THE CORRELATION OF EFL STUDENTS' METACOGNITIVE AWARENESS OF TOEFL READING COMPREHENSION STRATEGIES AND THEIR TOEFL READING COMPREHENSION SCORES

THESIS

Submitted by

Sherina Sania Salsabilla
NIM. 170203049

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
2021 M / 1442 H

THESIS

Submitted to Fakultas Tarbiyah dan Keguruan

Universitas Islam Negeri Ar-Raniry Banda Aceh

In Partial Fulfillment of the Requirements for

The Bachelor Degree of Education in English Language Teaching

by:

Sherina Sania Salsabilla

170203049

Student of Fakultas Tarbiyah dan Keguruan

Department of English Language Education

Approved by:

Main Supervisor,   Co-Supervisor,

Safrul Muluk, M.A., M.Ed., Ph.D.   Fithriyah, S.Ag., M.Pd.

Date: 04/ 10 / 2021   Date: 07 / 07 / 2021

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On:

Monday, 25 October 2021

18 Rabiul Awal 1443 H

In Darussalam, Banda Aceh

Board Examiner,

Chairman,

Safrul Muluk, M.A., M. Ed. Ph. D

Secretary,

Fera Busfina Zalha, M.A

Member,

Fithriyah, M.Pd.

Member,
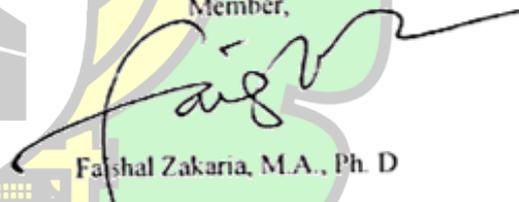
Faishal Zakaria, M.A., Ph. D

Certified by:
The Dean of Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry Banda Aceh

Razali, S.H., M.Ag.
195903091989031001

SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertandatangan dibawah ini:

Nama	: Sherina Sania Salsabilla
NIM	: 170203049
Tempat/Tanggal Lahir	: Banda Aceh, 23 September 1999
Alamat	: Jl. Unida Lr. Bijaksana

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

The Correlation of EFL Students' Metacognitive Awareness of TOEFL Reading Comprehension Score and Their TOEFL reading Comprehension Score

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 04 Oktober 2021

a yang membuat surat pernyataan,

METERAI
TEMPEL
88982AKX118087879

ierina Sania Salsabilla

i

ACKNOWLEDGEMENT

Alhamdulillah, praises be due to Allah SWT, God the Almighty, the Most Exalted, the Compassionate and the Merciful, the King who owns the power over all the creatures, He who always blesses and gives me health, strength and passion for completing this thesis. Peace and salutation be upon the beloved prophet Muhammad SAW who has guided us to the right path and taught us knowledge.

To begin with, I would like to express my sincere respect, most profound appreciation, and gratitude to my supervisors, Mr. Safrul Muluk, M.A., M.Ed., Ph.D and Ms. Fithriyah, S.Ag., M.Pd. for their valuable guidance, advice, supports, insightful comments, and immense knowledge in completing this thesis. My deepest appreciation also goes out to my academic adviser, Mr. Drs. Amiruddin, M. Pd who has encouraged and guided me as I become a student of the English Language Education Department of UIN Ar-Raniry. Moreover, I want to thank all the lecturers and staff of the English Department who have lectured, inspired, and encouraged me during my study in the English Education Department of UIN Ar-Raniry.

Second, I would like to express my deepest gratitude to my beloved parents, Mursyidin and Reni Oktaviani, for their endless guidance, sacrifice, love, prayers, and everlasting support so I am able to reach this point. I thank my beloved siblings, Bella Raisa, Amirul Rian and Fathiyya Zaahira who always stayed by my side throughout my entire life and all of my other family members.

Last but not least, to my best friends in the English Language Education department who have spent almost four years together, I would like to recognize

ii

the invaluable support you all provided during my study. I would like to give my special regards to Silvia Desianda, Desi Ilham Putri, and all students in unit 2. I hope that we can continue our friendship even after we graduated from this department. I wish to thank all the people whose guidance and support was a milestone in the completion of this project and also my four years as an English Language Education department's student.

Finally, I would like to ask for suggestions and comments as I acknowledge the shortcoming of this thesis due to my limited ability and capability. I am hoping that this thesis in some way will contribute to the students and lecturers of the English Language Education Department of UIN Ar-Raniry Banda Aceh.

Banda Aceh, 04 October 2021

Sincerely yours,

Sherina Sania Salsabilla

.
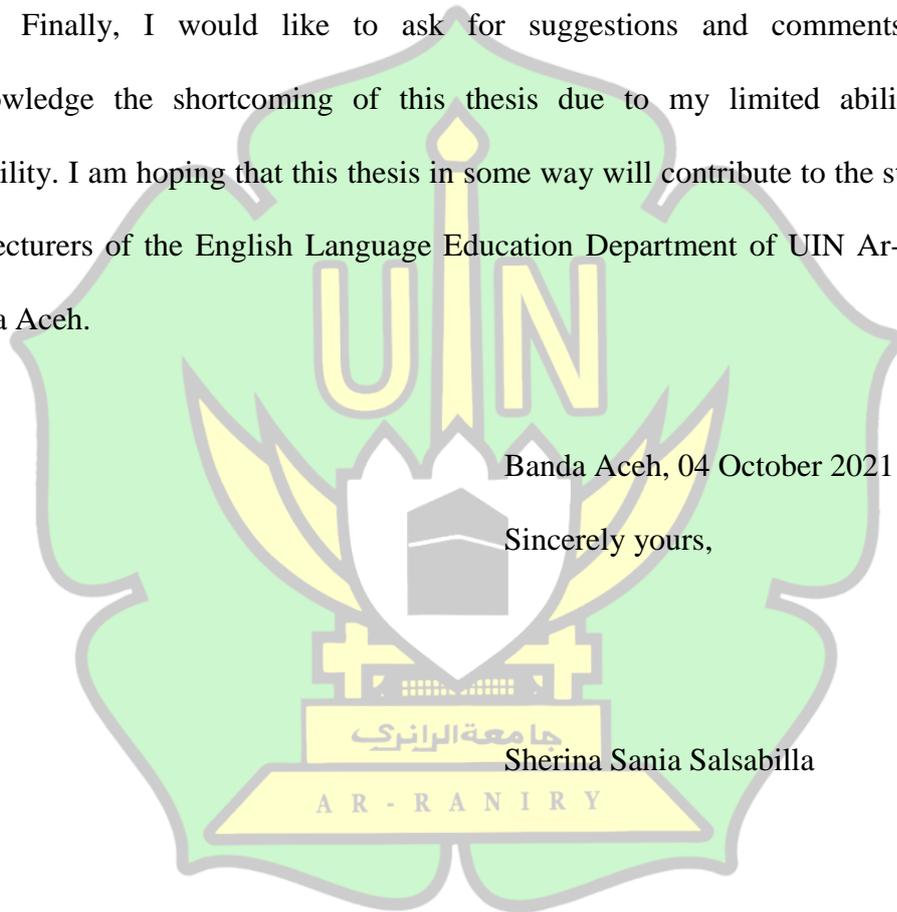
ABSTRACT

Name   : Sherina Sania Salsabilla
Reg. No.   : 170203049
Faculty   : *Fakultas Tarbiyah dan Keguruan*
Major   : Department of English Language Education
Thesis working title   : The Correlation of EFL Students'
                              Metacognitive Awareness of TOEFL Reading
                              Comprehension Strategies and Their TOEFL
                              Reading Comprehension Scores
Main Supervisor   : Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D.
Co-Supervisor   : Fithriyah, S.Ag., M.Pd
Keywords   : Metacognitive Awareness; TOEFL Reading
                              Comprehension

This research aimed to find out the correlation between EFL students' metacognitive awareness of TOEFL reading comprehension strategies and their TOEFL reading comprehension scores. This research was correlational design. There were two variables used in this research. The variables were the EFL students' metacognitive awareness (variable X) and EFL students' TOEFL reading comprehension score (variable Y). The subject of this research was the students of English Language Education from a major city in Aceh who had taken the TOEFL prediction test. I used the purposive sampling method in choosing 100 samples. In collecting the data, I used a questionnaire and TOEFL E-certificate. The data were analyzed by using the Pearson Product Moment Correlation Coefficient (1948). After analyzing the data, the result shows that there was a significant correlation between the EFL students' metacognitive awareness and their TOEFL reading comprehension section scores. The score of correlation coefficient of $0.692 > 0.196$ in significant level 5% and $0.692 > 0.165$ with the degree of significance 1% which means that there is a high correlation between EFL students' metacognitive awareness and their TOEFL reading scores. This result indicated that the more the students apply the metacognitive awareness, the better the scores are.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

Appendix A   : Appointment Letter of Supervisor

Appendix B   : List of Questionnaire Items

Appendix C   : The Questionnaire Answers

CHAPTER I

INTRODUCTION

A. Background of Study

Test of English as a Foreign Language (TOEFL) is one of the standardized English proficiency tests to measure the proficiency level of the test takers whose English is not their native language. The types of TOEFL that have been widely used around the world are Paper-based, Computer-based, and Internet-based tests. There are four sections in PBT and CBT, which are listening comprehension, structure and written expression, reading comprehension, and writing.

TOEFL test is highly recognized as a standard language testing in the English language and has been "internationally recognized and respected" (Warfield et al., 2013, p. 196). In Indonesia, the rapid growth of the use of the test can be seen from the phenomena of using TOEFL scores as the requirement for scholarships, job admissions, and even university admission or graduation.

