ABSTRACT

Munawaroh, Siti, 2016. The Correlation between *Metacognitive Strategies and Students'* Reading Comprehension at the Fourth Semester Students of English Department of STAIN Ponorogo in Academic Year 2015/2016. **Thesis,** English Education Department, Tarbiyah Faculty, State Islamic College of Ponorogo (STAIN Ponorogo). Advisor Pryla Rochmahwati, M.Pd.

Key words: Metacognitive Strategies and Reading Comprehension

The teaching of reading as a foreign language (EFL Reading) in Indonesia can be generally included in the teaching of reading comprehension. The students who are made aware that the thinking process requires the use of metacognitive strategies it can develop strategic reading skills and think about the process of thinking. The use of such strategies has developed over time as the reader learns which are best suited to aid in comprehension. Therefore, in this thesis the researcher is interested to discuss about the correlation between metacognitive strategies and students' reading comprehension.

This research employed quantitative research in term of correlation design. The study was intended to determine whether there was significant correlation between metacognitive strategies and students' reading comprehension at the fourth semester students of English Department of STAIN Ponorogo in academic year 2015/2016. The population of this research was 80 students of the fourth semester students' of English Department that consisted of three classes, namely TI A, TI B and TI C and the researcher took 60 students as samples by using proportionate random sampling. Questionnaire was used to measure metacognitive strategies and documentation was used to determine students' reading comprehension. The data was analyzed using Pearson Correlations for the level of significance 5% by using SPSS 16 for windows.

The findings showed that there was significant correlation between metacognitive strategies and students' reading comprehension, it can be seen from the result of r_{xy} (0.829) ≥ r_t (0.250). It means that there was significant correlation between Metacognitive Strategies and Students' Reading Comprehension at the Fourth Semester Students of English Department of STAIN Ponorogo in Academic Year 2015/2016. The findings were in line with theory which stated that Metacognitive strategies help students to focus their attention and to code them in their memories.

Based on the findings, it can be concluded that there is significant correlation between Metacognitive Strategies and Students' Reading Comprehension at the Fourth Semester Students of English Department of STAIN Ponorogo in Academic Year 2015/2016. Therefore, using metacognitive strategies can positively impact students to develop an appropriate plan for learning information and comprehending reading text.

CHAPTER I

INTRODUCTION

This chapter discusses background of the study, identification of the problems, limitation of the problems, objectives of the study, significance of the study, and the organization of the thesis.

A. Background of Study

In increasing number of international communication, traveling and studying abroad, students need to learn four language skills namely listening, speaking, reading and writing for their success the English language learning. English becomes an important subject matter which must be studied at school or university. It is a subject to the junior high school since it is needed by the society supported by the existence of the qualified teacher.[1]

Being successful in teaching English is the dominant factor that the English teacher should pay attention to, especially in teaching reading. Reading is the most fundamental tool to for students. Learning and implementing special reading strategies and specializing in the implementation of such strategies enable not only a more efficient use of time but also an easier and more sustained period of reading. Increasing brain power at the time of reading is directly related to developing strategies reading skills.

Reading is an essential skill for learners of English as second language, for most important skill to master in order to ensure success not only in English is required. With

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[1]Elaine K. Mc. Ewan, *Raising Reading Achievement in Middle and High Schools* (California: Corwin Press, 1941), 82.

strengthened reading skill, learners will make greater progress and development in all other areas of learning.[2]

The student who is made aware that the thinking process requires the use of metacognitive strategies can develop strategic reading skills and think about the process of thinking. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.[3] In reading comprehension, the message to be imposed in the written form is the most important element that the students must recognize, because the primary purpose of reading is to know the thoughts expressed in the printed material. Therefore, reading with comprehension is only a way for the students to arrive at what they want to know from the reading material. However, the problem is how to make them comprehend. The habit of reading is not just a pastime. The main purpose of reading is to acquire knowledge and understand the contents of the books and advantage from them. It is not very important how many books the students reads, but the important thing is how they have read.[4]

There many teaching strategies for improving reading skill. Presley Woolley suggests that Metacognition is a process that spans three distinct phases, and that, to be successful thinkers, students must do the develop a plan before approaching a learning task, such as reading for comprehension or solving a math problem, then monitor their understanding; use "fix-up" strategies when meaning breaks down and the last evaluate their thinking after completing the task, assess how well you have accomplished the task,

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[2] Neil J. Anderson, *Practical English Language Teaching*, (New York: McGraw-Hill Companies (2003), 69

[3] Ibid, 2

[4] John Brian Heaton, *Writing English Language Test*, (USA: Longman, 1988), 159

assess how well you have applied the strategies and decide how effective the strategies were in helping you accomplish the task.[5]

According to Flavell, J.H, metacognition is a knowledge about and control over his or her own thinking process and learning activities, including reading. Moreover, the concept of metacognitions includes thinking about thinking process, self awareness, understanding and learning characteristics. Metacognitive strategies help students to focus their attention, in an understanding of the content, to connect past knowledge with the new information and to code them in their memories. The aim of metacognitive strategies is to teach students how to set objectives and how to be effective and independent.[6] Metacognitive strategies are related to how we think and to help learners become comfortable with these automatically to learning tasks, focusing their attention deriving meaning and making adjustments if something goes wrong.[7] They before starting any reading assignment, students must be informed on how to improve and use their planning, monitoring and evaluation skills. It is of great importance to improve the questioning skills of student in the process of teaching metacognitive strategies.

Students have to ask themselves the following questions in order to be successful in reading comprehension. Firstly, what is the main idea of reading text? Secondly, how many supporting ideas are there in the reading text? And the last how can supported details be explained?

Such questions will ensure that the students focus on the reading text. Studies on metacognition and reading comprehension reveal the strong relation between the use of

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[5]Presley. Woolley, Reading Comprehension,(California: university partnership 1995), 70

[6]Flavell, J.H., Metacognition And Cognitive Monitoring: A New Area Of Cognitive-Developmental Inquiry, American Psychologist, (1979) 34, 906-911

[7]Borkowski, J. Carr, M., &Pressely, M. "Spontaneous Strategy Use: Perspective From Metacognitive Theory Intelligence, (1987), 61-65

strategies, awareness and reading comprehension. Successful readers are more aware of strategic reading and they probably use strategic reading techniques. The awareness and reading skills of students who are trained on metacognitive strategies improve.[8]

The essence of reading according to Durkin in Elaine K. Mc. Ewan is comprehension. He states further that reading comprehension is intentional thinking during which meaning is constructed through interaction between text and reader. Comprehension is something that happens in the mind of the reader and concern not only what is in the text but also the experiences and prior knowledge a reader brings to the text.[9]

Applying metacognitive strategies such as self-awareness and self-monitoring is to develop independent learners who can control their own learning and learn how to learn for life, provides self-monitoring, which is a step-by-step process of evaluation during the learning process, and develops higher learning and problem solving skills.

According to Presley Woolley, the current understanding of reading strategies has been shaped significantly by research on what expert readers do. These studies demonstrate that successful comprehension does not occur automatically. Rather, it depends on directed cognitive effort, referred to as metacognitive processing, which consists of knowledge about and regulation of cognitive processing. During reading, metacognitive processing is expressed through strategies, which are "procedural, purposeful, effortful, willful, essential, and facilitative in nature". "The reader must purposefully or intentionally or willfully invoke strategies" and does so to regulate and

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[8]Regina Boulware, Metacognition and Reflection, (Washington, DC: U.S. Government Printing Office, 2000), 117

[9]Eline K. Mc. Ewan, Raising Reading Achievement oin Middle and High School, (California: Corwin Press, 1941), 35

enhance learning from text. Through metacognitive strategies, a reader allocates significant attention to controlling, monitoring, and evaluating the reading process.[10]

Based on the result interview with one of students at the Fourth Semester of English Department of STAIN Ponorogo, it is found that there were some difficulties in comprehending reading text especially in extensive reading because the lectures of teaching extensive reading is still monotonous and it is difficult to understand her explanation .

Referring to the background above, the research want to know the students in reading comprehension for understand the task and soon the students know how to read better and they must obviously understand what the teacher mean when the teacher tell them to read around the subjects' and searching information and the other.

Therefore, the writer conducts a research entitle The Correlation between Metacognitive Strategies and Students' Reading Comprehension at the Fourth Semester Students of English Department of STAIN Ponorogo in Academic Year 2015/2016.

B. **Identification of the Problems**

From the background of the study above, some problem can identified as follow:

    a. Most of the students do not get guidance such as the low of motivation to study and attention to checking understanding from their teacher,

    b. Most of the students have low reading comprehension.

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[10] Presley. Woolley, Reading Comprehension,(California: university partnership 1995), 80

C. **Limitation of the Problem**

Based on the identification of the problem above, it can be taken the limitation of the problem below. This study focuses on correlation between metacognitive strategy and reading comprehension

D. **Statement of the Problem**

Regarding to the background of study, the problem is formulated as "is there any significant correlation between students' metacognitive strategies and students' reading comprehension at the Fourth Semester Students of English Department of STAIN Ponorogo in Academic Year 2015/2016?"

E. **The Purpose of the Research**

The purpose of this study is to examine whether there is a significant correlation of students' metacognitive strategies and students' reading comprehension at the Fourth Semester Students of English Department of STAIN Ponorogo in Academic Year 2015/2016.

F. **Significances of the Research**

The benefit for teachers the use of metacognitive strategy is to provide reflect on their expertise teaching and refine their pedagogy and the benefit for students the use of metacognitive strategy to understand what they read, people are able not only to live safely and productively, but also to continue to develop socially, emotionally and intellectually.

G. **Organization of the Thesis**

In order to make easy for the readers in understanding the content of the research make an organization of the thesis.

Chapter I is introduction. This chapter explains about background of the study, identification of the problems, limitation of the problems, objectives of the study, significance of the study, and organization of thesis.

Chapter II presents review of related literature. It covers the theoretical backgrounds that are definition of reading, definition of metacognitive strategies the correlation between metacognitive strategies and reading comprehension, previous research findings, theoretical framework and hypothesis

Chapter III discusses the research methodology. It covers research design, population and sample, instrument of the research, procedure of collecting data and technique of data analysis

Chapter IV discusses research result. It serves to present the research location, data description, data analysis and discussion.

The final chapter is chapter V as closing that draws some conclusion and recommendation.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents reviews of related literature used in this study. The reviews of related literature have a goal of providing previous studies and information concerned with the research problem, including theoretical background, previous of research finding, theoretical framework and hypothesis.

A. Theoretical Background

1. Reading

a. Definition of Reading

Many definitions of reading are proposed by many authors. According to Neil J Anderson says that reading is an interaction between the writer and the reader by using texts which the reader's knowledge to make sense of print. The readers construct information transferred from the writer through written symbols which bear meanings inferred by the writer of the text. This interaction may contribute world information or schemata to understand the text which is new and may be useful for the readers who may live far from the writer. This includes particular information for the learners.[11]

Further, David Nunan states reading is a fluent process of readers combining information from a text their background knowledge to build of meaning. The goal of reading is comprehension. Strategic reading is defined as the ability of the reader to use a wide variety of reading strategies to accomplish a purpose for reading.

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[11]Neil J. Anderson, *Practical English Language Teaching*, (New York: McGraw-Hill Companies (2003), 69.

Good readers know what to do whey encounter difficulties. Fluent reading is defined as the ability to read at an appropriate rate with adequate comprehension. The process of reading is the interaction between a reader and the text. [12]

In summary, reading is a receptive skill in a language which involves an interaction between texts and readers. It may contribute world information or schemata to understand the text which is new and may be useful for the readers. It is also a complex process to respond what the writer has written in texts by using knowledge and information owned by the reader.

b. The Component of Reading

There are five aspects to process of reading: phonics, phonemic awareness, vocabulary development, reading comprehension and fluency. These five aspects work together to create the reading experience.

