The Influence of Metacognitive Strategy on Students' Reading Achievement

THESIS

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BANDA ACEH

2018 M / 1439 H

THESIS

Submitted of Faculty of Education and Teacher Training
Ar-Raniry State Islamic University Darussalam Banda Aceh
In partial of the requirements for *Sarjana Degree* (S-1)
On Teacher Education

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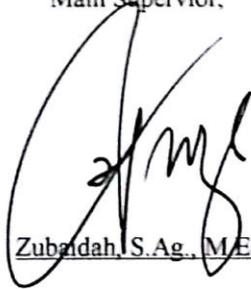
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On:

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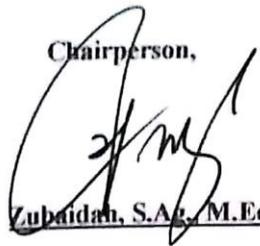
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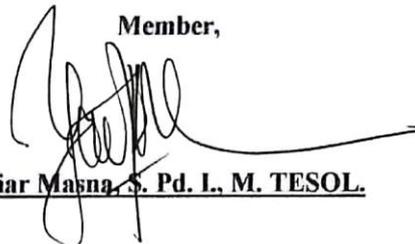
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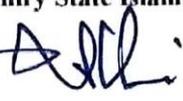
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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

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ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah, praise be to Allah, 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 the researcher health, strength and passion to accomplish her thesis. Peace and salutation might He always granted to the noble prophet Muhammad (peace be upon him) whom together with his family and companions has struggled wholeheartedly to guide his *ummah* to the right path.

I express my sincere and deepest gratitude to my supervisor, Mrs. Zubaidah, S. Ag., M. Ed as my first supervisor and Ms. Syarifah Dahliana, M. Ag., M. Ed., Ph. D as my second supervisor for their expertise, invaluable guidance, constant encouragement, affectionate attitude, understanding, patience and healthy criticism added considerably to this thesis. Without their continual inspiration, it would have not been possible to complete this study. Then, I also would like to thank to Mr. Khairil Razali, S. Pd. I., M. A., M. S as my academic advisor and all lecturers of Engling Language Department UIN Ar-Raniry who have guided me during my study.

I am extremely grateful to my beloved parents for their love, prayers, caring and sacrifices for educating and preparing me for my future. Without their love and du'a, this thesis would not have been possible. Then I thank to my

brother who always motivates me to finish this study. Thanks a lot for their sacrifice, may Allah bless them all.

To conclude, I wish to present my special thanks to my friends who always support and inspire me in any condition, they are Aflah, Matun, Popy, Dhila, Aslim, Mufaj, Syith, Umay, Dian, Maisal, Winda, Ica, and Upa. My thanks are also addressed to all my colleagues at BT/BS BIMAFIKA who always cheer me to finish this thesis.

Banda Aceh, 22nd January 2018

Syafura Ramadhan

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ABSTRACT

In the Department of English Language Education, reading comprehension is stipulated as one of the core subject that must be fulfilled by all of the students. Unfortunately, most students take that course as the compulsory subject only. In other words, they neglect the strategy that may help them to get better understanding and achievement. Regarding the issue, the writer felt the need to investigate the influence of the use of metacognitive strategy on students' reading achievement. The aim of this study is to discover the correlation between the use of metacognitive strategy and students' reading achievement. The quantitative research was implemented to gain the data, by using two instruments; MARSI questionnaire to indicate the use of metacognitive strategies by the students and TOEFL PBT reading comprehension test to measure students' reading achievement. The samples were 134 Department of English Language Education's students who are batch 2016 and were joining the *Reading Comprehension III's* class, chosen through convenience technique sampling from 201 students of the department as the population. The overall results demonstrated that metacognitive strategies were highly used by the participants. However, the students' reading achievement was mostly in the low level. By using Pearson's Product Moment Correlation, the writer got 0.282 which means that there was a weak correlation between these two variables if it was applied for students at Department of English Language Education batch 2016 in UIN Ar-Raniry.

Keyword: Metecognitive strategy, reading achievement

CHAPTER I

INTRODUCTION

1.1 Background of Study

In reading process, many students usually face problems in understanding and comprehending a text. Previous researches show that reading comprehension is a complex process and students usually have difficulties in constructing meaning from writing text (Grabe & Stoller, 2002). It happens because during reading process, the students should recognize the content or the information that is deliberately delivered by the author. Moreover, in reading comprehension, the students not only have to understand the meaning of each word in the text, but they also have to construct it becoming the meaningful material. When the students are not able to construct the meaning and comprehend the text, it could be said that their reading activity is meaningless.

Reading comprehension is defined as the ability to use context and knowledge to derive meaning from the text being read, for instance, a grammatical competence, a knowledge of morphology, syntax, gaining meaning of context, using schemata and metacognitive knowledge, recognizing text structure, and predicting what will be discussed in the text (Hudson, 2007 as cited in Sase, 2014). The students need to understand and comprehend what they read in order to be success in their academic life. Furthermore, reading comprehension is an interactive activity between readers and contexts (Rumelhart, 1981 as cited in Joel, 2016); in the period of this interaction between students and contexts,

students utilize different experiences and knowledge which involve language skills, cognitive information and world knowledge.

Writers found that readers need to develop a wide range of strategies while reading a text and especially in reading comprehension (Paris, Wasik, & Turner, 1991 as cited in Ahmadi, Hairul and Abdullah, 2013, p. 238). In reading comprehension process, readers should utilize several of conscious and unconscious strategies to solve their problem in order to construct meaning from written messages (Johnston, 1983 as cited in Ahmadi, et.al, 2013, p. 238). Grabe (2009) as cited in Rastegar, Kermani and Khabir (2017, p. 66) mentions that the strategic reader is aware of the effectiveness of his or her comprehension with regard to reading goals and applying sets of appropriate strategies to enhance comprehension of difficult texts.

Students need to use certain strategy to cope their problem in reading. There are many strategies in reading; among these strategies, metacognitive strategy is considered as the most essential ones in developing learners' skills (Anderson, 1991 as cited in Abdullah Coskun, 2010) and it was emphasized by Abdullah Coskun that learners without metacognitive approaches have no direction or ability to monitor their progress, accomplishments, and future learning directions. Metacognitive strategy refers to particular, deliberate, goal-directed mental processes or behavior, which control and modify the reader's attempts to understand texts (Afflerbach, Pearson, & Paris, 2008 as cited in Ahmadi, et.al, 2013, p. 238). Metacognitive strategy can be either conscious or unconscious or automatically in reading process.

The use of metacognitive strategies in the reading process has been generally supported as a valuable aid for its cognitive, social and linguistic benefits. Many studies have addressed the positive effects of utilizing metacognitive strategies in the reading process comprehension (Al Shammari, 2015). They illustrate the positive relationship between the metacognitive strategies and reading. Research on metacognition and reading has shown that when the learners faced difficulties in reading comprehension, they tended to use some meta-cognitive strategies to cope with these difficulties (Wen, 2003 as cited in Zhang and Seepho, 2013).

Eilers and Pinkley (2006) as cited in Yahya, Mahamud and Jaidi, (2014, p.103), state that metacognitive strategy is applied and taught to students to enhance the understanding of a text. The application of the metacognitive strategy during reading and comprehension lessons is also believed to help students to think methodically in all three levels of reading processes, namely before reading, during reading and after reading (Iwai, 2011). According to El Koumy's (2004) as cited in Yahya, et.al, (2014), the metacognitive strategy gets attention of language teachers and researchers throughout the world due to three things, namely (i) metacognitive knowledge can help the students to be a good thinker; (ii) by integrating metacognitive knowledge in language learning, it will be able to increase students' skills in controlling their own learning, and (iii) metacognitive awareness is a significant basis for a more effective language learning. Therefore, the application of the metacognitive strategy should be given necessary consideration.

