice the

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<sup>21</sup> Rebecca. L.Oxford. *Language Learning Strategy*, (New York: Newbury Publisher, 1989), p.138

language.<sup>22</sup> All of these strategies can help students to organize and plan language learning.

a) Finding Out About Language Learning

Try to ask or discuss with someone who is smarter than you and can help or give you information how to improve your language learning. Students can find and ask all about what he/she wants to know about the language learning.

b) Organizing

Students should be able to understand his/her-self, and can organize time and milieu for making his/her-self enjoy and comfort in reading process. These strategies can help students to be more effective in learning process.

c) Setting Goals and Objectives

Setting goals and objectives, it means before students begin reading books, students should make and know what for he/she is reading the books firstly and try to reach the goals and objectives then learning process will become effective.

d) Identifying the Purpose of Language Task

Students should find out what for they are reading, it can help students for getting their purpose quickly in reading

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<sup>22</sup> *Ibid*, p. 138-139

texts, books, novels, magazines, and newspaper and by this strategies, students can involve their skills effectively.

e) Planning for a Language Task

The purpose of this strategy is students should prepare his/her-self to face all of task. Students should be able describe what situation, content, and about what task that will he/she face. It can do by previewing material or notes at home.

f) Seeking Practice Opportunities

Students should try to practice as much as possible in reading for improving ability, it can they do by reading English book, newspaper, magazines, articles, and journals. It can also do by joining with an international social club.

3) Evaluating Your Learning

In this set are two related strategies, they are: self-monitoring and self-evaluating. One strategy involves noticing and learning from errors, and the other concern evaluating overall progress.<sup>23</sup> Evaluating your learning can establish students be better than before.

a) Self-Monitoring

Self-monitoring, it means students should be able to avoid some errors understanding in texts or sentences while

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<sup>23</sup> *Ibid*, p.139

reading and also should be able to observe his/her-self in learning process.

b) Self-Evaluating

The purpose of this strategy is for getting best result in learning process or reading activity students should evaluate and check his/her progress and achievement in learning process periodically.

So, there are three models in metacognitive strategy that can establish and help students to understanding text while reading books. The three models strategies are: Centering Your Learning (this set of three strategies helps learners to converge their attention), Arranging and Planning Your Learning (helps students to organize and plan students' learning), and Evaluating Your Learning (helps students to checking or evaluate students' learning).

However, each of processes can be generated into strategy that is more specific. Although, a strategy is grouped according to the process in which it most often occurs, it may be used in more than process depending on the task and how the strategy is applied.

e. The Advantages of Using Metacognitive Strategy

If students can apply metacognitive strategy well, students will get some advantages from this strategy that will help students to be better than before in learning process. So that is why, this strategy important and good for students.

Metacognitive strategy has some advantages to the students, such as:

- 1) To make students more successful in their academic.
- 2) Students understand how he or she learns, remembers, process information.
- 3) Students be better to create situations that promote learning.
- 4) Students be better understand their own learning process
- 5) Provides students with the skills to study complete coursework more efficiently and successfully.<sup>24</sup>

So, there are some advantages of using metacognitive for students that will make students be better in learning process, for remembering and processing information, for creating situations in learning be better, and make students become efficiently in learning.

## **B. Description of Reading Comprehension**

### **1. Reading comprehension**

Reading is one of many ways to get information and improve students' knowledge, but students need written text for this activity. A reader can communicate with a writer throughout a text. Readers will get information by reading and then it will processed in their minds.

Reading is a way to get information from something that is written. Reading involves the introduction of symbols that make up a language. Read and Hear are the second most common way to get

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<sup>24</sup> Caitrin Blake, Metacognition in the Classrom, Retrieved from <http://education.cu-portland.edu>. Accessed on 30 October 2017 at 16.21 p.m

information. Brown says, “Reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and it take is the product of that interaction”.<sup>25</sup> The one of most common for getting information is by reading. The readers can update their information by reading books, texts, and newspapers.

In conclusion, reading is an activity for getting information throughout written text. Reading is one of most common way to get information and it is also very important for human being. People will receive information throughout written text and try to save it in mind.

Comprehension is a process to understand information that received human being. Comprehension occurs in human mind by cognition. People can improve their knowledge throughout comprehension something based on what people see, hear, and also based on his/her experience.

Richard states that “comprehension is the process by which a person understanding the meaning of written or spoken language clearly”.<sup>26</sup> In addition, comprehension is the ability to understand the meaning from the writer or spoken language. While, according to Webster’s Dictionary “comprehension is the act of grasping with the mind, understanding or knowledge, the capacity for understanding ideas, facts”.<sup>27</sup>

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<sup>25</sup> H Douglas Brown, *Language Assessment Principles and Classroom Practice*, (Pearson education Inc, 2004), p.189

<sup>26</sup> Richard A. Renandya, *Language Teaching Methodology* (Cambridge University, 2006), p. 54

<sup>27</sup> Victoria Newfeldt, *Webster’s New World College Dictionary* (USA: Macmillan, 1991), p. 286

Comprehension is process get main idea, or a process understanding of meaning from the written text.

So, it can be concluded that comprehension is improving or testing to understanding of language (written and spoken) and comprehension is needed on reading and listening. Students will get information and improve their knowledge by comprehension in reading.

Reading is not just about read the text but reading also about try to understand the text. Reading comprehension is a process getting information from written/printed material and then the reader can reconstruct the information by his/her comprehension to another interpretation.

Reading comprehension is not just read every word, every sentence, also not analyzing everything that the writer includes in the text.<sup>28</sup> Reading comprehension is not how to read all of the words, or all of the sentences in the text and also not how to analyze everything that the writer includes in text.

In conclusion, reading comprehension text is a constructive process of the visual information and corrects it with information in the text. Reading comprehension text must have interaction between the reader and the writer by having the same interpretation upon text.

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<sup>28</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Malaysia: Longman, 2003, p.202.

## 2. The Purpose of Reading Comprehension

It is important to bear in mind that reading is not an invariant skill, that there are different types of reading skills which correspond to the many different purposes we have for reading. Reading comprehension has many purposes besides for improving the knowledge, and the purposes are:

- a. To obtain information for some purpose or because we are curious about some topic.
- b. To obtain instruction on how to perform some task for our work or daily life (examples, knowing how an appliance works).
- c. To act in a play, play a game, play a puzzle.
- d. To keep in touch with friends by correspondence or to understand business letters.
- e. To know when or where something will take place or what is available.
- f. To know what has happened (as reported in newspaper, magazine, reports, etc).
- g. For enjoyment or excitement.<sup>29</sup>

According to Lester and Alice Crow classify the purposes of reading into two general purposes, they are:

- a. Leisure-time reading. It is reading for enjoyment which may vary in following your favorite sport, article, comic and movie program.
- b. More serious reading. It is reading to study for a goal such as to obtain factual information and solve problems.<sup>30</sup>

It can be concluded, the purposes of reading are for getting information from some topic, getting instruction from books manual, updating information from around the world, for enjoyment in leisure time, and for solving problem in serious reading.

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<sup>29</sup> David Nunan, *Designing Tasks for the Communicative Classroom* (the United Kingdom: Cambridge University Press, 1989), p.33-34

<sup>30</sup> Lester and Alice Crow, *How to study: to Learn Better, Pass Examination, Get Better Grades*, (USA: Collier Macmillan Publisher, 1976), p.53.

### 3. The level of comprehension

Reading comprehension is reading with understanding with comprehension of written language involve the knowledge of vocabulary, structure and the situation in which language used. Smith Wayne Otto said that, there are four level of comprehension, they are:

#### a. Literal Comprehension

Literal comprehension is generally accepted as the most simple, basic, comprehension skill and one requires little thinking or reasoning.

#### b. Interpretation

Definitely involves thinking skill and require readers to identify ideas and meanings are not explicitly stated that in the written text. Within the interpretive level, reader may make generalization determine cause and effect, identify motives, find relationship, predict ending, and make comparison.

#### c. Critical Reading

When individuals read critically, they are evaluate what is read. They examine critically the thought of researcher, which have been identified thought the two lower levels of comprehensions and judge their validity or worth.

#### d. Creative Reading

Creative reading beyond what the author has written, applying ideas from the text to new situation and recombining the

author's ideas to from new concepts or to expend old ones. Through creative reading the reader create something new idea, the solution to a problem, a new way of looking at something.

#### 4. Reading Assessments

Assessments need planning and organization. Assessment is a tool to measure how far the students' ability and comprehension of the material. In this case, the researcher used descriptive text for measuring students' comprehension. There are some indicators for measuring their comprehension in reading:<sup>31</sup>

**Table 01**  
**Table of indicators of reading comprehension**

No	Indicators of reading comprehension
1	Identifying topic sentence
2	Identifying main idea
3	Identifying important information
4	Identifying vocabulary
5	Identifying conclusion

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<sup>31</sup> J. Michael O' Malley and Lorraine Valdes Pierce, *Authentic Assessment for English Language Learners* (United States of America: Addison-Wesley Publishing Company. 1996), p. 98.

The following are the indicators of reading comprehension, they are:

a. Topic Sentence

Topic is what is being talked about in a text and every paragraph must have a topic sentence. The topic sentence states the main idea of paragraph. It is the one thing a paragraph about, the main idea sentence is also known as the topic sentence.<sup>32</sup> Every good paragraph should have a topic sentence that became what is being talked about.

b. Main Idea

The most important in paragraph is a main idea sentence, it is the key statement that author makes about the topic or subject of the paragraph. The main idea generally describes or “covers” the details in the paragraph.<sup>33</sup> So, the main idea of paragraph is what the author wants you to know about the topic.

c. Important Information

Important information is development of the main idea in paragraph. Important information also explain about main idea detailly and also give explanation about the topic sentence. Important information can be state as supporting sentence in a text or paragraph.

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<sup>32</sup> Thomas G. Gunning, *Reading Comprehension Booster*, (San Francisco: Jossey-Bas, 2010), p. 27.

<sup>33</sup> *Ibid*, p. 10.

#### d. Vocabulary

According to Oxford learners pocket “Vocabulary is all the words that a person knows or uses”.<sup>34</sup> So, vocabulary is pattern of letter is forming word and also vocabulary can form language. Students should prepare his/her knowledge about vocabulary as much as possible for helping his/her-self to understand the text.

#### e. Concluding Sentence

According to Oxford learners pocket “Conclude is a result of what you have heard or seen.”<sup>35</sup> Concluding sentence is stated at the end of the paragraph. It is the conclusion of paragraph. Thus concluding sentence signals the end of the paragraph and leaves the reader with important points to remember.

In this case, the researcher used descriptive text

### 5. Descriptive Text

#### a. Definition of Descriptive Text

Descriptive text is a written English text which the writer describe an object, the object can be concrete or abstract object. An object here can be person, animals, and things.<sup>36</sup> Descriptive text is a written text which is telling for describing someone or something.

From explanation above it can be concluded that descriptive text is a text which is telling an object with the purpose for describing

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<sup>34</sup> A.S. Hornby, *Oxford Advanced Learners Dictionary of Current English*, (London: Oxford University Press, 2009). p.495.

<sup>35</sup> Alice Oshima and Ann Hogue, *Writing Academic: A Writing And Sentence Structure Workbook for International Students*,(USA: Addison-Wesley Publishing Company, 1983), p. 8.

<sup>36</sup> Sanggam Siahaan, *Generic Text Structure*, (Yogyakarta:Graha Ilmu, 2008), p.89

object. It can be a person, a tree, a house or building, and a place. This text usually has function for describing a particular person, place or thing.