1. Phonics

Phonics is the connection between sounds and letter symbols. It is also the combination of this sound-symbol connection to create words. Without phonics, words are simply a bunch of squiggles and lines on a page. There are a number of ways that phonics can be taught because there is a variety of ways to apply this aspect when reading.

2. Phonemic Awareness

Phonemic Awareness is closely related to phonics because both involve the connection between sounds and words. While phonics is the connection

[12]Ibid, 68

between sounds and letters, phonemic awareness is the understanding that words are created from phonemes (small unit of sound in language).

3. Vocabulary Development

   Vocabulary Development is ongoing process that continues throughout one's reading life.

4. Fluency

   Fluency is a reader's ability to read with speed, accuracy and expression. While fluency is most often measured through oral readings, good readers also exhibit this skill when they are reading silently.

5. Reading Comprehension

   This is because comprehension is the main reason why we read. Reading comprehension understands what a text is all about.[13]

c. Micro and Macro Skills of Reading

This is the reading skill list according Douglas H. Brown, when reading this list; you will notice that they often overlap with each other slightly, especially when you think of the reading process. At the same time, you will notice that each one could be individually tested or form the basis of distinct practice activities. In Brown's list, the first on the list is essentially recognizing the alphabet and automatically understanding how it combines into words. As he moves down the list, skills build upon each other, becoming increasingly based on understanding larger meaning.

 1. **Micro Skills for Reading Comprehension**

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[13]Neil J. Anderson, Practical English Language Teaching, (New York: McGraw-Hill Companies (2003), 70.

a. Discriminate among the distinctive grapheme and orthographic patterns of English.

b. Retain chunks of language of different lengths in short-term memory.

c. Process writing at an efficient rate of speed to suit the purpose.

d. Recognize a core of words and interpret word order pattern and their significance.

e. Recognize grammatical word classes (nouns, verbs, etc), system (e.g., tense, agreement, plural), patterns, rules and elliptical forms.

f. Recognize that a particular meaning may be expressed in different grammatical forms.

g. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

2. **Macro Reading Skill for Reading Comprehension**

a. Recognize the rhetorical forms of written discourse and their significance for interpretation.

b. Recognize the communicative functions of written texts, according to form and purpose.

c. Infer context that is not explicit by using background knowledge.

d. From described events, ideas, etc., infer links and connection between events deduce causes and effects and detect such relation as main idea, supporting idea, new information, given information, generalization and exemplification.

e. Distinguish between literal and implied meanings.

f. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

g. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts. [14]

d. Types of Reading

During the reading activity, there will be some clues which inform the learners' reading performance. There are some reading performances proposed by Douglas H. Brown:

1. Oral and silent reading

Oral reading is the first performance done by the learners. This is aimed to serve as an evaluation check on bottom-up processing skills, double as pronunciation check, and serve to add some extra student participation if the teachers want to highlight a certain short segment of a reading passage.

However, practically, the learners will find it difficult to comprehend texts if they read orally. They need to read silently because the readers can rehearse the next paragraph and other readers will not lose their attention for other readers who are reading aloud.

2. Intensive and extensive reading

Intensive reading attempts to focus on linguistic or semantic details. The learners will pay more attention on the surface structure details to get the literal meanings, implications, rhetorical relationships, and others. This

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[14] Douglas H. Brown, Principle Strategies for Reading Comprehension, (San Francisco: state university (2004), 187-188.

reading is sometimes called content related reading which deals with short texts. Extensive reading gives more concentration on the general understanding of a longer text. Extensive reading deploys to more than one page text which may be essays, articles, technical reports, short stories, and books.[15]Although the learners read longer texts, they still have to comprehend the text as the main objective of reading. That is the reason which the teachers motivate their students to read.[16]

e. The Purpose of Reading

The purpose of reading is to connect the ideas on texts. There are many purposes for reading, them are:

1. Skimming and Scanning

Skimming is used when a person is not interested so much in total comprehension but is instead trying to locate essential points and major details. Skimming also used to find the main ideas of a text.

Scanning is a technique used when a person tries to find a specific item such as a telephone number, a date, a time, etc. scanning involves very rapid movement of person's eyes up and down a page.

2. Understanding Difficult Texts

Here are some ideas you can try to help you understand what you're reading:

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[15]Ibid, p 189

[16]Neil J. Anderson, Practical English Language Teaching, (New York: McGraw-Hill Companies (2003), 69.

a. Often the first sentence will tell you what the paragraph is about.

b. If you don't understand something just take it slowly.

c. Try talking to friend on your module about what you're reading.

d. Identify the reading strategies that work for you.

3. **Questioning as You Read**

As you are reading you need to ask questions to help you to actively engage with the text and focus on what you are trying to find out from your reading.

4. **Highlighting and Annotating**

Highlighting is the main points will help you keep a track of the argument and allow you to quickly indicate sections that you might want to return to later.

Annotating is a text with your thoughts about the authors argument or summaries in your own words will help you understand the text.

5. **Making Note**

Making note is a really useful reading strategy. Good note making can help you to make sense of what you are learning and to remember it later.

6. **Summarizing**

Summarizing is what you have read is a good active reading strategy. It encourages you to focus as you read and to remember key points.

7. **Critical Thinking**

Anyone involved in academic study will have asked this question-often repeatedly-and come up against the problem of getting a swift answer. While you could say that critical thinking is at the heart of academic study, it's more a

process, a way of thinking, understanding and expressing our selves, than a single definable skill.[17]

f. The Teaching of Reading

Teaching is a process when a teacher sends materials to the learners consciously so that the learners can get new information based on their levels. Reading is an essential for learners of English as a second language. For most of these learners it is the most important skill to master in order to ensure success not only in learning English but also in learning in any content class where reading in English is required. With strengthened reading skills, learners will make greater progress and development in all other areas of learning. The teaching of reading is transferring skills for language learners in which the goal is to make the learners able to read and get the ideas or understand any written texts. The teaching and learning process deals with how learners comprehend any texts consisted of words, numbers, symbol, etc.[18]

In teaching reading, the teacher is expected to give opportunities for the learners to read the texts comprehensively. The teacher should create situations to comprehend the texts in which the learners can read them silently and right after that discuss the texts with their partners. However, reading aloud is also needed for the learners in order to be able to interact well with the texts which belong to the learners' favorite materials or topics.. According to C.R. Alder there are six strategies to teach reading. The strategies are; **first**, monitoring comprehension. It means that students know when they understand what they read and when they do

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[17] Hume, D, An inquiry concerning human understanding, (Indianapolis: Bobbs-Merrill(1955), 86.
[18] Ibid, 69

not. **Second** is metacognition which means that students use metacognitive strategies for thinking and having control over their reading before, during, and after reading. **Third** is Chart and semantic organizer. It can help students focus on concept and how they are related to other concepts and help students to understand textbooks and picture books. **Fourth** is answering questions. It will help students to think actively and encourage them to monitor their comprehension. **Fifth** is generating questions. Students learn to ask themselves questions that require combining information from different segments of text. **Sixth** is summarizing. Instruction in summarizing helps students to identify and generate main ideas, eliminate unnecessary information and remember what they read.[19]

g. Principles of Teaching Reading

Teachers should concern the teaching of reading comprehension to achieve the goals of the teaching and learning processes. It is better for them to go onthe principles in teaching reading. According to Maureen McLaughlinstated that formulates sixprinciples in teaching reading. They are as follows.

1. Reading is not a passive skill.

    Learners do not only catch the surface structure of the texts but also grab the content. Reading is an incredible active occupation. The learners need to draw the content of the text, the writer's argument, and work which agree with them.

2. Students need to be engaged with what they are reading

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[19]Presley. Woolley, Reading Comprehension,(California: university partnership 1995), 70 .

When the readers are not interested in the texts or the lesson, they will not get the benefits of the learning. It is easy for them to receive the materials or content stated in the text.

3. Students should be encouraged to respond to the content of a reading text, not just to the language.

    The use of language in a text is important but the meaning of the language used is also a considerable part which the students respond to that message in some ways. It is necessary for giving opportunities for the readers to express feelings about topic.

4. Prediction is a major factor in reading.

    The readers need to find the hit when they start to read the text. They guess the content or topic being discussed in the text by looking at the title. This can be an exciting task for the learners who have imagination.

5. Match the task to the topic.

    Teachers are expected to choose good reading tasks which can be interactive for the learners. The interactive texts may be undermined by asking boring and inappropriate questions.

6. Good teachers exploit reading texts to the full.

    Teachers should integrate the reading texts into more interesting and engaging class sequences, using topic for discussion and further tasks, using the language for the study and later activation.[20]

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[20]Maureen. McLaughlin, Reading Comprehension What Every Teacher Needs to Know(Volume 65 (2012), 432-437.

h. Problems in Teaching Reading

Teaching reading is not easy though the teachers have followed the strategies and materials which are suitable for the learners. The fact is that still there are many problems in teaching reading. Douglas H. Brown sates that learners still have low ability in reading. Sometimes, the existence of reading is not merely stated for the second language acquisition. The learners find it difficult to read even to construct meaning.[21]

Teachers feel that it is difficult for them to find the best method and strategies to teach reading because of various characteristics of students for each class. The use of bottom-up and top-down processing become the center of reading methodology of teaching reading English teachers are facilitators that facilitate the learners' learning activities. In line with this, many English teachers read and try to use new methods that some researchers have suggested.

i. Reading Assessment

In this study, the researcher focuses on the reading comprehension whichrelates to the interactive reading in which the reader must interact with thetexts from several paragraphs to one page or more. It is also relevant to theJunior High School student reading assessment. The suitable and correct tasksand activities to assess the learners' reading comprehension are proposed byDouglas H. Brown thatformulates some tasks to interactive reading.

1. Cloze Task

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[21]Douglas H. Brown, Principle Strategies for Reading Comprehension, (San Francisco: state university (2004), 289.

This task lets the student fill in the gaps in an incomplete image which may be visual, auditory, or cognitive and supply which comes from background experience and other strategic competences.

2. Impromptu Reading Plus Comprehension Questions

This task belongs to a conventional test which involves the impromptu reading and responding to questions covering some features which are main idea, expressions/ idioms/ phrases in context, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding facts not written, supporting idea, and vocabulary in context.

3. Short-Answer Tasks

In this task, the readers are provided with a reading passage and questions which must be answered in a sentence or two. This can be called open-ended reading comprehension questions.

4. Editing (Longer-Texts)

This provides the readers opportunities to detect the error or unrelated sentences that are stated by the writer in the text.

5. Scanning

Readers find out the relevant information in a text. They are provided with prose or chart or graph format and required to identify the information. The possible stimuli are a one-two-page news article, an essay, a chapter in a textbook, a technical report, a table or chart depicting some research findings,

a menu, and an application form. The scoring process of scanning is the time to recognize important elements.

6. Ordering Tasks

Ordering task serves overall understanding of a story and the cohesive devices which shows the ordered events or ideas. The researcher draws back to the students' understanding in connecting sentences and ideas of a story.[22]

In this research, the researcher uses impromptu reading plus comprehension questions to assess students' reading ability before and after conducting the research. This type is used since the researcher want to know the students comprehension of the text and students' ability in using reading strategies such as guessing the meaning of the text, skimming, and scanning the text.

2. **Reading Comprehension**

a. **The Meaning of Reading Comprehension**

According to Paul C. Burn stated that reading comprehension is at and a unitary process and a set of discrete processes of comprehension.[23] Reading comprehension is as levels of understanding a text or message. This understanding comes from interaction between the words that are written and how they trigger knowledge outside the text/message.

According to Paul C. Burn et.al, the basic comprehension units in reading as follow:

1. **Words**

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[22]Ibid, 201-212

[23] Paul C. Burn et.al, *Teaching Reading In Today's Elementary Schools,*(American Psychologist,), 148.

Student's sight vocabularies should be increase from word they already, comprehend, words that are a part of their meaning vocabularies.

2. Sentences

Students may find complicated sentences difficult to understand, so they need to know way to attack them or derive their meaning.

3. Paragraphs

Paragraphs are group of sentences that serve a particular function within a whole selection or passage. They may be organized around a main idea or topic.