In general, metacognitive strategy dominates the learner's ability in being conscious and controlling their approach (Nolan & Morgan, 2000 as cited in Zarei, 2012, p. 18). It will help the students to be able to know and understand what they expect during reading process, and how they have to read. By using this strategy, the students will be able to construct their knowledge and recognize the purpose of the text.

Indeed, when students learn English, they learn all four skills; writing, reading, speaking and listening. In case of Department of English Language Education, reading comprehension is stipulated as one of the core subject that must be fulfilled by all of the students. Unfortunately, most students take that course as the compulsory subject only. In other words, they neglect the strategy that may help them to get better understanding and achievement. That is why they only study about reading to get a good result only, regardless any good strategy they applied. From that experience, the writer found that some of the students feel difficult to answer the questions because they could not build the meaning of the text to become unite information.

Hence, the writer predicts that the students will face the problems in reading if they do not know what strategy that they should use while reading process. The students sometimes try to understand all of the meaning of the text without designing the purpose of reading it and without recognizing the message. Related to metacognitive strategy, the writer predicts that the students do not accustom to the strategy. However, some of them use one or more strategies in

metacognitive, but they do not realize that they already apply it in their daily activity, especially when they learn reading subject.

Therefore, in this study the writer tries to discuss whether the students who use metacognitive strategy will obtain higher score than the students who do not apply it. The writer is curious to conduct the research about the influence of metacognitive strategy on students' reading achievement. This research will be conducted at Department of English Language Education's students, UIN Ar-Raniry, Banda Aceh.

1.2 Research Questions

Based on the background above, the writer wants to state the problem: Does metacognitive strategy influence students' reading achievement?

1.3 The Aim of Study

This study is aimed at discovering whether metacognitive strategy influences students' reading achievement or not.

1.4 Hypothesis

Regarding to the research question, the writer should propose alternative hypothesis (Ha) and null hypothesis (H_0) as below:

(H_0)   Metacognitive strategy influences students' reading achievement.

(Ha)   Metacognitive strategy does not influence students' reading achievement.

1.5 Significance of Study

Theoretically, the result of this study can be a reference for the English instructor about the influence of metacognitive strategy on students' reading achievement. This study could also be a reference for writers who are conducting a similar topic or theme, which later can enrich information in a literature related to metacognitive strategy.

While practically, this research may enrich teachers' insight of English strategy, especially in empowering students' reading comprehension competence. Moreover, the result of this research hopefully can help the students to understand the role of metacognitive strategy in their reading comprehension process.

1.6 Terminology

1.6.1 The Influence

According to Oxford Dictionary (2008, p. 228), influence is defined an effect that somebody or something has on the way something develops. In this research, the writer would like to find out the influence of using metacognitive strategy on students' reading achievement. Later, the writer will measure it by using the formlua for Pearson Correlation Coefficient.

1.6.2 Metacognitive Strategy

According to Meichenbaum (1985) as cited in Hassanpour, Ghonsooly, Nooghabi and Shafiee (2017), metacognition refers to awareness of one's own knowledge and one's ability to understand, control, and manipulate one's cognitive processes. In general, metacognitive strategies dominate the learner's ability in being conscious and controlling his/her approaches (Nolan & Morgan, 2000 as cited in Zarei, Nasiri and Kafipour, 2012). Salataci & Akyel (2002) ,as cited in Zarei, et.al, (2012), stated that meta-cognitive strategies consist of: (1) Selective or directed attention: focusing on special aspects of learning task, planning to find key words or phrases. (2) Planning: arranging in advance for the organization of either written or spoken discourse. (3)Monitoring: reviewing and attention to a task, comprehension of information that should be remembered, or production while it is occurring. (4) Evaluating: checking comprehension after completion of a receptive language activity, or evaluating language production after it has taken place.

In this research, metacognitive strategy means the conscious and unconscious reading strategy that students use in order to help them coping their problem while reading process. For instance, the students will have the purpose in mind before reading, use their prior knowledge to help them in understanding the text, preview the text, analyze and evaluate the information and also guess meaning of unknown words or phrases. The writer will indicate students' metacognitive strategy through MARSI (Metacognitive Awareness of Reading Strategies Inventory) questionnaire.

1.6.3   Reading Achievement

Cline, Johnstone, and King (2006) state that reading is decoding and understanding written texts. While achievement is the result of what an individual has learned from some educational experiences. In this research, the students will be given a reading test by the writer. Thus, the writer will get the students' reading achievement by indicating their scores in answering the reading comprehension test.

CHAPTER II

LITERATURE REVIEW

This chapter focuses on theory related to this study and will present some previous studies regarding this research's focus. The chapter will begin with the theoretical research framework that related to the research and will be followed by some previous studies about metacognitive strategy, reading comprehension and the interrelatedness between metacognitive strategy and reading comprehension.

2.1 Theoretical Research Framework

The theory associated for the study is based on the Constructivism Theory as suggested by Tracey and Morro (McTavish, 2008 as cited in Othman, Mahamud & Jaidi, 2014).

> The psychological roots of constructivism began with the developmental work of Jean Piaget (1896–1980), who developed a theory (the theory of genetic epistemology) that analogized the development of the mind to evolutionary biological development and highlighted the adaptive function of cognition (Bhattacharjee, 2015, p. 67).

According to Tracey and Morro, when constructivism theory is applied during reading process, metacognition has a role in producing a constructive understanding. Moreover, through constructivism in reading process, students can build knowledge and concepts with the obtained information actively during reading and comprehension lessons. Students will also be able to form

understanding through the reflection based on interactions with objects and ideas displayed in the texts (Yahya, 2008 as cited in Yahya et al., 2014).