Based on the Sanggam Siahaan, this text has two generic structures, and they are: "Identification, to identifies phenomenon to be described, and Description, to describes parts, qualities, and characteristics".<sup>37</sup> So, identification for identifying phenomenon and description for describing parts, qualities, and characteristic an object.

b. The Example of Descriptive Text

For more detail about descriptive text, it can be seen as example below:

**Rafflesia Arnoldi**

Rafflesia Arnoldi is one of the rare plants in Indonesia. It can be found only in Bengkulu, one of Indonesia's provinces. It is an almost extinct plant that should be conserved. It is tremendous and high. It can be four meters height. This plant grows up in the wild area such as in the jungle. It can not be planted by human since it grows naturally. It has wide and large leaves. The leaves are usually patterned and colorful. The most color is maroon and it contains white spots to make it interesting to look at. The mid part is trunk. This part is the highest part. It can be two or three meters height. This parts soars up to the sky since this plant grows up following the sunlight. Actually, it can not be called as 'trunk' since it is the leaf that has a form like a trunk. It is harder than other leaves and it is only one without branches. When we approach it, it has bad smell. The smell is carrion-like. It spreads up to ten meters surround. The bad smell functions to protect itself from any disturbance such as animal, insects, etc.<sup>38</sup>

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<sup>37</sup> *Ibid* , p.89

<sup>38</sup> *Ibid*, p.92

### C. Review of Related Findings

There were some related findings to this research, the first is Kezia Zhanetta Alfanca,<sup>39</sup> overall of her research was there was positive and strong correlation between metacognitive strategies and reading comprehension. Next, Borlian Hasibuan,<sup>40</sup> the concluding of her research was there are relation which is significant between the using metacognitive strategy to students' learning motivation at the fourth semester TBI-1 IAIN Padangsidimpuan.

The third come from Nora Wahyuni Siregar's research, the result of her research was there is correlation between lectures' teaching technique and reading comprehension at third grade of English Educational Program (TBI) IAIN Padangsidimpuan.<sup>41</sup> Then, Joel C. Meniado's research,<sup>42</sup> this study revealed that there was no correlation between metacognitive reading strategies and reading comprehension.

From the explanation above, there was one research showed there was correlation between metacognitive strategy and reading comprehension , and one research also showed there was no correlation between metacognitive

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<sup>39</sup> Kezia Zhanetta Alfanca, "The Correlation Between Metacognitive Reading Strategies and Reading Comprehension of English Department Students", (*Unpublished Thesis*), (Surabaya, 2017). Retrieved from <http://repository.wima.ac.id>, Accessed on 30 October 2017, at 14.19 p.m

<sup>40</sup> Borlian Hasibuan, "The Correlation of Using Metacognitive Strategy to Students' Learning Motivation at The Fourth Semester of English Education Program (TBI-1) IAIN Padangsidimpuan", (*Unpublished Thesis*), (Padangsidimpuan: IAIN, 2014).

<sup>41</sup> Nora WahyuniSireagar, "The Correlation Between Lecturers' Teaching Technique and Reading Comprehension at Third Grade of English Educational Program IAIN Padangsidimpuan", (*Unpublished Thesis*), (Padangsidimpuan, IAIN, 2014).

<sup>42</sup> Joel C. Meniado, "Metacognitive Reading Strategies, Motivation, and Reading Comprehension Performance of Saudi EFL Studens", (Yanbu Industrial, Saudi Arabia, 2016) V. 9, P. 117. Retrieved from <http://files.eric.ed.gov>. Accessed on 30 October 2017, at 14.25 p.m

strategy and reading comprehension. So, I want to do research and know is there the correlation between metacognitive strategy and students' reading comprehension of English Department IAIN Padangsidimpuan like what have they done before.

#### **D. The Conceptual Framework**

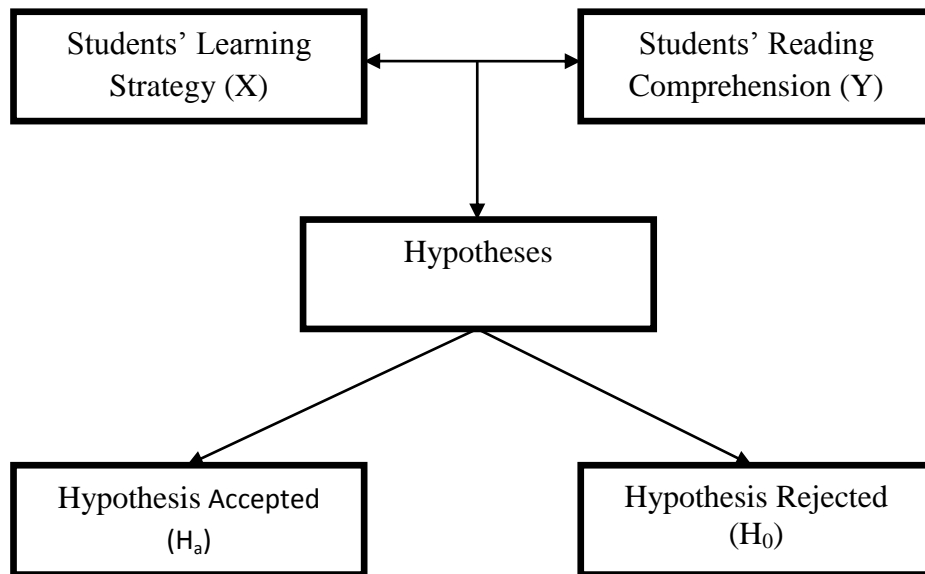
The successful of reading comprehension depend on many factors. One of them is how the students learning strategy in reading. The suitable strategy is very important to learning in reading. But, in fact there are so many students which still use learning strategy in reading. So, the researcher tried to use correlation learning strategy for students' reading comprehension.

Learning strategy mediate between emotional and metacognition, as you will soon discover. For example, a reflective styles invariably grows out of reflective personality or a reflective mood. An impulsive styles, on the other hand, usually arises out of an impulsive emotional states.

Achievement is activity result and assessment/ effort which have been by which is expressed in the form of letter or number and can express reached result of certain someone within. In educations, reading comprehension is a process which the reader try to understand about what is read or to know the meaning from the text. For example, readers must be able to draw conclusions, identify main ideas and recognize details from the selection.

So, the researcher concludes that two variable of this research are metacognitive learning strategy as independent variable (X) and reading

comprehension as dependent variable (Y), the relation of variables may be seen on figure below:



### E. Hypothesis

Hypothesis is needed to show the researchers' thinking and expectation about outcomes of the research related to this study. There are 2 hypotheses in this research, they are:

1. There is a significant correlation between metacognitive learning strategy and students' reading comprehension at seventh semester of English Department in IAIN Padangsidempuan ( $H_a$ ).  $\mu_1 > \mu_2$ .
2. There is no significant correlation between metacognitive learning strategy and students' reading comprehension at seventh semester of English Department in IAIN Padangsidempuan ( $H_0$ ).  $\mu_1 = \mu_2$ .

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Time and Place of the Research**

Talking about time and place of this research, the researcher has done this research in IAIN Padangsidimpuan, especially at seventh semester of English Department in 2017 academic year. This campus located at H.T Rizal Nurdin sub-district of Sihitang, Padangsidimpuan, North Sumatera, Indonesia. This research has been done from April 2017 until October 2017.

#### **B. Research Design**

The research used correlation method in this research, and the kind of research is quantitative research. In this research wanted to verification correlation between metacognitive learning strategy and student's reading comprehension at the seventh semester of English Education Department in IAIN Padangsidimpuan.

In this case, the researcher took the correlation research for doing this research. Researcher saw that there was correlation between metacognitive learning strategy and students' reading comprehension at the seventh semester of English Education Department in IAIN Padangsidimpuan.

## C. Population and sample

### 1. Population

The population of this research is taken from all seventh semester of English Education Department in IAIN Padangsidempuan in academic year 2017-2018. The population research consists of four classes, it can be seen the table below:

**Table 02**  
**The Population in The Seventh Semester**

No.	Class	Total
1.	TBI-1	25
2.	TBI-2	33
3.	TBI-3	32
4	TBI-4	30
Total	4	120

### 2. Sample

Talking about sample, if the population is smaller than 100 students, researcher take them all as the sampel, but if the population more than 100 we can take them between 10-15 or 20-25 or more.<sup>1</sup> Since the population is more than 100, it is taken a class at the sample by using random sampling. Random sampling is the process of selecting a sample in such a

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<sup>1</sup> L.R Gay, *Eductional Research* (America:Library of Congress Catalonging, 2000), p.120

way that all individuals in the definite population have and equal and independent change of being selected for the sample.<sup>2</sup> So in class TBI-1 take 8, and class TBI-2 take 10, and class TBI-3 take 10, and class TBI-4 take 9. So, the total sample is 30% from the sample.

**Table 03**  
**Sample in Class TBI Seventh Semester**

<b>No</b>	<b>Class</b>	<b>Total persons</b>	<b>Samples 30% from total person</b>	<b>Rounded</b>
1	TBI-1	25	7,5	8
2	TBI- 2	33	9,9	10
3	TBI-3	32	9,6	10
4	TBI-4	30	9	9
JUMLAH		120	36	37

#### **D. Instruments of the research**

A research must have an instrument in this research because a good instrument can go guarantee for taking the valid data. To get the data in this research, the research used test and questionnaire as instruments in this research. Test for students' reading comprehension by using descriptive text, and questionnaire for metacognitive learning strategy.

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<sup>2</sup> *Ibid.* p.123

## 1. Test

Researcher used multiple choice test to know students reading comprehension by using descriptive text. The research took 20 questions for students. The researcher has some indicators in reading comprehension test follow:

- a) Students are able to identify generic structure/characteristic of the text
- b) Students are able to identify topic sentence of the text.
- c) Students are able to identify the main idea from the text.
- d) Students are able in analyzing vocabulary in context.
- e) Students are able to identify the conclusion/ coda of the text.<sup>3</sup>

This test has been 20 questions, and each item is given score 5. So, the maximum score of test is 100. Research used a test to students by using multiple choice test item is usually set out in such a way that the candidate is required to selected the answer from a number of given options. Only one of which is correct, the marking process is totally objective because the marker is not permitted to exercise judgment when marking the candidate's answer, agreement has already been reached as to the correct answer to each item.<sup>4</sup>

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<sup>3</sup> O' Malley J. Michael, and Lorraine Valdes Pierce, *Authentic Assessment for English Language Learners* (United States of America: Addison-Wesley Publishing Company. 1996), p. 98.

<sup>4</sup> Cyril J. Weir, *Communicative Language Testing* (New York: Prentice Hall, 1990), p. 43.

**Table 04**  
**The Indicators Reading Comprehension Test**

No	Indicators	Item	Number of Items	Score	Total Score
1	Able to identify generic structure of text	3	13, 14, 19	5	15
2	Able to find the topic of the text	4	1, 3, 5, 9	5	20
3	Able to identify The important information from the text	5	2, 4, 7, 8, 20	5	25
4	Understanding of Vocabulary	4	10, 11, 16, 18	5	20
5	Able to identify the conclusion	4	6, 12, 15, 17	5	20
	TOTAL	20		25	100

## 2. Questionnaires

For knowing the knowledge of metacognitive learning strategy, the researcher used questionnaires. It is mainly made up of a list of question, but should also include clear instruction and space for answer or administrative details. The questionnaires were taken based on theory from Rebecca. The questionnaires were translated into Indonesia language to make it easier to understand, and the questionnaire consist of 20 items. Questionnaires should always have a defined purpose that is related to the objectives of the research,

and it needs to be clear from the outset how the findings will be used .The indicators of Metacognitive Learning Strategy can be seen as table below:<sup>5</sup>

**Table 04**  
**The Table Indicators of Metacognitive Learning Strategy Instruments**

No	Metacognitive Learning Strategy	Total Questionnaire	Number of Test
1	Centering Your Learning: a. Overviewing and linking with already known material	2	1-2
	b. Paying attention	2	3-4
2	Arranging and Planning Your Learning:		
	a. Finding out about language learning	2	5-6
	b. Organizing	2	7-8
	c. Setting goals and objective	2	9-10
	d. Identifying the purpose of a language task ( reading )	2	11-12
	e. Planning for a language task	2	13-14
	f. Seeking practice opportunities	2	15-16
3	Evaluating Your Learning:		
	a. Self-monitoring		17-18
	b. Self-evaluating		19-20
	Total	20	20

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<sup>5</sup> Rebecca. L.Oxford. *Language Learning Strategy*, (New York: Newbury Publisher, 1989), p.137

The questionnaires that used was a questionnaire that covered already provided the answer questionnaires so that respondents choose to live. In this case likert scale with five alternative answers in multiple-choice form, namely a, b, c, d, and e by using the positive and negative form of the question is to use the types of questions that build the classification.