4. Whole selection

It is entire selections which consist of word, sentences, and paragraphs and that understanding of whole selections depends upon understanding the smaller unit's.[24]

b. The Models of Reading Comprehension

Definition of reading comprehension is a reading for searching information.Paul C. Burn states that these are three models in reading comprehension:

1. Bottom-up models

Bottom-up models is essentially "text-driven" it means that the reader begins essentially by trying to decode letters, words, phrases and sentences and builds up comprehension in a somewhat linear fashion from this incoming data.

2. Top-down models

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[24] Ibid, p.151-173.

This model can be taught as reader-driven where schemata that reader brings to the text drive comprehension. It begins with the idea that comprehension in the reader.

3. Interactive models

This model posits an interaction between reader texts. This model is also called as combination both bottom-up and top-down models.

c. **Factor Affects Reading Comprehension**

It is possible to teach a child to read orally, without understanding the meaning of a single word. It can be done through phonics and teaching the rules of syllabication but it is really an exercise in futility. What is the benefit of reading without comprehension?

Below are factors which parents and teachers must consider when seeking to improve the comprehension skill of any student.

1. Fluency in Language

If the reading material is written in a language with the student is in the process of learning, his comprehension will be limited. If the knowledge of the vocabulary is only basic, so his speaking is a halting manner, it will have a negative effect on his comprehension of reading material. He should first be fluent in the spoken language before he attempts to understand any but very basic literature.

2. Reading skill

If the child is reading at a primary grade level, he should not be assigned a book suitable for more advanced students. This can discourage him and affect

his outlookon reading in general. It is important to faster appositive attitude and enthusiasm about books and reading of student. The student needs a good knowledge of phonics and syllabication and be comfortable reading at that specific level, before he is expected to read and comprehend more advanced material.

3. Learning disabilities

If child is dyslexic, has developmental delays, or suffers from other learning disabilities, it may impede his progress in mastering comprehension skills. He cannot be expected to comprehend written material before he has developed basic reading skills. He should be working with a special needs or remedial teacher who can help him overcome his disability, and achieve his highest possible potential.

4. Experience

The students need experience in an area of reading, before he can fully grasp the significance of an article or book on a specific topic. Children in the tropics will not fully understand the fun and attraction on winter activities in the snows. Students in Alaska, or northern Canada, will have trouble relating in meaningful way to the warm, humid environment of a rain forest.

5. Interest

Ideally, the student should choose the topic about which is he would like to read. It should then be the task of the teacher or librarian to find material on that topic which is suitable for his reading level.[25]

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[25]Douglas H. Brown, Principle Strategies for Reading Comprehension, (San Francisco: state university (2004), 285.

2. Metacognitive Strategies

a. The Definition of Metacognitive Strategies

According to Flavell J.H, metacognition is a knowledge about and control over his or her own thinking process and learning activities, including reading. Moreover, the concept of metacognitions includes thinking about thinking process, self awareness, understanding and learning characteristics. Metacognitive strategies help students to focus their attention, in an understanding of the content, to connect past knowledge with the new information and to code them in their memories. The aim of metacognitive strategies is to teach students how to set objectives and how to be effective and independent.[26]Metacognitive strategies are related to how we think and to help learners become comfortable with these automatically to learning tasks, focusing their attention deriving meaning and making adjustments if something goes wrong.[27] They before starting any reading assignment, students must be informed on how to improve and use their planning, monitoring and evaluation skills. It is of great importance to improve the questioning skills of student in the process of teaching metacognitive strategies.

Flavell J.H that described how metacognitive experiences can have two types of goals: cognitive or metacognitive are cognitive progress and metacognitive strategies to monitor it. To illustrate, the metacognitive experience of knowing you do not know a text well enough for an exam causes you to use the cognitive strategy of reading the text again. Metacognition plays a critical role in reading

[26]Flavell, J.H, Metacognition And Cognitive Monitoring: A New Area Of Cognitive-Developmental Inquiry, American Psychologist,(1979). 34, 906-911.

[27]Borkowski, J. Carr, M., &Pressely, M. "Spontaneous strategy use: Perspective from metacognitive theory intelligence(1987), 11. 61-65.

comprehension.[28] During reading, good readers self-monitor to determine if they understand text. If there are problems, they make adjustments by speeding up or slowing down, or they re-read text. After reading, good readers make interpretations and summarize text. Metacognitive knowledge involves knowing when and where to use reading strategies, and these strategies must be explicitly taught for comprehension to improve.[29]

According to Borkowski, J. Carr, M., that conducted a study on two metacognitive strategies, semantic mapping (SM) and the experience-text relationship (ETR) method, to study their effect on SL reading. In semantic mapping, categories and associations are displayed visually in a diagram.[30]Carrell argues that besides "being effective for vocabulary development, semantic mapping has proved to be a good alternative to traditional pre-reading and post-reading activities".[31] In fact, most contemporary reading tasks include pre-reading activities. Therefore, I believe pre-reading activities can be followed by SM strategy since the former aim at increasing learners' motivation. While semantic mapping is used as a tool to assess students' schema, the experience-text relationship (ETR) method emphasizes comprehension, i.e., reading for meaning. This method is based on discussion aimed at linking what the reader already know what he/she will encounter in the text. It has essentially three simple steps: experience, text, and relationship. In the experience step, the teacher leads the students in discussion of their own knowledge or experiences that are related in

[28] Ibid, 909 .
[29]Borkowski, J. Carr, M., &Pressely, M. "Spontaneous Strategy Use: Perspective From Metacognitive Theory Intelligence,(1987), 61-65.
[30]Ibid, 647.
[31]Ibid, p.651.

some way to the passage to be read. In the text step, students read short parts of the texts; usually a page or two, and the teacher ask them question about the content after each section is read. In this step, the teacher may also need to correct any misunderstandings of the text evidenced by the students. In the final step, the relationship sequence, the teacher attempts to help the students draw relationships between the content of the text (as developed in the text step), and their outside experience and knowledge (as discussed in the experience step) In all three steps the teacher is attempting to model and to guide the students systematically through the cognitive processes related to understanding a written text.

From the results Borkowski, J. Carr, M et al conclude that metacognitive strategy training does enhance L2 reading when compared to non strategy training, as in the control group [and that] while there are similarities between the two methods in their enhancement of second language reading on some measures, on other measures there are differences between them. Finally, our results show that there are significant interactions between students' learning styles and the effectiveness of training in the two different strategies.[32]

b. **The Importance Metacognitive Skills**

Research shows that metacognitive skills can be taught to students to improve their learning. Constructing understanding requires both cognitive and metacognitive elements. Learners "construct knowledge" using cognitive strategies and they guide, regulate and evaluate their learning using metacognitive

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[32]Borkowski, J. Carr, M., &Pressely, M. "Spontaneous Strategy Use: Perspective From Metacognitive Theory Intelligence,(1987), 665-668.

strategies. It is through this "thinking about thinking," this use of metacognitive strategies, that real learning occurs. As students become more skilled at using metacognitive strategies they gain confidence and become more independent as learners. Individuals with well developed metacognitive skills can think through a problem or approach a learning task, select appropriate strategies and make decisions about a course of action to resolve the problem or successfully perform the task. They often think about their own thinking processes, taking time to think about and learn from mistakes or inaccuracies. Some instructional programs encourage students to engage in "metacognitive conversations" with themselves so that that they can "talk" with themselves about their learning the challenges they encounter and the ways in which they can self-correct and continue learning. Moreover, individuals who demonstrate a wide variety of metacognitive skills perform better on exams and complete work more efficiently-they use the right tool for the job and they modify learning strategies as needed, identifying blocks to learning and changing tools or strategies to ensure goal attainment. Because metacognition plays a critical role unsuccessfully learning, it is imperative that instructors help learners develop metacognitively.[33]

c. **Three Components of Metacognitive Strategies**

Flavell, J.H, suggests that Metacognition is a process that spans three distinct phases, and that, to be successful thinkers, students must do the following:[34]

Table 2.1 Three Components of Metacognitive Strategies

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[33] Lester and Alice Crow, How to Study to Learn Better, Pass Examination, Get Better Grades, (USA: Collier Macmillan Publishers, 1976), 53.

[34]Flavell, J.H, Metacognition and Cognitive Monitoring: A New Area of Cognitive-Developmental Inquiry, American Psychologist, (1979), 70.

No.	Strategy	Key words	Description
1.	Organize/plan	Thoughtful schedule	-plan task or content -set goals -plan how to accomplish the task
2.	Monitor	Check	While working on the task: -check you progress on the task -check your comprehension as you use the language -check your prediction as you use the language
3.	Evaluate	I did it	After completing a task: -assess how well you have accomplished the task -assess how well you have applied the strategies -decide how effective the strategies were in helping you accomplish the task

d. The Advantages and Disadvantages of Learning Metacognitive Strategies

There are many advantages and disadvantages of meatcognitive, however the advantages can be maximized by applying effective metacognitive strategies towards improving academic performance and the disadvantages can be minimized by functions within the complex system of cognitive processes individually to identify issues and inform later teaching and skills important to have not only for the students but also for instructors.

1. The Advantages of Learning Metacognitive Strategies

a. Metacognition enhances and enriches the learning experience.

b. Applying metacognitive strategies such as self-awareness and self-monitoring is to develop independent learners who can control their own learning and learn how to learn for life.

c. Metacognition provides self-monitoring, which is a step-by-step process of evaluation during the learning process.

d. Metacognition develops higher learning and problem solving skills.

2. **Disadvantages of Poor Metacognition**

   a. Poor self-esteem.

   b. Difficulty in problem solving.

   c. Poor reading comprehension.

   d. Poor language and communication skills.

   e. Difficulty in obtaining success in society.[35]

e. **The steps of learning Metacognitive Theory**

   Here are ten reading comprehension strategies from Christine Natal with entitle Assessing Comprehension Thinking Metacognitive Strategies to consider.

   1. Think out loud. Good readers monitor their thinking while reading.

   2. Use schema. Consciously connect the text to preexisting knowledge and experiences and consider how it helps their understanding of the text

   3. Inferring. Use experience and information from the text to draw conclusions, make connections, predictions, and form opinions.

   4. Ask questions about the text before, during, and after reading.

   5. Make decisions about what is important in the text (elements and themes). Be able to summarize the main points.

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[35] Robert Lado, *Language Testing*, (Ongman: London,1977), 223.

6. Set a purpose for reading to make it meaningful.

7. Monitor comprehension. Make sure students have strategies in place if they find the text too difficult.

8. Visualize what is being read. Make brain movies! Tune into the sensory and emotional images of the text to enhance the visualization. Use this information to help make inferences and draw conclusions.

9. Synthesizing and retelling. Keep track of their impressions while reading and identifying the underlying meaning of the text. Connect the text to information from other sources. Extending that information beyond the text to form opinions and read critically.

10. Text structure. Understanding the elements of a story and how stories are put together helps students analyze and think critically about meaning.[36]

3. Correlation between Metacognitive Strategy and Reading Comprehension

According to Presley the current understanding of reading strategies has been shaped significantly by research on what expert readers do. These studies demonstrate that successful comprehension does not occur automatically. Rather, it depends on directed cognitive effort, referred to as metacognitive processing, which consists of knowledge about and regulation of cognitive processing. During reading, metacognitive processing is expressed through strategies, which are "procedural, purposeful, effortful, willful, essential, and facilitative in nature". "The reader must

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[36] Christine Natal, Teaching Reading Skill in a Foreign Language, (London: The Nemmens Educational, 1977), 23.

purposefully or intentionally or willfully invoke strategies" and does so to regulate and enhance learning from text. Through metacognitive strategies, a reader allocates significant attention to controlling, monitoring, and evaluating the reading process.