At one of the major Islamic universities in Aceh, all students are obliged to pass the TOEFL test with a minimum score ranging from 400 to 450 for some departments and a minimum score of 500 for the students enrolling in the English Language Education department. This score is required before undertaking a skripsi or thesis final examination. However, many students struggle to achieve the minimum score as they encounter difficulties, especially in the reading comprehension section as there are few types of questions such as main ideas, inferences, synonyms, etc. Koda (2007) noted that lack of reading

strategies is identified as one of the significant factors affecting reading comprehension efficiency among EFL learners in higher institutions. Hence, applying specific strategies in answering those questions might be resulting in a better chance of getting higher scores.

Wang (2016) explained, "Reading strategies are self-directed actions where readers flexibly take control with a certain degree of awareness to retrieve, store, regulate, elaborate, and evaluate textual information to achieve reading goals." (p. 1970). However, simply knowing those strategies without conscious awareness and the actual implementation is pointless (Muluk et al, 2020). In short, metacognitive awareness of TOEFL reading comprehension refers to the conscious awareness and actual implementation of the TOEFL reading comprehension strategies when taking the test.

Some researchers have conducted many studies related to metacognitive awareness in reading. For example, Sungatullina, et al (2016) studied students' metacognitive awareness of global academic reading strategies. The research findings revealed that the experimental group who was exposed to 2-weeks training was found to be more advanced and experienced in the general understanding of the text and feedback identification compared to the non-experimental group. Pinninti (2016) also conducted a similar study that focused on identifying the most frequently used reading strategies by analyzing reflective journals written by the participants. The result of the study revealed that previewing the title and underlining unfamiliar words as the most frequently used strategies and seeing the type of text and association as the least frequently used reading strategies (Pinninti, 2016)

Another study about students' metacognitive awareness of reading strategies was conducted by Yüksel and Yüksel (2011) by analyzing the data obtained from the questionnaires related to academic reading strategies. The study results indicated that most of students usually used academic reading strategies, re-reading for better understanding, paying close attention to the reading, and adjusting the reading rate. Zare and Othman (2013) also conducted a similar study which revealed that "the use of reading strategies had a positive and strong correlation with reading comprehension achievement among Malaysian ESL learners." (p. 191)

Trisnawati and Neta (2019) conducted a study studied the strategies used by students of Muhammadiyah University in preparing for the TOEFL prediction test. This particular university has regulated that its undergraduate students sit for the TOEFL Prediction test as one of the requirements for thesis defense. The findings revealed that "the students' most used strategy was self-study, involving learning with various English materials." (p. 41). However, the study faced some limitations such as the number of participants involved and lack of information related to the reason for choosing the strategies.

Despite some of the positive results of the studies above, studies on EFL students' metacognitive awareness of TOEFL reading comprehension strategies and their correlation to the TOEFL reading comprehension scores are still lacking: thus, we do not know much about this issue. I conducted this research to fill this gap. Moreover, at this particular university, especially in English language education departments where a minimum score of 500 is one of the thesis examination's requirements, many students struggle to achieve this minimum

score. Therefore, I also intended to find out whether this issue related to the students' metacognitive awareness of TOEFL reading comprehension strategies.

B. Hypothesis

H_a : there is a correlation between EFL students' metacognitive awareness of TOEFL reading comprehension strategies and their TOEFL reading comprehension scores

H_0 : there is no correlation between EFL students' metacognitive awareness of TOEFL reading comprehension strategies and their TOEFL reading comprehension scores

C. Research Aims

This research aims to find out the answer to the hypothesis above, which related to if there is any correlation between EFL students' metacognitive awareness of TOEFL reading comprehension section strategies and their TOEFL reading comprehension scores

D. The Significance of the Study

The research findings will benefit other researchers in the future, as this research can be reference or guidance in conducting similar research. However, I do acknowledge this study is still far from perfect, Hence, I hope future researchers can fill the gap of this study.

E. Terminologies

   1. Metacognitive Awareness

Metacognition is the awareness of one's thinking and the strategies one is using. It enables one to be more mindful of what they are doing and how they apply the skill they have learned in different situations. Furthermore, "Metacognition involves awareness of how they learn, an evaluation of their learning needs, generating strategies to meet these needs and then implementing the strategies" (Hacker, 2009, as cited in Jaleel & Premachandran, 2016, p. 165). Thus, metacognitive awareness means being aware of how you think. In this study, I intend to find out the EFL students' metacognitive awareness of TOEFL reading comprehension strategies. Concerning metacognitive awareness of TOEFL reading comprehension strategies, it refers to understanding what is required to answer the questions and what strategies are needed to be applied to answer the questions.

   2. TOEFL Reading Comprehension Strategies

Torres and Constain (2009) described "reading is the process of identification, interpretation, and perception of written or printed material and comprehension is the understanding of the meaning of written material and involves the conscious strategies that lead to understanding" (p. 56). Reading comprehension in TOEFL seeks to measure the test takers' ability to understand university-level academic texts and passages. The section consists of 50 questions which are mainly about factual, inference, and summary questions within 55 minutes given time to complete it.

Given the fact that the test taker has to complete the 50 questions within 55 minutes, applying different reading strategies might result in a better score as the test taker becomes a proficient reader. It is similar to Torres and Constain's (2009) opinion, as they noted, "when strategies are appropriately used, you may get the most out of the reading by making a minimal effort" (p. 58). "Reading strategies are self-directed actions where readers flexibly take control with a certain degree of awareness to retrieve, store, regulate, elaborate, and evaluate textual information to achieve reading goals" (Erler & Finkbeiner, 2007; Paris, Lipson, & Wixson, 1994, as cited in Wang, 2016, p. 1970).

Sheorey and Mokhtari (2002) introduced 30 items of reading strategies that can be applied in a reading comprehension test. Some of those strategies that can be applied while taking the TOEFL reading comprehension test are: take an overall view of the text to see what it is about before reading it, think about whether the content of the text fits my reading purpose, adjust my reading speed according to what I am reading, decide what to read closely and what to ignore, use context clues to help me better understand what I am reading, go back and forth in the text to find relationships among ideas in it, re-read it to increase my understanding, and guess the meaning of unknown words or phrases.

CHAPTER II

LITERATURE REVIEW

A. The Definition of Metacognitive Awareness

Metacognitive is knowledge and beliefs about the cognitive processes of a person and his conscious efforts to engage in the process of behaving and thinking about thinking itself (Munir, 2016). Metacognitive consists of two components: knowledge and regulation. Metacognitive knowledge involves one's recognition and understanding of his position in the learning process and recognizes the factors that influence his performance and achievement, knowledge of strategy, and the right implementation of the strategy. "Metacognitive regulation involves the ability to think strategically and to solve problems, set goals, organize ideas, and evaluate what is known and not known." (Jaleel & Premachandran, 2016, p. 165).

"Metacognitive awareness supposes that students are aware of their own cognitive activity for their learning and self-adjustment mechanisms in their learning process." (Goswami, 2008, as cited in Shabani & Fathi, 2020, p. 60). Metacognitive awareness of TOEFL reading comprehension section strategies refers to individual awareness of using reading comprehension strategies in answering the questions in the reading comprehension section. Moreover, metacognitive awareness of reading comprehension strategies is also defined as "the awareness of individuals in using their cognitive process which enables them to be more proficient readers" (Girli & Öztürk, 2017 as cited in Dardjito, 2019, p.

612). Therefore, by consciously applying reading comprehension strategies, the students have a higher chance of choosing the right answer for the questions.

B. An Overview of the TOEFL

1. Nature of the TOEFL

The Test of English as Foreign Language or also known as TOEFL is a standardized test designed to measure the English proficiency level of the test takers whose English is not their native language. There are three kinds of TOEFL tests, as follows: Paper-based TOEFL (PBT), Computer-based TOEFL (CBT), and Internet-based TOEFL (IBT). Listening comprehension, structure and written expression, and reading comprehension are the three sections in PBT and CBT TOEFL.

The TOEFL test was introduced in 1964 by the Educational Testing Service (ETS) in the United States and has been widely used around the world as an indicator of non-native English speakers' English proficiency level. In the present day, the TOEFL score is frequently used as a requirement for many types of administration such as university acceptances, graduation requirements, scholarships, and even job placements.

2. TOEFL Format
a. Three types of the TOEFL test

There are three types of TOEFL, as follows: paper-based TOEFL (PBT), computer-based TOEFL (CBT), and internet-based TOEFL (IBT) (Gaspar & Hartanto, 2018). The PBT and CBT TOEFL sections are listening comprehension, structure, written expression, and reading comprehension However, there are two more commonly used types of TOEFL: TOEFL Institutional Testing Program

(ITP) and TOEFL Prediction Test. Those two formats are the most used TOEFL formats in Indonesia as they are more affordable yet still reliable as English language measurement tools. Both formats have three sections: listening comprehension, structure, and written expression, and reading comprehension. (Educational Testing Service, 2019). However, TOEFL ITP is considered more reliable than the prediction ones because some organizations solely create TOEFL prediction tests to imitate the TOEFL test. It is to provide a more affordable option. Many universities, including Islamic University where this research took place, oblige the students to take the TOEFL test and get a minimum score ranging from 400 to 450 for non-English department students and a minimum score of 500 for English language education department students as one of the graduation requirements.

b. **Reading Comprehension Section in the TOEFL Prediction test**

Reading comprehension is the third section in TOEFL ITP and Prediction after listening comprehension and structure and written expression section. The total of questions in this section is 50 questions within 55 minutes duration. Takido (2007) explains that the reading comprehension section measures the test taker's ability to understand university-level academic texts and passages. Reading comprehension consists of nine types of problems. Those problems are previewing, reading for main ideas, using context for vocabulary, scanning for detail, making inferences, identifying exception, locating reference, and reading faster (Sharpe, 2004)

C. The Difficulties and Strategies of Reading Comprehension

Reading the long passages and answering 50 questions within 55 minutes are certainly tough tasks. Reading strategies, weaknesses of vocabulary mastery, bad habit, regressing to read, reducing the speed reading when the sentence read is the main idea, accelerating the speed reading when the sentences read is not the main idea, and searching for a keyword and main idea are the few examples of problems faced by the students in terms of reading comprehension (Soemantri, 2011).