These Questionnaires are given the interpretation for each answer in positive form as follows:

For the option A (always)	: 5
For the option B (often)	: 4
For the option C (sometime)	: 3
For the option D (rarely)	: 2
For the option E (never)	: 1 <sup>6</sup>

So, the researcher gave questionnaire to students for measuring their metacognitive strategy. In this case, the researcher used likert scale with five alternative answers in multiple choice form by using the positive statement. The researcher gave 5 score for option A (always), 4 score for option B (often), 3 score for option C (sometime), 2 score for option D (rarely), and 1 score for option E (never).

But, for negative the questionnaires are given the interpretation for each answer as follows:

For the option A (always)	: 1
For the option B (often)	: 2
For the option C (sometime)	: 3

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<sup>6</sup> Purwanto, *Statistika Untuk Penelitian*, (Yogyakarta: Pustaka Pelajar, 2011), P.48

For the option D (rarely) : 4  
 For the option E (never) : 5<sup>7</sup>

In this case, the researcher gave 1 score for option A (always), 2 score for option B (often), 3 score for option C (sometime), 4 score for option D (rarely), and 5 score for option E (never).

### E. Technique of Validities Instruments

The validity of a test is to know a test it is suitable for students or not.

To know validity of the test the researcher used the formula as follow:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where :  $r_{xy}$  = Koefisien Validity of the test

X = Score for each item test

Y = Score for all item test

N = Number of students.

Examination of validity of the test has been done by comparing  $r_{count}$  with  $r_{table}$  of product moment to show how far the test can be testing to get the data. With criterion of  $r_{count} > r_{table}$  test classified was valid. It is to reading comprehension that established by the test as the representative which was provided by the researcher. In this research, the researcher had used item validity

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<sup>7</sup> *Ibid*, P.49

to find out the validity of instrument. Item validity is a part of the test as a totally to measure the test by items. Then, the test consisted of 20 multiple choices.

To test content of the questionnaire and test by using criteria validity. The item validity of test the researcher analyzed by *product moment formula*. To examine the reliable of instruments the research was taken based on Rebecca in Language Learning Strategies book. The Questionnaire consist of 20 items, there are 10 item for each kind of Metacognitive learning strategy.

To examine the validity and reliable of instrument would done towards questionnaires for metacognitive learning strategy and reading comprehension for test. The sample use to get the data of questionnaire and test validity from the seventh semester of IAIN Padangsidimpuan.

#### **F. Techniques of Collecting Data**

For collecting the data on this research, researcher gave questionnaire to sample for getting data of students' metacognitive learning strategy and gave test for getting students' reading comprehension. The process explained as follows:

1. The researcher entered to the each of class room for doing research.
2. The researcher introduced himself, explained his aim, and asked permission to the sample.
3. The researcher gave the test and questionnaire to the students.
4. The researcher gave 90 minutes for answering test and questionnaire.

5. The researcher controlled the class while students were answering the test and questionnaire.
6. The researcher collected all the instruments.
7. The researcher brought it to home and analyzed the data.

### **G. Technique of Data Analysis**

The researcher analyzed the data after have been done collected the data, and data analysis in this research used by quantitative data. The most suitable analysis in quantitative research is by using the statistical process and with following steps:

1. Identify and total or corrected the answer the subject research from the test.
2. Use mean score to identify variable X and Y
  - a) Know the mean score used the formula:<sup>8</sup>

$$(\bar{x}) = \sum \frac{fixi}{f}$$

Then, the value of result should be appropriated with the table interpretation to the index of means score. The interpretation of the result can be seen in the below table:

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<sup>8</sup> Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan* (Bndung: Cipta Pusataka Media, 2014),p.28

**Table 06**  
**The Table Interpretation of Means Score**

No	Interval	Predicate
1	80-100	Very good
2	70-79	Good
3	60-69	Enough
4	50-59	Less
5	0-49	Fail. <sup>9</sup>

3. To know the correlation between variable X and variable Y, the formula as follow:

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

The result should be appropriated with the interpretation to the index of product moment of correlation the interpretation of the result can be seen in the following table:

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<sup>9</sup> Nana Sudjana and Ibrahim, *Penelitian dan Penilaian Pendidikan* (Jakarta: Sinar baru Algesindo, 2002), p. 153.

**Table 07**  
**The table interpretation**

The value	Degree
Between 0.00 – 0.199	Very low correlation
Between 0.20 – 0.399	Low correlation
Between 0.40 – 0.599	Significant correlation
Between 0.60 – 0.799	High correlation
Between 0.80 – 1.000	Very high correlation <sup>10</sup>

4. To know the contribution of coefficient correlation between variable X and Y

it can be definite the formula determinant correlation:

$$Kp = r^2 \times 100\%$$

Where :

Kp = determine correlation

r = coefficient correlation<sup>11</sup>

5. To examine the significances variable X and Y was calculated by:

$$T = \frac{r_{xy}\sqrt{n-1}}{\sqrt{1-(r_{xy})^2}}$$

t = result of t-test

n = total of sample

$r_{xy}$  = coefficient correlation between x and y<sup>12</sup>

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<sup>10</sup> Anas Sudjono, *pengantar statistic pendidikan* (Jakarta : PT Raja GrafindoPersada, 2008), p 193.

<sup>11</sup> Riduan, *Dasar-dasar statistika*, (Bandung: Alfabeta, 2010). P. 56

<sup>12</sup> Riduwan, *Belajar mudah Penelitian untuk Guru, Karyawan dan peneliti Pemula*, p. 98.

## CHAPTER IV

### RESULT OF THE RESEARCH

#### A. Description of Data

For understanding this research clearly, it was described based on variables. There were two variables in this research, and they are metacognitive learning strategy (X) and students' reading comprehension (Y).

##### 1. Students' Metacognitive Learning Strategy

The students' metacognitive learning strategy got from 20 questionnaires that gave to students. The description of students' score can be seen on the table follow:

**Table 08**  
**Test Result of Students' Metacognitive Learning Strategy**

No	Initial	Students' Score	Interpretation
1	AN	60	Enough
2	AS	57	Less
3	AB	60	Enough
4	AA	62	Enough
5	AW	62	Enough
6	AD	58	Less
7	DAL	62	Enough
8	DS	61	Enough
9	DM	57	Less
10	EK	60	Enough
11	EH	57	Less
12	FKD	59	Less
13	FN	62	Enough
14	GAH	63	Enough
15	HM	60	Enough
16	HL	63	Enough
17	IA	57	Less
18	ISS	65	Enough
19	MA	58	Less
20	MPS	77	Good
21	NT	61	Enough
22	NTP	61	Enough

No	Initial	Students' Score	Interpretation
23	NIN	66	Enough
24	N	59	Less
25	NH	57	Less
26	NS	62	Enough
27	NY	58	Less
28	RS	64	Enough
29	R	56	Less
30	RN	60	Enough
31	SD	55	Less
32	SA	54	Less
33	TDK	57	Less
34	TM	61	Enough
35	WHD	50	Less
36	WH	62	Enough
37	YH	57	Less
		$\Sigma X = 2214$	

Based on the data of the table above it can be concluded that students' metacognitive learning strategy from 37 students, there are 16 students who got predicate 'Less', and 20 students who got predicate 'Enough', and only one students who got predicate 'Good'.

Then, based on the questionnaires result, after calculating score of students' metacognitive learning strategy, it was found that the highest score was 77 and the lowest score was 50 (see appendix VIII). To complete this research, it was needed for researcher to calculate the mean score, median score, and the modus score. For more detail the specification of calculation was described in the table below:

**Table 09**  
**The Resume of the Variables Score Student's Metacognitive Learning Strategy**

No	Statistic	Variable X
1.	High score	77
2.	Low Score	50
3.	Range	27
4.	Mean score	60.24
5.	Median score	63.81
6.	Modus	63.9

Based on the table above, it is known that mean score was 60.24, it means that the students in metacognitive learning strategy got enough predicate, and the median score was 63.81 and the modus was 74.5. Where mean was the score which represents the general value that was achieved by the students.

Meanwhile, median was the score in the middle or the score which divides a distribution of data into equal part and modus is a score which has the most frequency. To know revelation of data was done to grouped the variable metacognitive learning strategy which the total classes 6 and interval 5. Then, the computed of the frequency distribution of the student's score of group can be applied in the table frequency distribution as follows:

**Table 10**  
**The Frequency Distribution of Student's Metacognitive Learning Strategy**

Interval	Mid Point	Frequency	Percentages
50 – 54	52	2	5.46%
55 – 59	57	14	37.83%
60 – 64	62	18	48.64%
65 – 69	67	2	5.41%
70 – 74	72	0	0%
75 – 79	77	1	2.70%
<b>Total</b>		<b>37</b>	<b>100</b>

In order to get a description of the data clearly and completely, the researcher presents the data in histogram on the following figure:

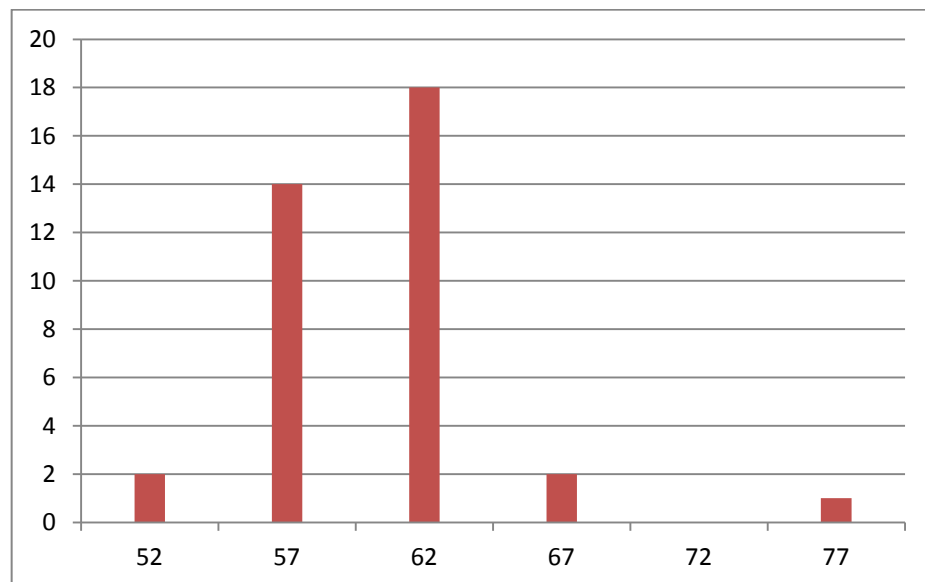


Figure 1 Description Data of Metacognitive Strategy

Based on the above table, it was known that the variable revelation of metacognitive learning strategy shown that the respondent at

interval 50 – 54 were 2 students (5,46%), interval 55 – 59 were 14 students (37,83%), interval 60 – 64 were 18 students (48,64%), interval 65 – 69 were 2 students (5,41%), and interval 70 – 74 were 0 student (0%), interval 75 – 79 were 1 student (2,70%).

