THE CORRELATION OF USING METACOGNITIVE STRATEGY TO STUDENTS' LEARNING MOTIVATION AT THE FOURTH SEMESTER OF ENGLISH EDUCATION PROGRAM (TBI-I) IAIN PADANGSIDIMPUAN

A THESIS

Submitted toThe State Institutefor Islamic Studies Padangsidimpuan as
A Partial Fulfillment of The Requirement for The Degree of
Islamic Education Scholar (S.Pd.I) in English

by:

BORLIAN HASIBUAN
Reg. No: 09 340 0005

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND PEDAGOGY FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN
2014

THE CORRELATION OF USING METACOGNITIVE STRATEGY TO STUDENTS' LEARNING MOTIVATION AT THE FOURTH SEMESTER OF ENGLISH EDUCATION PROGRAM (TBI-I) IAIN PADANGSIDIMPUAN

A THESIS

Submitted toThe State Institutefor Islamic Studies Padangsidimpuan as
A Partial Fulfillment of The Requirementfor The Degree of
Islamic Education Scholar (S.Pd.I) in English

by:

BORLIAN HASIBUAN

Reg. No: 09 340 0005

Advisor I

Rayendriani Fahmei Lubis, M. Ag
NIP: 19710510 200003 2 001

Advisor II

Ikhwanuddin Harahap, M. Ag
NIP. 19750103 200212 1 001

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND PEDAGOGY FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2014

Things : Thesis   Padangsidimpuan,   12 June 2014

        a.n. Borlian Hasibuan   To:

Appendix : 6 (six) Exemplar   Dekan Fakultas Tarbiyah dan Ilmu
                                         Keguruan

                                         di-

                                             Padangsidimpuan

Assalamu'alaikum Wr.Wb.

        After reading, studying, and giving advices for necessary revises on thesis belongs to Borlian Hasibuan, entitle " THE CORRELATION OF USING METACOGNITIVE STRATEGY TO STUDENTS' LEARNING MOTIVATION AT THE FOURTH SEMESTER OF ENGLISH EDUCATION PROGRAM (TBI-1) PADANGSIDIMPUAN". We assume that the thesis has been acceptable the assignment and fulfill the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I), Department of Education in IAIN Padangsidimpuan.

        Therefore, we hope that she could be to defend her thesis in Munaqosyah. That's all and thank you for your attention.

Wassalamu'alaikum Wr.Wb.

        Advisor I   Advisor II

Rayendriani Fahmei Lubis, M. Ag   Ikhwanuddin Harahap, M. Ag
NIP: 19710510 200003 2 001   NIP. 19750103 200212 1 001

DECLATARION LETTER OF WRITING OWN THESIS

Name   : **BORLIAN HASIBUAN**

Reg. No   : 09 340 0005

Department/Study Program   : Tarbiyah/TBI-1

   Title of Thesis   : **The Correlation of Using Metacognitive Strategy to Students' Learning Motivation at the Fourth Semester of English Education Study Program (TBI-1) IAIN Padangsidimpuan.**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisor team and without doing plagiarism along with the students' ethnic code in article 14 subsections 2.

I made this declaration truthfully, if there is a derivation and incorrect of my declaration later on, I resign to get the punishment as what has involved in student's ethic code in article 19 subsections 4 that is about dispossession of degree disrespectfully and other punishment accord with the norms and accepting legal requirement.

Padangsidimpuan, 16 May 2014
Declaration Maker,

METERAI
TEMPEL
PAJAK MEMBANGUN BANGSA
TGL   20
CDA8EACF201961252
ENAM RIBU RUPIAH
6000 DJP

BORLIAN HASIBUAN
Reg. No.09 340 0005

EXAMINERS

SCHOLAR MUNAQOSYAH EXAMINATION

Name   : BORLIAN HASIBUAN
Reg. No   : 09 340 0005
Thesis   : THE CORRELATION OF USING METACOGNITIVE STRATEGY
                TO STUDENTS' LEARNING MOTIVATION AT THE FOURTH
                SEMESTER OF ENGLISH EDUCATION PROGRAM (TBI-I)
                IAIN PADANGSIDIMPUAN

Chief,   Secretary,

Rayendriani Fahmei Lubis, M.Ag.   Fitri Rayani Siregar, M.Hum.
Nip. 19710510 200003 2 001   Nip. 19820731 200912 2 004

                                            Members,

Rayendriani Fahmei Lubis, M.Ag.   Fitri Rayani Siregar, M.Hum.
Nip. 19710510 200003 2 001   Nip. 19820731 200912 2 004

Hamka, M.Hum.   Zainuddin,S.S, M.Hum.
Nip. 19840815 200912 1 005   Nip. 19760610 200801 1 016

Proposed :
Place   : Padangsidimpuan
Date   : May, 26st 2014
Time   : 09.00 until finish
Result/Mark   : 74.5
IPK   : 3.12
Predicate   : Very Good

KEMENTERIAN AGAMA

STATE INSTITUTE FOR ISLAMIC STUDIES

PADANGSIDIMPUAN

TARBIYAH AND PEDAGOGY FACULTY

Alamat: Jl. H.T. Rijal Nurdin KM. 4,5 Sihitang Padangsidimpuan Tlpn. (0634) 22080 Fax. (0634) 24022 Padangsidimpuan 22733

LEGALIZATION

The Thesis with Title : The Correlation of Using Metacognitive Strategy to Students' Learning Motivation at the Fourth Semester of English Education Program (TBI-I) IAIN Padangsidimpuan

Written by : Borlian Hasibuan

Reg. No : 09 340 0005

Had been accepted as a partial fulfillment of the requirement for the degree of

Islamic Educational Scholar (S.Pd.I)

Padangsidimpuan, June 12st 2014

a. Dean

Hj. Zulhimma, S.Ag., M.Pd.

NIP. 19720702 199703 2 003

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

Firstly, the researcher would like to convey her grateful to Allah SWT, the Most Creator and Merciful the one gives the health, time and chance for finishing this thesis: **"The Correlation Of Using Metacognitive Strategy To Students' Learning Motivation At The Fourth Semester Of English Education Study Program (TBI-1) IAIN Padangsidimpuan"**.

In writing this thesis, the researcher is assisted by some people. Therefore, in this opportunity the researcher would like to express gratitude to the following people:

1. Special thanks are due to Mrs. Rayendriani Fahmei Lubis, M. Ag, as the advisor I (one) who has helped the researcher to complete this research.

2. Special thanks are due to Mr. Ikhwanuddin Harahap, M. Ag, as the advisor II (two) who has helped the researcher to complete this research.

3. Special thanks are due to DR.H. Ibrahim Siregar, MCL., as the Chief of State College for Islamic Studies (IAIN) Padangsidimpuan.

4. Thanks are due to the Chief and Chief Assistant of state college for Islamic Studies (IAIN) Padangsidimpuan.

5. Thanks are due to Mrs. Hj. Zulhimma, S.Ag., M.Pd., as the Chief of Tarbiyah Department and her staff.

6. Special thanks are due to Rayendriani Fahmei Lubis, M.Ag., as the leader of English Education Study Program.

7. Special thanks are due to Maysyiroh, Aidris Mustaqim Damanik, Misna Maria, Ronggana, Jaziela Poetri Pratama, Zahroha Harahap, Nurliani, Siti Aminah Hasibuan, Sartika Batubara, Samsidar, Pausiah, Zulpan, Holida, Muammar Siregar, Abdul Rahim Pasaribu and all my friends, I can't mention one by one. I can't thank you enough. Thanks who have supported and motivated me to finish this thesis.

8. My beloved sister Rosmawati Hasibuan, Murni Hasibuan, Ermida Hasibuan, Netty Diana Hasibuan, and my young sister Resty Hamima Hasibuan and my brothers Parmohonan Hasibuan, Arman Shaleh Hasibuan, Riswan Pahlawan Hasibuan and my young brother Marajo Halomoan Hasibuan who have motivated me and supported me to finish my thesis and for all families who cared me and supported me in finishing this thesis.

9. Especially my beloved parents, who have given me support in moral and material during and after finishing academic year in IAIN Padangsidimpuan.

Last but least, researcher just wants to say thank you very much for their helping, Allah bless them and researcher hope this thesis useful for all.

Padangsidimpuan, june 12th 2014
Researcher,

BORLIAN HASIBUAN
Reg. No. 09 340 0005

TABLE OF CONTENTS

CHAPTER II: THEORETICAL DESCRIPTION

CHAPTER III: RESEARCH METHODOLOGY

LIST OF FIGURES

LIST OF TABLES

LIST OF APPENDIX

Name   : Borlian Hasibuan
Reg. Number   : 09.340.0005
 Study Program   : Tarbiyah/TBI-1
Academic year   : 2013-2014
Title   : **The Correlation Of Using Metacognitive Strategy To Students' Learning Motivation At The Fourth Semester Of English Education Program (TBI-1) IAIN Padangsidimpuan.**

ABSTRACT

This study is talking about the correlation of using metacognitive strategy to students learning motivation at the fourth semester of TBI-1 IAIN Padangsidimpuan. Most of the students in learning motivation was low because the students do not know how to develop their learning. Then, the students also got confused in choosing appropriate times to represent their studies. So, the students do not follow the subject material in full concentration. Finally, problems comes from the students, which the students learning motivatiom is low because the students do not strategy in learning.

This study aims to know whether the correlation of using metacoqnitive strategy to students learning motivation at the fourth semester of TBI-I IAIN Padangsidimpuan. The population in this study was all of the students of TBI-1 at the fourth semester of IAIN Padangsidimpuan. Next, this research uses questionare as instruments. After collecting the data, was analyzing with two way. First, analysis descriptive to give general descriptive of second variables. The second, analysis statistic by using product moment formula.

Persuant to analysis descriptive obtained by using metacognitive strategy with average value 64 % was adapted by assessment criteria enter in category "strong". While students' motivation learning with average value 58.69% if adapted by assessment criterion enter in category " strong". As of result of calculation which get from product moment correlation value, hence can be explained that value "r" calculate was 0.453 if consulted with there are at "r" tables of product moment is significant level equal to N-2=39-2=37 at trust level 95% or with mistake store level 5% obtained equal to 0.325 namely (0.453>0.325). and trust level 99% or with mistake store level 1% obtained equal to 0.418 namely (0.453>0.418).So that can know that bigger rxy value than " r" tables of its meaning there are relation which is significant between the using metacognitive strategy to students learning motivation at the fourth semester TBI-1 IAIN Padangsidimpuan.

CURRICULUM VITAE

A. Identity

Name   : BORLIAN HASIBUAN

Reg. Number   : 09 340 0005

Place and birthday   : Arsesimatorkis, 17 june 1990

Sex   : Female

Religion   : Islam

Address   : SIBUHUAN

B. Parent

1. Father's name   : Alm. Marataon Hasibuan

2. Mother's name : Nurhidayah Harahap

C. Educational background

1. Graduated from Primary School number 1 Sibuhuan in 1997-2003

2. Graduated from MTS s NU PARINGGONAN in 2003 - 2006

3. Graduated from MAN SIBUHUAN in 2006-2009

4. Be University student in IAIN Padangsidimpuan.

Appendix 1

The calclute statistic data questionnaire Variable Metacognitive Strategy

Nilai Angket Variabel:

    50 57 57 57 57 57 58 58 59 60

    60 60 62 62 62 62 63 63 63 64

    64 64 65 65 65 65 66 67 67 67

    67 68 68 69 69 70 73 75 79

1. Range = highest score-lowest score
    = **79-50**

    = 29

2. Many class = 1 + 3,3. log (n)
    = 1 + 3,3. log (39)

    = 1 + 3,3x 1.59106067

    = 1 + 5.25051 = 6.25051 = 6

3. Interval $= \dfrac{range}{many\ class} = \dfrac{1529}{6} = 4.833 = 5$

  Mean :

Interval	X	F	FX
50-54	52	1	154
55-59	57	7	144
60-64	62	13	938
65-69	67	14	806
70-74	72	2	399
75-79	77	2	52

I = 5	N =39		Fx = 2493

4. $MX = \dfrac{\Sigma FX}{N} = \dfrac{2206}{68} = \mathbf{63.92}$

5. Median

Interval	F	fkb	fkb
50-54	1	39	2
55-59	7	37	4
60-64	13	35	18
65-69	14	21	31
70-74	2	8	38
75-79	2	1	39
I = 5	**N =39**		**Fx = 2493**

Keterangan:

i   = 5

½ N   = 319.5

fkb   = 21

fi   = 14

I   = 5

U   = 69.5

½ N   = 19.5

fkb   = 4

fi   = 14

I   = 5

Rumus:

Mdn = Bb + $\left(\dfrac{^{1}/_{2} N - Fkb)}{fd} \right) . i$

$$= 64.5 + \frac{19.5 - 21 \, x \, 5}{14} . 5$$

$$= 64.5 + \frac{-15}{14} . 5$$

$= 64.5 + (-0.10), 5$

$= 64.5 + (-0.5)$

$= 64$

$$Mdn = Ba - \left(\frac{1/2 \, N - Fka)}{fd} \right) . i$$

$$= 69.5 - \frac{19.5 - 4}{14} . 5$$

$$= -69.5 \, \frac{15.5}{14} . 5$$

$= 69.5 - (1,10).5$

$= 69.5 - 5.5$

$= 64$

6. Modus

   Mo = u – (fb) i

   _____

   Fa = fb

   = 69.5 – (13) x 5

$$\overline{2+13}$$

$$= 69.5 - (1.87) \times 5$$

$$= 69.5 - 4.35$$

$$= 65.15$$

$$Mo = b - (fa) \quad i$$

$$\overline{}$$

$$Fa = fb$$

$$= 64.5 - (2) \times 5$$

$$\overline{2+13}$$

$$= 64.5 - (0.13) \times 5$$

$$= 64.5 - 0.65$$

$$= 65.15$$

7. Standar deviasi

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

$$= \sqrt{\frac{160491}{39} - \left(\frac{2492}{39}\right)^2}$$

$$= \sqrt{4115.153846 - 4006.159763}$$

$$= \sqrt{28994082}$$

$$= 5,38$$

Appendix II

The calclute statistic data questionnaire Variable

students' Learning Motivation

Nilai Angket Variabel:

44 51 53 54 55 56 56 56 57 57

57 57 58 58 58 58 58 58 58 58

59 59 59 60 61 61 61 62 62 62

63   3 63 64 66 67 67 73 73

1. Range = highest score-lowest score
          = **73-44**

          = 29

2. Many class = 1 + 3,3. log (n)
          = 1 + 3,3. log (39)

          = 1 + 3,3x 1.59106067

          = 1 + 5.25051 = 6.25051 = 6

3. Interval $= \dfrac{\text{range}}{\text{many class}} = \dfrac{29}{6} = $ **5**

4. Mean $= MX = \dfrac{\Sigma FX}{N}$

   Mean:

Interval	X	F	Fx
44-48	46	1	142
49-53	51	3	268
54-58	56	17	732
59-63	61	12	952
64-68	66	4	153
69-73	71	2	46
I = 5	**N =39**		**Fx= 2289**

$$MX = \dfrac{\Sigma FX}{N} = \dfrac{2289}{39}$$

   = **58.69**

   Median

Interval	F	Fka	Fkb
44-48	1	2	39
49-53	3	6	37
54-58	17	16	33
59-63	12	35	21
64-68	4	38	4
69-73	2	39	1

I = 5	**N =39**		**Fx= 2289**

Keterangan:

i = 53.5

½ N = 19.5

fkb = 4

fi = 17

I = 5

U = 58.5

½ N = 19.5

fkb = 18

fi = 17

I = 5

Formula :

$$Mdn = Bb + \left(\frac{^1/_2 N - Fkb)}{fd} \right) . i$$

$$= 53.5 + \frac{19.5 - 4}{17} . 5$$

$$= 53.5 + \frac{0.91}{17} . 5$$

$$= 53.5 + (0.5),5$$

$$= 53.5 + (- 0.01)$$

= 56.06

$$Mdn = Ba - \left(\frac{1/2\ N - Fka)}{fd}\right). i$$

$$= 58.5 - \frac{19.5 - 18}{17}. 5$$

$$=- 58.5 - \frac{1.5}{17}. 5$$

= 58.5 - (0.08).5

=58.5- 0.4

= 58.06

5. Modus

Mo = u – (fb) i

⎯⎯⎯⎯

Fa = fb

=53.5 – (12) x 5

⎯⎯

12 +3

= 53.5 – (0.8) x 5

= 53.5 – 4

= 57.5

Mo = b – (fa)   i

$$\overline{\quad\quad\quad}$$

Fa = fb

$= \dfrac{58.5 - (3)}{12 + 3} \times 5$

$=58.5 - (0.2) \times 5$

$=58.5 - 1$

$= 57.5$

6. Standar deviasi

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

$$= \sqrt{\frac{135389}{39} - \left(\frac{2289}{39}\right)^2}$$

$= 3471.512821 - 3444.786982$

$= \sqrt{26.725839}$

$= 5{,}17$

Apendix III

Perhitungan Interpolasi Nilai "r" Tabel

Karena nilai R_{tabel} pada taraf signifikan 0,05 dan N= 68 tidak ditemukan pada "Tabel nilai-nilai dalam distribusi r", maka untuk memperoleh R_{tabel} digunakan rumus interpolasi sebagai berikut:

$$C = c_0 - \frac{C_{1-c_0}}{(B_1 - B_0)} . B - B_0)$$

Keterangan untuk taraf 5% pada R_{tabel} yaitu:

B   = Nilai dk yang dicari

B_0 =Nilai dk pada awal nilai yang sudah ada

B_1 =Nilai dk pada ahir nilai yang sudah ada

C   = Nilai R_{tabel} yang dicari

C_0 =Nilai R_{tabel} pada awal nilai yang sudah ada

C_1 =Nilai R_{tabel} pada nilai ahir yang sudah ada

Maka, dari tabel "r" diperoleh:

B   = 39

B_0 = 30

B_1 =40

C   = Nilai R_{tabel} yang dicari

C_0 = 1.697

C_1 = 1.684

Maka, $C = C_0 - \dfrac{C_1 - C_0}{(B_1 - B_0)} \cdot B - B_0 \big)$

$$= 1.697 - \frac{1.684 - 1.684}{40 - 30} \left(37 - 30 \right)$$

$$= 1.697 - \frac{-0,013}{10} \times 7$$

$$= 1.697 - (-0,0013) \times 7$$

$$= 1.697 - 0.009$$

$$= 1.688$$

Appendix IV

The data of result Metacognitive Strategy

No	1	2	3	4	5	6	7	8	9	10	11	12	13	#	15	16	17	18	19	20	Total
1	4	4	3	2	4	2	4	4	2	2	3	4	2	2	2	2	2	4	4	4	75
2	4	4	4	2	4	1	2	2	3	4	1	2	2	3	4	3	2	4	4	4	57
3	4	3	4	4	4	4	4	4	4	4	4	4	2	3	4	4	4	4	4	4	79
4	3	3	3	3	3	3	3	3	3	3	3	4	4	3	4	3	2	4	4	4	65
5	3	4	3	4	4	4	4	4	4	3	2	3	3	2	2	2	2	3	2	1	59
6	2	2	2	3	2	2	2	4	3	4	3	3	3	3	4	2	4	2	4	4	58
7	4	4	4	3	3	3	4	3	3	3	3	3	2	3	2	3	1	2	2	2	59
8	3	4	2	2	4	3	4	2	4	2	4	4	3	3	2	3	3	2	4	4	58
9	3	4	4	2	4	3	2	4	3	3	2	3	3	1	2	3	3	3	2	3	57
10	3	4	2	2	1	3	2	2	3	3	3	3	3	1	3	3	2	4	2	1	62
11	4	4	4	4	2	4	2	4	3	4	2	3	4	3	4	3	1	4	4	4	54
12	3	4	4	4	3	#	3	3	3	4	4	2	3	4	2	3	3	1	2	2	57
13	3	3	3	1	1	4	4	4	2	4	3	2	4	2	3	2	4	4	3	4	50
14	3	3	3	1	1	4	4	4	2	4	3	2	4	2	3	2	4	4	3	4	67
15	2	3	3	3	2	3	4	4	4	3	3	4	3	2	4	3	2	4	3	4	57
16	3	3	4	1	1	4	4	4	4	4	3	3	3	3	3	4	3	3	4	4	62
17	3	2	3	4	4	3	4	4	3	4	3	2	3	4	3	2	2	4	3	4	60
18	3	4	4	2	3	2	4	4	2	3	4	3	4	3	2	4	4	4	4	4	63
19	4	4	4	3	4	4	2	4	3	4	3	4	3	4	2	2	3	4	3	3	65
20	4	3	4	3	3	4	3	3	4	4	1	4	4	3	2	2	3	4	4	4	67

21	3	3	4	3	4	3	3	3	3	3	3	3	4	4	3	4	3	4	4	4	65
22	3	2	3	2	2	3	2	4	4	3	4	3	4	3	4	4	3	4	3	4	68
23	3	2	3	4	2	4	4	4	2	4	4	4	3	3	4	2	3	3	4	4	66
24	4	2	3	2	4	3	3	4	3	3	3	3	3	4	3	3	3	4	3	4	68
25	3	3	3	2	3	3	4	3	3	3	2	3	2	3	3	2	3	4	4	2	64
26	3	3	3	3	3	3	4	4	3	2	3	3	3	3	2	3	4	2	4	2	64
27	3	3	3	3	4	4	3	4	3	4	4	3	2	2	4	4	3	4	3	4	58
28	3	3	3	3	2	3	3	3	3	3	3	4	3	3	3	3	4	4	4	4	60
29	3	3	4	1	3	3	4	4	4	3	2	4	4	3	3	3	3	3	3	2	67
30	4	3	3	2	2	4	4	4	4	4	3	3	4	3	4	3	3	3	3	2	64
31	4	4	4	4	3	4	4	4	4	4	4	3	4	3	3	3	3	4	3	4	62
32	3	3	3	3	3	3	3	3	3	3	3	2	3	2	4	4	4	3	4	4	65
33	3	3	3	4	4	3	3	3	3	3	3	3	3	3	2	3	3	3	2	3	73
34	3	3	4	3	3	4	2	2	4	4	4	4	3	3	3	4	4	3	1	1	63
35	3	3	3	3	3	3	4	4	2	3	4	3	4	3	3	3	3	4	4	1	63
36	3	4	4	4	4	2	3	3	4	3	4	3	3	3	4	3	3	4	4	4	69
37	3	3	3	4	4	3	4	4	3	3	4	3	3	4	3	2	4	4	4	4	69
38	3	3	4	4	3	4	3	4	3	3	4	3	3	4	3	4	3	4	4	4	70
39	3	2	3	4	2	4	3	4	3	3	4	3	3	3	4	3	4	4	4	4	67
																					2492

APPENDIX V

The data of result Students' Learning Motivation

No	1	2	3	4	5	6	7	8	9	10	11	12	13	#	15	16	17	18	19	20	Total
1	4	4	3	2	4	2	4	4	2	2	3	4	2	2	2	2	2	4	4	4	62
2	4	4	4	2	4	1	2	2	3	4	1	2	2	3	4	3	2	4	4	4	60
3	4	3	4	4	4	4	4	4	4	4	4	4	2	3	4	4	4	4	4	4	67
4	3	3	3	3	3	3	3	3	3	3	3	4	4	3	4	3	2	4	4	4	67
5	3	4	3	4	4	4	4	4	4	3	2	3	3	2	2	2	2	3	2	1	61
6	2	2	2	3	2	2	2	4	3	4	3	3	3	3	4	2	4	2	4	4	53
7	4	4	4	3	3	3	4	3	3	3	3	3	2	3	2	3	1	2	2	2	56
8	3	4	2	2	4	3	4	2	4	2	4	4	3	3	2	3	3	2	4	4	59
9	3	4	4	2	4	3	2	4	3	3	2	3	3	1	2	3	3	3	2	3	62
10	3	4	2	2	1	3	2	2	3	3	3	3	3	1	3	3	2	4	2	1	62
11	4	4	4	4	2	4	2	4	3	4	2	3	4	3	4	3	1	4	4	4	54
12	3	4	4	4	3	#	3	3	3	4	4	2	3	4	2	3	3	1	2	2	57
13	3	3	3	1	1	4	4	4	2	4	3	2	4	2	3	2	4	4	3	4	51
14	3	3	3	1	1	4	4	4	2	4	3	2	4	2	3	2	4	4	3	4	58
15	2	3	3	3	2	3	4	4	4	3	3	4	3	2	4	3	2	4	3	4	57
16	3	3	4	1	1	4	4	4	4	4	3	3	3	3	3	4	3	3	4	4	63
17	3	2	3	4	4	3	4	4	3	4	3	2	3	4	3	2	2	4	3	4	55
18	3	4	4	2	3	2	4	4	2	3	4	3	4	3	2	4	4	4	4	4	61
19	4	4	4	3	4	4	2	4	3	4	3	4	3	4	2	2	3	4	3	3	53
20	4	3	4	3	3	4	3	3	4	4	1	4	4	3	2	2	3	4	4	4	59

21	3	3	4	3	4	3	3	3	3	3	3	3	4	4	3	4	3	4	4	4	58
22	3	2	3	2	2	3	2	4	4	3	4	3	4	3	4	4	3	4	3	4	58
23	3	2	3	4	2	4	4	4	2	4	4	4	3	3	4	2	3	3	4	4	59
24	4	2	3	2	4	3	3	4	3	3	3	3	3	4	3	3	3	4	3	4	66
25	3	3	3	2	3	3	4	3	3	3	2	3	2	3	3	2	3	4	4	2	57
26	3	3	3	3	3	3	4	4	3	2	3	3	3	3	2	3	4	2	4	2	57
27	3	3	3	3	4	4	3	4	3	4	4	3	2	2	4	4	3	4	3	4	56
28	3	3	3	3	2	3	3	3	3	3	3	4	3	3	3	3	4	4	4	4	58
29	3	3	4	1	3	3	4	4	4	3	2	4	4	3	3	3	3	3	3	2	44
30	4	3	3	2	2	4	4	4	4	4	3	3	4	3	4	3	3	3	3	2	56
31	4	4	4	4	3	4	4	4	4	4	4	3	4	3	3	3	3	4	3	4	58
32	3	3	3	3	3	3	3	3	3	3	3	2	3	2	4	4	4	3	4	4	64
33	3	3	3	4	4	3	3	3	3	3	3	3	3	3	2	3	3	3	2	3	58
34	3	3	4	3	3	4	2	2	4	4	4	4	3	3	3	4	4	3	1	1	58
35	3	3	3	3	3	3	4	4	2	3	4	3	4	3	3	3	3	4	4	1	58
36	3	4	4	4	4	2	3	3	4	3	4	3	3	3	4	3	3	4	4	4	58
37	3	3	3	4	4	3	4	4	3	3	4	3	3	4	3	2	4	4	4	4	63
38	3	3	4	4	3	4	3	4	3	3	4	3	3	4	3	4	3	4	4	4	73
39	3	2	3	4	2	4	3	4	3	3	4	3	3	3	4	3	4	4	4	4	61
																					70
																					2312