According to Maizarah (2019), there are five difficulties in TOEFL reading comprehension, identifying stated detail questions correctly, using context to give a meaning of a difficult word, answering main idea questions correctly, finding pronoun reference, responding to transition questions, etc. Hence, the students need to apply certain strategies to answer the questions effectively. In a study conducted by Samad, Jannah, and Fitriani (2017), the result showed the most difficult types of questions in TOEFL reading comprehension faced by EFL students. Those types of questions are identifying the main idea, identifying stated detail, identifying implied detail, using context to give meanings of difficult words, and determining meaning from word parts.

Sheorey and Mokhtari (2002) developed a tool, known as The Survey of Reading Strategies Questionnaire (SORS). "The SORS was used so that the students could indicate the extent to which they used metacognitive reading strategies." (Magogwe, 2013, p. 3). There are 30 items of strategies in this questionnaire which divided into three subscales of reading strategies, which are

Global Reading Strategies (GLOB), Problem-Solving Strategies (PROB), and Support Reading Strategies (SUP).

The strategies included in Global Reading Strategies are: I have a purpose in mind when I read, I think about what I know to help me understand what I read, I take an overall view of the text to see what it is about before reading it, I think about whether the content of the text fits my reading purpose, I review the text first by noting its characteristics like length and organization, I decide what to read closely and what to ignore, I use tables, figures, and pictures in the text to increase my understanding, I use context clues to help me better understand what I am reading, I use typographical features like boldface and italics to identify key information, I critically analyze and evaluate the information presented in the text, I check my understanding when I come across new information, I try to guess what the content of the text is about when I read, and I check to see if my guesses about the text are right or wrong.

The strategies included as Problem-Solving Strategies (PROB) are: I read slowly and carefully to make sure I understand what I am reading, I try to get back on track when I lose concentration, I adjust my reading speed according to what I am reading, when text becomes difficult, I pay closer attention to what I am reading, I stop from time to time and think about what I am reading, I try to picture or visualize information to help remember what I read, when text becomes difficult, I re-read it to increase my understanding, when I read, I guess the meaning of unknown words or phrases.

The strategies included as Support Reading Strategies (SUP) are: I take notes while reading to help me understand what I read, when text becomes

difficult, I read aloud to help me understand what I read, I underline or circle information in the text to help me remember it, I use reference materials (e.g. a dictionary) to help me understand what I read, I paraphrase (restate ideas in my own words) to better understand what I read, I go back and forth in the text to find relationships among ideas in it, I ask myself questions I like to have answered in the text, when reading, I translate from English into my native language, and when reading, I think about information in both English and my mother tongue.
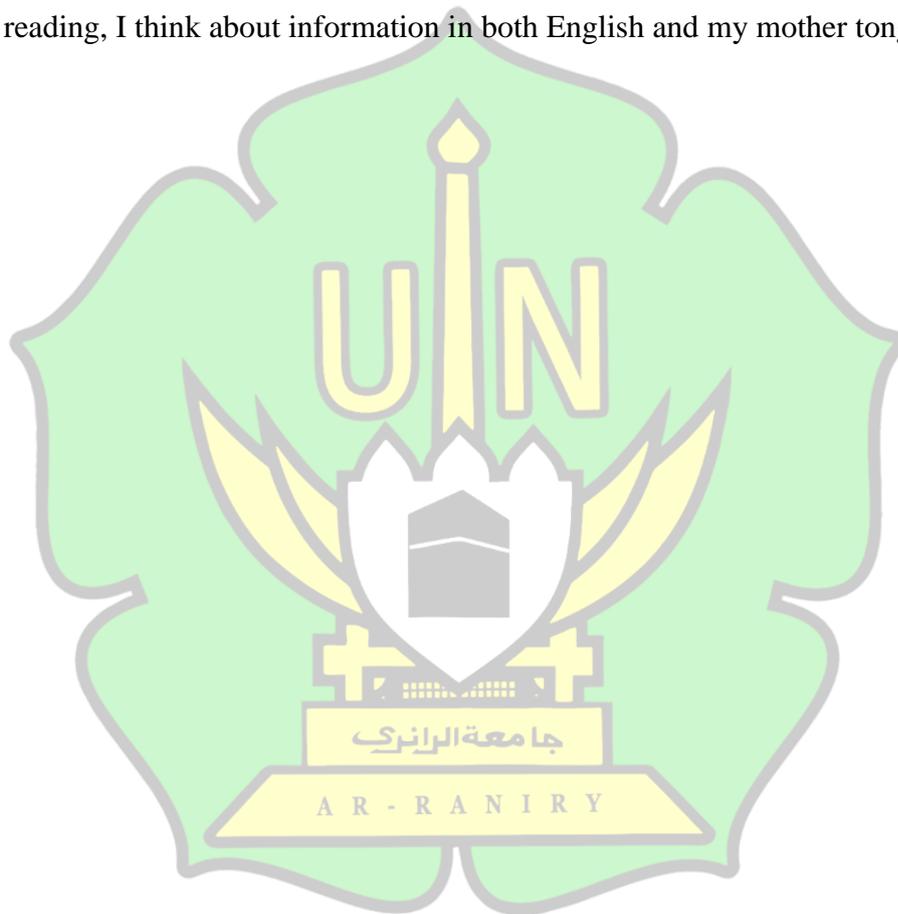
CHAPTER III

METHODOLOGY

A. Research Design

The quantitative approach is the fitting type of research approach for this research as Creswell and Guetterman (2021) noted that quantitative research is the process of collecting, analyzing, interpreting, and writing the results of a study. Quantitative research is divided into two types of design: experimental and non-experimental research. This research is categorized as a correlational design. "The correlational survey model seeks to investigate the relationships between multiple variables and the level of these relationships" (Karasar, 2015, as cited in Çökük & Kozikoğlu, 2020, p. 526). This design is considered to be appropriate for this study as it is aimed to find out the correlation between EFL students' metacognitive awareness of TOEFL reading comprehension strategies and their TOEFL reading comprehension scores. In this study, the questionnaires were used to obtain the data of the score of the EFL students' metacognitive awareness of TOEFL reading comprehension strategies, and the TOEFL E-certificates were used to gather the data of their TOEFL Reading Comprehension scores.

B. Population and Sample

1. Population

The population of this research was all students of the English language education department of a major Islamic university in Aceh who have taken the

TOEFL prediction test at the university's Language Development. There were 120 students in total.

2. Sample

The samples for this research were selected by using the purposive sampling method. Purposive sampling is one type of non-probability sampling where "a sample of participants or cases does not need to be representative, or random, but a clear rationale is needed for the inclusion of some cases or individuals rather than others" (Taherdoost, 2020, p. 22). Purposive sampling was used in this study as it allows in-depth analysis of situations that can best represent the population and offer rich data by considering certain characteristics in choosing the participants. In this study, I considered few characteristics in choosing the participants, those characteristics are:

1. A Student of the English language education department
2. The student has taken the TOEFL prediction test

I chose the participants based on the two characeristics above because students of the English language education department are the ideal representative of the students who are learning English as a foreign language and the department which they are enrolling also requires TOEFL as one of the graduation requirements.

C. Data Collection

In this research, I used two instruments to obtain the data.

1. Questionnaire

A questionnaire consists of a series of questions related to certain topics to obtain information from the respondents. In this research, this instrument was

used to gather the data of the EFL students' metacognitive awareness of TOEFL reading comprehension strategies. I used this type of instrument since it provides a relatively cheap, quick, and efficient way of gathering large amounts of information from a large sample of respondents. Moreover, the process can be carried out both offline and online through telephone or online forms.

The questionnaire used was an adapted version of the Survey of Reading Strategies questionnaire developed by Sheorey and Mokhtari (2002) for measuring adolescent and ESL students' metacognitive awareness and perceived use of reading strategies related to academic reading. Sheorey and Mokhtari originally designed the model for SORS, which consists of 30 items to investigate the learners' choice of strategies while reading English. Partial modifications of the questionnaire were made in this study to address the research question and adapt it to Indonesian EFL students' context. Some parts of the Survey of Reading Strategies were excluded for adapting it to TOEFL reading comprehension rules and also my judgment. There was a total of 20 items included in the questionnaire. The participants were asked to grade each of the items ranging from scale 1 to 5 which is known as the Likert Scale. Nemoto and Beglar (2014) described "A Likert Scale is a psychometric scale that has multiple categories from which respondents choose to indicate their opinions, attitudes, or feelings about a particular issue." (p. 2).

The questionnaire in this research was distributed through online survey tools called Google Forms. Google Forms is a cloud-based data management tool used for designing and developing web-based questionnaires (Raju & Harinarayana, 2016, p. 5). I chose this type of research instrument because of the

anywhere-anytime-access, which is crucial in this research. Moreover, in an interesting observation, it was known that web-based surveys are more reliable than face-to-face surveys (Lin & Wang, 2015, as cited in Raju & Harinarayana, 2016, p. 2). I thought it has something to do with the fact that web-based surveys causing more honest results as social desirability does not factor into the respondent's answers. Therefore, the questionnaire through Google forms was chosen as the instrument to obtain information about the students' metacognitive awareness of TOEFL reading comprehension.

2. Document

The document used to obtain the participants' TOEFL reading comprehension score data was TOEFL E-certificates issued by the university this research took place's Language Development Center. I accessed the data through the institution's website by submitting the participants' Student ID which was collected from the questionnaire that the participants had already filled. The E-Certificate consists of the test date, participant's profile such as full name, test date, reference number, student ID, and gender, scores of each section, and the total score. If the participant has taken the test more than once, the highest score was chosen as the representative data.