## 2. Students' Reading Comprehension

The resume score of variable student's reading comprehension to the students at seventh semester of IAIN Padangsidempuan had been gotten as table below:

**Table 11**  
**Test Result of Students' Reading Comprehension**

No	Initial	Students' Score	Interpretation
1	AN	65	Enough
2	AS	85	Very Good
3	AB	50	Less
4	AA	90	Very Good
5	AW	65	Enough
6	AD	40	Fail
7	DAL	60	Enough
8	DS	70	Good
9	DM	70	Good
10	EK	65	Enough
11	EH	50	Less
12	FKD	30	Fail
13	FN	85	Very Good
14	GAH	65	Enough
15	HM	35	Fail
16	HL	40	Fail
17	IA	45	Fail
18	ISS	55	Less
19	MA	60	Enough
20	MPS	70	Good
21	NT	45	Fail
22	NTP	90	Very Good
23	NIN	50	Less
24	N	90	Very Good
25	NH	70	Good
26	NS	60	Enough
27	NY	60	Enough
28	RS	85	Very Good

No	Initial	Students' Score	Interpretation
29	R	50	Less
30	RN	35	Fail
31	SD	30	Fail
32	SA	40	Fail
33	TDK	30	Fail
34	TM	100	Very Good
35	WHD	40	Fail
36	WH	95	Very Good
37	YH	55	Less
		$\sum Y = 2220$	

Based on the table above, it is seen from 37 students there were 10 students who got 'Fail' predicate, 6 students who got 'Less' predicate, 4 students who got 'Good' predicate, and there were 8 students who got 'Very good' predicate.

Then, based on the test result, after calculating score of students' reading comprehension, it was found that the highest score was 100 and the lowest score was 30 (see appendix IX). To complete this research, it was needed for researcher to calculate the mean score, median score, and the modus score. For more detail the specification of calculation was described in the table below:

**Table 12**  
**The Resume of the Variable Score of Reading Comprehension**

No	Statistic	Variable Y
1.	High score	100
2.	Low Score	30
3.	Range	70
4.	Mean score	59.82
5.	Median score	61.5
6.	Modus	60.7

Based on the table above, it is known that mean score was 59.82, it means that the students in metacognitive strategy got less predicate, and the median score was 61.5 and the modus was 89.5. Where mean was the score which represents the general value that was achieved by the students.

Meanwhile, median was the score in the middle or the score which divides a distribution of data into equal part and modus is a score which has the most frequency. To know revelation of data was done to grouped the variable metacognitive strategy which the total classes 6 and interval 12. Then, the computed of the frequency distribution of the student's score of group can be applied in the table frequency distribution as follows:

**Table 13**  
**The Frequency Distribution of Reading comprehension**

Interval	Mid Point	Frequency	Percentages
30 – 41	35.5	9	24.32%
42 – 53	47.5	6	16.21%
54 – 65	59.5	10	27.02%
66 – 77	71.5	4	10.81%
78 – 89	83.5	3	8.10%
90 – 101	95.5	5	13.51%
<b>Total</b>		<b>37</b>	<b>100%</b>

In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure:

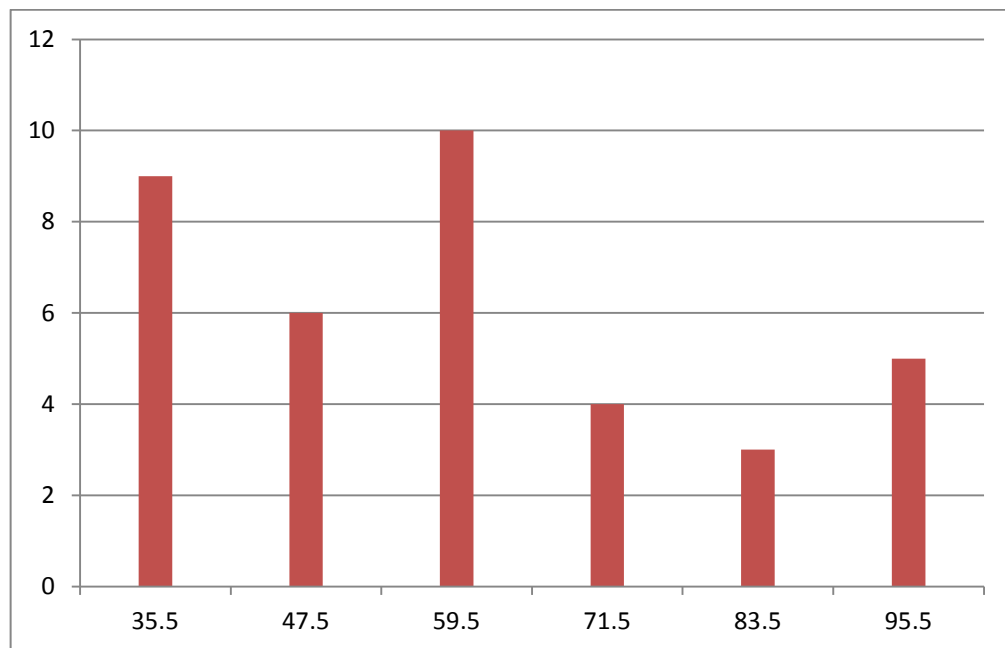


Figure 2: Description Data of Reading Comprehension

Based on the above table, it was known that the variable revelation of reading comprehension shown that the respondent at interval 30 – 41 were 9 students (24.32%), interval 42 – 53 were 6 students (16.21%), interval 54 – 65 were 10 students (27.02%), interval 66 – 77 were 4 students (10.81%), interval 78 – 89 were 3 students (8.10%), and interval 90 – 101 were 5 students (13.51 %).

## B. The Hypothesis Testing

Hypothesis testing aims to determine the correlation between metacognitive learning strategy and reading comprehension to the students at seventh semester of IAIN Padangsidimpuan by using  $t_{\text{test}}$ . Before testing the hypothesis, first performed the calculation of the scores obtained by the respondents as the below:

$$\sum X = 2214$$

$$\sum Y = 2220$$

$$\sum X^2 = 132978$$

$$\sum Y^2 = 147550$$

$$\sum XY = 133770$$

By using the values above then, researcher calculated the value of correlation between variable X and Y by used product moment as below:

$$\begin{aligned} r_{xy} &= \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{n\{\sum x^2 - (\sum x)^2\}\{n \sum y^2 - (\sum y)^2\}}} \\ &= \frac{37 (133770) - (2214)(2220)}{\sqrt{\{37 \times 132978 - (2214)^2\}\{37 \times 147550 - (2220)^2\}}} \end{aligned}$$

$$\begin{aligned}
&= \frac{4949490 - 4915080}{\sqrt{\{4920186 - 4901796\}\{5459350 - 4928400\}}} \\
&= \frac{34410}{\sqrt{(18390)(530950)}} \\
&= \frac{6882}{\sqrt{9764170500}} \\
&= \frac{6882}{98813.817} \\
&= 0.070
\end{aligned}$$

Based on the data above, it is shown the correlation between students' metacognitive learning strategy and students' reading comprehension is very low correlation.

To look for the contribution of variable X to variable Y as follows:

KP = The score of determine coefficient

r = The scores of the coefficients correlation

$$\begin{aligned}
KP &= r^2 \times 100 \% \\
&= (0.070)^2 \times 100\% \\
&= 0.0049 \times 100\% \\
&= 0.49\%
\end{aligned}$$

Based on calculating above determine contribution metacognitive learning strategy and students reading comprehension was 0.49%, it means the contribution of the correlation just only 0.49% and 99.51% from other aspects.

To test hypothesis for the significant correlation, researcher used the formulate  $t_{\text{count}}$  the calculation as below:

$$\begin{aligned}
T_{\text{count}} &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} = \frac{0.070\sqrt{37-2}}{\sqrt{1-(0.070^2)}} \\
&= \frac{0.07\sqrt{35}}{\sqrt{1-0.0049}} \\
&= \frac{0.070(5,916)}{\sqrt{0.9951}} \\
&= \frac{0.414}{0.997} \\
&= 0.415
\end{aligned}$$

Based on the calculation above, the researcher found that  $t_{\text{count}} = 0.415$  and  $dk = N-2 = 37-2 = 35$ , and at real  $\alpha = 0.05$ , the researcher found that  $t_{\text{table}} = 2.704$  cause  $t_{\text{count}} < t_{\text{table}}$ , namely  $t_{\text{count}} = 0.415$  and  $t_{\text{table}} = 2.704$ . It means that there was no significance correlation between two variables that it was categorized to be “rejected” or could be said that there was not significant of the contribution of variable X to variable Y. So,  $H_a$  is rejected and  $H_0$  is accepted, it means that there was not significant correlation between metacognitive learning strategy and students reading comprehension.

### C. The Discussion

Based on the data analysis above, it has proven that metacognitive learning strategy gave very low correlation for reading comprehension. Metacognitive learning strategy is one of the ways to use cognitive and how to control it and also metacognitive is process how students think and how students to use it. Metacognitive learning strategies has some benefits for students, they are: to make students more successful in their academic, make students understand how he or she learns, remembers, and process information, and Provides students with the skills to study complete

coursework more efficiently and successfully.<sup>1</sup> Next, Liang Zhang's journal she said that metacognitive learning strategies are strategies designed to increase readers' knowledge of awareness and control, for improving their reading comprehension.<sup>2</sup> Unfortunately, the strategies did not give big contribution to students' reading comprehension on this research. So, the researcher could not prove what have been stated by Sigmund Freud and Liang Zhang.

Furthermore, what has been finding by the researcher that based on the calculation of  $t_{\text{test}} = 0.070$  that indicated that the correlation between students' metacognitive learning strategy and students' reading comprehension is very low correlation. Then, based on the calculation of  $t_{\text{count}} = 0.415$  and  $dk = N - 2 = 37 - 2 = 35$ , and at real  $\alpha = 0.05$ , the researcher found that  $t_{\text{table}} = 2.704$  cause  $t_{\text{count}} < t_{\text{table}}$ , namely  $t_{\text{count}} = 0.415$  and  $t_{\text{table}} = 2.704$ . It means that there was not significant correlation between metacognitive learning strategy and students' reading comprehension at seventh semester students of English Education Department in IAIN Padangsidimpuan. So,  $H_a$  is rejected and  $H_0$  is accepted.

But, in Kezia Zhanetta Alfanca's research showed that overall of her research was there was positive and strong correlation between

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<sup>1</sup> Caitrin Blake, *Metacognition in the Classroom*, <http://education.cu-portland.edu>. Accessed on 30 October 2017 at 16.21 p.m

<sup>2</sup> Liang Zhang, *Electronic Journal of Foreign Language Teaching, Metacognitive Strategy Use and Academic Reading Achievement*, (National University of Singapore, 2013) V.10, p.55

metacognitive learning strategies and reading comprehension.<sup>3</sup> It means, the students who used metacognitive learning strategy be better in reading comprehension than students who did not use metacognitive learning strategy.

So, based on the explanation above, it indicated that the result of our research is different. It may be caused sample was different. It means, students in IAIN Padangsidempuan has different problems with students in Widya Mandala Catholic University. That thing perhaps that made our result became different or caused by other factor.

#### **D. Threats of Research**

There some weakness of this research, they are:

1. The researcher gave students the test suddenly, so that students did not prepare to do it.
2. The researcher did not know are the students answering the test and questionnaire seriously and honestly.
3. The researcher does not know is the test appropriate for them, but researcher have validated the test before the test gave for them.
4. The researcher does not know are the students answered the test voluntary because this research did at afternoon.