Based on the descriptions above, the theoretical framework for the study is taken and modified from the Students and Teachers Actively Reading Text (START) Reading Strategies Diagram (Scharlach, 2008 as cited in Yahya et al., 2014). The aspects that will be shown in the figure contains three reading process in metacognitive strategy, namely before reading, during reading and after reading. The theoretical framework for this research is as in Figure 2.1.
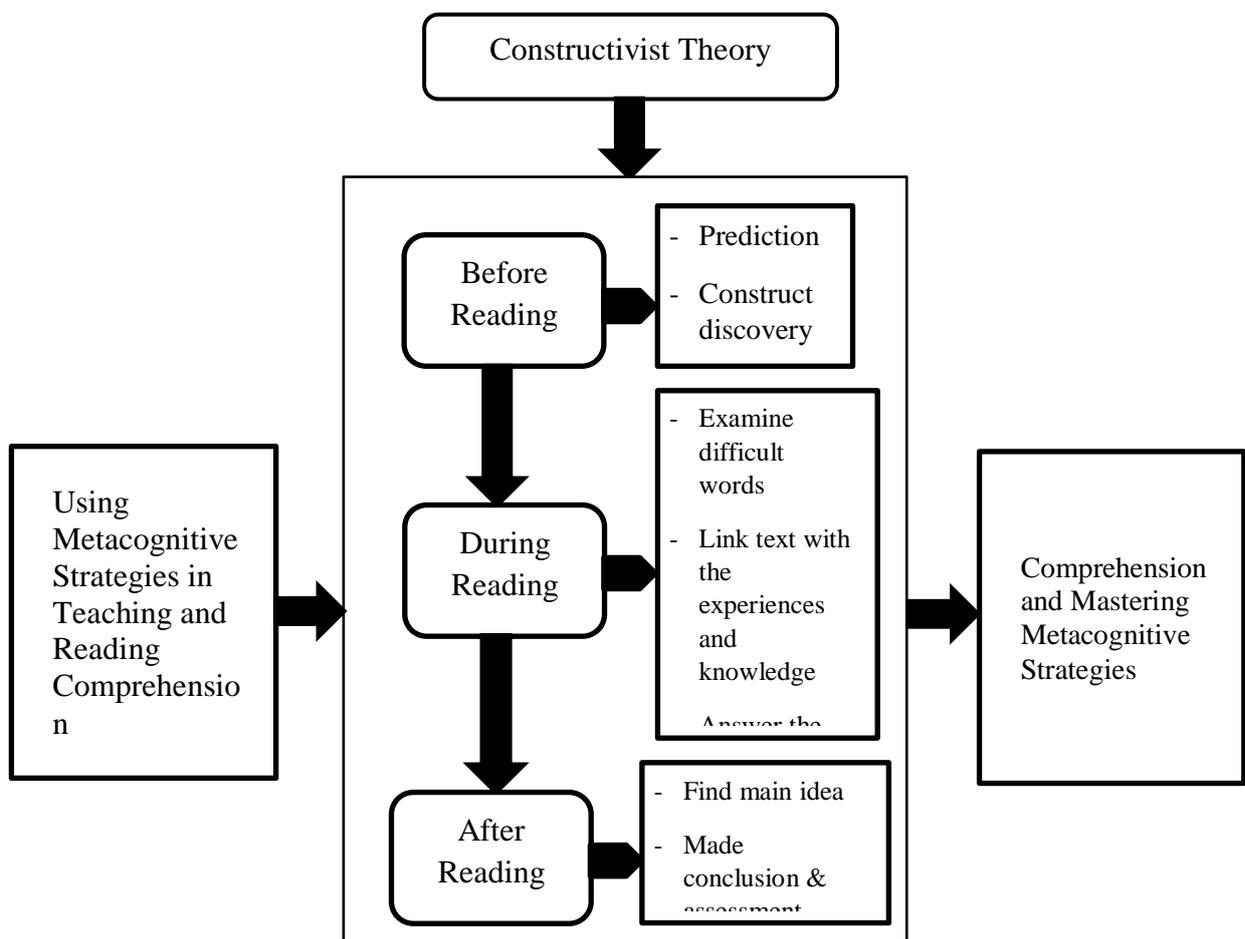
Figure 2.1. Theoretical framework on the research on the application of metacognitive strategy in reading and comprehension lessons (based on Scharlach, 2008).

Figure 2.1 shows the constructive application of metacognitive strategy during all three reading processes. Students will involve actively in guessing and constructing questions before the reading process begin. Whereas, when reading the text, students will continue to interact actively by examining difficult words, associating the text with knowledge and existing experiences as well as answering questions. Meanwhile after reading, students will process information from the text by making summary and overall assessment on key ideas that occur in the text. This is where the application of metacognitive strategy can help readers to build a constructive understanding in reading process (Yahya Othman, 2014). In short, metacognitive strategies play role in students' reading process if the students implement constructivism theory. Because, by applying that theory the students will be able to construct and build concepts and understanding during reading process.

2.2 Metacognitive Strategy

Mason and Kandell (1982, p. 2) stated "an examination of the early reading literature shows that metacognitive constructs have been described since the beginning of this century". Metacognition basically refers to thinking about thinking. Flavell (1976) first mentioned the term of metacognition in his 1976 article saying that metacognition is defined as "one's knowledge concerning one's own cognitive processes and outcomes or anything related to them" (Iwai, 2011, p. 151). Harris & Hodger (1995) describes metacognition as "an awareness and knowledge of one's natural processes such that one can monitor, regulate and direct them toward a desired end; self-mediation" (Michelle &

Nicki, 2013, p. 3). Casey (2011) as cited in Al Shammari (2015, p. 49) states "introduction of metacognition strategies in the foundation of learning affects our oral and literature abilities in wider senses".

In line with metacognition, Oxford (2013) as cited in Al Shammari (2015), p. 49) states "metacognitive strategy helps the students in determining how they carry out the thinking processes". Ideally, the process of metacognitive strategy helps the students to be aware of their capabilities. Metacognitive strategy indicates one's thinking and facilitates more learning performance, especially among students who try extremely hard to understand the written text (Ahmadi, Hairul & Kamarul, 2013). It means that the readers who face difficulties in reading will utilize strategy for recognizing what they should do.

According to Flavel as cited in Al Shammari (2015), metacognitive strategy has two categories that are metacognitive knowledge and metacognitive regulation. In addition, Edwards, Weinstein, Goetz & Alexander (2014) as cited in Al Shammari (2015) notes that metacognitive knowledge is the awareness of one's thinking processes. On the other hand, Oxford (2013) as cited in Al Shammari believes that metacognitive regulation is the ability of individual in controlling his thinking processes.

In addition, according to Flavell (1979) as cited in Joel (2016), metacognition involves one's knowledge about his thinking processes and products, active monitoring, and regulation of cognitive processing activities. Iwai (2011) categorized metacognitive strategy into four components:

1)   the metacognitive knowledge which refers to the person's awareness or perceptions about the factors (i.e.

person, task, strategy) influencing cognitive activities; 2) the metacognitive experiences which refer to the individual's mental or emotional responses pertaining to any cognitive activity; 3) the goals / tasks which refer to the purpose or objective of any cognitive undertaking; and 4) the actions / strategies which refer to activities carried out by learners to fulfill their purpose or metacognitive objective (Joel, 2016, p. 119).

There are differences between metacognitive knowledge and metacognitive control processes. Metacognitive knowledge refers to what learners know about cognition, while metacognitive control processes refer to how learners use that knowledge to control cognition (Ahmadi, et.al, 2013). Ahmadi, et.al added that metacognitive knowledge usually consists of three various types of metacognitive strategy awareness: 1) declarative knowledge is defined as knowing "about" things; 2) procedural knowledge refers to knowing "how" to do things; 3) conditional knowledge refers to knowing when and why different cognitive actions have to be applied.

Therefore, the writer believes that the learners who apply this knowledge in learning process, they usually have their performance improved. Similarly, Baker (1989) as cited in Ahmadi, et.al (2013) stated that good readers indicated to have more information about their own cognition than poor students and are more able to explain that knowledge.

2.3 Reading Comprehension

Reading is a cognitive process which includes transferring the written symbols by the readers through the eyes (Al Udaini, 2011). Al Udaini (2011) added the symbols need to be understood and be integrated to unity information.

Lafi (2006) as cited in Al Udaini (2011) states that reading is the ability for a reader to transfer written symbols to manage and use them communicatively and effectively. Shamla (2011, p.2) states "reading is the process of recognition, interpretation and perception of written of printed material". While, Peterson (2008) as cited in Al Unaini (2011) defines a comprehension skill as an activity that students complete for the purpose of learning about features of text like main idea or cause and effect.

> Millrood (2001, p. 117-118) as cited in Haboush (2010) defined reading as a visual and cognitive process to extract meaning from writing by understanding the written text, processing information, and relating it to existing experience. Reading can be text driven (the text is interesting), task driven (the text is read because of the academic task that the learner faces) and purpose driven (the text is a step towards a purpose, which is outside reading).

Reading comprehension is one of the most important English skills that should be developed by the students to be success in their academic life. According to Al Noursi (2014) as cited in Ahmed (2016), the ability to read for various purposes is a precursor of a successful learning in schools, colleges, and universities. Ahmed (2016) added that Daggett and Hasselbring (2007) consider reading as 'the key enabler of learning for academic proficiency'. Hence, not being able to develop effective reading can have adverse effects on learning across the curriculum, motivation to read, attitudes toward life, and performances in the workplace.

Theoretically, reading comprehension is an interactive process of deriving meanings from a text (Rumelhart, 1981 as cited in Budiharso, 2014). As cited in Joel (2016), Trehearne and Doctorow (2005) support this claim saying that it is an

interaction of different variables (reader, text, and environment) in a sociocultural context. It is viewed as a complex set of cognitive activities involving many skills and dimensions such as 'the perception of words, clear grasp of meaning, thoughtful reaction, and integration' (Hermosa, 2002) as cited in Joel (2016).