D. Data Analysis

In analyzing EFL students' metacognitive awareness of TOEFL reading comprehension strategies and their TOEFL reading comprehension score, I calculated the scores of the questionnaire and TOEFL reading comprehension.

The data obtained from the questionnaires were calculated by using mean score and usage level. In calculating the mean score, I used the following formula

$$\tilde{x}: \frac{\sum x_i}{n}$$

The description above symbolizations as:

$\tilde{x}$: The average score

$\sum x_i$: The sum of data

n   : The number of data

The mean scores were interpreted using the interpretation key suggested by Oxford and Burry-Stock (as cited in Mokhtari & Sheorey, 2002) for general learning strategy usage: (1) high (mean of 3.5 or higher), (2) moderate (mean of 2.5 to 3.4) and (3) low (mean of 2.4 or lower). There were a total of 20 items in the questionnaire in which each item represented 5 points the highest.

Table 3.1

The range score of metacognitive awareness

Range	Level
≥ 3.5	High
$2.5 - 3.4$	Moderate
≤ 2.4	Low

The TOEFL reading comprehension scores were interpreted using the interpretation of TOEFL ITP score achievement suggested by ETS. The range of reading comprehension scores are as follows:

Table 3.2

The Interpretation of TOEFL Reading Comprehension Score

Range	Level	Proficiency Descriptors
63 – 67	C1	Test takers at this level are usually able to: • Follow discourse at the idea level to understand detailed information and major ideas, both explicitly stated and implied, even when: – texts contain an accumulation of low-frequency academic vocabulary – comparisons and contrasts, causal relationships, illustrations, etc. are not explicitly stated or indicated by discourse markers – texts are on abstract topics, such as music composition and computer animation
56 – 62	B2	Test takers at this level are usually able to: • Process information across typical academic texts to understand detailed information and major ideas, both explicitly stated and implied, when texts: – contain high-frequency academic vocabulary and typical academic discourse markers – are on concrete topics that discuss the physical and social sciences (e.g., glacier formation, moon terrain, theories of child development)
48 – 55	B1	Test takers at this level are usually able to: • Understand descriptions of relatively simple processes and narration in well-marked academic texts • understand high-frequency vocabulary and recognize paraphrased information • Follow sentence-level comparisons and contrasts and understand meaning conveyed by the most common conjunctions, such as "and," "or" and "but" • Connect meaning across some simple sentences that contain high-frequency vocabulary
31 – 47	A2	Test takers at this level are sometimes able to: • Understand the general idea of some sentences that use

simple, everyday vocabulary

• Understand the main idea of some texts in which the idea is reinforced by the repetition of important vocabulary across many sentences

• Follow simple sentence references (e.g., "it," "they") to determine the grammatical referent of a pronoun

• Locate requested information in some sentences if pointed directly to the part of the passage containing the information (e.g., "on line x," "in paragraph y")

(TOEFL ITP Test Score Descriptors (https://www.ets.org/)

To analyze the correlation between EFL students' metacognitive awareness of TOEFL reading comprehension strategies (variable X) and their TOEFL reading comprehension score (variable Y), the data that has been obtained was calculated by using Pearson's product-moment correlation coefficient r. Wang (2012) argues that "Pearson's correlation coefficient r is the mostly used nonparametric measure of association for two random variables" (p. 1). In measuring the correlation of the variables, the data of participant's questionnaire and TOEFL reading comprehension score was inserted to the following correlational formula by Person:

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

The description above symbolizations as:

R : The correlation coefficient of variables X and Y

∑XY : The sum of product multiplying of questionnaire score and TOEFL

reading comprehension score

X   : The sum of EFL students' metacognitive awareness of TOEFL reading

comprehension strategies

Y   : The sum of TOEFL reading comprehension scores

(X)   : The sum of the EFL students' metacognitive awareness of TOEFL

reading comprehension strategies square

(Y)   : The sum of TOEFL reading comprehension scores square

N   : The total number of samples

In interpreting the result, I refer to the following table of interval coefficient and the level of correlation of Kendall Tau-b formula:

Table 3.3

The Interval Coefficient and Degree of Correlation

Interpretation	R
Very week correlation	0,00 – 0,199
Weak correlation	0,20 – 0,399
Sufficient correlation	0,40 – 0,599
High correlation	0,60 – 0,799
Very high correlation	0,80 – 1,000

(as cited in Umam, Ushuluddin, Ningrum, Syaifullo, & Suci, 2020, p. 142)

E. Statistical Hypothesis

The statistical hypothesis of this research is symbolized into:

H0: $\rho = 0$ or if $r_{xy} < r_t$, H_0 is accepted, and H_a is rejected.

Ha: $\rho \neq 0$ or if $r_{xy} > r_t$, H_a is accepted, and H_0 is rejected.

CHAPTER IV

THE FINDINGS AND DISCUSSION

A. FINDINGS

In this research, the data were obtained from the metacognitive awareness questionnaire and TOEFL reading comprehension score. The score of metacognitive awareness is symbolized as "X" and the score of TOEFL reading comprehension is symbolized as "Y" as mentioned in the previous chapter. After the result of each variable was identified, the data were analyzed using Pearson Product Moment Correlation to find out whether there is a correlation between EFL students' metacognitive awareness of TOEFL reading comprehension and their TOEFL reading comprehension score or not. The students' score on the metacognitive awareness questionnaire and TOEFL reading comprehension is shown in the table below.

1. **The Result of EFL Students' Metacognitive Awareness of TOEFL Reading Comprehension Strategies**

    Table 4.1

    The score of Metacognitive Awareness (X)

No.	X Metacognitive Awareness	$\bar{X}$
1	68	3,4
2	67	3,35
3	50	2,5
4	56	2,8

5	45	2,25
6	56	2,8
7	46	2,3
8	45	2,25
9	43	2,15
10	45	2,25
11	71	3,55
12	56	2,8
13	43	2,15
14	56	2,8
15	46	2,3
16	46	2,3
17	66	3,3
18	50	2,5
19	65	3,25
20	56	2,8
21	43	2,15
22	45	2,25
23	46	2,3
24	64	3,2
25	47	2,35
26	50	2,5
27	65	3,25
28	56	2,8
29	65	3,25
30	66	3,3
31	46	2,3
32	46	2,3
33	43	2,15
34	65	3,25
35	48	2,4
36	56	2,8
37	43	2,15
38	56	2,8
39	46	2,3
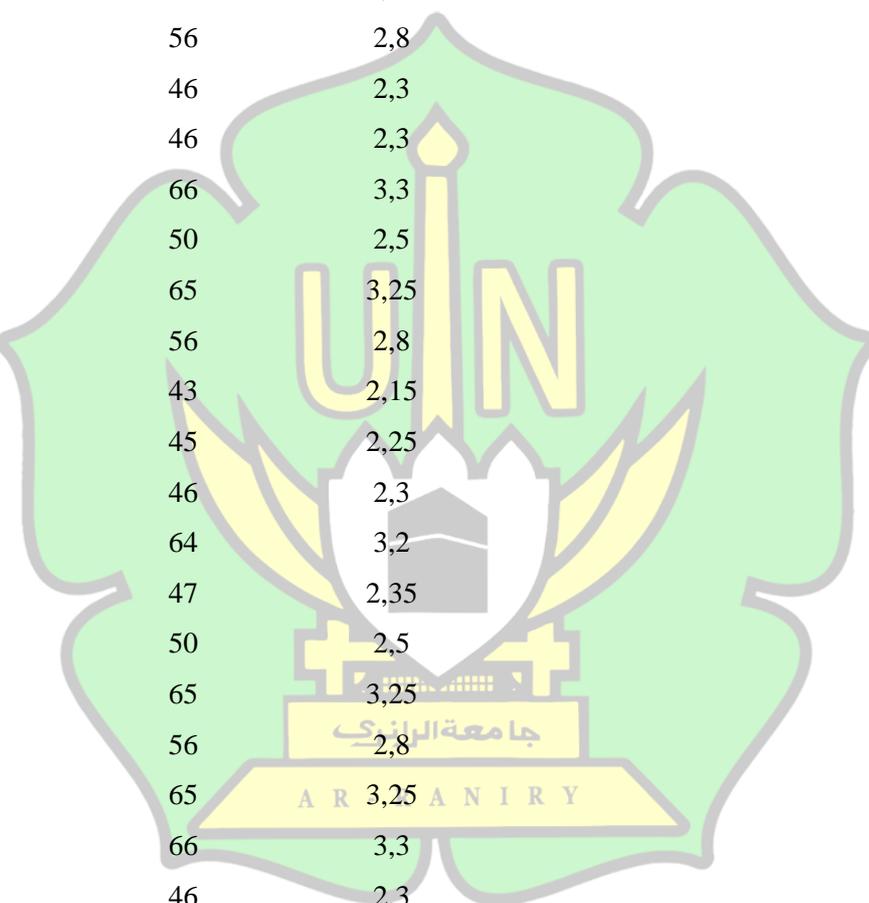
40	46	2,3
41	48	2,4
42	69	3,45
43	67	3,35
44	56	2,8
45	44	2,2
46	56	2,8
47	46	2,3
48	46	2,3
49	44	2,2
50	43	2,15
51	67	3,35
52	70	3,5
53	43	2,15
54	56	2,8
55	46	2,3
56	46	2,3
57	43	2,15
58	50	2,5
59	68	3,4
60	43	2,15
61	46	2,3
62	56	2,8
63	46	2,3
64	46	2,3
65	44	2,2
66	50	2,5
67	66	3,3
68	56	2,8
69	43	2,15
70	44	2,2
71	46	2,3
72	43	2,15
73	44	2,2
74	50	2,5
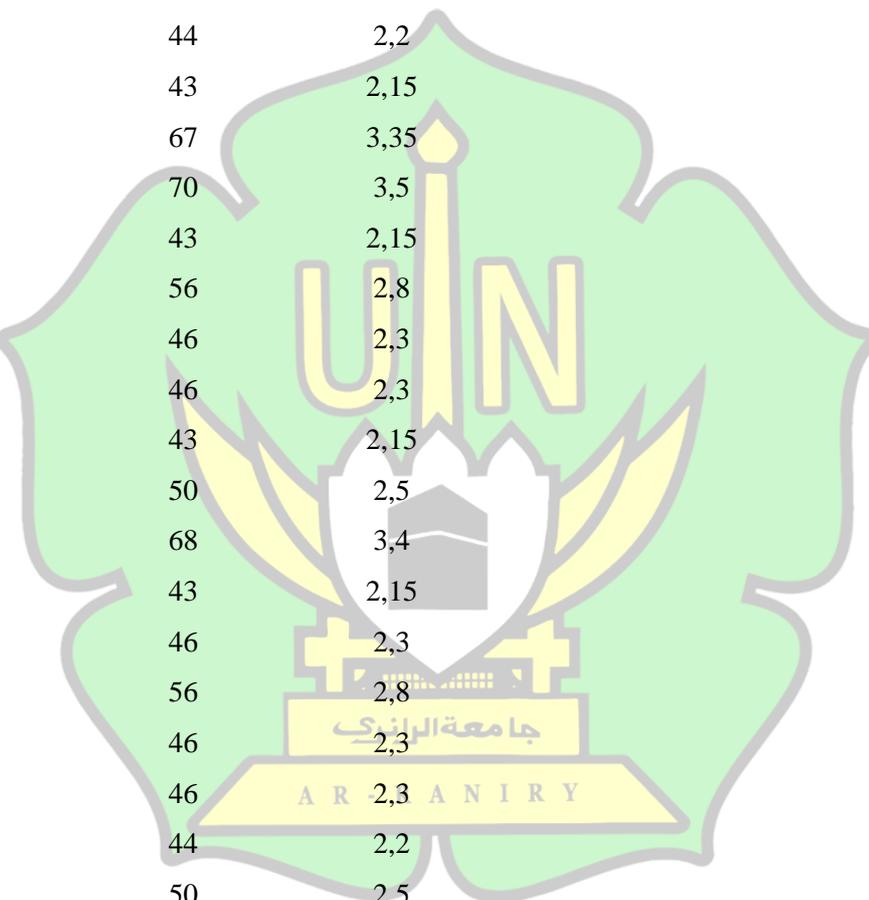
75	48	2,4
76	56	2,8
77	43	2,15
78	43	2,15
79	43	2,15
80	46	2,3
81	45	2,25
82	46	2,3
83	48	2,4
84	45	2,25
85	45	2,25
86	47	2,35
87	45	2,25
88	46	2,3
89	43	2,15
90	43	2,15
91	43	2,15
92	49	2,45
93	43	2,15
94	44	2,2
95	46	2,3
96	49	2,45
97	45	2,25
98	43	2,15
99	47	2,35
100	43	2,15