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<sup>3</sup> Kezia Zhanetta Alfanca, "The Correlation Between Metacognitive Reading Strategies and Reading Comprehension of English Department Students", (*Unpublished Thesis*), (Surabaya, 2017). <http://repository.wima.ac.id>, Accessed on 30 October 2017, at 14.19 p.m

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After the researcher analyzed the data and got the result of this research, the researcher can be concluded the data as follows:

1. The researcher got that students' metacognitive learning strategy at seventh semester of English Education Department in IAIN Padangsidimpuan was "Enough" getting mean score were 60.24.
2. The researcher got that students' reading comprehension at seventh semester of English Education Department in IAIN Padangsidimpuan was "Less" getting mean score were 59.82.
3. The result of this research is  $r_{xy} = 0.070$ , it means there is very low correlation between metacognitive learning strategy and students' reading comprehension. Then, based on the calculating of  $t_{count}$ , the researcher got  $t_{count} = 0.415$  and  $t_{table} = 2.704$ . The comparison the both of values is  $t_{count} < t_{table}$  ( $0.415 < 2.704$ ). So, it can be concluded that there is very low correlation between metacognitive learning strategy and students' reading comprehension and there is no significant correlation between metacognitive learning strategy and students' reading comprehension. It means,  $H_a$  is rejected and  $H_0$  is accepted.

#### B. Suggestion

There are some suggestions below, that made researcher for the English teacher, students and for the next researcher as follows:

## 1. The English Teacher

- a. In teaching and learning English, they need appropriate method and approach. So English teacher are expected to be able to choose good method to increase student's English mastery.
- b. Because of every student has different condition and intelligence. English teacher should give motivation and opportunity to them and give explanation that English is easy to learn.
- c. The English teacher must be creative, innovative, and communicative when teaching English

## 2. Students

- a. Increase your interest in English, because by using English students can improve their knowledge because many information uses English to share to the other people.
- b. Choose your the best way, technique, or strategy to master and to advance your English.
- c. Ask to your English teacher when you have difficulties in comprehending English.

3. Next, researchers suggest to another researcher(s) to complete this research by conducting any other research which related with learning strategy(s).

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## **CURRICULUM VITAE**

### **A. Identity**

Name : DEDI HARIADI ZAI  
Reg. No : 13 340 0044  
Place/ Birth date : Padangsidempuan/ February 01<sup>st</sup>, 1994  
Sex : Male  
Religion : Islam  
Address : Manegen, Padangsidempuan

### **B. Parents**

Father's name : Hamzah Pohan  
Mother's name : Dermawan Pane

### **C. Educational Background**

- 1 Elementary School : SDN 200505 Manegen, Padangsidempuan (2006)
- 2 Junior School : MTs N Babussalam Basilam Baru (2009)
- 3 Senior School : SMK N 1 Btang Angkola (2012)
- 4 Institute : IAIN Padangsidempuan (2017)

## **Appendix I (Test for Reading Comprehension)**

**Name :**

**Class :**

**Instruction:**

Read the text carefully and answer the question below. Each one is followed by several questions about it. Choose the one best answer, A, B, C, D, or E to each question. Give mark (x) on the best answer.

**The following text is for question 1-2**

### **My Pet**

I have a pet. It is a dog and I call it Dolgy. Dolgy is a Chinese breed. It is small, fluffy, and cute. It has got thick black fur. When I cuddle it, the fur feels soft. Dolgy does not like bones. Every day it eats soft food like steamed rice, fish, or bread. Every morning I give him milk and bread. When I am at school, Dolgy plays with my rabbit. They get along well, and never fight maybe because Dolgy does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Dolgy is really a sweet and friendly animal.

1. The communicative purpose of this text is.....

- a. to describe a particular animal
- b. to share an amusing incident with others
- c. to present two points of view about an issue
- d. to inform the readers about the beauty of Dolgy
- e. to retell events for the purpose of informing and entertaining

2. Which statement is suitable to the text?

- a. The dog and rabbit do not fight because the dog is not biting
- b. Dolgy is a gentle animal
- c. Dolgy eats milk and meat every morning

- d. The dog does not like bone but the rabbit likes bone
- e. Both of dog and rabbit are cruel animal

**The following text is for question 3-4**

### **Paris**

Paris is the capital city of France. It is also one of the most beautiful and famous city in the world. Paris is called as the city of light. It is also an international fashion center. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world center of education. For instance, it is the headquarters of UNESCO, the United Nations Education, Scientific and Cultural Organization.

There are other many other famous places in Paris, such as the famous museum the louvre as well as the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower.

Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called Ile de la Cite. It is where Notre Dame located. Today around eight million people live in the Paris area.

3. What is the communicative purpose of the text?

- a. to present two points of views about Paris
- b. to explain Paris, the capital city of France
- c. to describe Paris
- d. to retell Paris, the capital of France
- e. to persuade the readers to go to Paris, the capital of France

4. which statement is suitable to the text?

- a. There is only one famous place in Paris
- b. Paris is a central industries city in the world

- c. Eiffel tower is the most famous landmark in Paris
- d. The city of Paris named from Greek language
- e. Paris has small population, it is about two million people

**The following text is for question 5-8**

### **Natural Bridge National Park**

Natural Bridge National Park is luscious tropical rainforest. It is located 110 kilometers from south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock formed into a natural 'arch' and the cave through which a waterfall cascades is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offers toilets, barbeque, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

5. The text above is in form of.....

- a. hortatory exposition
- b. narrative
- c. description
- d. report
- e. explanation

6. What is the communicative purpose of the text?

- a. to present two points of views about natural bridge national park
- b. to explain the bridge national park
- c. to describe the bridge national park
- d. to retell the bridge national park

- e. to persuade readers to treat preserve the bridge national park
7. Where is the natural bridge national park located?
- a. 110 kilometers from South of Brisbane
  - b. 110 kilometers from Pacific Highway
  - c. 110 kilometers from Numinbah Valley
  - d. 110 kilometers from Lamington National Park
  - e. 110 kilometers from Nerang
8. Which statement is suitable to the text?
- a. The tourists are permitted to swimming in the rock pool
  - b. The tourists are not permitted to swimming in the rock pool
  - c. The tourists are permitted to camping overnight
  - d. The park location is 100 Kilometers from south Brisbane
  - e. The fireplaces are not offered in the picnin area

**The following text is for question 9-10**

On the banks of the Chao Phraya, Bangkok's "River of Kings", lies a hotel that has already set new standards of hospitality for this celebrated city. Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the orient and, at the same time, unsurpassed range of facilities and leisure activities.

There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2000 people, and a 24-hour business center. And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fable "River of Kings".

One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok the business district and main shopping areas are mere minutes away. From more than 200 years, Bangkok's

grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river, offers its guests the golden promise of the East.

9. The type of text above is a/an.....

- a. report
- b. recount
- c. anecdote
- d. narrative
- e. descriptive

10. "There is a breathtaking view of all the exotic hustle and bustle of the fable". What does the underline word mean?

- a. A stories are really happened in the past
- b. A stories are told about description of things
- c. A stories are talked about history
- d. A stories are not happened truthly
- e. A stories are talked about religions

**The following text is for question 11-13**

One of the famous city in Italy is Venice. It get its popularity because Venice is a rich and interesting city. It has a lot of history documentations and offers a lot of attractive things to visitors.

Venice has been established over 2000 years ago when waves of barbarians drove people out of their homes in various Roman cities. Around years 800-1100 AD, Venice underwent a period of growth, and became more centralized. It gradually developed into a city state, which is essentially a self-governed region of a country that trades freely among others.

As Venice gradually developed, it became a prominent player in the sea trade of the time. It was set upon by many different threats. Pirates became the hugest

problem. Fewer and fewer shipments were making it through the treacherous water. It happened when the Republic of Venice decided to move the operations to the eastern shores.

When we think of Venice, the first thing which comes to mind are canals. They are considered the trademark of the city. Canals are mostly recognizable for providing the main form of transportation throughout the city. Visiting Venice brings a rich aura of history and culture. Floating through the canals for an afternoon makes for a memorable experience, and it's one that any traveler commonly enjoy.

11. "The pirates became the hugest problem". What does the underlined word mean?

- a. widest
- b. biggest
- c. smallest
- d. most difficult
- e. heaviest

12. What is the main function of canal in venice?

- a. canal is used for tourism activities
- b. canal is used for fishing on the night
- c. canal is used for rafting on the weekend
- d. canal is used for transportation throughout the city
- e. canal is used for swimming

13. Which sentence is identification structure?

- a. venice has been established...
- b. as venice gradually developed...
- c. when we think of vance...
- d. visiting the venice...

e. one of the famous city in Italy...

**The following text is for question 14-15**

I have some head covers. They are head cover, cap, and peci. I like my peci very much. Do you know what is peci? I am going to tell you now

There are some terms or names for this kind of head cover. My father call it "songkok" but some of my friends call it "kopiah". I myself prefer to call this head cover "peci"

Peci can be produced in various colours. They may be sold in green, yellow, and brown colour. I do not like bright colour. So I bought my peci in dark colour. It is black.

My peci is number 8 in size. It has 7 cm in height. My black peci is made of a stiffened, black velvet-like fabric and fold flat. So it is truly dark, truly black. My black peci has the shape of a truncated cone with embroidered felt in its sides.

I always wear my black peci every day. Just like people in Brunei, Malaysia, Singapore, the southern Philippines and southern Thailand, I also wear the black peci in formal situations such as wedding feasts, funerals, and festive occasions.

Recently I have known why this black head cover is named peci. The word of "peci" might be derived from the Dutch word "petje" which has meaning of "small hat"

14. What is the identification sentence from the text?

- a. There are some terms or names for this kind of head cover. \
- b. My father call it "songkok"
- c. I have some head covers.
- d. I always wear my black peci every day.
- e. Just like people in Brunei

15. Which statement is suitable to the text?

- a. the writer only wear peci in formal situations
- b. the writer has two peci
- c. the writer prefer to wear the bright colour peci
- d. the writer wear peci because of father suggestion
- e. the writer wear peci everyday

**The following text is for question 16-17**

Mojokerto is breathtaking. On the left side, it is seen a very high cliffs and on the right side we can see a large rock that seems ready to keep the crash of waves that come any time. The number of tourists who always visit this Mojopahit Beach makes this beach never quiet of visitors.

In this Mojopahit beach, we can play sand and feel the breeze of the fresh sea breeze. We can also ride a horse or a kind of carriage called andong that can take us to the coral reef area which is very beautiful. In the early evening, we can see the sunset. This moment is a very special moment as we can see the sun that seems entering the sea water.

16. "Mojokerto is breathtaking". The underlined word similar to...

- a. Simple
- b. Good
- c. Queer
- d. Nice
- e. Amazing

17. Which statement is suitable to the text?

- a. The beach is always quiet
- b. A lot of people always visit beach
- c. No body can see the sunset from the beach
- d. The visitors can ride a camel

- e. Mojokerto is a bad place for tourism

**The following text is for question 18**

I have a new bag. Its colour is soft green. I always bring it when i go to school. It is made of strong fabric.

There are some parts of my bag. The first part is the pocket. I put my money and my library card in the pocket. The second part is the main part. I put my books and pencil case in this part. The third part is a small pocket at the left side of the bag. I keep a bottle of water in this pocket. I love my bag.

18. "It is made of strong fabric". The underlined word is similar to?

- a. Rubber
- b. Feather
- c. Cloth
- d. Iron
- e. Glass

**The following text is for question 19-20**

Song Joong-ki is my favorite actor. He is a South Korean actor and emcee. He has such a very handsome face. He is so famous in Indonesia.

Song Joong-ki was born on September 19th, 1985 at Daejeon, South Korea. He is about 65 kg (Weight), and 178 cm (Height). His blood type is "A". He has a pointed nose and bright skin.

Song Joong-ki is very popular as one of the original cast members in a variety show entitled "Running Man". This variety show has so many fans in Indonesia that Song gets his popularity easily in Indonesia. His funny character in this variety show makes him so lovable. Almost every young girl in Indonesia idolizes him so much.