With respect to this point, Presley Woolley, has found that some differences do exist between skilled and less skilled readers in terms of their actual and reported reading strategies; their use of global and reading strategies, their metacognitive awareness, their perception of a good reader, and their self-confidence as readers and points out training in metacognitive language learning strategies help learners develop their listening and reading skills and raise their language proficiency levels.[37]

According to studies of children's reading and metacognition (planning and reviewing of strategies) suggest that skilled readers are dynamic readers who predict what is going to happen in the text. It is asserted that when readers predict before reading, they activate past memories and experiences and test themselves as to whether they have sufficient knowledge about the present topic in order to comprehend the text.[38] Prediction strategies help promote overall story understanding and engagement with the text information during ongoing reading and enable readers to verify their understanding of the text. They usually verify their predictions by monitoring meaning and occasionally employing fix-up strategies, such as reading back or reading on when their predictions of events within the text fail to materialize. Teachers may support this verification process by asking questions, such as 'What clues helped you make this prediction?' After the story is finished readers may be asked, 'What part of your predictions came true?' These types of questions can

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[37]Presley. Woolley, Reading Comprehension,(California: university partnership 1995), 70.

become a framework to model the questioning process so that readers can eventually internalize self-questioning and self-monitoring strategies. The evidence is that self-questioning strategies help students develop metacognitive skills by monitoring their own responses. Metacognitive processes are enhanced when readers are encouraged to take ownership of their reading strategies. The reader's conceptual understanding of the text also develops and changes over time as the reader progresses through the text.[39] For example, the reader's understanding of a zoo-based scenario, as described in a text passage is dependent on the reader's experience of zoos and the new information provided by the text. New meanings are processed using the reader's prior experiences, imagination, and ability to absorb new information with the least amount of attention effort. Successful readers lessen the amount of attention effort by constantly using what they already know to make inferences and to predict what they don't yet know. Comprehension is, therefore, more effective when readers use what they already know about the text theme to conceptualize the gist of the present text.[40]

b. **Previous Research Findings**

This study needs some previous research as a consideration theory. The details explain as below:

The previous of the study that can be used as a considerations theory is taken by Aries Fachriza, the title is "The Use of Cooperative Integrated Reading Composition (CIRC) Technique for The VIII D Students of MTsN Sampung Ponorogo in Academic Year 2009/2010". The conclusion of this research is the researcher recorded both some strengths and some weakness in term of conducting some

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[39] Francoise Grellet, Developing Reading Skills, (Cambridge: Cambridge University press 1981), 41.

[40] Ibid,5.

techniques in improving students' reading comprehension to class VIII D students of MTsN Sampung Ponorogo in academic year 2009/2010 by using cooperative integrated reading composition (CIRC) technique. By applying (CIRC) technique, the students were able to master some aspects in comprehending the reading text which was written in indicators. And by Zuliana Kurniasari, the title is "The Use of Guided Note-Taking Strategy in Teaching Reading Comprehension in the Eleventh Grade of MAN Dolopo in Academic Year 2011/2012". In summary, the following are the advantages of guided note taking strategies, namely active learning, suitable for materials containing facts, precepts, the pillars or principles and definitions, and replace or rewrite a long texts and in addition guided note taking strategy also has disadvantages is requires a long time.

In the research explained that teaching using technique or method is very effective and the students can be easily to increase their reading comprehension. From the understanding that this study tries to use the method in teaching and the results are expected to be affective as well as teaching method. This research has different subject and object. So this research is original research.

c. **Theoretical Framework**

Reading is very important in language learning. Reading is an activity to understand the texts. The main goal of teaching reading is comprehension, which the student's competence in understanding the passage. The writer want to use the metacognitive strategies in order that the statement are be able to significant their

reading comprehension at the Fourth Semester Students of English Department of STAIN Ponorogo in Academic Year 2015/2016.

The main objective of teaching reading is improving reading skills in understanding the content and achievements. In the processing of learning there are several factors that influence from within and outside:

X= Metacognitive Strategy

Y= Reading Comprehension

The variable is X of metacognitive strategy as an independent variable and Y variable to reading comprehension as the dependent variable.

d. **Hypothesis**

Based on the definition above, the writer try to make the hypothesis of this study as follows:

➢ Ho = there is no significant correlation between Metacognitive Strategyand Students' Reading Comprehension

➢ Ha = there is a significant correlation between Metacognitive Strategy and Students' Reading Comprehension.
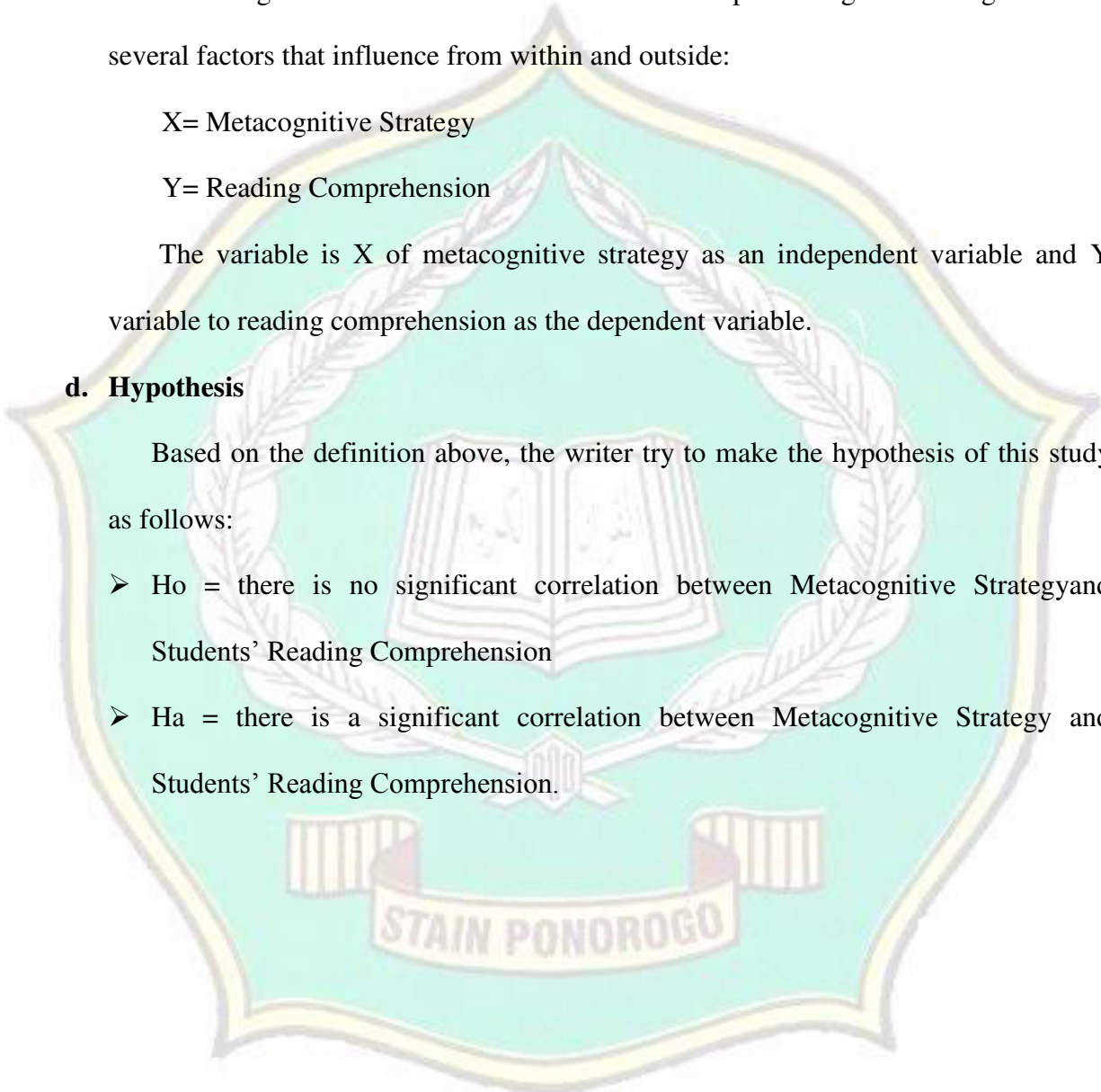
CHAPTER III

RESEARCH METHODS

This chapter deals with research design, population and sample, instrument of the research, procedure of collecting data and technique of data analysis.

A. Research Design

Research is a scientific method for gaining the knowledge by using an investigation for finding out empirical fact which verifies the hypothesis. This research wasquantitative in correlation research, the research was intended to identify whether there is significant correlation between metacognitive strategies and students' reading comprehension.

Borg, W.R., Gall, M.D in Mohammad Adnan Latief define that correlation is measurement of the co-relationship between two or more variables using co-relational statistics. [41] According Neil J. Salkind co-relational research "describes the linier relationship between two or more variables without any hint of attribute the effect of one variable on another.[42] In co-relational research, the relationships among two or more variables are studied without any attempt to influence them. A co-relational study describes the degree to which two or more quantitative variables are related, and it does so by using a correlation coefficient. A major purpose of co-relational research is to clarify our understanding of important phenomena by identify relationships among variables. [43]

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[41] Mohammad Adnan Latief, Research Methods on Language Learning, Introduction, (Malang:

................, ..., (............................, 012), 203.

[43]FraenkelAndWallen, How to Design and Evaluate Research in Education, Cambridge: Cambridge University press, 328-329.

This research promoted a hypothesis "There is a significant correlation between metacognitive strategies and students' reading comprehension at the fourth semester students at STAIN Ponorogo in academic year 2015/2016". The hypothesis consisted of two variables namely X variable as reading comprehension and Y variable as metacognitive strategies.

B. Population and Sample

1. Population

Population based on Borg, W.R., Gall, M.D in Mohammad Adnan Latief, is defined as all the member of a real or hypothetical set of people, events or object to refer educational researchers wish to generalize the results of the research. [44] Neil J. Salkind said that population is a group of potential participants to whom you want to generalize the results of the study. [45]

A population is a set or collection of all elements processing one more attributes of interest. From the statement above the writer can make conclusion that population is the entire subject that will be conducted. Based the definition of above the population in this research was 80 students of the fourth semester Students of English Department of STAIN ponorogo in academic year 2015/2016.

It consisted of three classes which were divided in the following:

Table 3.1 Population of the Research

Classes	Students in each class
T.B.I/A	25
T.B.I/B	21
T.B.I/C	34
Total of students	80

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[44] Adnan Latief, Research Methods on Language Learning an Introduction, 181.
[45] Salkind, *Exploring Research "Eight Editions",* 95.

2. Sample

According to Charles C.M in Mohammad Adnan Latief "sample is a small group of people selected to represent the much larger entire population from which it is drawn."[46] According Neil J. Salkind Sample is a subset of a population selected for measurement, observation or questioning, to provide statistical information about the population. A sample is the group of people who take part in the investigation. The people who take part are referred to as participants.[47]

Proportionatesampling is a sampling strategy (a method for gathering participants for a study) used when the population is composed of several subgroups that are vastly different in number. The number of participants from each subgroup is determined by their number relative to the entire population.[48]

This technique requires the method of taking a sample from each sub-population taking into account the size of the sub-population of each population.

To get the sample researcher took the sample from each subgroup was determined by their number relative to the entire population. From the researcher took 60 students as sample. There are consists of 20 students from classes TI A, TI B and TI C at the fourth semester of English Department of STAIN Ponorogo in academic year 2015/2016.

C. Instrument of Data Collection

The instrument of data collection is used to collect data about students' metacognitive strategies and students' reading comprehension the expert from Richard as follow:

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[46] Adnan Latief, Research Methods on Language Learning an Introduction, 181.
[47] Salkind, *Exploring Research "Eight Edition*s*",* 95.
[48] John W. Creswell, Research Design, (London: university of Nebraska-Lincoln, 2009), 145.