Appendix VI

QUESTIONNAIRE

I. Direction

1. Read the questions well, then answer them which one is the easier.

2. Give the cross mark (X) in the right answer.

3. Answer the question based on your competence and don't cheat another's answer.

II. Questions

A. Metacognitive Strategy Questionnaire (Variable X)

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

1. Apakah kamu selalu menghubungkan materi yang sudah lewat dengan materi yang akan datang?
    a. Selalu   b. Sering   c. Kadang- kadang   d. Tidak pernah

2. Sebelum berangkat ke kampus, apakah kamu selalu mengulang materi yang lalu yang sudah di pelajari?
    a. Selalu   b. Sering   c. Kadang-kadang   d. Tidak pernah

3. Ketika kamu belajar di kelas, apakah kamu pernah menghubungkannnya dengan materi yang sudah lewat?
    a. Selalu   b. Sering   c. Kadang-kadang   d. Tidak pernah

4. Apakah setelah menghubungkan materi yang sudah lewat dengan yang akan datang dapat memudahkan anda dalam belajar?
    a. Selalu   b. Sering   c. Kadang-kadang   d. Tidak pernah

5. Do you atten correctly when Apakah anda memperhatikan dengan seksama ketika pembelajaran berlangsung?
    a. Selalu   b. Sering   c. Kadang-kadang   d. Tidak pernah

6. Apakah anda mengerjakan tugas yang di berikan tepat waktu?
   a. Selalu   b. Sering   c. Kadang-kadang   d. Tidak pernah

7. Jika anda tidak mengerti apakah anda bertanya setelah pembelajaran selesai atau anda menunda sampai minggu depan?
   a. Selalu   b. Sering   c. Kadang-kadang   d. Tidak pernah

8. Apakah anda pernah menyediakan buku tambahan pada saat pembelajaran?
   a. Selalu   b. Sering   c. Kadang-kadang   d. Tidak pernah

9. Apakah anda pernah mencari terlebih dahulu informasi tentang materi yang akan di pelajari?
   a. Selalu   b. Sering   c. Kadang-kadang   d. Tidak pernah

10. Apakah anda pernah berupaya belajar sendiri atau bertanya kepada oranglain tentang materi yang tidak anda pahami?
    a. Selalu   b. Sering   c. Kadang-kadang   d. Tidak pernah

11. Apakah anda selalu membuat jadwal belajar anda?
    a. Selalu   b. Sering   c. Kadang-kadang   d. Tidak pernah

12. Apakah anda selalu mencari ruangan yang nyaman saat belajar?
    a. Selalu   b. Sering   c. Kadang-kadang   d. Tidak pernah

13. Apakah anda selalu menyesuaikan lingkungan pada saat belajar?
    a. Selalu   b. Sering   c. Kadang-kadang   d. Tidak pernah

14. Apakah anda suka belajar pada suasana yang gelap?
    a. Selalu   b. Sering   c. Kadang-kadang   d. Tidak pernah

15. Apakah anda selalu membuat catatan pada saat belajar?
    a. Selalu   b. Sering   c. Kadang-kadang   d. Tidak pernah

16. Apakah anda membuat tujuan pembelajaran anda?
    a. Selalu   b. Sering   c. Kadang-kadang   d. Tidak pernah

17. Apakah anda sering mengambil kesempatan melatih diri dengan bertanya di ruangan pada saat pembelajaran?
    a. Selalu   b. Sering   c. Kadang-kadang   d. Tidak pernah

18. Apakah anda pernah mengevaluasi diri di rumah tentang kesalahan anda dan berusaha mengatasinya?
    a. Selalu   b. Sering   c. Kadang-kadang   d. Tidak pernah

19. Apakah anda pernah melakukan evaluasi sejauh mana pemahaman anda tentang materi yang sudah diajarkan ?
    a. Selalu   b. Sering   c. Kadang-kadang   d. Tidak pernah

20. Apakah anda sering mengevaluasi diri kembali untuk melihat apakah ada peningkatan di bandingkan sebelumnya?
    a. Selalu   b. Sering   c. Kadang-kadang   d. Tidak pernah

Appendix VII

B. Students Learning Motivation Questionnaire (variable Y)

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

1. Apakah anda selalu mengerjakan tugas karena keinginan sendiri?
   a. Always   b. Often   c. Sometimes   d. Never
2. Apabila anda mendapatkan kesulitan dalam belajar, apakah anda berkeinginan untuk belajar lebih giat?
   a. Always   b. Often   c. Sometimes   d. Never

3. Apakah anda mengerjakan tugas-tugas yang sulit karena keinginan sendiri?
   a. Always   b. Often   c. Sometimes   d. Never

4. Ketika dosen tidak datang, apakah anda pernah memanfaatkan waktu untuk belajar karena keinginan sendiri?
   a. Always   b. Often   c. Sometimes   d. Never
5. Apakah anda sering belajar karena keinginan sendiri?
   a. Always   b. Often   c. Sometimes   d. Never
6. Apakah anda senang mengerjakan sendiri tugas-tugas yang di berikan dosen?
   a. Always   b. Often   c. Sometimes   d. Never
7. Apakah anda berkeinginan meminta bantuan teman anda dalam mengerjakan tugas-tugas yang tidak anda pahami atau berusaha mengerjakan sendiri?
   a. Always   b. Often   c. Sometimes   d. Never
8. Apakah anda pernah mempelajari terlebih dahulu pelajaran yang akan datang karena keinginan sendiri?
   a. Always   b. Often   c. Sometimes   d. Never
9. Apakah anda rajin mengerjakan tugas karena ingin memperoleh hasil yang lebih baik?
   a. Always   b. Often   c. Sometimes   d. Never
10. Apakah anda belajar sungguh-sungguh karena ingin menguasai subjek tersebut karena keinginan sendiri?
   a. Always   b. Often   c. Sometimes   d. Never
11. Apakah anda mengerjakan tugas karena di suruh orangtua?
   a. Always   b. Often   c. Sometimes   d. Never
12. Apakah anda mengerjakan tugas karena takut di marahi orangtua?
   a. Always   b. Often   c. Sometimes   d. Never
13. Apakah anda mengerjakan tugas karena takut pada guru?
   a. Always   b. Often   c. Sometimes   d. Never
14. Apakah anda mengerjakan tugas karena terpaksa?

a. Always   b. Often   c. Sometimes   d. Never

15. Apakah anda mengerjakan tugas karena oranglain?

a. Always   b. Often   c. Sometimes   d. Never

16. Apakah anda mengerjakan tugas karena takut malu di kelas?

a. Always   b. Often   c. Sometimes   d. Never

17. Apakah anda mengerjakan tugas karena ancaman dari guru?

a. Always   b. Often   c. Sometimes   d. Never

18. Apakah anda mengerjakan tugas karena takut di hukum oleh guru?

a. Always   b. Often   c. Sometimes   d. Never

19. Apakah anda mengerjakan tugas karena khawatir uang jajan anda akan di kurangi orangtua?

a. Always   b. Often   c. Sometimes   d. Never

20. Apakah anda mengerjakan tugas supaya mendapatkan pujian dari orangtua?

a. Always   b. Often   c. Sometimes   d. Never

TABEL NILAI KOEFISIEN KOLERASI "r" PRODUCT MOMENT

TARAP SIGNIFIKAN 5% DAN 1%

N (1)	Taraf Signifikan 95%	99%	N (2)	TARAF SIGNIFIKAN 5%	1%
1	0,997	0.999	26	0,388	0,496
2	0,950	0,990	27	0,381	0,487
3	0,878	0,959	28	0,374	0,478
4	0,811	0,917	29	0,367	0,470
5	0,754	0,874	30	0,361	0,463
6	0.707	0,834	31	0,355	0,456
7	0,666	0,798	32	0,349	0,449
8	0,632	0,765	33	0,325	0,418
9	0,602	0,735	34	0,304	0,393
10	0,576	0,708	35	0,288	0,372
11	0,553	0,684	36	0,273	0,354
12	0,532	0,661	37	0,250	0,325

13	0,514	0,641	38	0,232	0,302
14	0,479	0,623	39	0,217	0,283
15	0,482	0,606	40	0,205	0,267
16	0,468	0,590	41	0,195	0,254
17	0.456	0,575	42	0,174	0,228
18	0,444	0,561	43	0,159	0,208
19	0,433	0,549	44	0,138	0,181
20	0,423	0,537	45	0,113	0,148
21	0,413	0,526	46	0,098	0,128
22	0,404	0,515	47	0,088	0,115
23	0,369	0,505	48	0,062	0, 081
24			49	0.281	
25			50	0.297	

N (3)	Taraf Signifikan 95%	Taraf Signifikan
	95%	99%
55	0.266	0.345
60	0.254	0.330
65	0.244	0.17
70	0.235	0.306
75	0.227	0.296
80	0.220	0.286
85	0.213	0.278
90	0.207	0.270
95	0.202	0.263
100	0.195	0.256
125	0.176	0.230
150	0.159	0.210
175	0.148	0.193
200	0.138	0.181
300	0,113	0.148
400	0.098	0.128
500	0.88	0.115
600	0.820	0.105
700	0.074	0.097

800	**0.070**	**0.091**
900	**0.065**	**0.086**
100	**0.062**	**0.081**

CHAPTER I

INTRODUCTION

A. Background of the Problem

One of the popular and important languages in the world is English, beside Germany, French, Japanese, and Arabic. People around the world want to master English well by understanding it from the skills that should be mastered. Language is a mean of communication and English is an aid of international communication which has shown its role importance in a lot of aspects of international activities. English is very important to study, but we realize that is not easy. We have to learn seriously, if we don't know yet something about it we have to ask a cleverer person than us.

English has been an importance language. It is widely used by most countries in the world as medium of communication for international relation. It is also widely used the language of the printed information, a great of the world scientific, commercial, economic and geography is written and published in English, English as a global language can make the people use it as a medium to communicate with the other people from many countries.

Indonesia is one of the nations that take a part in the world societies. Therefore, Indonesian people have to prepare themselves to face any world problem. One of many solutions they can take is ruling English as a subject in the schools since the elementary school, junior high school, senior high school until

university. However, it has been already done indeed but it is still far from what we expected.

Being a teacher, the learning strategies are very important to know, because learning strategies are steps taken by students to enchance their own learning. Strategies are especially important for language learning process because they are tools for active, self-directed involvement, which are essential for developing communicative competence.

Appropriate language learning strategies are result in improved proficiency and greater self –confidence. To be succeed in learning English, the teacher must be able to use language learning strategy in teaching, without them the English learning is not perfect. The strategies are memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy, and social strategy. Researcher will focus on using metacognitive strategy only.

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

Other metacognitive strategies, like organizing, setting goals and objectives, considering the purpose, and planning for a language task, help learners to arrange and plan their language learning in a efficient, effective way. The metacognitive strategy of seeking practice opportunities is especially

important. Learners who are seriously interested in learning a new language must take responsibility to seek as many practice opportunities as possible, usually outside of the classroom. Actually metacognitive strategy can be used to motivation, metacognitive strategy is learning strategy where the students control their own learning process. The strategy was suitable for English Education Study Program in their learning motivation.

Motivation is one of the most important factors in the success of English learning, when someone wants to be a success one in life, he/she goals need motivation. Motivation is needed everyone, especially to reach his/her goals in the future. It means that someone needs motivation to make his/her planning become true. Motivation is having desire and willingness to do something which is needed by everyone to make his/her goals becomes success in the future.

The concept of motivation is difficult, when there is a term in the discussion of psychological motives in the use sometimes different in terms of motivation and sometimes the motives and motivation that are used simultaneously and in the same sense, this is because understanding the motives and motivations of both difficult to distinguish unequivocally.

Based on an interviewed between the researcher and some students' about learning motivation. The first, the students' of TBI-1 at the fourth semester of IAIN Padangsidimpuan told to researcher that students' was lack of learning motivation. The facts shows that students' learning motivation of TBI-1 at the fourth semester of IAIN Padangsidimpuan was low because they did not know

how to develop their learning. Then, the students' also got confused in choosing appropriate times to represent their studies. So, the students' did not follow the subject material in full concentration. Actually English lectures of IAIN Padangsidimpuan has used some strategies in teaching but the students' motivation was low. Finally, problems came from the students', which the students' learning motivation was low because they did not use strategy in learning.[1]

Based on the explanation above, the researcher interested in conducting the research about " The Correlation of Using Metacognitive Learning Strategy to Students' Learning Motivation at the Fourth Semester of TBI-1 IAIN Padangsidimpuan".

B. Identification of the Problem

Based on the researcher observation for the fourth semester of TBI-1 IAIN Padangsidimpuan has been done the reality in society shows that learning motivation there was low., they did not know how to develop their learning motivation, actually English lectures of IAIN Padangsidimpuan has used some strategies in teaching but the students' learning motivation was low.

---

[1] The Students' of Class TBI-1 at the Fourth Semester in IAIN Padangsidimpuan. Accessed on 04 November 2013

C. Limitation of the Problem

Based on identification of the problem above, the researcher limited the problem using of metacognitive learning strategy to students' learning motivation at the fourth semester of TBI-1 IAIN Padangsidimpuan.