19. What is the text describing about?

- a. The text is describing about Korean people
- b. The text is describing about romantic film

- c. The text is describing about Song Joong Ki
- d. The text is describing about funny man
- e. The text is describing about idol

20. When was Song Joong Ki born?

- a. He was born on September 17<sup>th</sup> 1985
- b. He was born on September 18<sup>th</sup> 1985
- c. He was born on September 19<sup>th</sup> 1985
- d. He was born on September 20<sup>th</sup> 1985
- e. He was born on September 21<sup>st</sup> 1985

## **KEY ANSWER**

<b>1. A</b>	<b>11. B</b>
<b>2. B</b>	<b>12. D</b>
<b>3. C</b>	<b>13. E</b>
<b>4. C</b>	<b>14. C</b>
<b>5. C</b>	<b>15. E</b>
<b>6. C</b>	<b>16. E</b>
<b>7. A</b>	<b>17. B</b>
<b>8. A</b>	<b>18. C</b>
<b>9. E</b>	<b>19. C</b>
<b>10. D</b>	<b>20. C</b>

## Appendix II

### QUESTIONNAIRE

#### I. Direction

1. Give the cross mark (X) in the your answer
2. Answer the question based on your competence and don't cheat another's answer

#### II. Question

##### A. Metacognitive Strategy Questionnaire (Variable X)

Answer these questions well by crossing a, b, c, d and e.

1. Saya menghubungkan materi sudah lewat dengan materi yang sedang saya baca
  - a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Jarang
  - e. Tidak pernah
2. Dengan membaca materi yang sudah lewat dapat membantu saya dalam mengerjakan soal dengan mudah
  - a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Jarang
  - e. Tidak pernah
3. Ketika sedang membaca, saya selalu focus pada paragraph yang saya baca
  - a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Jarang
  - e. Tidak pernah
4. Pada saat membaca dan belajar saya selalu menjauh dari hal-hal yang dapat mengganggu konsentrasi saya
  - a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Jarang
  - e. Tidak pernah
5. Saya selalu berdiskusi dengan teman mengenai teks yang sedang saya baca
  - a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Jarang
  - e. Tidak pernah

6. Saya bertanya kepada guru/dosen mengenai teks yang sulit saya pahami
- a. Selalu                      c. Kadang-kadang                      e. Tidak pernah
  - b. Sering                      d. Jarang
7. Ketika hendak membaca saya mengatur tempatnya dengan baik agar menjadi nyaman ketika belajar atau membaca
- a. Selalu                      c. Kadang-kadang                      e. Tidak pernah
  - b. Sering                      d. Jarang
8. Saya selalu memutar music ketika membaca atau belajar dirumah
- a. Selalu                      c. Kadang-kadang                      e. Tidak pernah
  - b. Sering                      d. Jarang
9. Ketika ingin membaca, saya membuat tujuan jangka pendek yang ingin dicapai pada saat membaca
- a. Selalu                      c. Kadang-kadang                      e. Tidak pernah
  - b. Sering                      d. Jarang
10. Ketika ingin membaca, saya membuat tujuan jangka panjang yang ingin dicapai pada saat membaca
- a. Selalu                      c. Kadang-kadang                      e. Tidak pernah
  - b. Sering                      d. Jarang
11. Saya tahu tujuan yang ingin saya capai pada saat membaca
- a. Selalu                      c. Kadang-kadang                      e. Tidak pernah
  - b. Sering                      d. Jarang
12. Saya selalu mencapai tujuan saya pada saat membaca
- a. Selalu                      c. Kadang-kadang                      e. Tidak pernah
  - b. Sering                      d. Jarang
13. Saya mempersiapkan diri dengan baik ketika hendak membaca sebuah paragraph/teks
- a. Selalu                      c. Kadang-kadang                      e. Tidak pernah
  - b. Sering                      d. Jarang

14. Saya selalu menerka/menebak mengenai teks apa yang akan dihadapi sehingga saya dapat mempersiapkan diri dengan baik dalam mengerjakan tugas
- a. Selalu                      c. Kadang-kadang                      e. Tidak pernah  
b. Sering                      d. Jarang
15. Saya menyempatkan diri untuk melatih kemampuan dan pengetahuan saya dengan banyak membaca buku
- a. Selalu                      c. Kadang-kadang                      e. Tidak pernah  
b. Sering                      d. Jarang
16. Saya selalu mengisi waktu luang dengan membaca
- a. Selalu                      c. Kadang-kadang                      e. Tidak pernah  
b. Sering                      d. Jarang
17. Saya selalu meminimalisir kesalahan dalam menerjemahkan kalimat pada saat membaca
- a. Selalu                      c. Kadang-kadang                      e. Tidak pernah  
b. Sering                      d. Jarang
18. Saya selalu memperbaiki/mengoreksi kesalahan-kesalahan yang terjadi pada saat membaca teks
- a. Selalu                      c. Kadang-kadang                      e. Tidak pernah  
b. Sering                      d. Jarang
19. Saya selalu mengevaluasi diri saya untuk meningkatkan pemahaman dan pengetahuan saya setelah selesai membaca teks
- a. Selalu                      c. Kadang-kadang                      e. Tidak pernah  
b. Sering                      d. Jarang
20. Saya sering menguji pengetahuan saya dengan membaca buku untuk melihat sejauh mana sudah berkembang
- a. Selalu                      c. Kadang-kadang                      e. Tidak pernah  
b. Sering                      d. Jarang

### APPENDIX III

#### The Score of Students' Metacognitive Strategy

No	Name	Students' Score
1	Arnisah Nasution	60
2	Amalia Siregar	57
3	Amirusyamsi sf Bustami	60
4	Andra Ali	62
5	Anni Wahda	62
6	Awal Delina	58
7	Desmi Aisyah Lubis	62
8	Dewi Sartini	61
9	Dinda Mutia	57
10	Elisa Kencana	60
11	Emmi Hayati	57
12	Fitri Khairani Daulay	59
13	Fitria Ningsih	62
14	Guntur Alamsyah Hsb	63
15	Habibatul Mardiyah	60
16	Harmein Lubis	63
17	Iin Angraini	57
18	Isra Soliah Siregar	65
19	Maya Alwiyah	58
20	Mayang Purnama Sari	77
21	Nisa Toyyibah	61
22	Nona Tari Pulungan	61
23	Nur Intan Nasution	66
24	Nurdiniah	59
25	Nurlainun Harahap	57
26	Nurma Sari	62
27	Nurul Yadani	58
28	Rahmadona Sagala	64
29	Ranisah	56
30	Riskon Nudiah	60
31	Seri Devi	55
32	Sri Ase	54
33	Tri Daya Kartika	57
34	Tri Mahendra	61
35	Winda Hariani Dasopang	50
36	Wirda Hasanah	62
37	Yusmitha Harahap	57
		$\Sigma X = 2214$

#### APPENDIX IV

##### The Score of Students' Reading Comprehension

No	Name	Students' Score
1	Arnisah Nasution	65
2	Amalia Siregar	85
3	Amirusyamsi sf Bustami	50
4	Andra Ali	90
5	Anni Wahda	65
6	Awal Delina	40
7	Desmi Aisyah Lubis	60
8	Dewi Sartini	70
9	Dinda Mutia	70
10	Elisa Kencana	65
11	Emmi Hayati	50
12	Fitri Khairani Daulay	30
13	Fitria Ningsih	85
14	Guntur Alamsyah Hsb	65
15	Habibatul Mardiyah	35
16	Harmein Lubis	40
17	Iin Angraini	45
18	Isra Soliah Siregar	55
19	Maya Alwiyah	60
20	Mayang Purnama Sari	70
21	Nisa Toyyibah	45
22	Nona Tari Pulungan	90
23	Nur Intan Nasution	50
24	Nurdiniah	90
25	Nurlainun Harahap	70
26	Nurma Sari	60
27	Nurul Yadani	60
28	Rahmadona Sagala	85
29	Ranisah	50
30	Riskon Nudiah	35
31	Seri Devi	30
32	Sri Ase	40
33	Tri Daya Kartika	30
34	Tri Mahendra	100
35	Winda Hariani Dasopang	40
36	Wirda Hasanah	95
37	Yusmitha Harahap	55
		$\Sigma Y = 2220$

## APPENDIX V

### The Result of Variable X and Y

No	INISIAL	X	Y
1	AN	60	65
2	AS	57	85
3	A sf B	60	50
4	AA	62	90
5	AW	62	65
6	AD	58	40
7	DA	62	60
8	DS	61	70
9	DM	57	70
10	EK	60	65
11	EH	57	50
12	FH	59	30
13	FN	62	85
14	GA	63	65
15	HM	60	35
16	HL	63	40
17	IA	57	45
18	IS	65	55
19	MA	58	60
20	MP	77	70
21	NT	61	45
22	NTP	61	90
23	NI	66	50
24	ND	59	90
25	NH	57	70
26	NS	62	60
27	NY	58	60
28	RS	64	85
29	R	56	50
30	RN	60	35
31	SD	55	30
32	SA	54	40
33	TD	57	30
34	TM	61	100
35	WHD	50	40
36	WH	62	95
37	YH	57	55
		$\Sigma X = 2214$	$\Sigma Y = 2220$

## APPENDIX VI

### The Correlation Between Metacognitive Strategy and Reading Comprehension

No	INISIAL	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	AN	60	65	3600	169	780
2	AS	57	85	3249	289	969
3	A sf B	60	50	3600	100	600
4	AA	62	90	3844	324	1116
5	AW	62	65	3844	169	806
6	AD	58	40	3364	64	464
7	DA	62	60	3844	144	744
8	DS	61	70	3721	196	854
9	DM	57	70	3249	196	798
10	EK	60	65	3600	169	780
11	EH	57	50	3249	100	570
12	FH	59	30	3481	36	354
13	FN	62	85	3844	289	1054
14	GA	63	65	3969	169	819
15	HM	60	35	3600	49	420
16	HL	63	40	3969	64	504
17	IA	57	45	3249	81	513
18	IS	65	55	4225	121	715
19	MA	58	60	3364	144	696
20	MP	77	70	5041	196	994
21	NT	61	45	3721	81	549
22	NTP	61	90	3721	324	1098
23	NI	66	50	4356	100	660
24	ND	59	90	3481	324	1062
25	NH	57	70	3249	196	798
26	NS	62	60	3844	144	744
27	NY	58	60	3364	144	696
28	RS	64	85	4096	289	1088
29	R	56	50	3136	100	560
30	RN	60	35	3600	49	420
31	SD	55	30	3025	36	330
32	SA	54	40	2916	64	432
33	TD	57	30	3249	36	342
34	TM	61	100	3721	400	1220
35	WHD	50	40	2500	64	400
36	WH	62	95	3844	361	1178
37	YH	57	55	3249	121	627
		$\sum X = 2214$	$\sum Y = 2220$	$\sum X^2 = 132978$	$\sum Y^2 = 5902$	$\sum XY = 26754$