Table 3.2Instrument of Data Collection

Title	Variable	Indicator	No. of Item	Technique of Data Collection
The Correlation between Metacognitive Strategies and Students' Reading Comprehension at Fourth Semester Students of English Department of STAIN Ponorogo in Academic Year 2015/2016	Independent variable (x) Metacognitive Strategy	Planning	1, 3, 4, 7, 12, 13, 26, 30.	Questionnaire
		Monitoring	2, 8, 10, 11, 14, 16, 17, 18, 19, 20, 21, 22, 25, 29.	
		Evaluation	5, 6, 9, 15, 23, 24, 27, 28.	
	Dependent variable (y) Reading comprehension			Documentation

In the quantitative research, the instrument of data collection is a tool used for a particular purpose, especially for dedicate or scientific work. Instrument data collection is the way to get data in the research used by a researcher. To get objective

data it is needed a good instruments validity and reliability. Validity refers to the integrity of the instrument.[49] An instrument designed to assess student sensitivity to the cultural norms of others, for instance, may actually be measuring a student's sensitivity to detecting those responses desired by the professor or the institution that values such sensitivity. Obviously, the instrument would not provide a valid assessment of cultural sensitivity.

Not only validity used to integrity of the instrument but also reliability more important. Reliability test is conducting in order to measure whether the data is in reliable distribution or not. Reliability is established during the development of the test, when special populations are recruited to take the test more than once, before the test is used for its intended purpose.[50] Reliability information about standardized tests is presented in the form of statistical correlations (which should be very high) among repeated administrations of the test in the same population.

The instruments in this research are questionnaire and documentation. In this try out steps, the questionnaire includes 30 statements with 5 answer optionfor each statement and documentation includes the score of the students. The data from the try out questionnaire and test is used to measure the validity and reliability.

1. Validity of the Test

For measure the validity of the instruments in this research as formula of product moment. Validity is the quality of being correct or true. Validity is important because it can help determine what types of tests to use and help to make

[49] Middle state commission on higher education, Student Learning Assessment Option and Research, (Philadelphia: the United State of America, 2007), 41.
[50]Ibid, 42.

sure researchers are using methods that are not only ethical and cost-effective but also a method that truly measures the idea or construct in questions.

In this research, the researcher conducts validity test in order to know whether the instrument of metacognitive strategies is valid. With df or db n-r, 23-2 = 21 in 5% significance the r index is 0,413. When the r_{xy} is below the r index it would be concluded that the items were not valid instruments. Thus, the item said to be valid instruments if the coefficient of correlation (r_{xy}) is more than 0,413. To measure the validity of instruments of research, the researcher put the total sample 23 respondents. After getting data from the score of questionnaire of metacognitive strategies in try out class which can be seen in appendix 1, the researcher counting the validity of questionnaire about students' metacognitive strategies, the researcher uses program of SPSS 16 for windows. Finally the result of the questionnaire validity as follows:

Table 3.3The Result of Metacognitive Strategies Validity

		Rt	Total/rxy	Criteria
i1	Pearson Correlation	0,413	.376	Invalid
	Sig. (2-tailed)		.077	
	N		23	
i2	Pearson Correlation	0,413	.480*	Valid
	Sig. (2-tailed)		.021	
	N		23	
i3	Pearson Correlation	0,413	.576**	Valid
	Sig. (2-tailed)		.004	
	N		23	
i4	Pearson Correlation	0,413	.596**	Valid
	Sig. (2-tailed)		.003	
	N		23	
i5	Pearson Correlation	0,413	.513*	Valid
	Sig. (2-tailed)		.012	
	N		23	
i6	Pearson Correlation	0,413	.267	Invalid

		Rt	Total/rxy	Criteria
	Sig. (2-tailed N		.218 23	
i7	Pearson Correlation Sig. (2-tailed) N	0,413	.698** .000 23	Valid
i8	Pearson Correlation Sig. (2-tailed N	0,413	.574** .004 23	Valid
i9	Pearson Correlation Sig. (2-tailed) N	0,413	.662** .001 23	Valid
i10	Pearson Correlation Sig. (2-tailed) N	0,413	.462* .027 23	Valid
i11	Pearson Correlation Sig. (2-tailed(N	0,413	.535** .009 23	Valid
i12	Pearson Correlation Sig. (2-tailed N	0,413	.416* .048 23	Valid
i13	Pearson Correlation Sig. (2-tailed) N	0,413	384 .070 23	Invalid
i14	Pearson Correlation Sig. (2-tailed) N	0,413	.580** .004 23	Valid
i15	Pearson Correlation Sig. (2-tailed N	0,413	.545** .001 23	Valid
i16	Pearson Correlation Sig. (2-tailed) N	0,413	.235 .280 23	Invalid
i17	Pearson Correlation Sig. (2-tailed) N	0,413	.462* .026 23	Valid
i18	Pearson Correlation Sig. (2-tailed) N	0,413	.556** .006 23	Valid
i19	Pearson Correlation Sig. (2-tailed) N	0,413	.496* .016 23	Valid
i20	Pearson Correlation	0,413	.487*	Valid

		Rt	Total/rxy	Criteria
	Sig. (2-tailed)		.019	
	N		23	
I21	Pearson Correlation	0,413	.715**	Valid
	Sig. (2-tailed)		.000	
	N		23	
I22	Pearson Correlation	0,413	.461*	Valid
	Sig. (2-tailed)		.027	
	N		23	
i23	Pearson Correlation	0,413	.571**	Valid
	Sig. (2-tailed)		.004	
	N		23	
i24	Pearson Correlation	0,413	.677**	Valid
	Sig. (2-tailed)		.000	
	N		23	
i25	Pearson Correlation	0,413	.375	Invalid
	Sig. (2-tailed)		.000	
	N		23	
i26	Pearson Correlation	0,413	.567**	Valid
	Sig. (2-tailed)		.005	
	N		23	
i27	Pearson Correlation	0,413	.560**	Valid
	Sig. (2-tailed)		.005	
	N		23	
i28	Pearson Correlation	0,413	.686**	Valid
	Sig. (2-tailed)		.000	
	N		23	
i29	Pearson Correlation	0,413	.520*	Valid
	Sig. (2-tailed)		.011	
	N		23	
i30	Pearson Correlation	0,413	.870**	Valid
	Sig. (2-tailed)		.000	
	N		23	
Total	Pearson Correlation		1	
	Sig. (2-tailed)			
	N		23	

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

From table above, there are 30 questions with the index of correlation ≥ 0.413 and from 30 questions there are 25 valid questions, namely question number 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 14, 15, 17, 18, 19, 20, 21, 22, 23, 24, 26, 27, 28, 29, 30. So

those questions can be used to measure the students' metacognitive strategies of the fourth semester Students of English Department of STAIN ponorogo in academic year 2015/2016. The result of validity test and reliability test about questionnaire of metacognitive strategies can be seen in appendix 2.

2. Reliability of the Test

Reliability means dependability. It means that the numerical results produced by an indicator do not vary because of characteristics of the measurement process or measurement instrument itself.[51] Reliability is the consistently of the result if an indicator or question is repeated in similar condition. If the test is administered to the same candidates on different occasions (with no language practice work taking place between these occasions), then to the extent that it produces differing results, it is not reliable.[52] A reliable test is consistent and dependable. If you give the same test to the same subject or matched subjects on two different occasions, the test itself should yield similar results; it should have test reliability. Reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring.

In this research, the researcher conducts reliability test in order to know whether the instrument of metacognitive strategies is reliable.To counting the reliability of questionnaire about students' metacognitive strategies, the researcher uses program of SPSS 16 for windows. The result of reliability test about

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[51] W. Lawrence Neuman, Social Research Methods Qualitative And Quantitative Approaches (USA: Allyn and Bacon, 2000), 164.

[52] Douglas H. Brown, Principle Strategies for Reading Comprehension, (San Francisco: state university (2000), 386.

questionnaire of metacognitive strategies can be seen in appendix 2. Finally the result of the questionnaire reliability is as follows:

Table 3.4The Result of Questionnaire Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.912	30

After measure by SPSS 16, those questionnaires has reliability coefficient 0,912. It means that the instruments are reliable and it has very strong reliability criteria.[53] The instrument is already used to the true sample. The questions item which had been valid and reliable can be seen in appendix 3.

D. Technique of Data Collection

Techniques of data collection is the most important step in the research as it aims to get the data to know the techniques of data collection, the researcher will not get the data that determines the standard data set. This research promotes the questionnaire and documentation methods for collecting data.

1. Questionnaire

In this research, the researcher employed a test questionnaire. Questionnaire should be designed to collect information which can be used subsequently as data for analysis. This questionnaire is referred to in this report as a metacognitive strategies, contain of 30 statements.

This questionnaire uses the likert scale provided with 5 answer choices and scoring, which is always, often, sometimes, seldom and never. A likert scale (a

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[53]Shrock and Coscarelli, Criterion Referenced Test Development: Technical and Legal Guidelines for Corporate Training "3rd Edition" (2012), 401.

summated rating scale) assesses attitudes toward a topic by presenting a set of statements about the topic and asking respondents to indicate for each whether they strongly agree, agree, are undecided, disagree or strongly disagree.

For questioning techniques of Metacognitive Strategies questionnaire there were five answer choices, they were:

Always   : 5 points

Often   : 4 points

Sometimes   : 3 points

Seldom   : 2 points

Never   : 1 point

2. Documentation

Documentation is kind of important technique to get data about everything or variable which is in form of note, transcript, book, newspaper, magazine, meeting result, agenda, and etc. documentation is a written record of an event, discussion or observation by one or more individuals.

In this research, documentation is used to data on students' condition, school profile and students' reading comprehension at the fourth semester Students of English Department of STAIN ponorogo in academic year 2015/2016.

E. Technique of Data Analysis

Before using statistical formula, researcher need to know the assumption that is used in the use of the formula. By knowing the basic assumption in using the formula, it would be more prudent in employing and calculation. Retno Widyaningrum said that the calculation is required to test the

assumption/requirement, so in the use of the formula and the obtained result is do not deviate from the occur certainty. The requirement test is occurred to use of the parametric formula which the data are normal assumed.[54] Therefore, the research applied SPSS 16 for windows to find out the normality test.

In this study after conduct normality test the researcher was testing hypothesis using correlation analysis, namely Product Moment Correlation as suggested by Andhita Dessy Wulansari. Andhita said that Product Moment Correlation is correlation technique that is used to find out correlation between two or more variable.[55] The formula of Product Moment Correlation is purposed to "Test whether there is positive correlation between metacognitive strategies (X) and reading comprehension (Y)".