D. Formulation of the Problem

The problems of this study were stated as follows:

Is there the correlation of using metacognitive strategy to students' learning motivation at the fourth semester of TBI-1 IAIN Padangsidimpuan**?**

E. Objective of the Research

The objective of the study are expected:

To know the correlation of using metacognitive strategy to students' learning motivation at the fourth semester of TBI-1 IAIN Padangsidimpuan**.**

F. Significant of the Research

The significant of the research are:

1. Headmaster of the school, to motivate the English lectures to teach English in a good way.

2. As information for IAIN Padangsidimpuan about metacognitive strategy to students learning motivation at the fourth semester of TBI-1 IAIN Padangsidimpuan**.**

3. English lectures, to develop English teaching especially in English teaching.

4. The researcher, 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

To avoid ambiguity, there the writer states some important terms as follows:

a. Using Metacognitive Strategy (Variable X)

   1. Metacognitive is learning how to learn involves processing or acquiring the knowledge and skill to learn effectively in whatever learning situation learners encounters.[2]

   2. Strategy, Hornby says "Strategy is the art of planning operation in war; esp of the movements of armies and navies into favourable position for fighting skill in managing any affair".[3]

b. Students' Learning Motivation (Variable Y)

   1. Students is a person who is studying at a university or college especially an older child.[4]

   2. Learning is process of transferring knowledge from sources and student as a receiver; sources can be teacher, book and others. Learning is gaining knowledge or skill in a subject. Learning also means knowledge gained by studying.[5]

   3. Motivation is a word which derives from the latin verb" meaning" to move, Motivation is one of the most important factors in the success of

---

[2] Doughlas Brown, *Principles of Language Learning Teaching*, Fifth Edition. (Longman, 2007) p.136.

[3] A.S.Hornby.*Oxford Advanced Learners Dictionary of Current English*, (London: Oxford University Press, 1987), p.854.

[4] AS Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2010),p. 1484.

[5] A.S.Hornby. *Oxford Advanced Learners Dictionary of Current English*, (London: Oxford University Press, 2009), p.245.

English learning. Motivation is needed everyone, especially to reach his/her goals in the future. It means that someone needs motivation to make his/her planning become true. Everyone to make his/her goals becomes success in the future.

4. TBI-1 IAIN Padangsidimpuan. They are students' who study in 2013-2014 academic year.

CHAPTER II

THEORETICAL DESCRIPTION

A. Description of Metacognitive Learning Strategy

a. Metacognitive

Metacognitive means beyond, beside, or with the cognitive. Therefore, metacognitive strategies are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process. Metacognitive is learning how to learn involves processing or acquiring the knowledge and skill to learn effectively in whatever learning situation learners encounters. 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.[1]

Metacognitive is a group of acts that work and bring support and completion to other acts within. This strategy would bring a good result for the learning quality, especially for the learners. In learning language, students will also be connected to the material metacognitive strategy.

Chamot says that "Students can use these strategies for all of the modalities reading, listening, writing and speaking. As well as for the

_____

[1] Doughlas Brown, *Principles of Language Learning Teaching*, Fifth Edition. (Longman, 2007) p.136.

retention of vocabulary and content information.[2] This strategy used good learners. All of them have been successfully incorporated by teachers into second language instructions.

b. Strategy

Hornby says "Strategy is the art of planning operation in war; esp of the movements of armies and navies into favourable position for fighting; skill in managing any affair".[3] Then Brown says "Strategy is the level at which activity varies considerable within individuals as well as across individuals".[4]

Strategy as a 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 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 everything that may happen in some certain case. 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 strategy in the field of subject so that strategy is what they do to learn some lesson.

---

[2]Anna Uhl Chamot, et al. *The Learning Strategy Handbook* (New York: Longman, 1999) p.124.

[3] Hornby. *Op.cit.* p. 854

[4]Doughlas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy,* (New Jersey: San Fransisco State University,1994),p.192.

Dick and Carey says "The learning strategy consists 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".[5] Then in Hamzah books Kozna explains 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".[6]

The strategy concept, without its agresive and competitive trappings, has become influential in education, where is has taken on a new meaning and has been transformed into learning strategy. One commonly used technical definition says that learning strategy are operations employed by the learner to aid the acquisition, storage, retrieval, and use of informations. This defenition while helpful, doesn't fully convey the excitement or richness of learning strategy. It is useful to expand this definiton by saying that learning strategy is the specific actions taken by learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situation.[7]

From the explain above can be concluded that the learning strategy is a way how to be selected and used by a lecture for extend of learning materials that will facilitate learners to accept and understand the material that learning

---

[5]Hamzah. B. Uno. *Model pembelajaran,* (Jakarta: Bumi Aksara, 2007), p.1.
[6]*Ibid,* p. 1
[7]Rebecca. L.Oxford. *Language Learning Strategy*, (New York: Newbury Publisher,1989) p.8

10

objectives to students. It can be understoood that in learning activity, learners also find some difficult, including strategy in the field of subject so that strategy is what they do to learn some lesson.

a. Components of Learning strategy

There are six components of learning strategy, they are:
a) Object learning
b) Material learning
c) Method and teaching
d) Technique Students
e) Teacher/ professional education
f) Llogistic / support element.[8]

b. Principle Usage of Learning Strategy

The usage of learning strategy, they are:

a) Orienting the target

b) Activity

c) Individuality

d) Integrity, they are:

   (1) Interactive
   (2) Inspiration
   (3) Pleasant
   (4) Challenge
   (5) Motivation.[9]

---

[8]Syafaruddin , *Manajemen Pembelajaran*, (Jakarta: Quantum Teaching , 2005), p.157.
[9]Wina Sanjaya. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan,* (Jakarta: Kencana, 2006), p.131-135.

c. Metacognitive Strategy

      Metacognitive strategies are essential for successful language learning. Language learners are often overwhelmed by too much "newness" unfamiliar vocabulary, confusing rules, different writing systems, seemingly inexplicable social customs, and nontraditional instructional approaches.

      With all this novelty, many learners lose their focus, which can only be regained by the conscious use of metacognitive strategies such as paying attention and over viewing/linking with already familiar material.

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

      Other metacognitive strategies, like organizing, setting goals and objectives, considering the purpose, and planning for a language task, help learners to arrange and plan their language learning in a efficient, effective way. The metacognitive strategy of seeking practice opportunities is especially important. Learners who are seriously interested in learning a new language must take responsibility to seek as many practice opportunities as possible, usually outside of the classroom.

Metacognitive strategies are used and develop in the time when one's dynamic mind and knowledge are expanded. Certainly, there is no doubt that metacognitive strategy should be useful too as a learning strategy.

Nunan says "metacognitive strategy is learning strategy where the students control their own learning process".[10] Because of that, it can't be instant process to find out the result of its application.

a. The Goal of Metacognitive Strategy

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

1. Self management
2. Functional planning
3. Advanced organization
4. Organizational planning
5. Selective attention
6. Self monitoring
7. Self evaluation.[11]

According to Queeney there are goal of using metacognitive strategy to the students, they are:

a. Teach students that the ability to learn is not a fixed quantity

b. Teach students how to set goals and plan to meet them

c. Give students opportunities to practice self-monitoring and adapting.[12]

---

[10]David Nunan, *Practical English Language Teaching* (Cambridge: Cambridge University Press, 2002) p.333.

[11] Lynne. T. Diaz and Rico*, Strategies for Teaching English Learnin*g (California: University Press, 2008) p.127.

[12] Mc.Queeney, Metacognition (http://Serc.ear let on,edu//*Teaching Metacognition*, html) Accessed on March 26 2013

So, the goal of metacognitive strategy to self management, functional planning advanced organization, organization planning, selective attention, self monitoring and self evaluation.

According to Nunan steps this strategy divided to three ways, there are:[13]

a. Planning are previewing main ideas, making plans to accomplish a task, paying attention to key information, seeking out and arranging for conditions to promote successful learning.

b. Monitoring is self-checking one's comprehension

c. Evaluating is developing the ability to determine how well one ones has accomplished the task.

Next, according to Chamot this strategy divided to four steps, they are:[14]
1. Planning
2. Monitoring
3. Problem solving
4. Evaluating

However, each process 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.

According to Oxford, the model of metacognitive strategy are:

---

[13] Nunan. *Op.Cit* . p.333
[14] Anna Uhl Chamot, p.124

1. Centering your learning

   This set of three strategies help learners to converge their attenion

   and energize on certain language task, activities, skill, or materials.

   Use of these strategies provide a focus for language learning.

   Centering your Learning devided into:

   a. Overviewing and linking with already known material

      Overviewing comprehensively a key concept,principle or set of
      materials in a upcoming language activity and associating it with
      what is already known. This strategy can be accomplished in many
      different ways, but it is often helpful to follow three steps: learning
      why the activity is being done,building the needed vocabulary,and
      making the associations.
   b. Paying Attention
      Decideng in advance to pay attention in general to a language
      learning task and to ignore distractors (by directed attention),
      and/or to pay attention to specific aspects of the language or to
      situational details (by selective attention).
   c. Delaying speech production to focus on listening.
      Deciding in advance to delay speech production in the new
      language eithei totally or partially, until listening comprehension
      skills are better developed. Some language theorists encourage a
      "silent period" of delayed speech as part of the curriculum, but there
      is debate as to whether all students require this.

2. Arranging and Planning Your Learning

   This set contains of six strategies, all of which strategy helps

   learners to organize and plan so as to ge the most out of language

   learning.

   Arranging and planning your learning is devided into:

a. Finding out language learning
   Making efforts to find out how language learning works by reading books and talking with other people, and then using this information to help improve one's own language learning.
b. Organizing
   Understanding and using conditions related to optimal learning of the new language:organizing one's schedule,physical environment (e.g.,space,temperature, sound, lighting), and language learning notebook.
c. Setting goals and objectives
   Setting aims for language learning, includxing long-term goals (such as being able to use the language for informal conversation by the end of the year) or short-term objectives (such as finishing reading a short story by Friday).
d. Identifying the purpose of a language task
   Deciding the purpose of a particular language task involving listening, reading,speaking,or writing. For example, listening to the radio to get the latest news on the stock exchange, reading a play for enjoyment,speaking to the cashier to buy a train ticket,writing a letter to persuade a friend not to do something rash. This is sometimes known as purposeful listening,speaking,reading and writing.
e. Planning for language task
   Planning for the language elements and functions necessary for an anticipated language task or situation. This strategy includes four steps:describibg the task or situation,determining its requirements, checking one's own linguistic resources,and determining additional language elements or functions necessary for the task or situation.
f. Seeking practice opportunities.
   Seeking out or creating opportunities to practice the new language in naturalistic situations,such as going to second/foreign language cinema,attending a party where the language will be spoken, or joining an international social club. Consciously thinking in the new language also provides practice opportunities.

3. Evaluating Your Learning

   One strategy involved noticing and learning from errors, and their

other concerns evaluating overal progress.

a. Self- monitoring

Identifying errors in understanding or producing the new language,determining which ones are important (those that cause serious confusion or ofience),tracking the source of important errors, and traying to eliminate such errors.

b. Self- evaluating

Evaluating one's own progress in the new language,for instance,by checking to see whether one is reading faster and understanding more than 1 month or 6 month ago, or whether one is understanding a greater percentage of each conversation.

This strategy would bring a good result for the learning quality, especially for the learners. This strategy can be used in every lesson that student has in school. The strategies are used by good learners. All of them have been succesfully incorporated by teachers into second language instruction.

Dahlan divides the process into five models on this strategy, they are:

1. Definite condition is supported
2. Students' motivation is based on teachers' feeling expression
3. The development of students' insight
4. Planning the solution for students' problem
5. Students' action upon the wide insight.

Sabri divides the process into five models on this strategy, they are:

1. Formulation of problem for divided students

2. Hypothesis

3. Student look for information, fact the data to need answer

   hypothesis

4. Concluding answer

5. Conclusion application.[15]

So, learners must activity search, for and take advantages of these possibilities in applying metacognitive strategy is introducing these new skills and beliefs. Then giving students' practice at applying them improves students' learning.

b. The Advantages of Metacognitive Strategy

Metacognitive strategy have many advantages to the students, there are:[16]

a) Help students learn how to organize themselves for learning task.
b) Help students to check their comprehension in listening and reading and their production while speaking and writing performance.
c) Teach students how to assess their own performance on a task, using learning logs or other reflective tools to keep track of their progress.

So, advantages of using metacognitive strategy can help students done as enjoyable activities in a relaxing manner though they are assigned students increase their testing score motivation.

c. Individual Strategy in Metacoqnitive Strategy

Each process can be generated into strategy that is more specific. Although a strategy is a 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.

---

[15]Ahmad Sabri. *Strategi Belajar Mengajar dan Micro Teaching*, (Jakarta: Quantum Teaching, 2005), p.13.
[16] Sigmun Freud, *http://www.artikara,com (arti-6876-Analysis,html), Accessed 25 on March 2013.*

a. Planning strategies

Planning is a crucial first step toward becoming a self-regulated learner. Following are descriptions of some of the most powerful planning strategies:

a) Set goals are goal setting involves understanding the task and the deciding what should get out of it.

b) Directed attention is involves making a conscious decision to focus all of attention on the task at hand by ignoring mental, physical, and environmental distractions.

c) Activated, background knowledge helps bring to mind information that know about the topic.

d) Predict is involving thinking of the kinds of words, phrases and information.

e) Organizational planning involves planning accomplish the learning task, generating content and information to use in the task.

f) Self-management involves seeking or arranging the condition.

b. Monitoring Strategies

After good learners have prepared an approach, they use strategies to measure their effectiveness while working on the task. The following monitoring strategies help students regulate their learning:

a) Ask if it makes sense involves checking understanding by asking our self.

b) Selectively attend involves choosing to focus on specific aspects of language.

c) Deduction/induction involves applying or figuring out rules about language.

d) Personalize/contextualize involves comparing the message to background knowledge if it makes sense.

e) Take notes involves down concept writing down key words and concepts in numerical form.

f) Use imagery involves creating and image that helps you represent information.

g) Manipulate/act out tangible object, role-playing the situation to contextualize language.

h) Talk yourself through it (self talk) involves making positive thinking.

i) Cooperate involves working with classmates to complete task and give and received feedback.

c. Problem solving strategies

When good students have difficulty at any time during a task, they choose a strategy from the problem solving evaluation. The following problem solving strategies help students regulate their learning:

a) Inference involves guessing the meaning of unfamiliar language based.

b) Substitute involves substituting known word or can't remember a specific word or phrases.

c) Ask questions to clarify involves asking for explanations, verification, rephrasing or examples.

d) Use resources involve using reference materials.

d. Evaluating strategies

After completing part of a task, good learners reflect on how well in it went, if those were not correct good learners think of how they can learn to make letter ones next time. Detailed of this strategy:

a) Verify predictions and guesses involves checking whether predictions and expectations were met while carried out the task.

b) Summarize involves creating a mental, or written summary of information.

c) Check goals involves deciding whether met goals for the task.

d) Evaluate yourself involves checking how well you understood or used the language in the task.

e) Evaluate your strategies involves judging how applied the strategies to the task, and thinking about better strategies have used.