## APPENDIX VII

### TEST RESULT OF STUDENTS' READING COMPREHENSION

	Initial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	TA	N		
	AN	1	1	1	1	0	1	1	0	0	0	1	0	1	0	1	0	1	1	1	1	13	65		
	AS	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	17	85		
	ASB	1	0	0	0	1	1	1	1	0	1	1	0	0	0	0	0	1	0	1	1	10	50		
	AA	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	18	90		
	AW	0	0	0	1	0	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	13	65		
	AD	1	0	0	1	0	1	1	0	1	0	1	1	0	0	0	0	0	0	0	0	1	8	40	
	DAL	1	1	0	1	0	0	1	1	0	1	1	1	0	1	1	1	0	0	0	0	1	12	60	
	DS	1	1	0	1	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	14	70	
	DM	0	0	1	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	14	70	
	EK	1	1	1	1	0	0	1	1	0	0	1	1	1	0	0	0	1	1	1	1	1	13	65	
	EH	0	0	1	0	1	1	1	1	0	0	0	1	0	0	1	0	0	1	1	1	1	10	50	
	FKD	0	0	0	0	1	0	1	0	0	0	1	0	0	0	0	0	1	1	0	1	6	30		
	FN	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	17	85		
	GAH	0	1	1	0	1	1	1	1	0	1	0	1	0	1	1	0	0	1	1	1	13	65		
	HM	0	1	0	1	0	0	1	1	0	0	0	0	0	1	0	0	0	0	0	1	1	7	35	
	HL	0	1	0	0	1	0	1	0	0	0	1	0	0	0	0	1	0	1	1	1	8	40		
	IA	1	0	1	0	1	1	1	0	0	0	0	0	0	0	0	0	1	1	1	1	9	45		
	ISS	1	1	0	0	1	1	1	1	1	0	0	1	0	1	0	0	0	0	1	1	11	55		
	MA	0	0	1	0	1	1	1	1	1	0	1	0	0	0	0	1	1	1	1	1	12	60		
	MPS	1	0	1	1	0	0	1	1	0	1	1	1	1	0	1	1	1	1	0	1	14	70		
	NT	1	0	1	1	1	1	1	0	1	0	0	0	0	0	0	0	0	0	1	1	9	45		
	NTP	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	18	90		
	NN	1	0	1	1	0	0	0	0	0	0	1	1	1	0	0	0	1	1	1	1	10	50		
	N	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	18	90		
	NH	1	1	1	1	0	1	1	0	0	1	1	0	1	0	0	1	1	1	1	1	14	70		
	NS	0	0	0	1	0	1	0	1	0	0	1	1	1	1	0	1	1	1	1	1	12	60		
	NY	0	0	0	0	0	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	12	60		
	RS	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	17	85		
	R	0	0	0	1	0	0	1	1	1	0	1	0	0	1	0	1	0	1	1	1	10	50		

RN	1	1	0	1	1	0	0	0	0	0	0	1	0	0	0	0	1	1	0	0	0	7	35
SD	0	1	0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	0	1	6	30
SA	1	0	1	0	0	1	1	1	0	0	0	1	1	0	0	0	0	0	0	0	1	8	40
TDK	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	6	30
TM	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	100
WHD	1	1	0	0	0	0	1	1	0	0	0	0	0	0	1	0	1	0	1	1	1	8	40
WH	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	19	95
YH	1	0	1	1	1	1	0	0	1	0	0	0	0	0	1	0	1	1	0	1	1	11	55
<b>Jumlah</b>	<b>25</b>	<b>18</b>	<b>21</b>	<b>26</b>	<b>19</b>	<b>21</b>	<b>32</b>	<b>24</b>	<b>11</b>	<b>15</b>	<b>26</b>	<b>21</b>	<b>14</b>	<b>17</b>	<b>17</b>	<b>21</b>	<b>26</b>	<b>24</b>	<b>30</b>	<b>36</b>	<b>444</b>	<b>2220</b>	

## APPENDIX VIII

### VARIABEL X( Metacognitive Strategy )

1. Maximal and Minimal score gotten by setting the variable score from low score or high score.

50	54	55	56	57	57	57	57	57
57	57	58	58	58	59	59	60	60
60	60	60	61	61	61	61	62	62
62	62	62	62	63	63	64	65	66
77								

2. High score = 77

3. Low score = 50

4. Range = high score- low score 77-50= 27

5. The total of classes (BK)
 
$$= 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 37$$

$$= 1 + 3.3 (1.56)$$

$$= 1 + 5.14$$

$$= 6.14$$

$$= 6$$

6. Interval (i)

$$I = \frac{R}{BK} = \frac{27}{6} = 4.5 = 5$$

$$7. \text{ Mean score (x)} = \frac{\sum fx}{f}$$

No	Class Interval	F	X	FX	X <sup>I</sup>	FX <sup>I</sup>	F <sub>kb</sub>	F <sub>ka</sub>	Percentages
1.	50 – 54	2	52	104	2	4	N=37	2	5.46%
2.	55 – 59	14	57	798	1	14		16	37.83%
3.	60 – 64	18	62	1116	0	0	21	34	48.64%
4.	65 – 69	2	67	134	-1	-2	3	36	5.41%
5.	70 – 74	0	72	0	-2	0	1	36	0%
6.	75 – 79	1	77	77	-3	-3	1	N=37	2.70%
<b>Total</b>		<b>N=37</b>	-	<b>∑FX = 2229</b>	-	<b>∑FX<sup>I</sup> = 13</b>	-	-	<b>100%</b>

$$\text{Mean score (x)} = \frac{\sum fx}{N} = \frac{2229}{37} = 60.24$$

8. Median

$$Me = \ell + \left( \frac{\frac{1}{2}n - f_{kb}}{f_i} \right) xi$$

$$\ell = 59.5 \quad i = 5$$

$$f_i = 18 \quad F_{kb} = 3$$

$$\frac{1}{2} n = \frac{1}{2} 37 = 18.5$$

$$Me = \ell + \left( \frac{\frac{1}{2}n - f_{kb}}{f_i} \right) i$$

$$Me = 59.5 + \left( \frac{18.5 - 3}{18} \right) 5$$

$$\begin{aligned}
&= 59.5 + \left(\frac{15.5}{18}\right) 5 \\
&= 59.5 + \left(\frac{77.5}{18}\right) \\
&= 59.5 + (4.31) \\
&= 63.81
\end{aligned}$$

9. Modus

$$\begin{array}{lll}
\ell = 59.5 & F_a = 14 & i = 5 \\
U = 64.5 & F_b = 2 &
\end{array}$$

$$\begin{array}{ll}
M_o = \ell + \left(\frac{fa}{fa+fb}\right) i & \text{or} \\
= 59.5 + \left(\frac{14}{14+2}\right) 5 & M_o = U - \left(\frac{fb}{fa+fb}\right) i \\
= 59.5 + \frac{70}{16} & = 64.5 - \left(\frac{2}{14+2}\right) 5 \\
= 59.5 + 4.4 & = 64.5 - \frac{10}{16} \\
= 63.9 & = 64.5 - 0.6 \\
& = 63.9
\end{array}$$

## APPENDIX IX

### VARIABLE Y ( STUDENTS' READING COMPREHENSION)

2. Maximal and Minimal score gotten by setting the variable score from low score or high score.

30	30	30	35	35	40	40	40	40
45	45	50	50	50	50	55	55	60
60	60	60	65	65	65	65	70	70
70	70	85	85	85	90	90	90	95
100								

2. High score = 100

3. Low score = 30

4. Range = high score- low score 100-30= 70

$$\begin{aligned}
 5. \text{ The total of classes (BK)} &= 1 + 3.3 \log n \\
 &= 1 + 3.3 \log 37 \\
 &= 1 + 3.3 (1.56) \\
 &= 1 + 5.14 \\
 &= 6.14 \\
 &= 6
 \end{aligned}$$

6. Interval (i)

$$I = \frac{R}{BK} = \frac{70}{6} = 11.6 = 12$$

$$7. \text{ Mean score (x)} = \frac{\sum fx}{f}$$

Or

$$M_x = M^l + i \left( \frac{\sum Fx^l}{N} \right)$$

No	Class Interval	F	X	FX	X <sup>I</sup>	FX <sup>I</sup>	F <sub>kb</sub>	F <sub>ka</sub>	Percentages
1.	30 – 41	9	35.5	319.5	2	18	N=37	9	24.32%
2.	42 – 53	6	47.5	285	1	6	28	15	16.21%
3.	54 – 65	10	59.5	595	0	0	22	25	27.02%
4.	66 – 77	4	71.5	286	-1	-4	12	29	10.81%
5.	78 – 89	3	83.5	250.5	-2	-6	8	32	8.10%

6.	90 – 101	5	95.5	477.5	-3	-15	5	N=37	13.51%
<b>Total</b>		<b>N=37</b>	<b>-</b>	<b>ΣFX = 2213.5</b>	<b>-</b>	<b>ΣFX<sup>I</sup> = -1</b>	<b>-</b>	<b>-</b>	<b>100%</b>

$$\text{Mean score (x)} = \frac{\sum fx}{f} = \frac{2213.5}{37} = 59.82$$

Or

$$M_x = M^I + i \left( \frac{\sum Fx^I}{N} \right)$$

$$= 59.5 + 12 \left( \frac{-1}{37} \right)$$

$$= 59.5 + \frac{-12}{37}$$

$$= 59.5 + (-0.32)$$

$$= 59.18$$

8. Median

$$Me = \ell + \left( \frac{\frac{1}{2}n - f_{kb}}{fi} \right) xi$$

$$\ell = 53.5 \quad i = 12$$

$$fi = 10 \quad F_{kb} = 12$$

$$\frac{1}{2} n = \frac{1}{2} 37 = 18.5$$

$$Me = \ell + \left( \frac{\frac{1}{2}n - f_{kb}}{fi} \right) i$$

$$Me = 53.5 + \left( \frac{18.5 - 12}{10} \right) 12$$

$$= 53.5 + \left( \frac{6.5}{10} \right) 12$$

$$= 53.5 + \left( \frac{78}{10} \right)$$

$$= 53.5 + (7.8)$$

$$= 61.5$$

9. Modus

$$\ell = 53.5$$

$$F_a = 6$$

$$i = 12$$

$$U = 65.5$$

$$F_b = 4$$

$$M_o = \ell + \left( \frac{f_a}{f_a + f_b} \right) i$$

atau

$$M_o = U - \left( \frac{f_b}{f_a + f_b} \right) i$$

$$= 53.5 + \left( \frac{6}{6+4} \right) 12$$

$$= 65.5 - \left( \frac{4}{6+4} \right) 12$$

$$= 53.5 + \frac{72}{10}$$

$$= 65.5 - \frac{-48}{10}$$

$$= 53.5 + 7,2$$

$$= 65.5 + (-4.8)$$

$$= 60.7$$

$$= 60.7$$

## APPENDIX X

### Distribution of Students' Metacognitive Learning Strategy

No	Initial	Number of Questionnaire															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	AN	4	5	2	2	3	4	5	1	4	3	5	1	4	3	4	4
2	AS	4	4	2	2	2	4	4	3	2	2	4	2	3	2	4	3
3	ASB	4	4	2	2	3	4	4	4	3	4	4	2	4	2	4	2
4	AA	4	4	4	3	2	2	5	2	3	3	4	2	3	3	3	4
5	AW	4	4	3	2	2	4	4	1	4	3	4	2	4	3	3	3
6	AD	4	4	3	3	2	3	4	1	3	3	3	3	3	3	3	2
7	DAL	4	4	1	2	3	3	4	4	4	3	3	2	4	3	4	3
8	DS	4	4	2	2	2	3	4	2	4	4	5	2	4	2	4	2
9	DM	3	4	2	5	3	3	3	1	3	3	4	2	3	2	4	3
10	EK	3	3	2	3	3	3	4	3	3	3	4	2	4	2	3	3
11	EH	2	4	3	3	2	3	4	4	3	3	3	1	3	1	3	2
12	FKD	3	4	2	2	2	3	4	4	3	3	3	2	4	2	3	3
13	FN	3	4	1	1	5	3	3	5	5	5	5	1	3	2	3	3
14	GAH	4	4	1	2	3	4	3	2	4	4	5	2	5	3	4	3
15	HM	3	5	1	1	3	5	5	3	3	3	5	1	5	1	5	1
16	HL	3	3	1	3	3	3	3	4	3	3	3	3	3	4	3	3
17	IA	4	5	2	1	2	5	4	2	3	4	4	1	3	2	3	3