Table 4.1. below is the range score of the students' metacognitive awareness for this research. The data was then categorized into three levels based on key suggested by Oxford and Burry-Stock (1995)

Table 4.2

The Range Score of EFL Students' Metacognitive Awareness

Range	Level	n = 100
≥ 3.5	High	3
2.5 – 3.4	Moderate	35
≤ 2.4	Low	62

According to the range score of the metacognitive awareness above, most of the students were at a low level as they were 62 students achieved a score of 2.4 and lower. There were only three students who achieved high level and the remaining 35 students included in moderate level.

2. **The Result of EFL Students' TOEFL Reading Comprehension Score**

Table 4.3

The Score of TOEFL Reading Comprehension Section Score

No	Y TOEFL Reading Comprehension Score	Level
1	54	B1
2	54	B1
3	49	B1
4	47	A2
5	39	A2
6	51	B1
7	49	B1
8	44	A2
9	47	A2
10	43	A2
11	56	B2
12	47	A2
13	47	A2
14	47	A2
15	48	B1
16	47	A2

17	56	B2
18	47	A2
19	57	B2
20	40	A2
21	46	A2
22	39	A2
23	44	A2
24	51	B1
25	45	A2
26	46	A2
27	51	B1
28	45	A2
29	50	B1
30	51	B1
31	46	A2
32	40	A2
33	40	A2
34	50	B1
35	47	A2
36	47	A2
37	42	A2
38	47	A2
39	44	A2
40	48	B1
41	49	B2
42	51	B1
43	51	B1
44	47	A2
45	31	A2
46	49	B1
47	43	A2
48	45	A2
49	46	A2
50	30	A2
51	51	B1

52	54	B1
53	29	A2
54	43	A2
55	49	B1
56	41	A2
57	42	A2
58	40	A2
59	52	B1
60	48	B1
61	49	B1
62	44	A2
63	45	A2
64	40	A2
65	45	A2
66	48	B1
67	53	B1
68	47	A2
69	42	A2
70	38	A2
71	47	A2
72	35	A2
73	45	A2
74	47	A2
75	47	A2
76	47	A2
77	40	A2
78	38	A2
79	38	A2
80	41	A2
81	47	A2
82	34	A2
83	48	B1
84	39	A2
85	46	A2
86	38	A2

87	38	A2
88	47	A2
89	41	A2
90	47	A2
91	44	A2
92	45	A2
93	39	A2
94	33	A2
95	43	A2
96	40	A2
97	38	A2
98	39	A2
99	44	A2
100	33	A2

.

Table 4.3 below shows the range score of the EFL students' TOEFL reading comprehension section score based on the interpretation of the TOEFL reading comprehension section score provided by ETS.

Table 4.4

The Score Distribution of TOEFL Reading Comprehension Score

Range	Level	n=100
63 – 67	C1	0
56 – 62	B2	3
48 – 55	B1	25
31 – 47	A2	72

The data showed that none of the students were included in the C1 level and only three were included in the B2 level. There are 25 students included in the B1 level and the remaining 72 students included in the A2 level.

3. **The Correlation Analysis**

Table 4.5

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

No	SCORE		X Quadrate	Y Quadrate	Multiplying Score
	X	Y	X^2	Y^2	XY
1	68	54	4624	2916	3672
2	67	54	4489	2916	3618
3	50	49	2500	2401	2450
4	56	47	3136	2209	2632
5	45	39	2025	1521	1755
6	56	51	3136	2601	2856
7	46	49	2116	2401	2254
8	45	44	2025	1936	1980
9	43	47	1849	2209	2021
10	45	43	2025	1849	1935
11	71	56	5041	3136	3976
12	56	47	3136	2209	2632
13	43	47	1849	2209	2021
14	56	47	3136	2209	2632
15	46	48	2116	2304	2208
16	46	47	2116	2209	2162
17	66	56	4356	3136	3696
18	50	47	2500	2209	2350
19	65	57	4225	3249	3705
20	56	40	3136	1600	2240
21	43	46	1849	2116	1978
22	45	39	2025	1521	1755
23	46	44	2116	1936	2024
24	64	51	4096	2601	3264
25	47	45	2209	2025	2115
26	50	46	2500	2116	2300
27	65	51	4225	2601	3315

28	56	45	3136	2025	2520
29	65	50	4225	2500	3250
30	66	51	4356	2601	3366
31	46	46	2116	2116	2116
32	46	40	2116	1600	1840
33	43	40	1849	1600	1720
34	65	50	4225	2500	3250
35	48	47	2304	2209	2256
36	56	47	3136	2209	2632
37	43	42	1849	1764	1806
38	56	47	3136	2209	2632
39	46	44	2116	1936	2024
40	46	48	2116	2304	2208
41	48	49	2304	2401	2352
42	69	51	4761	2601	3519
43	67	51	4489	2601	3417
44	56	47	3136	2209	2632
45	44	31	1936	961	1364
46	56	49	3136	2401	2744
47	46	43	2116	1849	1978
48	46	45	2116	2025	2070
49	44	46	1936	2116	2024
50	43	30	1849	900	1290
51	67	51	4489	2601	3417
52	70	54	4900	2916	3780
53	43	29	1849	841	1247
54	56	43	3136	1849	2408
55	46	49	2116	2401	2254
56	46	41	2116	1681	1886
57	43	42	1849	1764	1806
58	50	40	2500	1600	2000
59	68	52	4624	2704	3536
60	43	48	1849	2304	2064
61	46	49	2116	2401	2254
62	56	44	3136	1936	2464

63	46	45	2116	2025	2070
64	46	40	2116	1600	1840
65	44	45	1936	2025	1980
66	50	48	2500	2304	2400
67	66	53	4356	2809	3498
68	56	47	3136	2209	2632
69	43	42	1849	1764	1806
70	44	38	1936	1444	1672
71	46	47	2116	2209	2162
72	43	35	1849	1225	1505
73	44	45	1936	2025	1980
74	50	47	2500	2209	2350
75	48	47	2304	2209	2256
76	56	47	3136	2209	2632
77	43	40	1849	1600	1720
78	43	38	1849	1444	1634
79	43	38	1849	1444	1634
80	46	41	2116	1681	1886
81	45	47	2025	2209	2115
82	46	34	2116	1156	1564
83	48	48	2304	2304	2304
84	45	39	2025	1521	1755
85	45	46	2025	2116	2070
86	47	38	2209	1444	1786
87	45	38	2025	1444	1710
88	46	47	2116	2209	2162
89	43	41	1849	1681	1763
90	43	47	1849	2209	2021
91	43	44	1849	1936	1892
92	49	45	2401	2025	2205
93	43	39	1849	1521	1677
94	44	33	1936	1089	1452
95	46	43	2116	1849	1978
96	49	40	2401	1600	1960
97	45	38	2025	1444	1710

98	43	39	1849	1521	1677
99	47	44	2209	1936	2068
100	43	33	1849	1089	1419
Total	**5033**	**4478**	**260171**	**203718**	**228617**