So, metacognitive strategy can be taught to make plans for learning activities including estimating time requirements, organizing materials and scheduling procedures necessary to complete an activity.

So, the writer concluded that metacognitive strategy is a term learning strategy to express executive function, strategies which require planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed, among the main metacognitive strategies, it is possible to include advance organizers, directed attention, self management functional planning, self monitoring, delayed production and self evaluation.

It can be concluded that each strategy can be valuable to achieve a result in learning process no matter it may direct the students from different process. Because all of the sources of knowledge in each process come from the students' own knowledge, therefore they can be categorized into metacognitive learning strategies model.

B. Students' Learning Motivation

a. Students

Students is a person who is studying at a university or college especially an older child.[17]

b. Learning

Learning is process of transferring knowledge from sources an student as a receiver; sources can bed lecture , book and others. Learning is gaining

---

[17]AS Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2010), p. 1484.

knowledge or skill in a subject. Learning also means knowledge gained by studying.[18]

There are also others defenition of learning. There are:[19]

a. Cronbach gives the defenition: learning is shown by a charge in behavior as a result of experience .

b. Harold spears gives the constraint: learning is to observe to read, to immitate, to try something themselves, to listen, to follow the direction.

c. Geoch said that learning is a change in performance as a result of practice.

Learning is a change in behavior or potention that parmanently comes from the experience that cannot be described into temporary body state such as caused by sick, teredness or medicine.

From the defenition above, the recearcher concludes that learning is the process of transferring information; in the form of knowledges and values that makes a change in performance or behavior as the result as like Cronbach stated.

1. The aims of Learning

Sardiman states that there are three aims of learning, they are:

---

[18]Hornby.*Op. Cit*, p.245

[19] Sardiman. *Intraksi dan Motivasi Belajar* (Jakarta: PT. Raja Grapindo Persada,2011) p.28

a) To get the knowledges

b) Advanching of ability and skills

c) Change in behavior to be better.[20]

To get the aims of learning, many thing must be attended especially what students needs, students have to be active in learning to make them easy in getting that knowledge. So, the lecture have to be clever is making funny situation to make student relax in learning process.

2. The Principles of Learning

There are seven principles of learning, they are:

a) Aims
b) Understanding
c) Practicing
d) Adapting
e) Desires
f) Applying

c. Motivation

The word motivation is written down in Holy Book as follows:

Al-Imran 136.[21]

وَلَا تَهِنُوا۟ وَلَا تَحْزَنُوا۟ وَأَنتُمُ ٱلْأَعْلَوْنَ إِن كُنتُم مُّؤْمِنِينَ ﴿١٣٦﴾

So do not weaken and do not grieve and you will be superior if you are (true) believers.

Motivation is one of the most important factors in the success of English learning, when someone wants to be a success one in life, he/she goals need

[20] *Ibid*, p. 26-28
[21] Al-Jumanatul 'Ali. *Alqur'an dan Terjemahannya*, (Jakarta: CV Darus Sunnah, 2007) p.68.

motivation. Motivation is needed everyone, especially to reach his/her goals in the future. It means that someone needs motivation to make his/her planning become true. Motivation is having desire and willingness to do something which is needed by everyone to make his/her goals becomes success in the future.

In Sumanto book, Mc. Donald said that motivation is the energy change within a person. That is characterized by the effective encouragement and the reactions to reach the goal.[22]

Hoy and Miskel said that motivation is a complex force, impulses, needs, statement, tension or the mechanics that initiate and maintain the desired activities towards the achievement of personal goals.[23] Therefore motivation is the fuel to drive the vehicle of daily routine actions necessary to persistent endeavor towards accomplishing the goal.

Sardiman said that motivation stems from the word "motive" which can mean driving force that lies within a person to perform certain activities in order to achieve goal.[24] Alex Sobur stated that shows the entire process of movement, including situations that encourage, urge that arise within the

[22]Wasty Sumanto, *Psikologi Pendidikan* (Jakarta: Rineka Cipta, 1990) p.203.
[23]Abdul Rahman Shaleh & Muhbib Abdul Wahab, *Psikologi Suatu Pengantar Dalam Perspektif Islam,* (Jakarta: Pranada Media, 2004), p.132.
[24]Sardiman, *Interaksi & Motivasi Belajar Mengajar* (Jakarta: Raja Grafindo Persada, 2003), p.76.

individual, the resulting behavior and the purpose or end of movement or action.[25]

According to Shaleh and Wahab in their book,[26] they stated that in defines the concept of motivation is difficult, when there is a term in the discussion of psychological motives in the use sometimes different in terms of motivation and sometimes the motives and motivation that are used simultaneously and in the same sense, this is because understanding the motives and motivations of both difficult to distinguish unequivocally.

In their book also,[27] some psychologists have a term that distinguishes motives and motivation, this will be presented under some definitions as follows:

Henry E. Garret said that motive is a need, aspiration, ambition or purpose. Motive initiates behavior. Motivation is a term which referred "set" or drives within or organism which impel to action. And Dennis Coon said the motive is a drive or forces within the organism that activities behavior or directs it toward a goal to be more specific. Motivation refers to the dynamics or behavior, the prose of initiating, sustaining and directing activities of the organism. Then Silverstone said that motive see drive, drive is stimuli that arise from a need and direct the organism toward a goal, the first state of the

---

[25]Alex Sobur, *Psikologi Umum* (Bandung: Pustaka Setia, 2003) p.268.
[26] *Op.Cit.*, p.130.
[27]James W. Vander Zanden, Ann J, Pace. *Educational Psychology in Theory and Practice* (New York: Random House,1984). p.344.

motivation process: also called motive. Motivation is general term that referees to driven behavior that seeks to fulfill a need.

Motivation is a word which derives from the latin verb" meaning" to move. Thus, simply defined motivation what moves a person to make certain choices, to engage in action, and to persist in action.[28]

The need for personal motivation is a message that resonates across so many stories of major and minor human endeavor, whether in the single minded dedication of an athlete pursuing a dynamic dream. The drive ladder, or the will power and selt discipline of someone determined to lose weight or to give up smoking without motivation, success will be hard to come by and the case of learning a second or foreign language is little different.

Zolta defines motivation as convenient way of talking about a concept which is generally seen as a very important human characteristic but which is also immensely complex.[29] Motivation is needed by everyone, especially to reach his/her goals in the future. It means that someone needs motivation to make her/his planning became true.

According to Sutrisno[30] *Motivasi adalah segala sesuatu yang mendorong seseorang untuk bertindak melakukan sesuatu*. It means motivation is everything that encourages a person to act to do something .

---

[28]Sigmun Freud.*Op. Cit*

[29]Zolta and Doernyei, *Motivational Strategies in the Language Classroom*, (Cambridge: Cambridge University Press, 2001) p.6.

[30]Sutrisno Ahmad,et,al., *Psikologi Pendidikan*, (Ponorogo, Darussalam Press, 2003) p.52.

Soemanto says "Motivasi sebagai suatu perubahan tenaga di dalam diri/pribadi seseorang yang di tandai oleh dorongan efektif dan reaksi-reaksi dalam usaha mencapai tujuan.[31] It means motivation as a force of change in the self or personal mark by a person who on the effective encouragement and reactions to accomplish goals.

Next Purwanto says "Motivasi mengacu kepada suatu proses yang mempengaruhi pilihan-pilihan individu terhadap bermacam-macam bentuk kegiatan yang di kenendaki". It means motivation refers to a process that affects individual choices of various forms of activity are desired. Huit also explains that motivation can be categorized as either extrinsic (outside the person) or intrinsic (internal the person).[32]

In addition, Ridwan[33] says "motivasi adalah keseluruhan daya penggerak di dalam diri siswa yang menimbulkan kegiatan belajar, yang menjamin kelangsungan dari kegiatan belajar siswa dan memberi arah pada kegiatan belajar sehinnga tujuan yang di kehendaki oleh sabjek itu bapat tercapai". It means motivation is the overall driving force in students that lead to learning activities, which ensure the continuity o the learning activities of students' and members direction on learning activities. So that, the desired goal can be achieved by the subject.

---

[31] Wasty Soemanto, *Psikologi Pendididkan* (Jakarta: PT. Asdi Mahasatya, 2006) p.203.
[32]Huit, *Motivation to learn*: An overview, (http://Chiron, Valdosta edu/huit/co/motivation/ retrieved on March 2013.
[33]Ridwan, *Belajar Mudah Penelitian Untuk Guru, Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005) p.200.

Ushioda defines motivation as interest effort and dynamic state that should not be caused personality or emotion, and is having the desire and willingness to do something.[34] It means that is really necessary and important for the students to gain their goals. Sardiman "Motivasi adalah perubahan energi dalam diri seseorang yang di tandai dengan munculnya rasa dan di dahului dengan tanggapan terhadap adanya tujuan"[35] It means Motivation is the energy changed in a person who is marked by the emergence of sense and is preceded by a response to the goal.

From the description definition above. It can be said that the motive is something that is inside a person, which encourages people to behave and act in order to achieve certain goals. The motive may be the ideal; this motif is an early stage of process of motivation, so a new motive is an internal condition or disposition only, because motive is not always active. Active motif at certain time only, is when the need to achieve goals that are very urgent. If a perceived urgent need to be meeting, then the motive and the driving force became active. Motif that has become active this is called motivation. Motivation can be defined by everything that becomes the driving behavior that require or encourage someone to make ends meet.

---

[34]Hornby, *Oxford Advanced Learners Dictionary* (New York: Oxford University Press, 1995) p.1179.
[35]Sardiman, *Op.cit.* p.73.

a. Kinds of Motivation

Motivation influences the rate of learning the retention of information, and performance. Accordingly, psychologists have attempted to identify the factors that affect motivation. They broadly group motives in two general categories; the first group consists of biological motives, since they drive from various physiological needs such as hunger, thirst, sleep, sex, pain avoidance elimination, oxygen, and temperature control. The second category involves social motives, since they arise in course of human interaction, for instance, the need for social status achievement, affiliation, security and self-esteem.

According to Chaplin[36] motivation could be divided into two:

a. Physiological drives, which drive the physical nature, such as hunger, thirst, sex, and so forth.

b. Social motives, the impulses associated with others, such as aesthetic, be impulse to always do good, and ethical.

While Wood Worth and Marquis[37] stated that motivation could be classified into three kinds, namely:

a. These needs are organic, that is motivation related to the self, a case of: eating, drinking, needs, to move and rest sleep and so forth.

---

[36]Dark Milk, Http: *www. drmarkhillman. com/bluedrat. html*, Accessed on may 21st, 2013.
[37] *Ibid.,*

b. Motivation emergency that includes the drive to save themselves, the urge to retaliate, the urge to try, the urge to chase, and so forth. This motivation arises if the situation demands a rapid onset and strong activity of the human self, in this case motivation arising from one's desire, but because the stimulus from the outside.

c. Motivation objective, namely motivation directed at a specific object or purpose around us, this motif include: the need for exploration, manipulation, took an interest, this motivation arises because of the encouragement to face the world effectively.

In addition Wood Worth also said could be divided into two parts, namely:

a. Unlearned motives, that is the main motivation is not learned or innate motivation, such as the urge to eat, drink, sex, movement and rest this motif is often referred to as the implied biological motivation.

b. Learned motives, namely, motivation arising studied, such as the urge to learn something branches of science, the pursuit of office, and so forth. Motivation is often called a social motivation that is hinted at, because humans live in social environments. Therefore, there are few physiologists stated that motivation could be divided into two:

a) Intrinsic motivation

Motivation is derived from a person without stimulation from the outside. A stimulus is a temporally discrete, momentary happening in the life of an organism.[38]

The most common definition of intrinsic motivation involves performing an activity for its own sake rather than as a means to an end. This definition has been interpreted to mean that intrinsically motivated behavior occurs independently of any forms of rein for cement or reward.[39] For example, people who like reading do not have that drive; he'll find your own books, interpreted as the motivation that the pusher is a direct link with the values contained within their own work goals.

For example, a diligent students studying psychology course because she wanted to master that subject. Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure.

b) Extrinsic Motivation

---

[38]Brian. H. Ross, *The Psychology of Learning and Motivation* (London: Elsevier Academic Press, 2004). p.86.

[39]Carol San Sone, Judith, M. Haracklewicz, *Intrinsic and Extrinsic Motivation the Search for Optimal and   Performance* (London: Academic Press, 2000) p.315.

Sardiman said, that extrinsic motivation is mobile motives and functioned because of the simulation from outside.[40] Then, John W. Santrock said that extrinsic motivation is do something to get something else.[41] For example a student will study hard for exams, extrinsic motivation can also interpreted as a pusher motivation has nothing to do with the values contained in the destination job. Extrinsic motivation came from outside of the individual, common extrinsic motivations were reward like money and grades, Coercion and threat of punishment; competition was in general extrinsic because it encourages the performer to win and beat others not to enjoy the extrinsic rewards of the activity. A crowd cheering on the individual and trophies were also extrinsic incentives.

b. The Essential of Motivation

   a) Assiduous do duty

   b) Resilient face difficulty

   c) Showing enthusiasm to all kinds of problem

   d) More like to do self-supportingly

   e) Quickly tire of routine duties.[42]

---

[40]Sardiman. *Op.Cit.*, p.90.
[41]John W. Santock, *Psikologi Pendidikan* (Jakarta: Kencana, 2008) , p.514.
[42] *Op. Cit,* Sardiman p. 102.