18	ISS	3	5	1	1	3	3	5	5	2	3	5	3	3	3	5	2
19	MA	4	4	2	2	2	4	4	2	4	4	4	2	4	2	4	2

NO ITEMS

20	MPS	5	5	4	5	3	4	5	5	3	3	4	2	4	5	3	3
21	NT	3	4	1	2	2	4	4	3	3	4	5	3	4	3	4	2
22	NTP	3	4	5	1	1	5	5	1	4	4	5	1	5	2	5	2
23	NIN	4	4	2	2	4	3	4	1	3	3	4	3	4	3	3	4
24	N	4	4	2	3	3	3	4	2	4	3	4	2	4	2	3	3
25	NH	4	5	1	1	2	3	5	2	4	2	4	2	4	2	4	2
26	NS	5	5	2	2	3	3	3	3	4	3	4	2	3	2	4	3
27	NY	5	5	1	1	2	3	5	3	3	3	5	3	3	2	4	2
28	RS	5	5	4	4	3	2	5	3	3	4	4	2	4	2	5	1
29	R	4	5	2	4	1	1	3	2	3	3	4	4	4	4	5	1
30	RN	5	4	2	3	1	5	4	2	5	3	5	1	4	2	5	1
31	SD	4	5	2	1	1	3	4	3	4	4	4	2	3	1	5	1
32	SA	4	5	1	2	2	3	5	4	2	4	4	1	3	1	4	2
33	TDK	4	4	2	2	3	3	4	2	3	3	3	3	4	3	3	3
34	TM	4	4	2	3	3	3	3	1	4	4	4	3	3	3	4	2
35	WHD	5	4	3	1	3	2	3	4	2	5	2	2	2	1	4	1
36	WH	5	4	2	2	3	3	4	4	3	3	3	2	4	3	3	3
37	YH	3	3	2	3	2	3	3	4	3	2	3	3	3	3	2	4

## Appendix XI

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
1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	0	1	1	1	0	1	1	0	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1
1	0	1	0	1	1	0	1	0	0	0	1	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1
0	0	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	0	0	1	0	0	0	0	1	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0
1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1
1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1
0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1
8	7	8	8	8	8	7	8	8	5	7	8	4	8	7	6	8	8	5	8	6	7	6	7	3	6	8	6	7
0. 34 0	0. 97 5	0. 82 6	0. 09 7	0. 25 9	0. 82 6	0. 97 5	0. 82 6	0. 74 5	0. 73 4	- 0. 08 4	0. 82 6	0. 59 0	0. 74 5	0. 55 1	0. 75 3	0. 82 6	0. 82 6	0. 73 4	0. 82 6	0. 84 2	0. 97 5	0. 81 9	0. 97 5	- 0.0 56	0. 81 9	0. 74 5	0. 84 2	0. 97 5
0,7 07	0,7 07	0,7 07	0,7 07	0,7 07	0,7 07	0,7 07	0,7 07	0,7 07	0,7 07	0,7 07	0,7 07	0,7 07	0,7 07	0,7 07	0,7 07	0,7 07	0,7 07	0,7 07	0,7 07	0,7 07	0,7 07	0,7 07	0,7 07	0,70 7	0,7 07	0,7 07	0,7 07	0,7 07

## APPENDIX XII

### NILAI “T” UNTUK TARAF SIGNIFIKAN 5% DAN 1%

df/db	5%	1%	df/db	5%	1%
1	12,71	63,66	24	2,06	2,80
2	4,30	9,92	25	2,06	2,79
3	3,18	5,84	26	2,06	2,78
4	2,78	4,60	27	2,05	2,77
5	2,75	4,03	28	2,05	2,76
6	2,45	3,71	29	2,04	2,76
7	2,36	3,50	30	2,04	2,75
8	2,31	3,36	35	2,03	2,72
9	2,26	3,25	40	2,02	2,72
10	2,23	3,17	45	2,02	2,09
11	2,20	3,11	50	2,01	2,68
12	2,18	3,06	60	2,00	2,65
13	2,16	3,01	70	2,00	2,65
14	2,14	2,98	80	1,99	2,64
15	2,13	2,95	90	1,99	2,63
16	2,12	2,92	100	1,98	2,63
17	2,11	2,90	125	1,98	2,62

<b>18</b>	<b>2,10</b>	<b>2,88</b>	<b>150</b>	<b>1,98</b>	<b>2,61</b>
<b>19</b>	<b>2,09</b>	<b>2,86</b>	<b>200</b>	<b>1,97</b>	<b>2,60</b>
<b>20</b>	<b>2,09</b>	<b>2,84</b>	<b>300</b>	<b>1,97</b>	<b>2,59</b>
<b>21</b>	<b>2,08</b>	<b>2,83</b>	<b>400</b>	<b>1,97</b>	<b>2,59</b>
<b>22</b>	<b>2,07</b>	<b>2,82</b>	<b>500</b>	<b>1,96</b>	<b>2,59</b>
<b>23</b>	<b>2,07</b>	<b>2,81</b>	<b>1000</b>	<b>196</b>	<b>2,58</b>

## APPENDIX XIII

**Table**  
**Product Moment**

<b>N</b>	<b>Taraf Significant</b>		<b>N</b>	<b>Taraf Significant</b>		<b>N</b>	<b>Taraf Significant</b>	
	<b>5%</b>	<b>1%</b>		<b>5%</b>	<b>1%</b>		<b>5%</b>	<b>1%</b>
<b>3</b>	<b>0.997</b>	<b>0.999</b>	<b>26</b>	<b>0.388</b>	<b>0.496</b>	<b>55</b>	<b>0.266</b>	<b>0.345</b>
<b>4</b>	<b>0.950</b>	<b>0.990</b>	<b>27</b>	<b>0.381</b>	<b>0.487</b>	<b>60</b>	<b>0.254</b>	<b>0.330</b>
<b>5</b>	<b>0.878</b>	<b>0.959</b>	<b>28</b>	<b>0.374</b>	<b>0.478</b>	<b>65</b>	<b>0.244</b>	<b>0.317</b>
			<b>29</b>	<b>0.367</b>	<b>0.470</b>	<b>70</b>	<b>0.235</b>	<b>0.306</b>
			<b>30</b>	<b>0.361</b>	<b>0.463</b>	<b>75</b>	<b>0.227</b>	<b>0.296</b>
<b>6</b>	<b>0.811</b>	<b>0.917</b>	<b>31</b>	<b>0.355</b>	<b>0.456</b>	<b>80</b>	<b>0.220</b>	<b>0.286</b>
<b>7</b>	<b>0.754</b>	<b>0.874</b>	<b>32</b>	<b>0.349</b>	<b>0.449</b>	<b>85</b>	<b>0.213</b>	<b>0.278</b>
<b>8</b>	<b>0.707</b>	<b>0.834</b>	<b>33</b>	<b>0.344</b>	<b>0.442</b>	<b>90</b>	<b>0.207</b>	<b>0.270</b>

<b>9</b>	<b>0.606</b>	<b>0.798</b>	<b>34</b>	<b>0.339</b>	<b>0.436</b>	<b>96</b>	<b>0.202</b>	<b>0.263</b>
<b>10</b>	<b>0.632</b>	<b>0.765</b>	<b>35</b>	<b>0.334</b>	<b>0.430</b>	<b>100</b>	<b>0.195</b>	<b>0.256</b>
<b>11</b>	<b>0.602</b>	<b>0.735</b>	<b>36</b>	<b>0.329</b>	<b>0.424</b>	<b>125</b>	<b>0.176</b>	<b>0.230</b>
<b>12</b>	<b>0.576</b>	<b>0.708</b>	<b>37</b>	<b>0.325</b>	<b>0.418</b>	<b>150</b>	<b>0.159</b>	<b>0.210</b>
<b>13</b>	<b>0.553</b>	<b>0.684</b>	<b>38</b>	<b>0.320</b>	<b>0.413</b>	<b>175</b>	<b>0.148</b>	<b>0.194</b>
<b>14</b>	<b>0.532</b>	<b>0.661</b>	<b>39</b>	<b>0.316</b>	<b>0.408</b>	<b>200</b>	<b>0.138</b>	<b>0.181</b>
<b>15</b>	<b>0.514</b>	<b>0.641</b>	<b>40</b>	<b>0.312</b>	<b>0.403</b>	<b>300</b>	<b>0.113</b>	<b>0.148</b>
<b>16</b>	<b>0.497</b>	<b>0.623</b>	<b>41</b>	<b>0.308</b>	<b>0.398</b>	<b>400</b>	<b>0.098</b>	<b>0.128</b>
<b>17</b>	<b>0.482</b>	<b>0.606</b>	<b>42</b>	<b>0.304</b>	<b>0.393</b>	<b>500</b>	<b>0.088</b>	<b>0.115</b>
<b>18</b>	<b>0.468</b>	<b>0.592</b>	<b>43</b>	<b>0.301</b>	<b>0.389</b>			
<b>19</b>	<b>0.456</b>	<b>0.575</b>	<b>44</b>	<b>0.297</b>	<b>0.384</b>	<b>600</b>	<b>0.080</b>	<b>0.105</b>
<b>20</b>	<b>0.444</b>	<b>0.561</b>	<b>45</b>	<b>0.294</b>	<b>0.380</b>	<b>700</b>	<b>0.074</b>	<b>0.097</b>
<b>21</b>	<b>0.433</b>	<b>0.549</b>	<b>46</b>	<b>0.291</b>	<b>0.376</b>	<b>800</b>	<b>0.070</b>	<b>0.091</b>
<b>22</b>	<b>0.423</b>	<b>0.537</b>	<b>47</b>	<b>0.288</b>	<b>0.372</b>			
<b>23</b>	<b>0.413</b>	<b>0.526</b>	<b>48</b>	<b>0.284</b>	<b>0.368</b>	<b>900</b>	<b>0.065</b>	<b>0.086</b>
<b>24</b>	<b>0.404</b>	<b>0.515</b>	<b>49</b>	<b>0.281</b>	<b>0.364</b>			
<b>25</b>	<b>0.396</b>	<b>0.505</b>	<b>50</b>	<b>0.279</b>	<b>0.361</b>	<b>1000</b>	<b>0.062</b>	<b>0.081</b>



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Penyelesaian Skripsi.

11 Oktober 2017

Yth. Ketua Jurusan TBI IAIN Padangsidempuan  
Kota Padangsidempuan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa :

Nama : Dedi Hariadi Zai  
NIM : 13 340 0044  
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI  
Alamat : Manegen Padangsidempuan

adalah benar Mahasiswa IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Correlation Between Metacognitive Learning Strategy And Students' Reading Comprehension at Seventh of English Departement In IAIN Padangsidempuan". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan  
Wakil Dekan Bidang Akademik



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Sifat : Biasa  
Lamp : -  
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Kepada Yth:  
Bapak/Ibu:  
1. Eka Sustri Harida, M.Pd  
2. Fitri Rayani Siregar, M.Hum

Di-  
Padangsidimpuan

Assalamu 'Alaikum Wr. Wb

Dengan hormat, Disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil Sidang Tim Pengkaji Kelayakan Judul Skripsi, telah ditetapkan Judul Skripsi Mahasiswa tersebut dibawah ini sebagai berikut:

Nama : DEDI HARIADI ZAI  
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Fak/Jurusan : FTIK / TADIRIS BAHASA INGGRIS - 2  
Judul Skripsi : The Correlation Between Metacognitive Learning Strategy and Student's Reading Comprehension of English Department Students

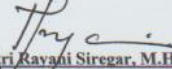
Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak/Ibu menjadi pembimbing I dan Pembimbing II penelitian penulisan skripsi yang dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terimakasih.

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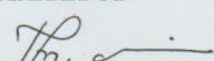
  
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