> McNeil (1992) as cited in Budiharso (2014, p. 190) Comprehension is making a sense out of text as the result of interaction between the perception of graphic symbols that represent language and the reader's prior knowledge. Reading comprehension, therefore, is a process of getting information from context and combining disparate elements into a new whole.

Reading comprehension is a complex process involving a combination of text and readers. It is widely reasonable that the three key types of reading are; accuracy (involves phonological and orthographic processing), fluency (includes time), and comprehension (Ahmadi, Hairul, & Pourhossein, 2012 as cited in Ahmadi et.al., 2013). Ahmadi et.al., (2013) added that Sweet and Snow (2002) stated that The purpose of reading comprehension is to construct meaning from the contexts. Reading comprehension is a complex cognitive ability providing the ability to integrate text information with the background knowledge of the reader and resulting in the explanation of a mental representation (Meneghetti, Carretti, & De Beni, 2006 as cited in Ahmadi et.al., 2013).

Reading is not simply sounding the written language into spoken, either orally or silently. Reading is a process of understanding written language (Rumelhart, 1985 as cited in Budiharso, 2014). Since reading is a process, it starts from viewing the linguistic presence and ends with certain ideas or meaning about messages intended by the writer. Thus, reading is the combination of perceptual

process and cognitive process. According to Smith (1985) as cited in Budiharso, (2014) to comprehend the text, readers need two types of information; visual and non-visual. Visual information is the written information which must be got easily by the readers. While, non-visual information is the information which is involving the relevance of language competence and knowledge about the topic being read. Both visual and nonvisual information have reciprocal relationships.

Lynskey and Stillie (2009), as cited in Mahdi (2015), classify the levels of reading comprehension into five main ones:

1. Literal level in which readers or learners answer questions of the text by direct reference to the text, which means the answers are stated explicitly in the passage. This level is suitable for beginners.

2. Reorganization level in which readers or learners classify, gather and organize information which stated explicitly in the passage, but the data is collected from more than one source.

3. Inferential level in which readers or leaners perceive the implied information in a passage. It demands thinking and deduction beyond the lines. They also have to pay attention on the use of specific language in terms vocabulary and structures. This level is suitable for intermediate language learners.

4. Evaluation level in which the learners interpret and evaluate the writer's assumptions through his opinion, the attitude he adopts, and the tone he employs.

5. Appreciative level in which the learners respond to a passage with an awareness of its language, usage, and emotions. This is a critical type of reading that suits advanced learners as it demands respondents to comprehend, analyze, and issue judgments based on universally and academically accepted criteria.

While Abed El Kader (2012, p.8), as cited in Mahdi (2015), classifies reading comprehension skills into three levels:

1. Literal level; reading on the lines, in which the learners answer shallow questions.

2. Interpretive level, i.e. reading between the lines, in which the learners analyze the information included in the text.

3. Critical level that is reading beyond the lines, in which the learners recognize and judge the given information in the text in accordance with certain values.

It is assumed that learners would be able to read at different levels of meaning or comprehension. In this case, many educationalists categorize levels of comprehension in relation with different depths of understanding and different analyses of what is meant (Mahdi, 2015). In brief, reading comprehension is a process to derive meaning from written context. The purposes of reading can be various; for academic task, for getting information in particular field, and so forth. In addition, reading comprehension has the

differents level skills, it depends on how the readers obtained the information from the text.

2.4 Interrelation between Metacognitive Strategy and Reading Comprehension

Metacognitive reading strategy has a significant role in reading comprehension (Mytcowicz, Goss & Steinberg. 2014 as cited in Ahmadi, Ismail, Abdullah, 2013). Wang (2009) added that metacognitive strategy has various benefits on students' reading comprehension. The result of their research showed that the students who are able to utilize metacognitive strategies such as, planning, monitoring and evaluating are more successful than those students who do not use it in their reading process.

Iwai (2011) notes that metacognitive reading strategy regulatory skills have three essential skills, as follows:

1. Planning

   Planning strategies are used before reading activity; stimulating learners' background knowledge to get prepared for reading. In addition, planning is a process of thinking about and organizing a reading activity in order to achieve a desired goal. For instance, previewing a title, picture, illustration, heading or subheading can help readers to have the overview of the text.

2. Monitoring

Monitoring strategies occur during reading activity. Monitoring refers to personal conscious awareness of comprehension and text performance. Some examples of these strategies are comprehension of vocabulary, self-questioning, summarizing, and inferring the main idea of each paragraph. Therefore, monitoring facilitates the readers keeping the work on track, and helps them to know when things are going wrong.

3. Evaluating

Evaluating strategies are applied after reading. Evaluating looks at what learners set out to do, what students have accomplished and the way they accomplished it. For example, after reading a text the readers may have better perspective of the situation in the text than they did at first.

In conclusion, metacognitive reading strategies are classified into three groups; planning (pre-reading), monitoring (during reading) and evaluating (post-reading). Each group has a variety of strategies that require readers' metacognitive process.

2.5 Research on the Effectiveness of the Metacognitive Reading Strategy

Kummin and Rahman (2010) examined 50 undergraduate students in Universiti Kebangsaan Malaysia using a set of questionnaire in order to determine the relationship between the use of metacognitive strategies and achievement

among students. The result shows that there is a relationship between the use of metacognitive strategies and achievement in English aiming students in UKM.

In another study, Yahya, Zamri and Noradinah (2014) conducted a study in Malaysia in order to evaluate the performance of student's achievement during comprehension lesson using metacognitive strategy and to examine the effects of the strategy used in reading and understanding expository text lessons. The research applied a quasi-experimental design which the participants were Standard 4 students from a government primary school in Muara Brunei District. They were divided into two groups, namely the experimental group and the control group. The result of the research proved that metacognitive strategy can enhance students' understanding on the text that they have read.

Al Shammari (2015) explored the effect of using metacognitive strategies for achievement and the trend toward social studies for intermediate schools students in Saudi Arabia. The sample was consisting of one-grade male students selected by purposeful sampling. They were divided into two groups such that the experimental group and control group. The study results indicate that metacognitive strategies help individual students in understanding the learning skills that they are required to have in their classrooms. It is proved that the students who use metacognitive strategies develop better learning skills compared to the others without such strategies.

Habibian (2015) studied about the impact of training metacognitive strategies on reading comprehension among ESL learners in University Putra

Malaysia. Forty-eight subjects majoring in English including both males and females participated in the study. They were chosen from first level of reading and divided into two groups, namely, experimental and control group. After the training sessions, their performance was measured by employing reading test, metacognitive strategy questionnaire and semi-structured interview. The findings showed that the experimental group had positive view toward metacognitive strategies and believe that the effective learning of these strategies can enhance their reading ability.

Joel (2016) found out whether there is indeed relationship among metacognitive reading strategies, reading motivation, and reading comprehension performance. Joel used descriptive survey and descriptive correlational methods with 60 randomly selected Saudi college-level EFL students. Using t-test, the study revealed that there is no correlation between metacognitive strategies and reading comprehension. There is also no correlation between reading motivation and reading comprehension. However, there is positive correlation between reading strategies and reading motivation.

Restegar, Kermani and Khabir (2017) conducted the research about the relationship between metacognitive reading strategies use and reading comprehension achievement of EFL learners. In conducting the research, 120 Iranian RFL students were selected as the participants. The writers utilized survey of strategies by Mokhtari and Sheorey (2002) and a TOEFL reading comprehension test. From the result, it was revealed that the relationship between

overall metacognitive reading strategies use and reading comprehension achievement was significant and positive.