33

If someone has the above characteristics mean that a person has a high motovation. The characteristics of motivation as it will be very important in learning activities. Learning activities will work best if students diligently working on the task, tenacious in solving various problems and independently, students who study well will not get stuck on something that is routine.

c. Theories Motivation

According to Wasty Soemanto: A good planning in learning, instrument, method which is used, does not surely give satisfaction to the result if students and teachers does not have motivation. Without motivation it is very difficult to reach goal, because of that it needs to know or understand motivation theories in teaching learning process particularly:

First, instinct theory. Human has three points of desire, in this case it is called instinct too, namely: self maintaining, self developing, and individual maintaining. Human being activity is driven by those three instincts, so according to this theory, to motivate someone should be based on which instinct that will be directed and needed development. For example; one student who is very diligent in learning even though his family life is poverty. Something that motivate him to study diligently may be he wants to be cleaver, it means there is self developing, and maybe he wants to get a job after graduated. Another example, one student is motivated to quarrel because he often feels be despaired and scorned by his friends because they said he is stupid, it means there is self maintaining.

Second, hedonism theory. Hedone is greek it means, joy or pleasure, happiness, comfortable. According to hedonism theory human is an individual who thinks life is important, life which full of happiness and comfortable, so, if in individual faces one problem which need solving, he will choose the alternative solving

which make happiness than to be solved difficulty, dangerous, suffering.

The implication of this theory raises an opinion that everybody will go away from dangerous, suffering but prefer to do something which give happiness to them At school the students in class room will be happy and applaud when they hear an announcement from the head master that their mathematics teacher is absent because of unhealthy. According to this theory the student in that example should be given motivation so they will not be lazy. If they think learning is important for them they will be motivated to do it, because they will be get successful later.

Third, theory reaction. Reaction theory said that action or human behavior is not based on instinct but based on human patterns which is studied from culture where the human live. According to this theory if one leader or teacher will motivate their students the teacher ought to know the background and culture of students who are conducted by him.

Fourth, needs theory, this theory has opinions that act which is done by human on truth is to full their needs, physic or mental needs, because of that if one teacher wants to give motivation to their students he/she must try to know what is the need of the students which will to motivate them. [43]

By looking motivation theories above, so in this case motivation hold important role in learning because, it is useful to connect motif, lead an individual to do something in learning situation. It reinforces or stimulates students' in learning.

According to Sardiman. A. M: Some efforts that are used in reinforcement are: a) give question, b) give reward, c) give present, d) give punishment, but in reinforcement motivation the teacher must be carefully

---

[43]Wasty Soemanto, *Psikologi Pendidikan* (Jakarta: Rineka Cipta, 2003), p. 8.

chooses words or action suitable with students' because there are some factors that influences the students' motivation". [44]

According to Syaiful Bahri Djamarah: Motivation variable X or dependent variable is a stimulus toward students' in teaching learning process. To measure the students' motivation level in learning is by looking from some indicator namely: "a) attention, b) seriousness in learning, c) reward". [45]

Suitable with the indicator, we know the aim of motivation in learning is to move, to awake, to lead someone. So that willing and wish can be grow up. Surely to get result or certain goal in learning and each motivation act has goal or aim. Successful in learning are in students' hands, because the motivation in learning keeps an important role to create effectiveness in teaching learning process.

1. Related Finding

There were some findings of related to this research, first, Wadiah Suryani's[46] thesis entittled "The Comparative Study betweeen Metacognitive Learning Strategy and Affective Learning Strategy on Students' Speaking Ability at Grade XI MAN Sibuhuan".

---

[44]Sardiman. A. M, *Intraksi dan Motivasi Belajar Mengajar* (Jakarta: PT Raja Grapindo Persada, 1996), p. 15.

[45]Syaiful Bahri Djamarah dan Aswan Zain, *Strategi Belajar Mengajar* (Jakarta: PT Rineka Cipta, 2006), p. 148.

*[46]*Wadiah Suryani*, The comprative Study Between Metacognitive Learning Strategy and Affective Learning Strategy on Students' Speaking Ability at Grade XI MAN SIBUHUAN,* (Sibuhuan: MAN Sibuhuan, 2012) p.29

The result f this reseach show that metacognitive learning strategy is better than Affective learning strategy. It could be seen from last score of the calculation. Thus, it could been stated that using metacognitive learning strategy could increase the students' speaking ability at grade XI MAN Sibuhuan.

Second, reseach was done by Siti Hajar Harahap[47] about " The Analysis of Grade X Students' Motivation in Learning English of MAN Hutagodang Langga Payung Labuhan Batu Selatan". The result of this reseach shows that students' in MAN Hutagodang highly motivated to learn English.

The last, Dewi Maa'rifah[48] in her research, she investigated "Influence of motivation and cultural organizations working on the performance of social workers in social service units implementing technical east java province".

She found that (1) Work motivation and organizational culture are together (simultaneously) significantly influence the performance of social workers. (2) The most dominant variable affecting the performance of social workers is the organizational culture data showed a positive (same direction) between the organizational cultures with the social workers performance (3) Despite the significant of the influence work motivation and organizational culture either partially or jointly against the social worker's performance, but suspected there were other variables that will determine the achievement of social performance.

---

[47]Siti Hajar Harahap, *The Analysis of Grade X Students Motivation in Learning English of MAN Hutagodang Langga Payung Labuhan Batu Selatan* (Langga Payung: MAN Hutagodang, 2012) ,p.32

[48]www. Goegle. com /Dewi Maa'rifah/html. Accessed on March 10 2013.

2. The Frame of Thinking

Based on the explanation of the theoritical descriptive above:

1. The recearcher tried to look the correlation of using metacoqnitive learning strategy to students learning motivation.

2. The big problems that faced by students about students' learning motivation. They often got many problems especially using metacoqnitive learning strategy and students learning motivation.

3. Actually, learning motivation was quite higher to correlation on metacoqnitive learning strategy and students learning motivation.

Based on the explanation above, it can be assumed that metacognitive learning strategy and are really give more chances to students learning motivation. However, metacognitive strategy students is done as enjoyable activities in a relaxing manner though they are assigned to help students increase their learning motivation.

3. Hypothesis

Hypothesis is an important case that should be decided in a research. Arikunto says, "The hypothesis is tentative answer for the research problem until proven by data collected".[49] Hypothesis is an idea or explanation of something that is based on a few known facts but that has not yet been proved to be true or

---

[49] Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktek,* (Jakarta: Rineka Cipta, 1997), p.67.

correct, and hypothesis is guesses and ideas that are not based on certain knowledge.

Based on the above explanation the writer formulated the hypothesis as follow:

Ha = There is a significant effect of using metacognitive learning strategy to the students' learning motivation.

Ho= There is no a significant effect of using metacognitive learning strategy to the students' learning motivation.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used correlation research. L.R. Gay says that correlation research attempted to determine whether, and to what degree, a relationship exists between two or more variables. The correlation was a quantitative measure of the degree of correspondence between two or more variables.[1]

From the above quotation, researcher concluded that the correlation quantitative was a kind of descriptive method in this research which had the aim to know the correlation of two or more variables. The correlation research required information about at least two variables obtained from a single group of people. The researcher wanted to know the correlation between metacognitive strategy and students' learning motivation at the fourth semester of TBI-1 IAIN Padangsidimpuan.

B. Time and places of research

The researcher chosen Institute for Islamics Studies Padangsidimpuan as a place of research because the researcher think students' learning motivation at the fourth semester of TBI-I IAIN Padangsidimpuan was low because the students' did not know how to develop their learning, the students' also got

---

[1]L. R. Gay and Peter Airasian. *Educational Research* (New Jersey: Prentice Hall, 2000), p. 12.

confused in choosing appropriate times to represent their studies. Then, the students' did not follow the subject material in full concentration.

Finally, problems comes from the students', which the students' learning motivation was low because the student's did not strategy in learning. So that the researcher interest chosen IAIN as a place of research. Especially in TBI. The researcher also limited research the subject was fourth semester of TBI-I and it located at H.T. Rizal Nurdin sub-district of Sihitang, District of South East Padangsidimpuan, Municipality of Padangsidimpuan, province of North Sumatera, Indonesia. It was about 4,5 km from center of Padangsidimpuan city.

This research had been done for one year. Started on June 2013 until May 2014.

C. Population and Sample

a) Population

Suharsimi Arikunto said that "Populasi adalah keseluruhan subjek penelitian''.[2] In other word, populations is all of the subject element in a study. The population in this research is the students of TBI-1 at the fourth semester IAIN Padangsidimpuan. It locates at Rizal Nurdin Street, Northeast Padangsidimpuan, North Sumatera. Then, because number of the population less of 100, so sample is all of populations.

---

[2] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta,1993),p.107

D. Technique of Collecting Data

In this research the recearcher gives the questionnaire to the students'. The material for using metacognitive strategy the researcher gives the questionnaire that consists of 20 items. Then the material of motivation also researcher gives the questionnaire that consists of 20 items too. Questionnaires number 1-20 to what extent is students' learning motivation.

E. Research Variables

This study has two variables are independent variables and the dependent variable. The independent variable (X) is using metacognitive strategy while the dependent variable (Y) is the students' learning motivation. This variable will be described indicators of these two variables, namely:

Table 1
The indicators of Using Metacognitive Learning Strategy (Variable X)

No	Metacognitive Learning Strategy	Total Questionaires	Number of Questionaires
1.	1. Centering your learning	7	1,2,3,4,5,6,7,
	2. Arranging and planning your learning	7	8,9,10,11,12,13,14,
	3. Evaluating your learning	6	15,16,17,18,19-20
	Total	**20**	**20**

Motivation is general term that referees to driven behavior that seeks to fulfill a need.

Table 2
The indicators of Students' Learning Motivation at the fourth Semester of
English Educatin Program Tbi-1 IAIN Padangsidimpuan (Variable Y)

No	Indicator	Number of Questionaires	Total Questionaires
1.	Intrinsic Motivation	1,2,3,4,5,6,7,8,9,10	10
2.	Extrinsic Motivation	11,12,13,14,15,16,17,18,19,20	10
	Total	**20**	**20**

F. Instrumentation of the Research

The research instrument plays as important role to collect data. The research must have an instrument because a good instrument can go guarantee for taking the valid data. Arikunto says "Instrument of research is a tool of facility used by the researcher in collecting data".[3] So that, the process is easier and better with more careful, complete and systematic.

The instrument in this research uses questionnaire. The questionnaire to know the correlation of using metacognitive learning strategy to students' learning motivation. Questionnaire used was a questionnaire that covered already provided the answer questionnaires so that respondents choose to live. In this case used Likert scale with four alternative answers in multiple-choice form,

---

[3]*Ibid.,* p. 137.

namely a, b, c, and d by using the positive form of the question is to use the types of questions that build the classification;

Table 3
The Classification of Scale Likert

Option	Score
Always	5
Often	4
Sometimes	3
Almost never	2
Never	1

G. The Technique of Data Analysis

In this research data processing stage, answering the question of who has been the formulation using certain stages are:

a. Descriptive Statistic Analysis

Descriptive statistics is a static function to describe or give a picture of the object being investigated through the data sample and the population as it is without doing analysis and making conclusions or generalizations apply to the public[4]. Descriptive statistics are the ways of presenting the data analyzed by the following data:

1. Mean (average)

The formula used is: $M_x = \frac{\sum fx}{N}$

---

[4]Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D* (Bandung: Alfabeta, 2008), p. 80

Description:

M_x = Mean (average)

$\sum fx$ = the sum of the multiplication of each score with a frequency

N = number of students.

2. Median

The formula used is:

$$\text{Median} = \ell + \left(\frac{\frac{1}{2}N - fk_b}{f_i} \right) xi$$

Description:

ℓ = Lower limit of the real-containing median score

fk_b = Cumulative frequency lies below the median score   containing

f_i = Original frequency (frequency of scores containing median)

3. Modus

The formula used is: $M_o = \ell + \left(\frac{f_a}{f_a + f_b} \right) xi$

Description:

M_o = mode

ℓ = lower limit of the interval containing the real-mode

f_a = frequency located at the interval that contains the mode

f_b = frequency located below the interval containing mode

i = class interval

4. Standard Deviation

The formula used is: SD $= \sqrt{\frac{\Sigma fx^2}{N}}$

Description:

SD = Standard Deviation

Fx^2 = Number by multiplying the frequency of each score with the

squared deviation scores

N = Number of students.

5. Frequency distribution table

Frequency distribution table is a tool of statistical data presentation in the form of columns and lines, in which the published numbers can describe or depict scatter or frequency distribution of the variable is the object of study. In this case the distribution used is the relative frequency distribution. The formula used is:

$P = = \frac{f}{N}$x 100 %

Description:

f =frequency being sought percentage

P = The percentage

N = Number of frequency / number of individuals (samples).

6. Histogram (bar chart)

The results of measurements in the form of figures from the mean results are then analyzed to give the interpretation of the distribution of

the data obtained on population, to seek the categorization is done by formula:

1). Strong : M (mean) + 1 SD to rank up

2). Medium: M (mean) + 1 elementary to middle ranking

3). Weak: lower rank.