Therefore, the researcher applied SPSS 16 for windows to find out of one hypothesis above. After getting the result from calculating hypothesis, the statistical hypothesis can be formulated as follow:

1. $H_0 = r_{xy} \leq r_t$

   It means that there is no significant correlation between metacognitive strategies (X) and reading comprehension (Y)
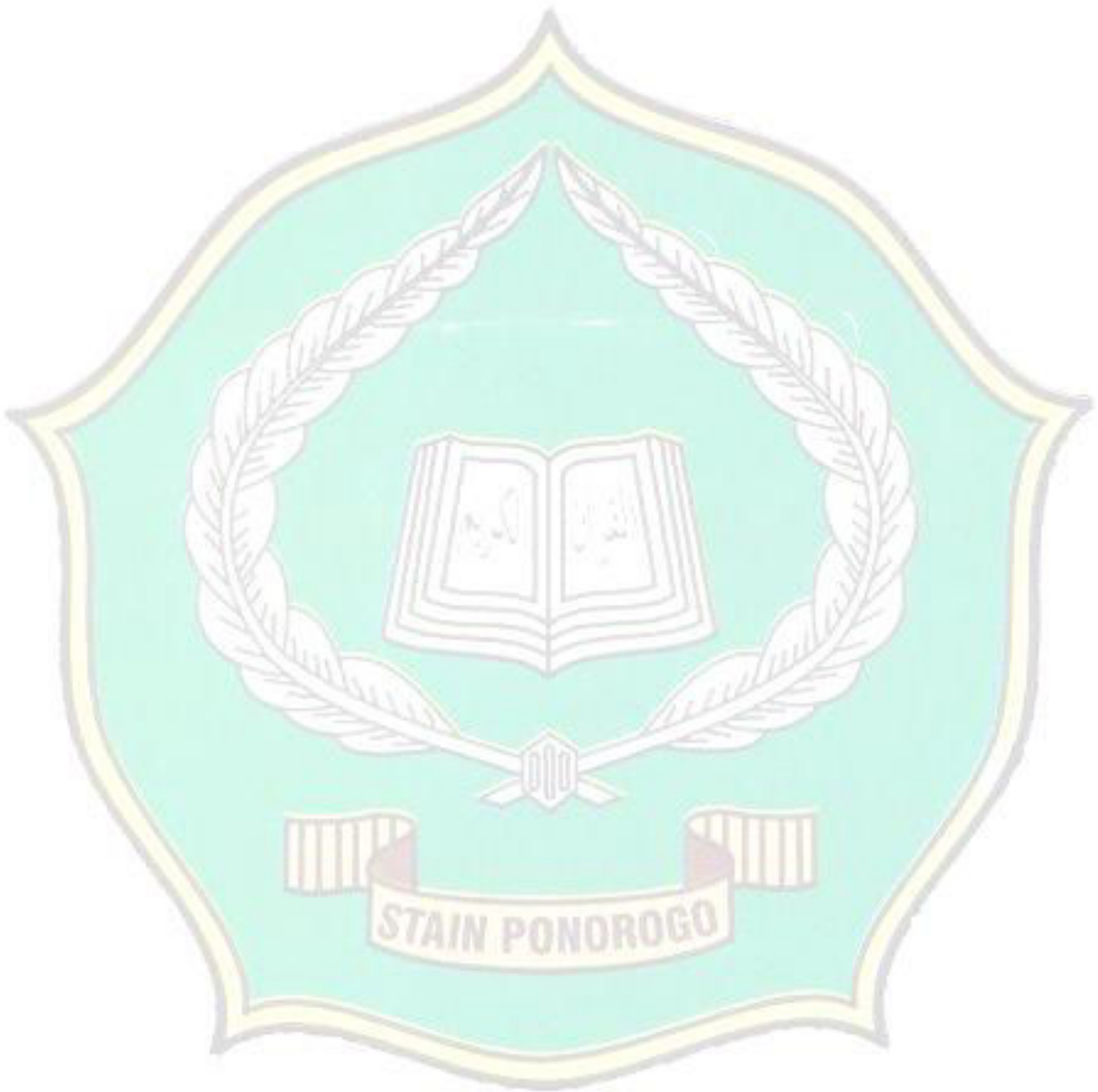
2. $Ha = r_{xy} \geq r_t$

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[54] Retno Widyaningrum, Statistika, (Yogyakarta: Pustaka Felica, 2011), 205.
[55] Andhita Dessy Wulansari, Penelitian Pendidikan:Suatu Pendekatan Praktik dengan Menggunakan SPSS, (Ponorogo: STAIN Po Press, 2012), 51.

It means that there is significant correlation between metacognitive strategies (X)

and reading comprehension (Y)

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research result used in this study. The existence of the research result is a good guiding for research in order to work systematically. The research methodology covers research location, data description, data analysis and interpretation.

A. **General Research Findings**

1. **The History of (STAIN) Ponorogo**

The history of State Islamic college (STAIN) Ponorogo couldn't be separated from the history of IAIN Sunan Ampel of Surabaya. In the beginning of 1970, IAIN Sunan Ampel grew fast successes to open 18 faculties, spreading in three provinces: East Java, East Kalimantan, and West Nusa Tenggara. One of the faculties of Sunan Ampel is Syari'ah faculty of Ponorogo. On 6th RobiulAwal 1390 Hijriah, exactly in 12th May 1970, it was handover from Preparation committee to Ministry of religion of Indonesian Republic. At the same time, it began to open the Program Sarjana Muda (SARMUD). State Islamic college (STAIN) of Ponorogo has been released and ratified by ministry of religion on 25th syafar 1418 H/30th June 1997.

Based on the president' law above, an academic year 1997/1998 Syari'ah Faculty of Ponorogo changed its status from region faculty become STAIN. It was an organic unit under Religion Department and lead by the chairman who has a responsibility to ministry

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nal general directorate of Islamic Religion. The change of status of Syari'ah Faculty of IAIN Sunan Ampel become STAIN Ponorogo was decided based on revolved letter of institutional

General Director of Islamic religion number E/136/1997. Since this change of status, State of Islamic college (STAIN) Ponorogo opened educational academic and professionalism by opening three departments; Syari'ah, Tarbiyah and Usuluddin.

2. **Visions and Missions of State of Islamic college (STAIN)Ponorogo**

   a. Visions

   State Islamic college of Ponorogo is the study center of Islamic knowledge development in order to create the madani societies.

   b. Missions

   Implemented the learning process of Islamic knowledge and develop the academic, religious and humanist condition.

3. **Geographical Position State of Islamic college (STAIN) Ponorogo,**

   That verge with:

   a. North Side   : Let. Jend. Suprapto Street, 1th gangway

   b. South Side   : The Settlement of citizen of Menur Street

   c. East Side   : Let. Jend. Suprapto Street

   d. West Side   : Settlement

4. **Organizational Structure of State Islamic College (STAIN)Ponorogo**

   Table 4.1 Organizational Structure of State Islamic College of Ponorogo

No.	Occupational	
1.	Head element	a. Chairman of State Islamic college b. Deputy chairman of the Academic Affair c. Deputy chairman of Public

No.		Occupational
		Administration Affair d. Deputy chairman of Students Affair

2.	Senate of Islamic college of Ponorogo	a. SMJ
		  1. Tarbiyah
		  2. Syariah
		  3. Ushuludin
		b. HMPS
		  1. PAI
		  2. TBI
		  3. PBA
		  4. PGMI

3.	Faculty	a. Syari'ah Faculty
		  1. Akhwal Al Syakh-shiyah
		  2. Mu'amalah
		b. Tarbiyah Faculty
		  1. Islamic education (PAI)
		  2. Arabic Education (PBA)
		  3. Teacher Education of Madrasah Ibtidaiyah (PGMI)
		  4. Tadris of English Education (TBI)
		  5. Management Education Islam
		  6. Teacher Education of Roudlotul Athfal (PGRA)
		c. Ushuluddin Faculty
		  1. Tafsir Hadist
		  2. Komunikasi dan Penyiaran Islam (KPI)

4.	Lecturer	a. Permanent Lecturer b. Extraordinary Lecturer c. Guest Lecturer
5.	Research Center and Community Service	a. Division of Research b. Division of Community Service c. Division of Publication d. Division of Genre
6.	Division of Administration	a. Head of Administration b. Sub-section of Academic and Students Affair c. Sub-section of official

No.		Occupational
		and Monetary
		d. Sub-section of General
7.	Element of Technical Executor	a. Library
		b. Computer Center
		c. Language Center
		d. Education Quality Assurance Center
8.	Element of Equipment	a. Students Old Fellow Association
		b. Collegiate Organization
		c. STAIN Po Press
		d. Woman Study Center

5. English Education Department

In Islamic college of Ponorogo, English department is called by Tadris Inggris Department (TBI). It stands under Tarbiyah Faculty (Faculty of Education). TBI includes a new department. The graduate students of English Education Department of State Islamic college of Ponorogo are supposed to be an English teacher. These are the vision, mission and goal English Education Department of State Islamic college of Ponorogo:

a. The vision of English Education Department

The educational of center and development of English educational human candidate.

b. The mission of English Education Department

1. Implementation & develop the English educational.

2. Implementation research to develop the English educational.

3. Implementation the community service in English teaching.

4. Implementation the academic civilization in English Tadris Program.

5. Making cooperation with educational and non-educational institutions.

c. The Goal of English Education Department

Make the bachelor of Islamic Education as teacher in elementary level until senior high school, with the English ability actively and effectively in written or spoken, have the ability to tech professionally, also mastering the sectors of English learning.

6. The Teaching and Learning Process

The implementation of education has been done through Semester Credit System (SKS). SKS is the system in realizing the education with using a credit to explore the students and teachers burden, the learning experience and the burden of management program. There are some teaching and learning decisions where the teaching and learning is differenced become theory, matriculation, thesis examination, practicum and real work.

The theory of teaching and learning is the teaching and learning activities between students and teachers to complete the concepts, generalization, and scientific principles. The matriculation is the teaching and learning activities to learn supplement competency. The assembly examination is the evaluation activities to the students in much of competencies before the students have role in a society. The practicum is the teaching and learning to apply the theories, like in laboratory and microteaching. The real work is the activities in application the theories in real condition (in a society)

7. The Evaluation of Learning

The implementation of evaluation in students learning achievement is done through written examination, oral examination and or both of them. The assessment form in

competence basic subject correlates with base competence, learning experience and reaching indicator. The assessment includes quiz, oral questions in class, daily examination, individual task, practice test, and group task.

The students' achievement is measured by Index Achievement (IP) that is served in numerical. The IP comes from the average of all value in a course.

8. **The Lecturers of English Tadris Program (TBI)**

There are sixteen the permanent lecturers in the English Education Department of STAIN Ponorogo

Table 4.2 List Table of Permanent Lecturers

No.	Name / NIP	Academic Position	Last Education	Skill
1.	Drs. H. DolarYuwono, M.Pd 195408061981031015	Head Lector	S2	English Education
2.	Dr. Hj. Siti Maryam Yusuf, M.Ag 195705061983032002	Head Lector/PK III	S3	Education Science
3.	Drs. Muh. Saichu, M.Si 195409031981021002	Head Lector	S2	Basis Sociology Science
4.	Drs. Ahmadi, M.Ag 196512171997031002	Lector	S2	English
5.	Drs. Aries Fitriani, M.Pd 196901071999032001	Lector	S2	English
6.	Dr. Harjali, M.Pd 198205302011011006	Lector	S3	English
7.	Lia Amalia, S.Ag, M.Si 197609022001122001	Expert Assistant	S2	Psikologi Umun
8.	Tintin Susilowati, M.Pd 197711162008012017	Lecturer	S2	English
9.	Ahmad Nadhif, M.Pd 198004182008011009	Lecturer	S2	English

No.	Name / NIP	Academic Position	Last Education	Skill
10.	Yuentie Sova Puspidalia, M.Pd 197103292008012007	Lecturer	S2	Indonesian
11.	Wiwin Widyawati, M.Hum 197505212009122002	Lecturer	S2	English
12.	Nurul Hasanah, M.Pd 198406112009122003	Lecturer	S2	English Education
13	Pryla Rochmawati, M.Pd 198103162011012003	Lecturer	S2	English curriculum development
14.	Andi Susilo, M.Pd 196704132000031002	Lecturer	S2	Teaching English as A Foreign Language (TEFL)
15.	Winantu Kurnianingtyas Sri Agung, S.S, M.Hum 198211072011012009	Lecturer	S2	Teaching English as A Foreign Language (TEFL)
16.	Dhinuk Puspita Kirana, M.Pd 198303272011012007	Lecturer	S2	Teaching English as A Foreign Language (TEFL)

B. Specific Research Findings

Sample in this research were 60 students of the Fourth Semester of English Department of STAIN Ponorogo. The variables of this research consisted of two variables namely metacognitive strategies (X) and reading comprehension (Y). The score of metacognitive strategies and reading comprehension can be seen in appendix 5. The obtained data for each variable which have been scored representation metacognitive strategies and reading comprehension are described as follow.

1. **Metacognitive Strategies Variable**

Based on data obtained from a questionnaire distributed to 60 respondents indicated that questionnaire of students' metacognitive strategies showed the highest score was 115 and the lowest was 57. The each items score of students' metacognitive strategies can be seen in appendix 4. The result of questionnaire of students' metacognitive strategies can be seen clearly on the following table.