In conclusion, the influence of metacognitive strategies on students' reading comprehension achievement could be various in different people, community and academic major. This study differs from previous researches in term of sample, method and data instruments. The samples will be taken at Department of English Language Education in UIN Ar-Raniry with 134 students who are in Reading Comprehension III's course as the participants. The writer will indicate students' metacognitive strategy through MARSI (Metacognitive Awareness of Reading Strategies Inventory) questionnaire, consisting of thirty question items that was used to obtain the required data. It contains three types of strategies: *global strategies, support strategies, and problem-solving* strategies. While students' reading achievement will be found out by indicating their scores in answering TOEFL PBT reading comprehension test.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research used quantitative research as the research design. According to Creswell (2009, p. 233) "Quantitative research is a means for testing objective theories by examining the relationship among variables. These variables can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures". The writer used correlation designs in order to figure out the relationship between metacognitive strategies and students' reading achievement. As Creswell (2012, p. 338) states "in correlational research designs, investigators use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores".

In this research, the writer correlated the results of students' TOEFL PBT and MARSI questionnaire. In this light, 50 items TOEFL PBT reading comprehension

test were given to the participants in order to measure the students' reading achievement and MARSI (Metacognitive Awareness of Reading Strategies Inventory). The writer also distributed questionnaire, which is created by Mokhtari & Reichard (2002), to indicate students' metacognitive strategies. The writer preferred use the questionnaire that had been created by Mochtari and Reichard because the questionnaire had been piloted and created by the expert.

3.2 Population and Sample

Creswell (2012, p. 142) defines "population is a group of individuals who have the same characteristic". The writer considers population as the total of all the individuals who have certain characteristics that appropriate for the research. As mentioned in chapter one, the participants of this research were Department of English Language Education's students who were batch 2016 and were joining the *Reading Comprehension III's* class. The numbers of the students from batch 2016 were about 201 students and they were separated into seven classes.

The writer decided the number of the samples by using Slovin Formula $= \frac{N}{N\,(d)^2+1}$. The result of the formula indicated that the writer should take 134 students as the samples of this research. To choose the participants, convenience technique sampling was employed. "Convenience sampling is a quantitative sampling procedure in which the researcher selects participants because they are willing and available to be studied" (Creswell, 2012, p. 619).

The reason behind choosing second year students was that the writer considers that these students were supposed to have higher levels of proficiency in reading. It could be seen from the Department of English Language Education's syllabus in our context, these students had taken the second-level of grammar and reading comprehension course.

The writer would ask permission to the lecturers who taught in Reading Comprehension III's classes in order to organize the samples to participate in this research. The writer would come to six classes and ask all of the members of the class to participate. The writer needed one meeting in each class to do the research. The classes were one class on Monday, three classes on Tuesday and one class on Saturday. In the class, the writer would give 50 items of TOEFL PBT Reading Comprehension test to the participants. They were given 55 minutes to answer it. After that, the writer distibuted the MARSI questionnaire to the participants and asked them to fill it up for 10–15 minutes. So, the writer collected the data from participants in Reading Comprehension III's class.

3.3 Data Collection Procedure

To accomplish the aims of this research, two data collection technique were used to carry out the needed data. Data were collected through questionnaire and test.

1.   Questionnaire

The questionnaires were distributed to students of Department of English Language Education in UIN Ar-Raniry who are joining *Reading Comprehension*

III's class. The participants spent 10-15 minutes filling out the questionnaire consisting of a 30-item quantitative survey called the Metacognitive Awareness of Reading Strategies Inventory (MARSI) by Mokhtari & Reichard, (2002).

MARSI questionnaire consists of thirty question items and contains three types of strategies: *global strategies, support strategies, and problem-solving* strategies. *Global strategies* (N=13) are strategies that aid students in planning and managing when and how they read and monitor their comprehension of texts. Determining the value of a text and establishing a reading rationale are examples of global strategies. The second type of strategies consists of *support strategies. Support strategies* (N=9) are procedures and devices which students use to foster comprehension, and include note-taking and underlining important parts of a text. The final eight items are *problem-solving* strategies. Such strategies involve the steps students take in order to overcome comprehension problems when reading. Rereading and changing one's reading speed because of a text's difficulty are common *problem-solving* strategies (Mokhtari & Reichard, 2002).

The MARSI uses a Likert-type scale, ranging from 1 ("I never use this strategy") to 5 ("I always use this strategy"). On each item, the participants were asked to circle the number that best represents the frequency with which they used each strategy when reading for their *Reading Comprehension III's* classes. The writer calculated the participants' answers by using the *Metacognitive Awareness of Reading Strategies Inventory SCORING RUBRIC* designed by Kouider Mokhtari and Carla Reichard. Scores of 2.4 or less indicate low strategy use, scores between 2.5 and 3.4 indicate moderate strategy use, and scores of 3.5 or

above indicate high strategy use (Mokhtari & Reichard, 2002). The writer used the questionnaires to indicate the use of metacognitive strategy by the students in Department of English Language Education batch 2016.

2. TOEFL PBT Reading Comprehension Test

The 50-item reading comprehension test was adopted from the Longman Complete Course for the TOEFL Test by Deborah Philips (2001). This test includes five passages each being around 10 to 13 lines. Each passage is followed by several questions about it. For questions 1 - 50, the participants had to choose the one best answer (A), (B), (C), or (D), to each question. Then, on their answer sheet, they found the number of the question and filled in the space that corresponded to the letter of the answer they had chosen.

The reason underlying such a choice was that TOEFL tests are the general proficiency tests which are accepted worldwide by the top universities of the world. Success in either of the tests, as required by the universities, is the best proof for general English proficiency of non-native students of English who are going to attend the universities where the language of instruction is English.

The writer considered TOEFL PBT Reading comprehension test as the instrument to measure the students' reading achievement. Later, it would be correlated with the students' use of metacognitive strategy. The writer would come to the samples class to distribute the TOEFL PBT Reading comprehension test along with MARSI questionnaire.

3.4 Data Analysis

The writer used the correlation research design. The writer correlated students' MARSI questionnaire and their scores in reading comprehension test. The writer analyzed the data by using Pearson's Product Moment Correlation. It is usually used to correlate one variable to another variable based on its correlation coefficient value (Anas Sudijono, 2008, p.190).

This analysis was applied to find out whether there is significance relation between metacognitive strategy and students' reading achievement, the writer analyzed the data by using SPSS version 20.

The interpretation toward index number correlation of "r" product moment generally used guidelines as follow (Sudijono, 2010, p.206):

Table 3.1

Range of Value of Product Momen Correlation

Range of "r" Product Moment	Interpretation
0.00 – 0.20	There is very weak or very low correlation between variables X and Y. Therefore the correlation is ignored (considered to be no correlation between variables X and Y).
0.20 – 0.40	There is a weak or low correlation between variables X and Y.
0.40 – 0.70	There is moderate r sufficient correlation between variables X and Y.
0.70 – 0.90	There is strong or high correlation between variables X and Y.
0.90 – 1.00	There is very strong or very high correlation between variables X and Y.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter covers the research findings and discussion. The first finding focuses on the result of questionnaire and the second will reveal the reading comprehension's result, where both results will be discussed in the discussion session.

4.1 Brief Description of Research Location

This study took place at Department of English Language Education of Ar-Raniry State Islamic University. The university was established on October 5th in 1963. It is located in Jl. Ar-Raniry, Kopelma Darussalam, Banda Aceh. The university which is headed by Prof. Dr. Farid Wajdi Ibrahim, MA. as the rector, has nine faculties. Among the faculties is the faculty of Education and Teacher

Training which concentrates on education and educational expert preparation. The faculty consists of several departments under its authority; one of them is Department of English Education (PBI) where exactly this study was conducted.