Furthermore, to determine whether there is correlation between metacognitive strategy to students learning motivation, used the formula of correlation "r" Product Moment as follows:

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

Description:

N   = Number of samples

r_{xy} = Product moment correlation coefficient

$\sum X$ = Number of variable X

$\sum Y$ = Number of variable Y

$\sum X^2$ = Total variable X^2

$\sum Y^2$ = Total variable Y^2

$\sum XY$ = Number of product variables X and Y

Then for the test significant, with the formula t $_{hitung} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$

Description:

t   = t_{hitung}

r   = Coefficient of correlation of results r_{hitung}

n   = Number of respondents

Tabel 4
Interpretasi Koefision Nilai "r"

No	The Value	Degree
1	0,800-1,000	Very high correlation
2	0,600-0,799	High correlation
3	0,400-0,599	Significant correlation
4	0,200-0,399	Low correlation
5	0,00-0,199	Very low correlation

H. Outline script

The systematic of this research is divided into five chapters each chapter consists of many sub chapters, and they are drawn as follow:

In chapter one consists of Background of the Problem, Identification of the Problem, Limitation of the Problem, Formulation of the Problem, The Aims of the Research, The Significant of the Research, Defenition of Operational Variables, and Hypothesis.

In chapter two consists of Theoretical Descriptions, Review of Related Finding, and Conceptual Framework.

In chapter three consists of Research Design, Time and Place of Research, Population and Sample, Instrument, Techniques of Data Collecting, and Techniques of Data Analysis.

In chapter four, consists of Data Description, Hypothesis test and explanation of the research result.

The last chapter consists of Conclusion and Suggestion

CHAPTER IV

THE RESULT OF RESEARCH

In this chapter the author discussed the results of testing about the correlation between using metacognitive strategy and students' learning motivation at the fourth semester of TBI-1 IAIN Padangsidimpuan.

A. The Description of Data

To facilitate understanding of the results of this study, then the data described by a sequence of variables. Description of research results started from variable (X) was the using metacognitive strategy, and variable (Y) was the students' learning motivation.

1. **Data Questionnaire of Metacognitive Strategy**

This research was conducted at fourth semester TBI-1 students of IAIN Padangsidimpuan. In collecting the data, the writer gave students questionnaire to get the data about using metacognitive strategy. After collecting the data of this research the writer found the score of using metacognitive strategy for variable (X) as below:

Table 5
The Score of Respondents' of Metacognitive Strategy

N0	Initials of Respondents	Metacognitive Strategy (X)
1	FH	75
2	LRK	57
3	RYS	79
4	WSW	65
5	HM	59

6	AF	58
7	FF	57
8	AR	62
9	IMN	57
10	YP	50
11	SWD	67
12	RFY	57
13	RLR	62
14	ZH	60
15	WBS	63
16	NI	65
17	EL	67
18	LAN	65
19	PN	68
20	AEN	66
21	NU	68
22	RAR	66
23	PHN	65
24	YN	64
25	IDP	58
26	SIS	60
27	SY	67
28	RU	64
29	HZ	62
30	RSS	65
31	AS	73
32	UKL	63
33	WH	60
34	AFE	62
35	ZU	63
36	SMH	69
37	NF	69
38	MJN	70
39	WA	67
Total		**2492**

From the calculation of the respondents' answers to the questions asked in the questionnaire, the scores derived from using metacognitive strategy variables as contained in the following table:

Table 6
Summary Description of Using Metacognitive Strategy

No	Statistic	Variable
1	High Score	79
2	Low Score	50
3	Range	29
4	Many Class (k)	6
5	Interval (i)	5
6	Mean	64
7	Median	65.15
8	Modus	32.1
9	Standard Deviation	5.38

The calculations were carried out on the results of questionnaires of 39 samples studied, as set out in the table above, the highest score of using metacognitive strategy variable was the highest score 79 and the lowest score of 50, the mean of 63.92, the median of 64, and the mode of 65.15 and standard deviation of 5.38. Thus, the frequency distribution of the data presented was a frequency distribution that was normal or symmetrical, which was guided by the opinion of the author Anas Sudijono which states , " If the data is calculated mean, median, mode, then either the mean, median, and mode was the point is: Mean = Median = mode , or mode = 3 Median Mean - 2, then the data under investigation were normal (symmetric).

Furthermore, the spread of scores of respondents in using metacognitive strategy can be seen in the following frequency distribution table:

Table 7
Frequency Distribution of Metacognitive Strategy

No.	Class Interval	Frequency	Percentage
1	50-54	1	2,56%
2	55-59	7	17,95 %
3	60-64	13	33,33 %
4	65-69	14	35,90 %
5	70-74	2	5,13 %
6	75-79	2	5,13%
Total		N=39	100 %

The spread of data usin metacognitive strategy on the next could be described with a histogram as contained in the following figure 1:
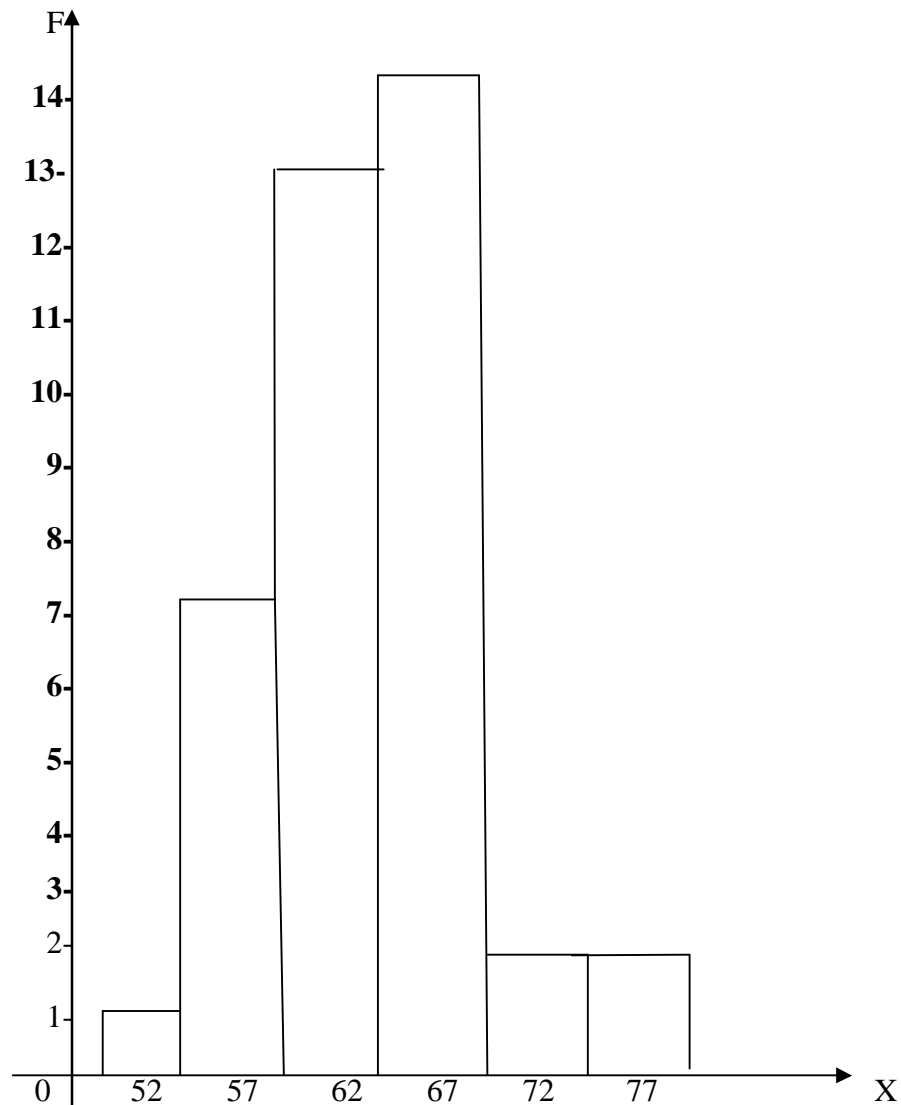

Figure 1. Histogram of using metaconitive strategy Score.

a) Strong : M (mean) + 1 SD to rank up (79)

$$64+ 1(5,38) = 69,38$$

$$= 70 \text{ to up } (79)$$

b) Medium: M (mean) - 1 elementary to middle ranking

$$64 - 1 (5,38) = 59,38$$

$$= 60 \text{ to } 69$$

c) Weak: lower rank.

Score 60 to under (50-54)

The categorization was shown in the following table:

Table 8
Quality Score of Using Metacognitive Strategy

Class Interval	Frequency	Percentage	Category
70 – 79	4	10%	Strong
60 – 69	27	69%	Medium
50 – 59	8	20%	Low
Total	39	100 %	

Based on the results of such categorization was known that the mean using metacognitive strategy of 64 were "strong".

2. **Data Students' Learning Motivation**

Based on the last of the report result that was the students' learning motivation lowest 44, and the highest was 73. The report result of the students' learning motivation can be seen on the table below:

Table 9
The Score of Respondents' of Students' Learning Motivation

N0.	Initials of Respondents	Students Learning Motivatgion(Y)
1	FH	62
2	LRK	60
3	RYS	67

4	WSH	67
5	HM	61
6	AF	61
7	FF	53
8	AR	56
9	IMN	59
10	YP	62
11	SWD	62
12	RFY	54
13	RLR	57
14	ZH	51
15	WBS	58
16	NI	57
17	EL	63
18	LAN	55
19	PN	61
20	AEN	53
21	NU	59
22	RAR	58
23	PHN	58
24	YN	59
25	IDP	66
26	SIS	57
27	SY	57
28	RU	56
29	HZ	58
30	RSS	44
31	AS	56
32	UKL	58
33	WH	64
34	AFE	58
35	ZU	58
36	SMH	62
37	NF	73
38	MJN	61
39	WA	73
Total		**2312**

From the calculation of the respondents answers to the questions asked in the questionnaire, the scores derived from students learning motivation variables as contained in the following table:

Table 10
Summary Description of Students' Learning Motivation Data

No	Statistic	Variable
1	High Score	73
2	Low Score	44
3	Range	29
4	Many Class (k)	6
5	Interval (i)	5
6	Mean	58.69
7	Median	58.06
8	Modus	57.5
9	Standard Deviation	5.17

From the above data it could be seen that the highest score variable students learning motivation achieved by the sample amounted to 39 people were the highest at 73 and the lowest score of 44, a mean of 58,69 a median of 58,06 and mode of 57,5. Thus the frequency distribution of the data presented was a frequency distribution that was normal or symmetrical. While a standard deviation of 5,17. This table for easier could be help the write in written.

From the table above, the writer made it clearer the students' achievement in English was shown in the distribution of frequency as follows:

Table 11
Frequency Distribution of Students' Learning Motivation

Class Interval	Frecuency	Percentage
44-48	1	2.56%
49-53	3	7.69%
54-58	17	43.59%
59-63	12	30.77%
64-68	4	10.26%
69-73	2	5.14%
I = 5	**N =39**	**100%**

Further, the explanation of the description of students' learning motivation was shown in the figure 2.
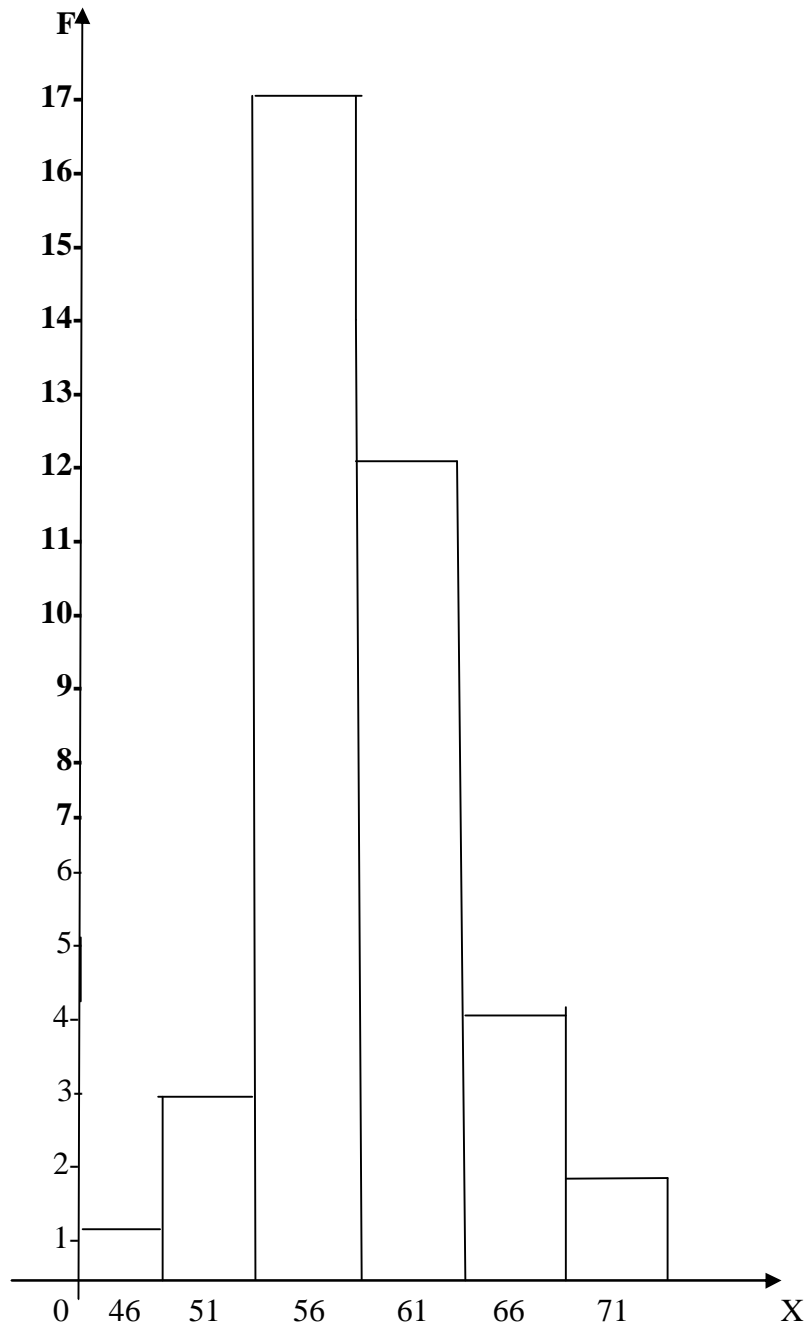
Figure 2. The Histogram of students' learning motivation score

a) Strong : M (mean) + 1 SD to rank up (79)

$$58.69 + 1(5,17) = 63,86$$

$$= 64 \text{ to up (73)}$$

b) Medium: M (mean) - 1 elementary to middle ranking

$$58.69 - 1 (5,17) = 52,52$$

$$= 53 \text{ to } 63$$

c) Weak: lower rank.