The calculation result is in the table below:

1. The total number of samples are 100 students.

2. The score of variable X (metacognitive awareness score) is 5033

3. The score of variable Y (reading comprehension score) is 4478

4. The sum multiplying score of variables X and Y ($\sum XY$) is 260171

5. The sum quadrate score of variable X $(\sum X)^2$ is 203718

6. The sum quadrate score of variable Y $(\sum Y)^2$ is 228617

$$= \frac{(100.228617) - (5033)(4478)}{\sqrt{[(100.260171) - (5033)^2][(100.203.718) - (4478)^2]}}$$

$$= \frac{(22.861.700) - (22.537.774)}{\sqrt{(26.017.100 - 25.331.089)(20.371.800 - 20.052.484)}}$$

$$= \frac{(323.926)}{\sqrt{[(686.011)(319.316)]}}$$

$$= \frac{(323.926)}{\sqrt{(219.054.288.476)}}$$

$$= 0.692$$

After the score r_{xy} was calculated, it was compared with the scores of r_{table} (r_t) with degrees of significance 5% and 1% as follows:

Df = N - nr

= 100 - 2

= 98

Notes:

Df : Degree of freedom

N : Number of cases

nr : Number of research variable

Table 4.6

Value of 0.05 And 0.01 Levels of Significance

Df (N-2)	0,05	0,01
90	0.205	0.173
91	0.204	0.172
92	0.203	0.171
93	0.202	0.170
94	0.200	0.169
95	0.199	0.168
96	0.198	0.167
97	0.197	0.166
98	**0.196**	**0.165**
99	0.195	0.164
100	0.194	0.163

r_t at the degree of significance 5% = 0,916

r_t at the degree of significance 1% = 0,165

r_{xy} : rt (5%) = 0.692 : 0.196 ; $r_{xy} > r_t$ (5%)

r_{xy} : rt (1%) = 0.692 : 0.165 ; $r_{xy} < r_t$ (1%)

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

a. If $r_{xy} < r_{table}$, the null hypothesis (H_0) is accepted, and the alternative hypothesis

(H_a) is rejected. It means that there is no correlation between EFL students'

metacognitive awareness of TOEFL reading comprehension strategies and their TOEFL reading comprehension scores

b. If $r_{xy} > r_{table}$, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means that there is a correlation between EFL students' metacognitive awareness of TOEFL reading comprehension strategies and their TOEFL reading comprehension scores

Based on the criteria of the hypothesis, the hypothesis indicated that there is a correlation between EFL students' metacognitive awareness of TOEFL reading comprehension strategies and their TOEFL reading comprehension scores. Based on the findings of this research, the calculation of r_{xy} is 0.692 and the score of df is 98. Then, the score r_{xy} was compared with the degree of significance 5% which shows that with the df = 98, the r_{table} score obtained was 0.196, therefore, $r_{xy} > r_{table}$. Meanwhile, when the score r_{xy} was compared with the degree of significance 1% which shows that with the df = 98, the r_{table} score obtained about 0.165, therefore, $r_{xy} > r_{table}$.

B. Discussion

Based on the finding of the analysis of data above, the coefficient of correlation (r_{xy}) was higher than r_{table} (r_t) score; 0.692 > 0.196 with the degree of significance 5%. Moreover, the coefficient of correlation (rxy) is higher than rt_{able} (rt) score; 0.692 > 0,165 with the degree of significance 1%, the coefficient correlation which is obtained was 0.692. Hence, the scores of coefficient correlation of both degrees of significance were higher in comparison with the score of r_{table}, it shows that the alternative hypothesis (H_a) is accepted and the null

hypothesis (H$_0$) is rejected. Moreover, the coefficient correlation (r$_{xy}$) was 0.692. Based on The Interval Coefficient and Degree of Correlation (see Table 3.3 in Chapter III), the result revealed that the r$_{xy}$ score is included in the scale of 0.60 – 0.799 which indicated that there is a high correlation between variable X (EFL students' metacognitive awareness of TOEFL reading comprehension strategies) and variable Y (EFL students' TOEFL reading comprehension score)

That is to say, and there is a significant correlation between EFL students' metacognitive awareness of TOEFL reading comprehension strategies and their TOEFL reading comprehension scores. The result revealed that the average score of both variables indicated that the students who had good scores in metacognitive awareness, had good scores in their TOEFL reading comprehension as well. It is parallel with Girli and Öztürk (2017) statement as they noted "the awareness of individuals in using their cognitive process which enables them to be more proficient readers." Based on the findings, it can be concluded that most of the students of English Language Department at this particular university are not aware enough of TOEFL reading comprehension strategies and their impact on their TOEFL reading comprehension scores. In fact, metacognitive awareness plays an important role in helping students in their learning process, especially in TOEFL reading comprehension.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A.   Conclusions

Based on the analysis of the data, it was revealed that there is a significant correlation between EFL students' metacognitive awareness of TOEFL reading comprehension strategies and their TOEFL reading comprehension score as the correlation coefficient between the two variables was 0.692. Moreover, based on The Interval Coefficient and Degree of Correlation, the result revealed that the r_{xy} score is included in the scale of 0.60 – 0.799, which indicated that there is a high correlation between variable X (EFL students' metacognitive awareness of TOEFL reading comprehension strategies) and variable Y (EFL students' TOEFL reading comprehension score). As the direct correlation is positive, this indicated that a high value in the variable of metacognitive awareness also has a high value in the variable of TOEFL reading comprehension scores. In other words, that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected or there is a significant correlation between EFL students' metacognitive awareness of TOEFL reading comprehension scores and their TOEFL reading comprehension section scores. The findings above are parallel with the existing research that has been mentioned such as in a study conducted by Zare and Othman (2013) which revealed that Malaysian ESL students who frequently use reading strategies have good reading comprehension achievement. It shows that appropriate strategies in answering reading comprehension tests lead to a good score.

B.   Recommendations

After conducting this study, there are some essential points that I want to highlight. It is about the importance of metacognitive awareness, especially metacognitive awareness of TOEFL reading comprehension strategies. Students should be more aware of their metacognitive awareness as the findings revealed it correlates with their TOEFL reading comprehension scores. Improving their metacognitive awareness might be one of the solutions to improve their TOEFL scores, especially for those who need to achieve certain scores such as English Language Education students' who need to achieve a minimum score of 500 as one of the thesis examination's requirements.

For other researchers, it would be better if there was more research on this topic in the future to raise awareness of the importance of metacognitive awareness, especially for the TOEFL test. As there were other two sections in TOEFL prediction, I hope there will be a study for the other two sections in the future as well.
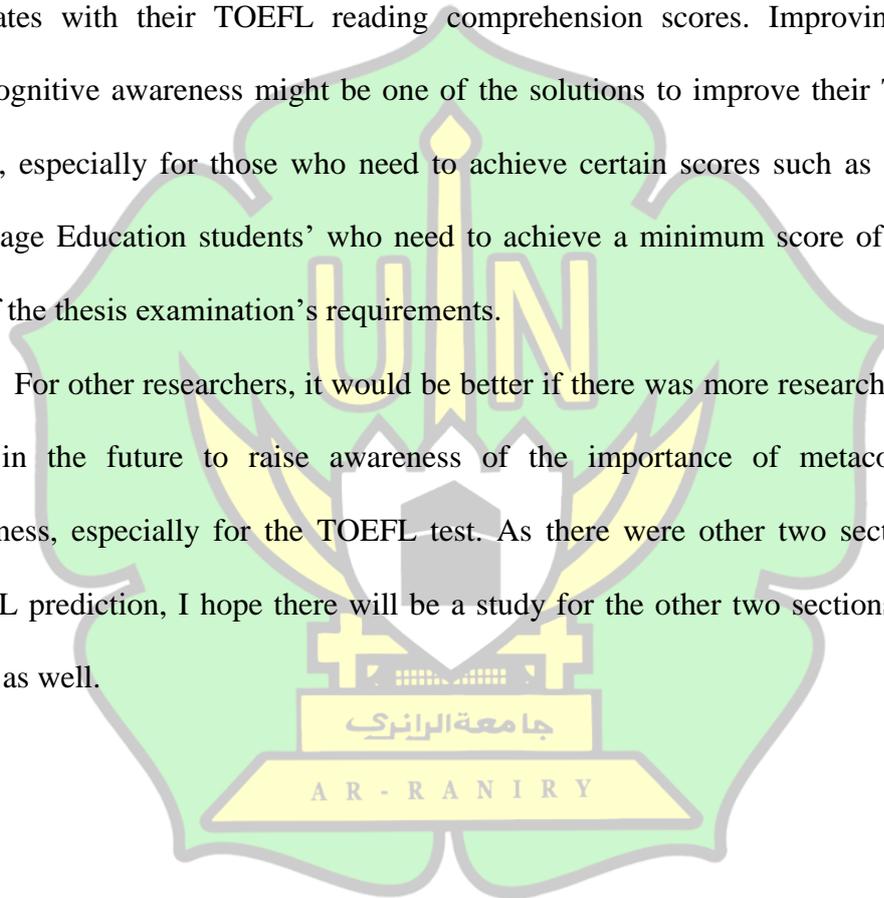
REFERENCES

Çökük, K., & Kozikoğlu, İ. (2020). A correlational study on primary students' school readiness and adaptation problems. *International Online Journal of Education and Teaching (IOJET), 7*(2), 523-535. http://iojet.org/index.php/IOJET/article/view/831

Creswell, J. W., & Guetterman, T. C. (2021). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. Pearson.

Dardjito, H. (2019). Students' metacognitive reading awareness and academic English reading comprehension in EFL context. *International Journal of Instruction*, *12*(4), 611-624.