The Department of English Language Education (*PBI*) which is currently led by Dr. T. Zulfikar, S.Ag. M.Ed, has 32 permanent and 35 adjunct lecturers and 918 students who come from several regions of Aceh. PBI is one of the most favorite departments not only within the Faculty of Education but also within Ar-Raniry State Islamic University. This is shown from the rapid development of registration every year, it has more than a thousand students. The majority of students completed their study within expected times, which is 4 years. Most students graduate with high qualification and good merit. A large number of graduates receive job immediately and some of them awarded scholarship, such as LPDP, AAS, NZAID, Fulbright, USAID, LPSDM, DAAD and some other scholarships, to undertake their master's degree in Australia, the United State of America, the United Kingdom, New Zealand, and some other developed countries.

PBI is one of the departments employing teaching staffs, graduating from overseas universities. It has 11 teaching staffs holding a doctorate degree from Australia, Germany, and Malaysia, and has more than 15 teaching staffs graduating from overseas universities. PBI also employs adjunct teaching staffs whose degrees are from different universities in USA, UK, Australia and some other foreign countries.

PBI also provides some supporting facilities for academic activities such as multimedia room, which provides sound system, radio, television, DVD player, projector, and computers; library which provides academic and non-academic books, cassettes, newspapers, encyclopedia, dictionaries, and theses which had been written by the students of the Department of English Language Education as the partial fulfillment of the requirement for Degree of Bachelor Education.

4.2 The Results of Questionnaire

The number of the statements in the provided questionnaire was thirty which are divided into three types of strategies; thirteen statements of Global Strategies, nine statements of Support Strategies and eight statements of Problem-Solving Strategies. It uses Likert-style scale questionnaire which consisting five points. The points were made up from one to five; (1) never or almost never, (2) only occasionally, (3) sometimes, (4) usually, (5) always or almost always. The writer calculated the results of questionnaire by using Scoring Rubric of Metacognitive Awareness of Reading Strategy Inventory which is created by Mochtari and Richard (2002). Mochtari and Reichard interpreted the scores into three levels:

Table 4.1

Scores of MARSI Questionnaire

Scores	Levels
≤ 2.4	Low
$2.5 - 3.4$	Medium
≥ 3.41	High

The results of the questionnaire of each strategy are presented on the following tables:

Table 4.2

The Use of Global Strategies

NO.	UNIT	GLOB SCORE	GLOB MEAN
1	FIRST	50.3	3.87
2	SECOND	45.8	3.52
3	THIRD	47.6	3.66
4	FOURTH	46.5	3.58
5	FIFTH	45.3	3.49
6	SIXTH	44.2	3.25
TOTAL			**21.37**
GLOB MEAN			**3.56**

The table shows the use of Global Strategies in Metacognitive Strategies by the students. Global Strategies are the strategies that help students in planning and managing when and how they read and monitor their comprehension of texts. The result shows the scale of using Global Strategies in Metacognitive Strategies. It is 3.56, which means that the respondents were high in using these strategies.

Table 4.3

The Use of Support Strategies

NO.	UNIT	SUP SCORE	SUP MEAN
1	FIRST	50,30	3,87

2	SECOND	45,78	3,52
3	THIRD	47,58	3,66
4	FOURTH	46,48	3,58
5	FIFTH	45,33	3,49
6	SIXTH	44,23	3,40
	TOTAL		**21,52**
	SUP MEAN		**3,59**

Support Strategies are the procedures and the devices which students use to foster comprehension, for instance, note-taking and underlining important parts of a text. The table above shows that the mean of support strategies that used by the respondents is 3.59, which means they are in high level of using them.

Table 4.4

The Use of Problem-Solving Strategies

NO.	UNIT	PROB SCORE	PROB MEAN
1	FIRST	33.9	4.24
2	SECOND	29.4	3.68
3	THIRD	31.04	3.88
4	FOURTH	30.83	3.85
5	FIFTH	29.93	3.74
6	SIXTH	30.68	3.84

TOTAL	**23.23**
PROB MEAN	**3.87**

This table shows that the mean of Problem-Solving Strategies is 3.87. It means that the strategies are highly used by the students while reading process. Problem-Solving strategies involve the steps which students take in order to overcome comprehension problems when reading.

4.3 The Result of Reading Comprehension Test

The test was given in order to measure students' ability in reading process. It was conducted in six units of Reading Comprehension III's class. The test in unit I, III and V were given on Tuesday, November 28th, 2017, in different time and unit IV was given the test on the following day, November 29th, 2017. Meanwhile the test for unit VI was given on Monday, December 11th, 2017 and unit II on Saturday, December 16th, 2017. It was given before the students answering the questionnaire.

The writer provided the students reading comprehension test that was taken from reading TOEFL test. The test consisted of 50-item questions which included five passages each being around 10 to 13 lines. There were five options in each question; (A), (B), (C), (D) and (E) that can be chosen by the participants. The writer gave two points for each question. It means that the maximum score was 100.

Furthermore, the writer assessed the students according to the standard scores that usually used in the test in order to classify students' ability.

Table 4.5

The Range Scores of Test

Standard	Range of Score
Excellent	86 -100
Very Good	72 -85
Good	60 – 71
Enough	50 -59
Failure	0 - 49

First step of calculation data is ranging the score. The score of students' reading comprehension test of this study is shown in Appendix III. From the result, it can be demonstrated that 4 students are ranged excellent. The second level can be assigned to 19 students who get the score from 72 - 85. The following level is 41 students with score about 60 to 71. They are 35 students who are in included in *enough* level. In the lowest level, there are 35 students who get the score less than 50. The following table showed the percentage of students' scores.

Table 4.6

The Percentage of Student's Score

Standard	Range of Score	Number of Students	Percentage

Excellent	86 -100	4	3 %
Very Good	72 -85	19	14 %
Good	60 – 71	41	31%
Enough	50 -59	35	26%
Failure	0 - 49	35	26%
TOTAL		**134**	**100%**

4.4 Discussion

This study was going to discover the influence of metacognitive strategy and students' reading achievement. To answer the research question that had been stated in the first chapter, the writer used Pearson's Product Moment Correlation Coefficient to figure out the correlation between the use of metacognitive strategy and students' reading achievement.

To measure the correlation, the writer applied Pearson's Correlation Coefficient in SPSS Statistics version 20. Jim Higgins (2005) stated that the calculation of Pearson's correlation coefficient and subsequent significance testing of it requires the following data assumptions to hold: interval or ratio level, linearly related, bivariate normally distributed and homoscedasticity.

As stated in chapter three, this study used two instruments; questionnaire and test. Those instruments have the different kinds of data. The questionnaire is ratio data, while the test is interval data. To accomplish the first assumption, the writer had changed the ratio data in the questionnaire into interval data (See

Appendix IV). To apply the data into Pearson's Product Moment Correlation Coefficient, the data must be similar, interval or ratio data. The results of the other assumptions are showed in these following tables.

1. **Test of Linearity**

   Hypothesis:

   H_0 : There is a linear relation between the use of metacognitive strategy and students' reading achievement.

   H_1: There is no linear relation between the use of metacognitive strategy and students' reading achievement.

Table 4.7

Test of Linearity (ANOVA Table)

			Sum of Squares	df	Mean Square	F	Sig.
Reading Achievement * Metacognitve Strategy		(Combined)	24789,224	130	190,686	1,126	,551
	Between Groups	Linearity	2018,127	1	2018,127	11,918	,041
		Deviation from Linearity	22771,096	129	176,520	1,042	,586
	Within Groups		508,000	3	169,333		
	Total		25297,224	133			

The criteria of testing hypothesis reject H_0 if the sig. value < 0.05 then receive H_1, accept H_0 if the sig. value > 0.05.

Based on the above table, it showed the value of sig. deviation from linearity is 0.586, which is greater than 0.05. Hence, it can be concluded that the use of metacognitive strategy and students' reading achievement are linearly related.

2. Test of Normality

Hypothesis:

H_0 : The samples from population are normally distributed.

H_1 : The samples from population are not normally distributed.