Score 60 to under (44-52)

The categorization was shown in the following table:

Table 12
Quality Score Students' Learning Motivation

Class Interval	Frequency	Percentage	Category
64 – 73	6	15%	Strong
53 – 63	31	79%	Medium
44 – 52	2	5%	Low
Total	39	100 %	

Based on the results of such categorization was known that the mean students' learning motivation of 58.69 were "strong.

B. The Hypotheses Testing

Hypothesis testing aims to determine the correlation between using metacognitive strategy to students' learning motivation at the fourth semester of English Education Program TBI-1 IAIN Padangsidimpuan by using the product moment formula. Before testing the hypothesis, first performed the calculation of the scores obtained by the respondents as the table below:

Table 13
The Correlation of Using Metacognitive Strategy to Students' Learning
Motivation at the Fourth Semester of TBI-1 IAIN Padangsidimpuan

No	X	Y	Xy	X^2	Y^2
1	75	62	4650	5625	3844
2	57	60	3420	3249	3600
3	79	67	5293	6241	4489
4	65	67	4355	4225	4489
5	59	61	3599	3481	3721
6	58	61	3538	3364	3721
7	57	53	3021	3249	2809
8	62	56	3472	3844	3136
9	57	59	3363	3249	3481
10	50	62	3100	2500	3844
11	67	62	4154	4489	3844
12	57	54	3078	3249	2916
13	62	57	3534	3844	3249
14	60	51	3060	3600	2601
15	63	58	3654	3969	3364
16	65	57	3705	4225	3249
17	67	63	4221	4489	3969
18	65	55	3575	4225	3025
19	68	61	4148	4624	3721
20	66	53	3498	4356	2809
21	68	59	4012	4624	3481
22	66	58	3828	4356	3364
23	65	58	3770	4225	3364
24	64	59	3776	4096	3481
25	58	66	3828	3364	4356
26	60	57	3420	3600	3249
27	67	57	3819	4489	3249
28	64	56	3584	4096	3136
29	62	58	3596	3844	3364
30	65	44	2860	4225	1936
31	73	56	4088	5329	3136
32	63	58	3654	3969	3364
33	60	64	3840	3600	4096
34	62	58	3596	3844	3364

35	63	58	3654	3969	3364
36	69	62	4278	4761	3844
37	69	73	5037	4761	5329
38	70	61	4270	4900	3721
39	67	73	4891	4489	5329
Total	**2492**	**2312**	**148244**	**160378**	**138176**

Based on the data listed in the table with a correlation coefficient calculation formula product moment as follows:

$\sum X$ = 2492

$\sum Y$ = 2312

$\sum X^2$ = 160378

$\sum Y^2$ = 138176

$\sum XY$ = 148244

N = 39

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

$$r_{xy} = \frac{39.(148244) - (2492)(2312)}{\sqrt{(39.160378 - (2312)^2)(39.138176 - (2312)^2)}}$$

$$r_{xy} = \frac{5781516 - 5761504}{\sqrt{(6254742 - 6210064)(5388864 - 534544)}}$$

$$r_{xy} = \frac{20012}{\sqrt{(777)(176723)}}$$

$$r_{xy} = \frac{61278}{\sqrt{8532893332}}$$

$$r_{xy} = \frac{20012}{1944386560}$$

$$r_{xy} = 0{,}453$$

To see or prove the correlation coefficient between using metacognitive strategy with students' learning motivation at the fourth semester of TBI-1 IAIN Padangsidimpuan, the authors described the following terms:

1. If r_{xy} greater (>) than r_{tabel} then there was a correlation between using metacognitive strategy withstudents' learning motivation.

2. If r_{xy} smaller (<) than r_{tabel} then there was no a correlation between using metacognitive strategy withstudents learning motivation.

Based on the calculation of correlation between using metacognitive strategy variables to students' learning motivation at the fourth semester of TBI-1 IAIN Padangsidimpuan correlation obtained by $r_{hitung} = 0, 453$. Then to see r_{tabel} by degrees of freedom dk = N - 2 = 39-2 = 37 at significance level of 5 % was found r_{tabel} of 0.325. So $r_{hitung} = 0.453 > r_{tabel} = 0.418$, thus it can be concluded that there was a relationship between using metacognitive strategy to srudents learning motivation at the fourth semester of English Education Program TBI-1 IAIN Padangsidimpuan.

In other hand, for test of significant with the formula t_{hitung} :

$$t_{hitung} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t_{hitung} = \frac{0{,}453\ \sqrt{39-2}}{\sqrt{1-\ 0{,}453^2}}$$

$$t_{hitung} = \frac{0{,}453\ \sqrt{37}}{\sqrt{1-\ 0{,}205209}}$$

$$t_{hitung} = \frac{0{,}453.6.082}{\sqrt{0.794791}}$$

$$t_{hitung} = \frac{2.755146}{0{,}8915}$$

$$t_{hitung} = 3.090$$

Test of the rule:

If $t_{hitung} > t_{tabel}$, so push away H0 there is significant and

If $t_{hitung} < t_{tabel}$, so received H0 there is no significant

Based on the calculated above, α : 0,05 and n : 39, one tail test; dk =N–2 = 39-2=37 so the founded t_{tabel}, or 1,688. So that, t_{hitung} greater than t_{tabel}, or 3,090 > 1,688, so H0 push away of the meaning there was correlation of significant between using metacognitive strategy to students' learning motivation.

Based on explanation above can be concluded that H_0 so push away and H_a so received of the meaning there was correlation of significant between using metacognitive strategy to students' learning motivation and appertain valid. So, using metacognitive strategy to students' learning motivation at the fourth

semester of (TBI-1) IAIN Padangsidimpuan was "strong", it can we see by interpretation table correlation product moment in level 61%-80% which appertain strong.

C. The Discussion of results

Based on the frequency of using metacognitive strategy score, it was found that the lowest score was 50 and the highest was 79. It can also be known that the mean was 64. The median of distribution was 65,15, while the modus was 32,1. From the described distribution of data, it indicated that score of using metacognitive strategy was category "strong". It was indicated by the average of the score.

The score of students' learning motivation was distributed on 44-73. Dealing with the frequency distribution, it was indicated that the highest was 73 and the lowest was 44. The mean score was 58,69. The median was 58,06 and the modus was 57,5. The average of the score indicates that the constructing students' learning motivation was "strong". Compared with the criteria of the value that was stated before.

Further, the result of the above calculation was compared and with the value of table on the degree of freedom dk = N-2, it shows that 39-2 = 37. It was be compared with nearest value on the table in 5% significant. This phenomenon showed that the value of r_{xy} in 0,453 was higher than the value r_{tabel} 0,418, means that $(r_{xy}) = 0,453 > 0,418 = (r_{tabel})$. After analyzing and calculation the data, it found that the hypothesis of this research was accepted, means that "there was significant

correlation of using metacognitive strategy to students' learning motivation at the fourth semester of (TBI-1) Institue for Islamic Studies Padangsidimpuan".

D. The Limitation of the Research

As it was the first time for the writer to conduct a research, the writer realizes that there were some mistakes and weaknesses that can be seen in this research. These weaknesses were caused by lacking of the references books, fund, and the ability of the writer in analyzing the data, writer time, also the writer knowledge. For those mentions above, the writer realized and asking apologies.

In spite of those weaknesses, however, the writer can make it as the first experience to do further research. Hopefully, this research might be as a reference for other researches in carrying out other research.

CHAPTER V

THE CONCLUSION AND SUGGESTION

A. The Conclusion

After analyzing the data, the writer concludes as follows:

1. The result of using mtacognitive strategy based on criteria of the value at the fourth semester TBI-1 IAIN Padangsidmpuan in 2013/2014 academic year could be categorized as "strong" it could be seen from the means score of using metacognitive strategy was 64.

2. The result of students' lerning motivation could be categorized as "strong" it was indicated by 58,69 means score.

3. After analyzing and calculating the data it has found that there was a significant correlation between using metacognitive stategy to students' learning motivation at the fourth semester of TBI-1 IAIN Padangsidimpuan in 2013/2014 academic year. Using metacognitive strategy has a significant correlation with students' learning motivation, and it could be seen from $t_{hitung} >$ t_{tabel} or $3,090 > 1,688$ in which level of significant was $\alpha = 0,05$ % it mean the hypothesis of this research was acceptable.

B. The Suggestion

Based on the conclusion and implication of the research that have been mention previously, the writer offer some suggestion as follows:

1. English teacher should improve their English teaching and learning process especially in stimulation using metacognitive strategy.

2. The headmaster should give motivation to the teachers so that teaching and learning process can be improved.

3. Suggested to the next researchers of this study should be taken into consideration if you want to research about using metacognitive strategy to students learning motivation.

4. For the reader who wants to make the similar topic in future, the writer suggest to make another variable that correlation between using metacognitive strategy to students' learning motivation.

References

Al-Jumanatul 'Ali. Alqur'an dan terjemahannya, (Jakarta: CV Darus Sunnah, 2007)

Ann J, Pace, James W, Vander Zanden. *Educational Psychology in Theory and Practice* (New York: Random house, 1984).

Arikunto Suharsimi, *Prosedur Penelitian suatu Pendekatan Praktek,* (Jakarta: Rineka Cipta, 1997)

―――――――――― , *Prosedur Penelitian Suatu Pendekatan Praktek*,(Jakarta: Rineka Cipta,1993)

Brown Doughlas, *Principles of Language Learning* Teaching, Fifth Edition. (Longman, 2007)

―――――――― , *Teaching by Principles: An Interactive Approach to Language Pedagogy,* (New Jersey: San Fransisco State University,1994)

Chamot Anna Uhl, et al. *The Learning Strategy Handbook* (New York: Longman,1999)

Dahlan. *Model-model mengajar*, (Bandung: CV. Diponegoro, 1990)

Diaz and Rico, Lyn ne.T.*, Strategies for Teaching English Learnin*g (California: University Press, 2008)

Doernyei and Zolta, *Motivational Strategies in the Language Classroom*, (Cambridge: Cambridge University Press, 2001)

Hornby, *Oxford Advanced learners Dictionary* (New York: Oxford University Press, 1995).

―――――― *, Oxford Advanced Learners Dictionary of Current English*, (London: Oxford University Press, 1987)

Huit, *Motivation to lear*n: An overview, (http: //Chiron, Valdosta edu/whuit/co/motivation/retrieved on March 2013

Judith, M. Haracklewicz, Carol San Sone, *Intrinsic and Extrinsic Motivation the search for Optimal and performance* (London: Academic Press, 2000)

L. Rebecca.Oxford. *Language Learning Strategy*, (New York: Newbury Publisher, 1989)

Mc.Queeney, metacognition *(http;//Serc.ear let on,edu//metacognition /Teaching-Metacognition.html).*

Milk Dark, Http: www.drmarkhillman.com/bluedrat.html, accessed on May 21st, 2013

Muhbib Abdul Wahab & Abdul Rahman Shaleh, *Psikologi Suatu Pengantar Dalam Perspektif Islam* (Jakarta: Pranada Media, 2004)

Nunan David, *Practical English Language Teaching* (Cambridge: University Press, 2002).

Ridwan, *Belajar Mudah Penelitian untuk Guru,*Karyawan dan Peneliti Pemula (Bandung Alfabeta, 2005)

Ross. Brian, *The Psychology of Learning and Motivation* (London: Elsevier Academic Press, 2004)

Sabri Ahmad . *Strategy Belajar Mengajar dan Micro Teaching*, (Jakarta: Quantum Teaching, 2005)

Sanjaya Wina, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan,* (Jakarta: Kencana, 2006)

Santock . John W, *Psikologi Pendidikan*(Jakarta: kencana 2008)

Sardiman, *Interaksi & Motivasi Belajar Mengajar*(Jakarta: Raja Grafindo Persada,2003)

            , *Interaksi dan Motivasi Belajar Mengajar*(Jakarta:Raja Grafindo, 2003)

Sigmun Freud, *http://www.artikara,com(arti-6876-Analysis ,html,* Accessed 25 March 2013

Sobur Alex, *Psikologi Umum* (Bandung: Pustaka Setia, 2003)

Soemanto Wasty, *Psikologi Pendididkan* (Jakarta: PT. Asdi Mahasatya, 2006)

            , *Psikologi Pendidikan* (Jakarta Rineka Cipta:1990)

Sutrisno Ahmad,et,al., *Psikologi Pendidikan*, (Ponorogo, Darussalam Press, 2003)

Syafaruddin , *Manajemen Pembelajaran*, (Jakarta: Quantum Teaching , 2005)

Uno.Hamzah. B. *Model pembelajaran,* (Jakarta: Bumi Aksara, 2007)

www.Goegle.com /Dewi Maa'rifah/html. Accessed on march 10 2013