Table 4.3 Students' Metacognitive Strategies Score

No.	Name	Score
1	Ilma Fatimah Anzahro	82
2	Karimatul Aristya	79
3	Yenny Afrida	97
4	Dista Tiyas Ayu Prastiwi	84
5	M. Ado Rizqi Mardhaditya	86
6	Milatul Karimah	82
7	Nur Isnawati	83
8	Anita Sulistiani	111
9	Faridatus Sholikhah	82
10	Latifatun Nafiah	94
11	Wahyu Ni'matul Ulya	101
12	Galih Bramastyo	114
13	Wahyu Noor Hayati	105
14	Nanda Chumaydah Alanami	92
15	Shulikah Rahma Handayani	97
16	Rina Anggun Kartika	81
17	Nurul Fahimah Ariyani	88
18	Rismayya Ratna Lutfidian	94
19	Mukti Febriana Rahayu	99
20	Yuhanith Zamaruda	90
21	Dias Ayu Cahyani	77
22	Nanik Astuti	89
23	Fitria Rahmawati	93
24	Rika Vety Rusmawati	95
25	Hane Yulita Rizki Pangestuti	90
26	Sandya Nur Fitma Aidi	84
27	Umul Mukminati Rosyida	107
28	Septian Eka Pratiwi	62

No.	Name	Score
29	Miftahul Laili	88
30	Imroatus Sholikhah	95
31	Ahmad Jazuli Sofyan	88
32	Tri Astuti	95
33	Rica Cerly Nurcahyati	84
34	Linda Khomariyah	115
35	Rodlotul Hasanah	73
36	M. Royyan Firdaus	77
37	NurmaYunita	93
38	Nur Laela	112
39	Purwati	76
40	Qodri Imaniyah	86
41	Fakhrul Anam	79
42	Nila Ambarsari	95
43	Tria Wijayanti	57
44	Novi Linda Rahmatika	83
45	Eka Kartikasari	86
46	Binti Hamidatus Syafa'ah	106
47	Yuli Puspitasari	95
48	Rina Sri Ambarwati	103
49	Puguh Jimantoro	96
50	Miftahul Na'im	95
51	Nawawi	95
52	Alfina Qomariyah	103
53	Hajar Q Husna	76
54	Afrian Noor Rifai	77
55	Kusnul Afifah	94
56	Ludfiana	89
57	Happy Fitriasari	85
58	Rini Susanti	87
59	Efrilia Febriany	82
60	Nisa' Khoirul Fitriani	75

Table 4.4 Frequency Distribution of the Questionnaire of Metacognitive Strategies

Metacognitive Strategies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	57	1	1.7	1.7	1.7

62	1	1.7	1.7	3.3
73	1	1.7	1.7	5.0
75	1	1.7	1.7	6.7
76	2	3.3	3.3	10.0
77	3	5.0	5.0	15.0
79	2	3.3	3.3	18.3
81	1	1.7	1.7	20.0
82	4	6.7	6.7	26.7
83	2	3.3	3.3	30.0
84	3	5.0	5.0	35.0
85	1	1.7	1.7	36.7
86	3	5.0	5.0	41.7
87	1	1.7	1.7	43.3
88	3	5.0	5.0	48.3
89	2	3.3	3.3	51.7
90	2	3.3	3.3	55.0
92	1	1.7	1.7	56.7
93	2	3.3	3.3	60.0
94	3	5.0	5.0	65.0
95	7	11.7	11.7	76.7
96	1	1.7	1.7	78.3
97	2	3.3	3.3	81.7
99	1	1.7	1.7	83.3
101	1	1.7	1.7	85.0
103	2	3.3	3.3	88.3
105	1	1.7	1.7	90.0
106	1	1.7	1.7	91.7
107	1	1.7	1.7	93.3
111	1	1.7	1.7	95.0
112	1	1.7	1.7	96.7
114	1	1.7	1.7	98.3
115	1	1.7	1.7	100.0
Total	60	100.0	100.0	

From the table above, could be seen that the score questionnaire of students' metacognitive strategies was varieties. There were 1.7% or 1 student got score 57, 1.7% or 1 student got score 62, 1.7% or 1 student got score 73, 1.7% or 1 student got score 75, 1.7% or 1 student got score 73, 3.3% or 2 students got score 76, 5.0% or 3 students got score 77, 3.3% or 2 students got score 79, 1.7% or 1 student got score 81, 6.7% or 4 students got score 82, 3.3% or 2 students got score 83, 5.0% or 3 students got score 84, 1.7% or 1 student got score 85, 5.0% or 3 students got score 86, 1.7% or 1 student got score 87, 5.0% or 3 students got score 88, 3.3% or 2 students got score 89, 3.3% or 2 students got score 90, 1.7% or 1 student got score 92, 3.3% or 2 students got score 93, 5.0% or 3 students got score 94, 11,7% or 7 students got score 95, 1.7% or 1 student got score 96, 3.3% or 2 students got score 97, 1.7% or 1 student got score 99, 1.7% or 1 student got score 101, 3.3% or 2 students got score 103, 1.7% or 1 student got score 105, 1.7% or 1 student got score 106, 1.7% or 1 student got score 107, 1.7% or 1 student got score 111, 1.7% or 1 student got score 112, 1.7% or 1 student got score 114 and 1.7% or 1 student got score 115.

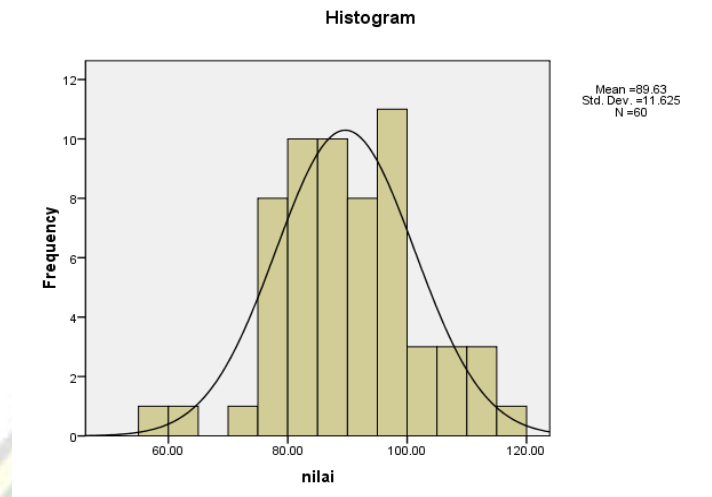Based on table above, the histogram can be seen in as follows:

Figure 5.1 Histogram for Questionnaire of Metacognitive Strategies

From the histogram above, it is stated M= 89.63 and SD = 11,625. To determine the category of the use of metacognitive strategies was good, medium or low, the researcher grouped scores using the standard as follows:

1. More than M + 1.SD (89.63+11.625 = 101) is categorized into good.

2. Between M- 1SD to M + 1.SDx (78 – 101) is categorized intomedium.

3. Less than M - 1.SD (89.63-11.625 = 78) is categorized into low.

It can be seen that the scores which are more than 101 is considered good, while the sc ore which are less than 78 is categorized into low and the score of between 78 – 101 is categorized into medium. That categorization can be clearly seen as following:

Table 4.5The Categorization of Students' Metacognitive Strategies

No	Score	Frequency	Percentage	Category
1	More than 101	9	13%	Good
2	78 – 101	42	74%	Medium
3	Less than 78	9	13%	Low
Total		60	100%	

From those table can be seen that the students' metacognitive strategies showed that 13% into good category, 74% in the medium category and 13% in the low category.

2. Reading Comprehension Variable

Based on data obtained from documentation 60 respondents indicated that students reading comprehension showed the highest score was 75 and the lowest was 45. The result of documentation on students' reading comprehension can be seen clearly on the following table.

Table 4.6 Students' Reading Comprehension Score

No.	Name	Score
1	Ilma Fatimah Anzahro	55
2	Karimatul Aristya	65
3	Yenny Afrida	60
4	Dista Tiyas Ayu Prastiwi	65
5	M. Ado Rizqi Mardhaditya	45
6	Milatul Karimah	75
7	Nur Isnawati	55
8	Anita Sulistiani	65
9	Faridatus Sholikhah	65
10	Latifatun Nafiah	50
11	Wahyu Ni'matul Ulya	55
12	Galih Bramastyo	65
13	Wahyu Noor Hayati	70
14	Nanda Chumaydah Alanami	65
15	Shulikah Rahma Handayani	60
16	Rina Anggun Kartika	60
17	Nurul Fahimah Ariyani	55
18	Rismayya Ratna Lutfidian	65
19	Mukti Febriana Rahayu	45
20	Yuhanith Zamaruda	50
21	Dias Ayu Cahyani	70
22	Nanik Astuti	60
23	Fitria Rahmawati	50
24	Rika Vety Rusmawati	60
25	Hane Yulita Rizki Pangestuti	50
26	Sandya Nur Fitma Aidi	70

No.	Name	Score
27	Umul Mukminati Rosyida	70
28	Septian Eka Pratiwi	70
29	Miftahul Laili	50
30	Imroatus Sholikhah	55
31	Ahmad Jazuli Sofyan	60
32	Tri Astuti	65
33	Rica Cerly Nurcahyati	70
34	Linda Khomariyah	55
35	Rodlotul Hasanah	60
36	M. Royyan Firdaus	55
37	NurmaYunita	50
38	Nur Laela	65
39	Purwati	55
40	Qodri Imaniyah	60
41	Fakhrul Anam	65
42	Nila Ambarsari	65
43	Tria Wijayanti	50
44	Novi Linda Rahmatika	60
45	Eka Kartikasari	50
46	Binti Hamidatus Syafa'ah	65
47	Yuli Puspitasari	65
48	Rina Sri Ambarwati	65
49	Puguh Jimantoro	70
50	Miftahul Na'im	65
51	Nawawi	65
52	Alfina Qomariyah	50
53	Hajar Q Husna	65
54	Afrian Noor Rifai	75
55	Kusnul Afifah	55
56	Ludfiana	55
57	Happy Fitriasari	55
58	Rini Susanti	60
59	Efrilia Febriany	55
60	Nisa' Khoirul Fitriani	55

Table 4.7 Frequency Documentation of Reading Comprehension.

Reading Comprehension

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	2	3.3	3.3	3.3

50	9	15.0	15.0	18.3
55	13	21.7	21.7	40.0
60	10	16.7	16.7	56.7
65	17	28.3	28.3	85.0
70	7	11.7	11.7	96.7
75	2	3.3	3.3	100.0
Total	60	100.0	100.0	

From the table above, could be seen that the score of students' reading comprehension was varieties. There were 3.3% or 2 students got score 45, 15.0% or 9 students got score 50, 21.7% or 13 students got score 55, 16.7% or 10 students got score 60, 28.3% or 17 students got score 65, 11.7% or 7 students got score 70 and3.3% or 2 students got score 75.

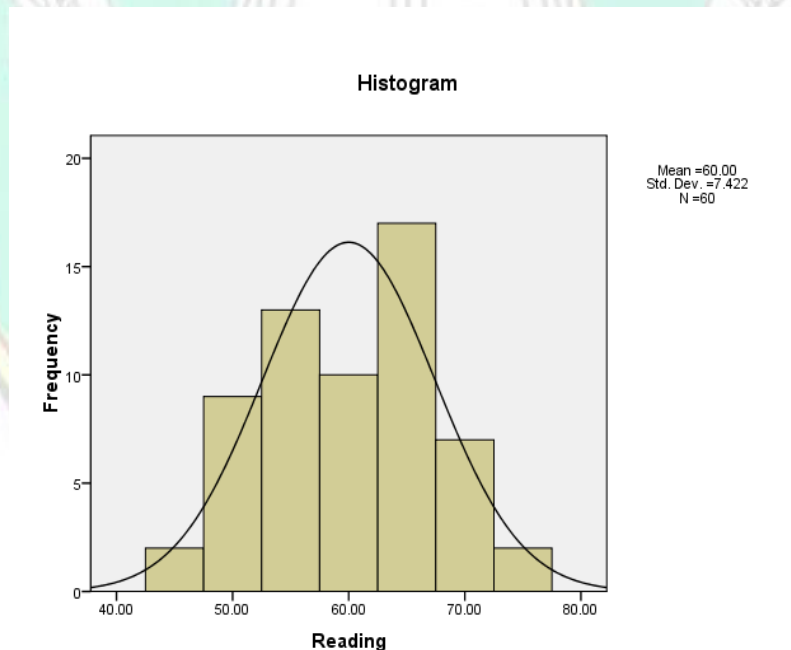Based on the table above, the histogram can be seen as follows:

Figure 5.2 Histogram for Documentation Reading Comprehension

From the histogram above, it is stated M= 60.00 and SD = 7.422 To determine the category of the use of reading comprehension was good, medium or low, the researcher grouped scores using the standard as follows:

1. More than M + 1.SD (60.00 + 7.422 = 67) iscategorized into good.

2. Between M- 1.SD to M + 1.SDx= (52-67) is categorized into medium.

3. Less than M - 1.SD (60.00 – 7.422= 52) is categorized into low.

It can be seen that the scores which are more than 67 is considered good, while the sc ore which are less than 52 is categorized into low and the score of between 52 - 67is categorized into medium. That categorization can be clearly seen as following:

Table 4.8The Categorization of Students' Reading Comprehension

No	Score	Frequency	Percentage	Category
1	More than 67	9	13%	Good
2	52-67	40	71%	Medium
3	Less than 52	11	16%	Low
	Total	60	100%	

From those table can be seen that the students' reading comprehension showed that 13% into good category, 71% in the medium category and 16% in the low category.