ETS. (2017). TOEFL ITP test score descriptors. Retrieved from https://www.ets.org/s/toefl_itp/pdf/38781-TOEFL-itp-flyer_Level1_HR.pdf

ETS. (2019). *Official guide to the TOEFL ITP assessment series*. United States: Educational Testing Service

Fathi, S., & Shabani, E. A. (2020). The effect of teacher- and peer-assisted evaluative mediation on EFL learners' metacognitive awareness development. *Englisia: Journal of Language, Education, and Humanities, 8*(1), 58-78.

Gaspar, B., & Hartanto, Y. (2018). The instrument to measure the English proficiency of the prospective employees: Between TOEFL and TOEIC. *Jurnal Bisnis Terapan, 2*(1), 73-80.

Sungatullina, D. D., Zalyaeva, E. O., & Gorelova, Y. N. (2016). Metacognitive awareness of TOEFL reading comprehension strategies. *SHS Web of Conferences*, *26*, 1–8.

Jaleel, S., & Premachandran, P. (2016). A study on the metacognitive awareness of secondary school students. *Universal Journal of Educational Research*, *4*(1), 165-172.

Koda, K. (2007). Reading and language learning: Cross-linguistic constraints on second language reading development. *Language Learning, 57*(1), 1-44.

Magogwe, J. M. (2013). Metacognitive awareness of reading strategies of University of Botswana English as Second Language students of different academic reading proficiencies. *Reading & Writing*, *4*(1), 1-8.

Maizarah, M. (2019). Analysis on the students' common difficulties in TOEFL reading comprehension (A case study on the second semester of English

study program at University of Indragiri Tembilahan). *English Journal of Indragiri*, *3*(2), 99–106.

Mokhtari, K., & Sheorey, R. (2002). Measuring ESL students' awareness of reading strategies. *Journal of Developmental Education*, *25*(3), 2-10.

Muluk, S., Habiburrahim, H., & Rechal, S. (2020). Students'awareness and perception towards learning styles. *Jurnal Ilmiah Didaktika*, *20*(2), 143-164.

Munir, N. P. (2016). Pengaruh kesadaran metakognitif terhadap motivasi belajar dan kaitannya dengan hasil belajar matematika siswa kelas XI SMA Negeri di Kota Pare-Pare. *Al-Khwarizmi: Jurnal Pendidikan Matematika dan Ilmu Pengetahuan Alam*, *4*(2), 117–128.

Nemoto, T., & Beglar, D. (2014). Developing Likert-scale questionnaires. In N. Sonda & A. Krause (Eds.), *JALT2013 Conference Proceedings*. Tokyo: JALT.

Pinninti, L. R. (2016). Metacognitive awareness of reading strategies: An Indian context. *The Reading Matrix: An International Online Journal*, *16*(1), 179-193.

Raju, N. V, & Harinarayana, N. S. (2016). Online survey tools: A case study of Google Forms. Proceeding of National Conference on Scientific, Computational & Information Research Trends in engineering paper. Retrieved from https://scholar.google.com/citations?view_op=view_citation&hl=en&user=6LTRA60AAAAJ&citation_for_view=6LTRA60AAAAJ:-f6ydRqryjwC

Samad, I. A., Jannah, M., & Fitriani, S. S. (2017). EFL students' strategies dealing with common difficulties in TOEFL reading comprehension section. *International Journal of Language Education*, *1*(1), 29-36.

Sharpe, P. J. (2004). *How to prepare for the TOEFL test: Test of English as a foreign language*. Barron's Educational Series, Inc.

Soemantri, A. S. (2011). Reading comprehension problems encountered by the students of higher education. *Jurnal Computech & Bisnis, 5*(2), 74-80.

Taherdoost, H. (2016). Sampling methods in research methodology: How to choose a sampling technique for research. *International Journal of Academic Research in Management IJARM*, *5*.

Takido, O. (2007). *How to Prepare for the TOEFL iBT*. Cambridge: Cambridge University Press.

Torres, N. G., & Constain, J. J. A. (2009). Improving reading comprehension skills through reading strategies used by a group of foreign language learners. *HOW Journal Colombia*, *16*(1), 55-70.

Trisnawati, I. K., & Netta, A. (2019). Acehnese undergraduate students' strategies in preparing for TOEFL prediction: A preliminary studies. *Englisia: Journal of Language, Education, and Humanities, 7*(1), 41-52.

Umam, C., Ushuludin, M. A., Ningrum, A. S. B., Syaifulloh, B., & Suci, D. N. (2020). Metacognitive awareness and self-efficacy: Do they contribute to Indonesian EFL students' listening comprehension achievement? *Humanities & Social Sciences Reviews, 8*(4), 138-146.

Wang, J. (2020). On the relationship between Pearson correlation coefficient and Kendall's tau under bivariate homogeneous shock model. *ISRN Probability and Statistics*, *2012*(377), 1-7.

Wang, Y. H. (2016). Reading strategy use and comprehension performance of more successful and less successful readers: A think-aloud study. *Educational Sciences: Theory and Practice, 16*(5), 1789-1813.

Warfield, W., Laribee, R., & Geyer, R.W. (2013). Examining results and establishing benchmark data from the TOEFL ITP test. *American Academic & Scholarly Research Journal*, *5*(3), 191-198.

Yüksel, L., & Yüksel, S. (2011). Metacognitive Awareness of Academic Reading Strategies. *Procedia - Social and Behavioral Sciences*, *31*, 894–898.

Zare, P., Othman, M. (2013). The relationship between reading comprehension and reading strategy use among Malaysian ESL learners. *International Journal of Humanities and Social Science, 3*(13), 187-193.

APPENDICES

Appendix A: Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-7560/UN.08/FTK/KP.07.6/04/2021

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat	:	1.	Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
		5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		6.	Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
		7.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
		8.	Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
		9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
		10.	Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
		11.	Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan	:	Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Maret 2021

MEMUTUSKAN

Menetapkan :

PERTAMA

Menunjuk Saudara:
1. Safrul Muluk, Ph.D   Sebagai Pembimbing Pertama
2. Fithriyah M.Pd   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Sherina Sania Salsabilla**
NIM	:	**170203049**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**The Correlation of EFL Students' Metacognitive Awareness of TOEFL Reading Comprehension Section Strategies and Their TOEFL Reading Comprehension Section Scores**

KEDUA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.
KETIGA	:	Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
KEEMPAT	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 16 April 2021
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

Appendix B: List of Questionnaire Items
Survey of Reading Strategies (SORS)

No	Statement	Scale				
1	I have purpose in mind when I read	1	2	3	4	5
2	I think about what I know to help me understand what I read	1	2	3	4	5
3	I take an overall view of the text to see what it is about before reading it	1	2	3	4	5
4	I think about whether the content of the text fits my reading purpose	1	2	3	4	5
5	I read slowly and carefully to make sure I understand what I am reading	1	2	3	4	5
6	I try to get back on track when I lose concentration	1	2	3	4	5
7	I adjust my reading speed according to what I am reading	1	2	3	4	5
8	When reading, I decide what to read closely and what to ignore.	1	2	3	4	5
9	When text becomes difficult, I pay closer attention to what I am reading	1	2	3	4	5
10	I stop from time to time and think about what I am reading	1	2	3	4	5
11	I use context clues to help me better understand what I am reading	1	2	3	4	5
12	I try to picture or visualize information to help remember what I read	1	2	3	4	5
13	I use typographical features like bold face and italics to identify key information	1	2	3	4	5
14	I critically analyze and evaluate the information presented in the text	1	2	3	4	5
15	I go back and forth in the text to find relationships among ideas in it.	1	2	3	4	5
16	I check my understanding when I come across new information	1	2	3	4	5
17	I try to guess what the content of the text is about when I read	1	2	3	4	5
18	When I read, I guess the meaning of unknown words or phrases	1	2	3	4	5
19	When reading, I translate from English to Indonesian	1	2	3	4	5
20	When reading, I think about information in both and Indonesian	1	2	3	4	5