The criteria of testing hypothesis reject H_0 if the sig. value < 0.05 then receive H_1, accept H_0 if the sig. value > 0.05.

Table 4.8

Test of Normality (One-Sample Kolmogorov-Smirnov Test)

		Unstandardized Residual
N		134
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	13,22992065
Most Extreme	Absolute	,058

Differences	Positive	,058
	Negative	-,058
Kolmogorov-Smirnov Z		,675
Asymp. Sig. (2-tailed)		,752

a. Test distribution is Normal.

b. Calculated from data.

Based on the test of normality, it is known that the value of significance 2-tailed is 0.752. It is normally distributed because 0.752 > 0.05.

3. Test of Homoscedasticity

Hypothesis:

$H_0: \sigma_1^2 = \sigma_2^2$: Variance score of the use of metacognitive strategy and students' reading achievement and students' reading achievement are homogeny.

$H_1 : \sigma_1^2 \neq \sigma_2^2$: Variance score of the use of metacognitive strategy and students' reading achievement and students' reading achievement are not homogeny.

The criteria of testing hypothesis reject H_0 if the sig. value < 0.05 then receive H_1, accept H_0 if the sig. value > 0.05.

Table 4.9

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
NILAI	Based on Mean	1,640	1	266	,201
	Based on Median	1,602	1	266	,207
	Based on Median and with adjusted df	1,602	1	250,749	,207
	Based on trimmed mean	1,623	1	266	,204

The purpose of testing the homoscedasticity is to ensure that scores on the Y variable are normally distributed across each value of the X variable. The data is homogeny because the Sig. value is greater than 0.05.

After finishing the assumptions, the writer checked the correlation between the use of metacognitive strategy and students' reading achievement by using Pearson's Product Moment Correlation Coefficient that showed in this following table.

Table 4.10

Pearson's Product Moment Correlation Coefficient

	Metacognitive Strategy	Reading Achievement

The Use of Metacognitive Strategy	Pearson Correlation	1	,282[**]
	Sig. (2-tailed)		,001
	N	134	134
Students' Reading Achievement	Pearson Correlation	,282[**]	1
	Sig. (2-tailed)	,001	
	N	134	134

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

According to the correlation of index numbers that have been obtained from calculation, it showed that the correlation between the use of metacognitive strategy and students' reading achievement is 0.282. Thus, it can be concluded that there is a weak correlation between those two variables, metacognitive strategy and students' reading achievement, which was researched for students at Department of English Language Education batch 2016 in UIN Ar-Raniry. The weak correlation means metacognitive strategy positively influences students' reading achievement, even though it was not strongly influence. The interpretation of weak correlation had been mentioned in chapter three.

In addition, as mentioned in the first chapter that the hypothesis of this study is that metacognitive strategy influences students' reading achievement. The hypothesis is needed to be proven. There are two possibilities result; there is correlation between the use of metacognitive strategy and students' reading

achievement (H_0) and there is no correlation between the use of metacognitive strategy and students' reading achievement (H_a).

The criteria of testing hypothesis of correlation reject H_0 if the sig. value < 0.05 then receive H_a, accept H_a if the sig. value > 0.05. Based on the above table, the value of Pearson's r is 0.282 with the significant value (2-tailed) is 0.001. Because $0.001 < 0.05$, so H_0 is accepted and H_a is rejected. Therefore, it can be concluded that the use of metacognitive strategy influences students' reading achievement.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

According to the result in the previous chapter, some conclusion can be inferred.

1. To identify the used of metacognitive strategies, the writer used MARSI (Metacognitive Awareness of Reading Strategies Inventory) questionnaire. The result showed that most of the samples highly used (Mochtari and Reichard interpreted 3.4 or higher means high) metacognitive strategies which 3.56 in Global Strategies, 3.59 in Support Strategies and 3.87 in Problem-Solving Strategies.

2. The students' reading achievement was measured by giving TOEFL PBT Reading Comprehension Test. From the result, it indicated only 3% of participants got the excellent scores, 14% of the very good scores, 31% of good scores, and unfortunately 26% of participants got enough and failure scores.

3. The correlation between the use of metacognitive strategies and students' reading achievement was indicated by using Pearson's Product Moment Correlation. After finishing all of the assumptions of Pearson's correlation coefficient; interval or ratio level, linearly related, bivariate normally distributed as well as homoscedasticity, the results of the correlation test was 0.282.

4. From the result, it can be concluded that there is a positive correlation between the use of metacognitive strategy and students' reading achievement. Even though it was a positive correlation, the result of the correlation test was 0.282 which means it was only a weak correlation between those two variables which was researched for students at Department of English Language Education batch 2016 in UIN Ar-Raniry.

5.2 Suggestion

After conducting this study, there are several suggestions that can be drawn.

1. According to this study's result, the writer suggests that in order to help students' reading comprehension, it may be better if the students apply metacognitive strategy.

2. The result of this study showed that there was a weak correlation between the use of metacognitive strategies and students' reading achievement, because of the samples' reading achievement were mostly in a low level. For future researcher, involving higher level of participants and using other instruments are suggested, in order to enrich information in a literature related to metacognitive strategy.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-2880/UN.08/FTK/KP.07.6/03/2017
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-undang Nomor 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 6 Januari 2017

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Menunjuk Saudara:

1. Zubaidah, S.Ag., M.Ed   Sebagai Pembimbing Pertama
2. Syarifah Dahliana, M.Ag.,M.Ed.,Ph.D   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Syafura Ramadhan**
NIM	:	**231324206**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**The Influence of Metacognitive Strategy on Students' Reading Achievement**

KEDUA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
KETIGA	:	Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
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: 22 Maret 2017
An. Rektor
Dekan,

Mujiburrahman

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;

18 Januari 2018

Nomor : B-918/Un.08/TU-FTK/ TL.00/01/2018
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Syafura Ramadhan
N I M	: 231 324 206
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jl.t.Chik Dipineung 17 No.38 Gampong Pineung B.Aceh

Untuk mengumpulkan data pada:

Fakultas Tarbiyah dan Ilmu Keguruan Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Influence of Metacognitive Strategy on Student's Reading Achievement

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An Dekan,
Kepala Bagian Tata Usaha,

M. Salu Fazah Ali

BAG.UMUM   BAG.UMUM

Kode 7907

<u>**Surat Keterangan**</u>

No: B-096/UN.08/KJ.PBI/TL.00/01/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-918/Un.08/TU-FTK/TL.00/01/2018 tanggal 18 Januari 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama   : **Syafura Ramadhan**

NIM   : **231 324 206**

Prodi /Jurusan   : Pendidikan Bahasa Inggris

Telah melakukan penelitian dan mengumpulkan data terhadap mahasiswa jurusan Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul:

The Influence of Metacognitive Strategy on Student's Reading Achievement

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 29 Januari 2018

Ketua Prodi Pendidikan Bahasa Inggris

T. Zulfikar

APPENDICE IV:

The Scores of Students' Reading Comprehension Test.