C. **Data Analysis**

1. **Assumption Test Analysis**

Assumption test analysis conducted as the prerequisite for testing hypothesis. The assumption is the data are normally distributed. It can be done by conducting normality test. Normality test is used to find out whether the data are in normal distribution. In deciding whether the data are in normal distribution or not, the highest

value significant correction is consulted to Kolmogorov-Smirnov table. If the highest value of statistic is lower than the value of Kolmogorov-Smirnov table for 5% level of significance, it can be conclude that the data are in normal distribution. On the other hand, if the highest value of statistic is higher than the Kolmogorov-Smirnov table for 5% level of significance it can be concluded that the data are not in normal distribution.[56] The value of Kolmogorov-Smirnov table for N = 60 at 5% level of significance is 0.250.

In this research, the researcher used Kolmogorov-Smirnovformula and the calculation by using SPSS 16 for windows as following

Table 4.9.One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		60
Normal Parameters[a]	Mean	.0000000
	Std. Deviation	11.62074716
Most Extreme Differences	Absolute	.089
	Positive	.089
	Negative	-.062
Kolmogorov-Smirnov Z		.686
Asymp. Sig. (2-tailed)		.735

Based on the table above the result of the normality data, namely the value of Kolmogorov-Smirnov shown the normality score is 0.735. Because (p value $\geq$ 0.05), H_0 is accepted, so the two variables are normally distributed.

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[56] Andhita Dessy Wulansari, Penelitian Pendidikan:Suatu Pendekatan Praktik dengan Menggunakan SPSS, (Ponorogo: STAIN Po Press, 2012), 51.

2. Testing Hypothesis

When the computation result of normality the data is in normal distribution, it can be continued to the next step, testing hypothesis which have been proposed in the previous chapter. In this study, there is one hypothesis that should be tested. To decide whether H0 is rejected or accepted, it is necessary to compute the data, therefore the conclusion for the hypothesis can be drawn based on the result of the computation. The H0 will be rejected and the Ha will be accepted if the value of r_{xy} is higher than r_t. Meanwhile, H0 will be accepted and Ha will rejected if the value of is lower than r_t.

In this study to calculate the hypothesis, the researcher is using SPSS 16 for windows. The result of computation is described in hypothesis as follows:

The hypothesis of this research is there is significant correlation between metacognitive strategies (X) and students' reading comprehension (Y). To test the hypothesis, the researcher is analyzed by using the statistical formulations as follows:

1. $H_0 = r_{xy} \leq r_t$. It means that there is no significant correlation between metacognitive strategies (X) and students' reading comprehension (Y).

2. $H_a = r_{xy} \geq r_t$. It means that there is significant correlation between metacognitive strategies (X) and students' reading comprehension (Y).

The result of Product Moment Correlation to calculate of correlation between metacognitive strategies and students' reading comprehension by using SPSS 16 for windows as follows:

Table 5.0 The Result of Correlation between

Metacognitive Strategies and Students' Reading Comprehension

Correlations

		Metacognitive Strategies	Reading Comprehension
Metacognitive Strategies	Pearson Correlation	1	.829**
	Sig. (2-tailed)		.028
	N	60	60
Reading Comprehension	Pearson Correlation	.829**	1
	Sig. (2-tailed)	.028	
	N	60	60

**. Correlation is significance at the 0.01 level (2-tailed)

Based on the table 4.7 above, the value Pearson Correlation (r_{xy}) showed 0.829. The value of r_{xy} is consulted at the level of significance 5% for N = 60 are 0.250. Because the result show that r_{xy} = 0.829 is higher than r_t = 0.250 or r_{xy} = (0.829) $\geq$ rt = (0.250). It can be conclude that H0 is rejected and Ha is accepted. So, there is significant correlation between Metacognitive Strategies and Students' Reading Comprehension at the Fourth Semester Students of English Department of STAIN Ponorogo in Academic Year 2015/2016.

D. Discussion of the Research Findings

The calculation showed that there is significant correlation between metacognitive strategies (X) and reading comprehension (Y). The coefficient of correlation between metacognitive strategies and reading comprehension (r_{xy}) is (0.829).

The findings are in line with theory which stated that Metacognitive strategies help students to focus their attention, in an understanding of the content, to connect past

knowledge with the new information and to code them in their memories.[57]According to Flavell J.H that described Metacognition plays a critical role in reading comprehension.[58] They before starting any reading assignment, students must be informed on how to improve and use their planning, monitoring and evaluation skills. It is of great importance to improve the questioning skills of student in the process of teaching metacognitive strategies. During reading, good readers self-monitor to determine if they understand text. If there are problems, they make adjustments by speeding up or slowing down, or they re-read text. After reading, good readers make interpretations and summarize text. Metacognitive knowledge involves knowing when and where to use reading strategies, and these strategies must be explicitly taught for improvement of comprehension.

Based on the analysis above, the writer concluded that there is significant correlation between metacognitive strategies and students' reading comprehension at the fourth semester students of English Department of STAIN Ponorogo in Academic Year 2015/2016.

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[57]Douglas H. Brown, Principle Strategies for Reading Comprehension, (San Francisco: state university (2004), 85.

[58]Flavell, J.H, Metacognition And Cognitive Monitoring: A New Area Of Cognitive-Developmental Inquiry, American Psychologist,(1979). 34, 906-911.

CHAPTER V

CLOSING

This chapter summarizes the study by highlighting the research conducted on the topic. These reports are the conclusions and recommendations that resulted from this study.

A. **Conclusion**

The findings showed that r_t is 0.250. It means r_{xy} is greater than r table or $0.829 \geq$ 0.250 for 5% significance level. Based on the statement above, it means that there is significant correlation between students' metacognitive strategies and students' reading comprehension at the fourth semester students of English Department of STAIN Ponorogo in Academic Year 2015/2016.The findings are in line with theory which stated that Metacognitive strategies help students to focus their attention, in an understanding of the content, to connect past knowledge with the new information and to code them in their memories.

B. **Recommendation**

Based on the result of the study, the researcher wants to give some suggestion as follows:

a. For the lecturer

The lecturer should help students to use metacognitive strategies can positively impact students who have learning disabilities by helping them to develop an appropriate plan for learning information and comprehending reading text.

The lecturer should students provides an easy to follow procedure for solving a problem, students have a memorable strategy to use for approaching a problem on their own.

Cognitive strategies are the basic mental abilities we use to include planning how to approach a learning task, using appropriate skills and strategies to solve a problem and monitoring one's own comprehension of text. They help an individually achieve a particular goal of comprehending text.

b. For students

As students become more skilled at using metacognitive strategies, they gain confidence and become more independent as learners. Individuals with well-developed metacognitive skills can think through a problem or approach a learning task, select appropriate strategies and make decisions about a course of action to resolve the problem or successfully perform the task. They often think about their own thinking processes, taking time to think about and learn from mistakes or inaccuracies.
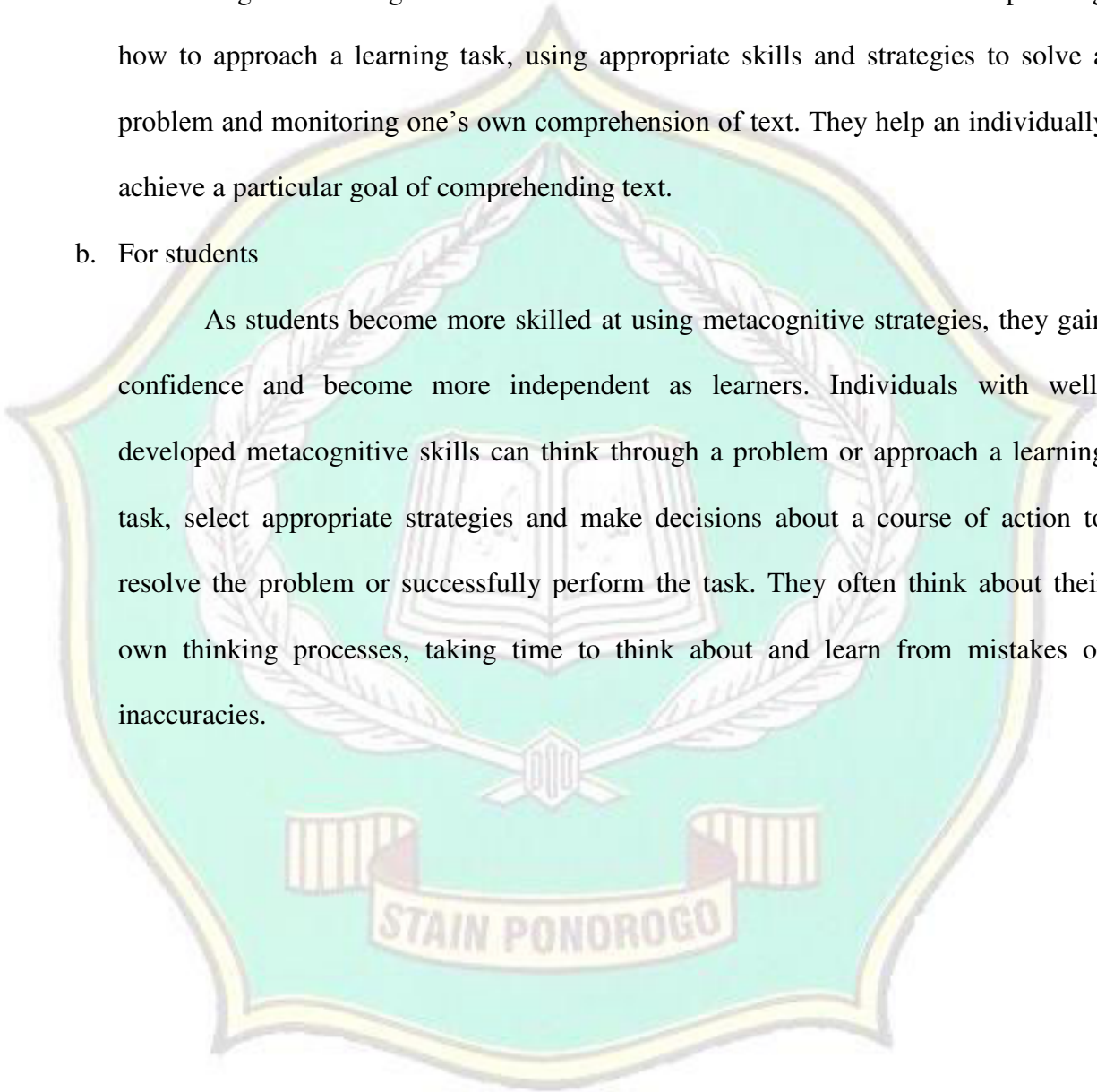
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