Appendix C: The Questionnaire Answers

#	ID																					Total
2	SS	5	5	5	5	2	3	1	2	3	1	2	2	4	3	5	2	4	5	5	4	68
3	DM	5	5	5	5	2	3	1	2	3	4	2	2	4	3	4	2	2	5	4	4	67
4	IAM	3	2	2	2	1	1	1	1	2	2	2	2	2	2	3	4	4	5	4	5	50
5	DIP	2	2	2	2	2	2	2	1	1	1	1	2	5	4	3	4	5	5	5	5	56
6	MF	4	4	4	2	4	2	2	1	4	1	1	1	1	1	1	1	3	1	3	4	45
7	MNM	2	3	2	2	2	1	2	2	2	2	2	2	2	2	5	4	5	4	5	5	56
8	MY	3	2	2	2	1	1	1	1	2	2	2	2	2	2	1	5	4	3	4	4	46
9	CH	4	4	4	2	1	3	2	1	1	1	1	1	5	5	5	1	1	1	1	1	45
10	NZ	1	1	2	2	2	3	5	5	2	1	2	2	3	1	1	2	2	2	1	3	43
11	EF	4	4	4	2	1	3	2	1	1	1	1	1	5	5	5	1	1	1	1	1	45
12	NF₁	5	5	5	5	5	5	2	2	2	2	2	2	2	2	5	4	4	4	4	4	71
13	UW	5	5	5	5	5	5	2	2	2	2	2	2	1	1	2	2	2	2	2	2	56
14	SA₁	1	1	2	2	2	3	5	5	2	1	2	2	3	1	1	2	2	2	1	3	43
15	ZN	2	3	2	2	2	1	2	2	2	2	2	2	2	2	5	4	5	4	5	5	56
16	RM	2	2	2	2	2	2	2	1	1	1	1	2	5	4	3	2	1	2	4	5	46
17	MC	1	1	2	2	2	3	1	2	3	1	2	2	4	3	1	2	4	2	4	4	46
18	SM	5	5	5	5	2	3	1	2	3	1	2	2	4	3	4	2	2	5	5	5	66
19	ARS	3	2	2	2	1	1	1	1	2	2	2	2	2	2	2	5	5	5	4	4	50
20	PM	1	1	2	2	2	3	5	5	2	5	5	5	5	4	4	4	4	3	1	2	65
21	Y₁	1	1	2	2	2	3	5	5	3	3	2	5	5	1	1	5	2	2	3	3	56
22	KA	1	1	2	2	2	3	1	2	3	1	2	2	4	3	1	2	3	1	3	4	43
23	RS	4	4	4	2	1	2	2	1	1	1	1	1	1	1	1	2	4	4	4	4	45
24	M₁	2	3	2	2	2	1	2	2	2	2	2	2	2	1	4	3	4	2	2	4	46
25	SH	5	5	5	5	2	3	1	2	3	1	2	2	4	3	4	2	2	5	4	4	64
26	S₁	3	2	2	2	1	1	1	1	2	4	2	2	2	2	2	3	3	4	4	4	47
27	SF₁	1	1	2	2	2	3	1	2	3	1	2	2	4	3	1	2	4	5	5	4	50
28	MAH	5	5	5	5	2	3	1	2	3	1	2	2	4	3	4	2	2	5	5	4	65
29	WM	2	3	2	2	2	1	2	2	2	2	2	2	2	2	5	4	5	4	5	5	56
30	SRF	5	5	5	5	2	3	1	2	3	1	2	2	4	3	4	2	2	5	5	4	65
31	SF₂	5	5	5	5	2	3	1	2	3	1	2	2	4	3	4	2	3	5	5	4	66
32	RJ₁	3	2	2	2	1	1	1	1	2	2	2	2	2	2	1	4	4	4	4	4	46
33	SNP	2	2	2	2	2	2	2	1	1	1	1	2	5	4	3	2	1	3	4	4	46
34	HFK	1	1	2	2	2	3	5	5	2	1	2	2	3	1	1	2	2	2	1	3	43
35	SN	5	5	5	5	2	3	1	2	3	1	2	2	4	3	4	2	2	5	5	4	**65**
36	HH	3	2	2	2	1	1	1	1	2	2	2	2	2	2	1	4	4	5	4	5	48
37	AFL	2	3	2	2	2	1	2	2	2	2	2	2	2	2	5	4	5	4	5	5	56
38	RR₁	1	1	2	2	2	3	5	5	2	1	2	2	3	1	1	2	2	2	1	3	43
39	NS	5	5	5	4	4	3	1	2	2	2	2	2	2	2	1	2	2	3	4	4	56
40	YM	2	2	2	2	2	2	2	1	1	1	1	2	5	4	3	2	1	2	4	5	46
41	DS	2	2	2	2	1	2	3	2	3	4	3	2	3	1	1	3	2	2	2	4	46
42	NU	1	1	2	2	2	3	1	2	3	4	2	2	4	3	4	2	3	2	1	4	48
43	YF	5	5	5	5	2	3	1	2	3	1	2	2	4	3	4	4	4	5	5	4	63
44	SHM	5	5	5	5	2	3	1	2	3	1	2	2	4	5	4	2	2	5	5	4	67
45	NH	4	4	5	5	4	3	1	2	3	1	2	2	4	3	1	2	3	2	1	4	56
46	S₂	4	4	4	4	2	3	1	1	1	1	2	2	2	3	2	2	2	1	2	1	44
47	CD	2	3	2	2	2	1	2	2	2	2	2	2	2	2	5	4	5	4	5	5	56
48	AT	2	3	2	2	2	1	2	2	2	2	2	2	2	2	2	2	2	3	5	4	46
49	MH	3	2	2	2	1	1	1	1	2	2	2	2	2	2	1	4	4	4	4	4	46
50	YR	3	2	2	2	1	1	2	1	2	2	2	2	2	2	2	2	2	4	4	4	44

	Student Initial	X.1	X.2	X.3	X.4	X.5	X.6	X.7	X.8	X.9	X.10	X.11	X.12	X.13	X.14	X.15	X.16	X.17	X.18	X.19	X.20	total
53	M_2	4	4	2	2	2	1	2	3	2	2	4	4	5	5	5	4	5	4	5	5	70
54	MP	1	1	2	2	2	3	5	5	2	1	2	2	3	1	1	2	2	2	1	3	43
55	TS	2	3	2	2	2	1	2	2	2	2	2	2	2	2	5	4	5	4	5	5	56
56	RR_1	4	4	2	2	2	3	1	2	3	1	2	2	4	2	1	2	2	2	1	4	46
57	CSA	4	4	2	2	2	3	1	2	3	1	2	2	4	2	1	2	2	2	1	4	46
58	AM	1	1	2	2	2	3	5	5	2	1	2	2	3	1	1	2	2	2	1	3	43
59	NF_2	5	2	2	2	2	2	2	1	1	1	1	2	5	4	4	2	4	4	2	2	50
60	GNB	5	5	5	5	2	3	1	2	3	1	2	2	4	3	5	4	2	5	5	4	68
61	AF	1	1	2	2	2	3	5	5	2	1	2	2	3	1	1	2	2	2	1	3	43
62	SA_2	1	1	2	2	2	3	1	2	3	1	2	2	4	4	5	2	3	1	1	4	46
63	RFP	2	3	2	2	2	1	2	2	2	2	2	2	2	2	5	4	5	4	5	5	56
64	ZDF	4	4	2	2	2	3	1	2	3	1	2	2	4	2	1	2	2	2	1	4	46
65	FRY	4	4	2	2	2	3	1	2	3	1	2	2	4	2	1	2	2	2	1	4	46
66	RK	3	2	2	2	1	1	1	1	2	2	2	2	2	2	3	2	2	4	4	4	44
67	AP	4	4	4	4	1	2	2	2	2	4	3	2	3	1	1	3	2	2	2	2	50
68	Y_2	5	5	5	5	2	3	1	2	3	1	2	2	4	3	4	3	2	5	5	4	66
69	FA	2	3	2	2	2	1	2	2	2	2	2	2	2	2	5	4	5	4	5	5	56
70	FM	1	1	2	2	2	3	5	5	2	1	2	2	3	1	1	2	2	2	1	3	43
71	SU	5	5	5	5	2	2	2	1	1	1	4	2	2	1	1	1	1	1	1	1	44
72	EH	3	2	2	2	1	1	1	1	2	2	2	2	2	2	1	5	5	3	4	3	46
73	RR_2	4	4	5	5	5	3	2	1	1	1	1	1	1	1	2	2	1	1	1	1	43
74	NA	3	2	2	2	1	1	1	1	2	2	2	2	2	2	3	2	2	4	4	4	44
75	NH	4	4	4	4	1	2	2	2	2	4	3	2	3	1	1	3	2	2	2	2	50
76	MD	3	2	2	2	1	1	1	1	2	2	2	2	2	2	1	4	4	5	4	5	48
77	RPV	2	3	2	2	2	1	2	2	2	2	2	2	2	2	5	4	5	4	5	5	56
78	Y	1	1	2	2	2	3	5	5	2	1	2	2	3	1	1	2	2	2	1	3	43
79	MA	1	1	2	2	2	3	5	5	2	1	2	2	3	1	1	2	2	2	1	3	43
80	TIM	1	1	2	2	2	3	5	5	2	1	2	2	3	1	1	2	2	2	1	3	43
81	AS	3	2	2	2	1	1	1	1	2	2	2	2	2	2	1	4	4	4	4	4	46
82	IA	3	2	2	2	1	1	1	1	2	2	2	2	2	2	3	3	2	4	4	4	45
83	SF	2	2	2	2	2	2	2	1	1	5	5	5	5	4	1	1	1	1	1	1	46
84	SYM	1	1	2	2	2	3	1	2	3	1	2	2	4	3	1	2	3	4	5	4	48
85	RA	2	2	2	2	2	2	2	1	1	1	5	5	5	5	1	1	1	1	1	3	45
86	RS	1	1	2	2	2	3	1	2	3	1	2	2	4	4	4	2	2	2	1	4	45
87	MH	5	5	5	5	2	2	2	1	1	1	1	2	3	1	1	3	1	2	3	1	47
88	KI	2	2	2	1	2	2	4	4	1	1	1	2	2	4	4	4	4	1	1	1	45
89	MR	2	2	2	2	2	2	2	1	1	1	1	2	5	4	3	2	1	3	4	4	46
90	RHM	1	1	2	2	2	3	5	5	2	1	2	2	3	1	1	2	3	3	5	3	49
91	CDR	3	2	2	2	1	1	1	1	1	1	2	2	2	2	1	2	3	4	4	4	43
92	ROJ	1	1	2	2	2	3	5	5	2	1	2	2	3	1	1	2	2	2	1	3	43
93	F	3	2	2	2	1	1	1	1	1	1	2	2	2	2	1	2	3	4	4	4	43
94	RP	1	1	2	2	2	3	5	5	2	1	2	2	3	1	1	2	2	2	1	3	43
95	NA	5	5	5	2	2	2	2	1	1	1	2	3	4	2	1	2	1	1	1	1	44
96	A	2	2	2	2	2	2	2	1	1	1	1	2	5	4	3	2	1	3	4	4	46
97	RJ_2	2	2	2	2	5	5	5	5	1	1	5	4	3	1	1	1	1	1	1	1	49
98	RM	5	5	5	2	2	2	2	1	1	1	1	2	3	3	5	1	1	1	1	1	45
99	JWN	1	1	2	2	2	3	5	5	2	1	2	2	3	1	1	2	2	2	1	3	43
100	RNP	4	4	4	4	2	2	4	4	4	1	1	2	3	1	1	1	1	4	1	1	47
101	AR	2	3	2	2	2	1	2	2	2	1	2	1	3	4	3	3	3	3	1	1	43