No.	Nama	Unit	TEST
1	AA	FIRST	88
2	AS		64
3	CV		58
4	DV		68
5	DA		72
6	EP		52
7	FH		82
8	FU		78
9	KR		74
10	IN		84
11	MA		56
12	NR		66
13	OL		82
14	QA		66
15	RU		58
16	SS		52
17	SR		78
18	VW		66
19	YA		54
20	ZM		86
21	DY	SECOND	70
22	FR		66
23	IC		64

24	KA		62
25	KH		60
26	MU		60
27	MA		62
28	MT		60
29	FM		98
30	MR		58
31	NN		58
32	NZ		72
33	RN		72
34	RK		60
35	TI		58
36	YM		60
37	ZH		32
38	ZK		34
39	AI		56
40	AR		52
41	AZ		68
42	CR		54
43	DI		72
44	DR		48
45	DP		46
46	FT	THIRD	78
47	HR		80
48	MM		64
49	MF		56
50	MI		74
51	MU		42
52	UF		44
53	NW		54

54	NS		82
55	NA		46
56	RR		50
57	RF		54
58	SF		32
59	TA		50
60	UF		62
61	VY		66
62	ZU		68
63	AS		66
64	AN		62
65	CB		76
66	DF		48
67	FR		62
68	JM		58
69	LF		40
70	MS		72
71	MY		42
72	MP	FOURTH	58
73	NU		76
74	NR		68
75	NA		64
76	PY		44
77	RR		68
78	RS		32
79	SW		38
80	SH		34
81	SD		70
82	SY		64
83	TS		54

84	YL		64
85	ZM		48
86	AM		44
87	AP		34
88	AD		70
89	CY		62
90	CF		52
91	DH		20
92	DL		60
93	EY		48
94	LA		84
95	SA		90
96	MU		48
97	MS		50
98	ML		40
99	MN	FIFTH	60
100	NA		36
101	NS		60
102	RJ		56
103	SF		58
104	SN		56
105	SH		60
106	SZ		58
107	SR		48
108	TR		66
109	UH		54
110	YL		60
111	ZA		42
112	ZN		56
113	AF	SIXTH	48
114	AR		52

115	DS		48
116	FL		52
117	FA		70
118	FN		72
119	HA		60
120	IF		40
121	JW		44
122	MH		38
123	RS		62
124	RP		34
125	RM		64
126	RH		56
127	SF		46
128	SR		54
129	WM		58
130	YM		44
131	YS		44
132	YR		54
133	YZ		44
134	ZR		58

Metacognitive Awareness of Reading Strategies Inventory
(MARSI) Version 1.0
Kouider Mokhtari and Carla Reichard © 2002

DIRECTIONS: Listed below are statements about what people do when they read <u>academic or school-related materials</u> such as textbooks, library books, etc. Five numbers follow each statement (1, 2, 3, 4, 5) and each number means the following:

  1 means "I **never or almost never** do this." **2** means "I do this **only occasionally.**"
  3 means "I **sometimes** do this." (About **50%** of the time.) **4** means "I **usually** do this."
  5 means "I **always or almost always** do this."

After reading each statement, **circle the number** (1, 2, 3, 4, or 5) that applies to you using the scale provided. Please note that there are **no right or wrong answers** to the statements in this inventory.

TYPE	STRATEGIES	SCALE				
GLOB	1. I have a purpose in mind when I read.	1	2	3	4	5
SUP	2. I take notes while reading to help me understand what I read.	1	2	3	4	5
GLOB	3. I think about what I know to help me understand what I read.	1	2	3	4	5
GLOB	4. I preview the text to see what it's about before reading it.	1	2	3	4	5
SUP	5. When text becomes difficult, I read aloud to help me understand what I read.	1	2	3	4	5
SUP	6.I summarize what I read to reflect on important information in the text.	1	2	3	4	5
GLOB	7. I think about whether the content of the text fits my reading purpose.	1	2	3	4	5
PROB	8. I read slowly but carefully to be sure I understand what I'm reading.	1	2	3	4	5
SUP	9.I discuss what I read with others to check my understanding.	1	2	3	4	5
GLOB	10. I skim the text first by noting characteristics like length and organization.	1	2	3	4	5
PROB	11. I try to get back on track when I lose concentration.	1	2	3	4	5
SUP	12. I underline or circle information in the text to help me remember it.	1	2	3	4	5
PROB	13. I adjust my reading speed according to what I'm reading.	1	2	3	4	5
GLOB	14. I decide what to read closely and what to ignore.	1	2	3	4	5
SUP	15. I use reference materials such as dictionaries to help me understand what I read.	1	2	3	4	5
PROB	16. When text becomes difficult, I pay closer attention to what I'm reading.	1	2	3	4	5
GLOB	17. I use tables, figures, and pictures in text to increase my understanding.	1	2	3	4	5
PROB	18. I stop from time to time and think about what I'm reading.	1	2	3	4	5
GLOB	19. I use context clues to help me better understand what I'm reading.	1	2	3	4	5
SUP	20. I paraphrase (restate ideas in my own words) to better understand what I read.	1	2	3	4	5
PROB	21. I try to picture or visualize information to help remember what I read.	1	2	3	4	5
GLOB	22. I use typographical aids like bold face and italics to identify key information.	1	2	3	4	5
GLOB	23. I critically analyze and evaluate the information presented in the text.	1	2	3	4	5
SUP	24. I go back and forth in the text to find relationships among ideas in it.	1	2	3	4	5
GLOB	25. I check my understanding when I come across conflicting information.	1	2	3	4	5
GLOB	26. I try to guess what the material is about when I read.	1	2	3	4	5
PROB	27. When text becomes difficult, I re-read to increase my understanding.	1	2	3	4	5
SUP	28. I ask myself questions I like to have answered in the text.	1	2	3	4	5
GLOB	29. I check to see if my guesses about the text are right or wrong.	1	2	3	4	5

PROB	30. I try to guess the meaning of unknown words or phrases.	1	2	3	4	5

Reference: Mokhtari, K., & Reichard, C. (2002). Assessing students' metacognitive awareness of reading strategies. *Journal of Educational Psychology*, 94 (2), 249-259.

Metacognitive Awareness of Reading Strategies Inventory
SCORING RUBRIC

Student Name: _____ Age: _____ Date: _____

Grade in School: □ 6th □ 7th □ 8th □ 9th □ 10th □ 11th □ 12th □ College □ Other
_____

1. Write your response to each statement (i.e., 1, 2, 3, 4, or 5) in each of the blanks.
2. Add up the scores under each column. Place the result on the line under each column.
3. Divide the score by the number of statements in each column to get the average for each subscale.
4. Calculate the average for the inventory by adding up the subscale scores and dividing by 30.
5. Compare your results to those shown below.
6. Discuss your results with your teacher or tutor.

_____

Global Reading Strategies (GLOB Subscale)	Problem-Solving Strategies (PROB Subscale)	Support Reading Strategies (SUP Subscale)	Overall Reading Strategies
1. _____	8. _____	2. _____	GLOB _____
3. _____	11. _____	5. _____	
4. _____	13. _____	6. _____	PROB_____
7. _____	16. _____	9. _____	
10. _____	18. _____	12. _____	SUP _____
14. _____	21. _____	15. _____	
17. _____	27. _____	20. _____	
19. _____	30. _____	24. _____	
22. _____		28. _____	
23. _____			
25. _____			
26. _____			
29. _____			

_____ GLOB Score   _____ PROB Score   _____ SUP Score _____ Overall Score

_____ GLOB Mean   _____ PROB Mean   _____SUP Mean _____Overall Mean

KEY TO AVERAGES: 3.5 or higher = High   2.5 – 3.4 = Medium   2.4 or lower = Low

INTERPRETING YOUR SCORES: The overall average indicates how often you use reading strategies when reading academic materials. The average for each subscale of the inventory shows which group of strategies (i.e., global, problem-solving, and support strategies) you use most when reading. With this information, you can tell if you are very high or very low in any of these strategy groups. It is important to note, however, that the best possible use of these strategies depends on your reading ability in English, the type of material read, and your purpose for reading it. A low score on any of the subscales or parts of the inventory indicates that there may be some strategies in these parts that you might want to learn about and consider using when reading (adapted from Oxford 1990: 297-300).

AUTOBIOGRAPHY

Name   : Syafura Ramadhan
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Sex   : Female
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Educational Background
SD   : MIN 1 Banda Aceh   (2007)
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Mother's Occupation   : Ibu Rumah Tangga
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                              Pineung, Banda Aceh

Banda Aceh, 29 January 2018
The writer,

(**Syafura Ramadhan**)