

**THE CORRELATION BETWEEN STUDENTS' METACOGNITIVE
AWARENESS AND THEIR READING COMPREHENSION**

(A Study at Department of English Language Education of UIN Ar-Raniry)

THESIS



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DARUSSALAM - BANDA ACEH
2018 M / 1440 H**

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Submitted to Faculty of Education and Teacher Training of UIN Ar-Raniry
Darussalam Banda Aceh as a partial fulfillment
of the requirement for *Sarjana Degree* (S-1)
on Teacher Education

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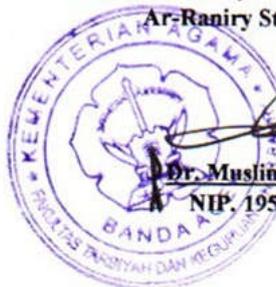
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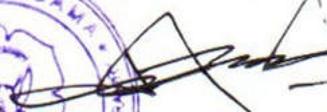


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ACKNOWLEDGMENTS

All praises be to Allah, the Almighty, who always give me a bless life to live in this world, air to breathe, chance to try on, inspiration and power to write and finish this thesis. *Shalawat* and *salaam* may always grant to the noble prophet Muhammad SAW whom together with his family and companions has struggled whole heartedly to guide his *ummah* to the right path.

On this occasion with great humility, I would like to thank to all of those who have given me help and guidance, so that this thesis can be finished. Completion of writing this thesis, I would like to thank you Mrs. Syarifah Dahliana, M.Ag., M.Ed., Ph.D and Mr. Mulia, M.Ed as my supervisors who have given me direction as well as the encouragement that are very useful and helpful for the preparation and writing this thesis. Also I would like to express my gratitude and high appreciation to my beloved mother Nurasma Z. Abidin, SE and my lovely father Diri Dalimunte, SP for their prayers, love, patience, attention, support, and care. I also dedicate my thanks for my beloved sister Novia Maghfirah and for my beloved brother Baginda Rahmat Dalimunte for their love and support.

Then, my special thank is directed to my academic advisor Ms. Azizah, MA, who has supervised me since I was first semester until now. Then, my thanks to all of the lectures and all staff of English department who helped and guide me during my study in English Education Department of UIN Ar-Raniry. May Allah the most exalted reward them for their good and worthy knowledge. Amiin.

Then, I would like to give my very special thanks to Maya Permatasari and family, Darayani Sabrina and family, Nenden Dwi Puspita Sari and family who have been stayed with me in sadness and happiness during completing this thesis. Then, my special thanks to Akatsuki for being the funny people that relieve my stress during completing this thesis. Thus, I would like to thanks to my uncle Husaini, my aunties Nurlaila and Nur Asiah, and my friends Ulfa Azkiya, and Nurul faridah, for great motivator for me to finish this thesis as soon as possible. The last, I would like to deeply thank to the UIN Ar-Raniry and my research participants, unit 5 students, for kindly help me in my research.

Finally, I believed that this thesis was far from the word perfect and need to be criticized in order to be useful especially for department of English Language Education of UIN Ar-Raniry.

Banda Aceh, 20 December 2018

Nurul Jannah

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

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ABSTRACT

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Keywords : Metacognitive Awareness, Reading
Comprehension

This research aimed to discover the students' metacognitive awareness in reading comprehension, to investigate the students' ability in reading comprehension and to find out the correlation between students' metacognitive awareness and their reading comprehension. This research was correlational research. There were two variables used in this research. The first was students' metacognitive awareness (variable X) and students' reading comprehension (variable Y). The subject of this research was sophomore students at English Department of Tarbiyah Faculty in academic year 2018/2019 and the sample of this research was 30 students. The writer used the random sampling technique in taking the sample. In collecting the data, the writer used questionnaire and students' reading score. The data was analyzed by using Pearson's product moment correlation coefficient. After analyzing the data, students' metacognitive awareness at English Department of Tarbiyah Faculty is categorized in high level (69 – 104) and students' reading comprehension at English Department of Tarbiyah Faculty is categorized in very good result (72 - 85). Afterwards, there was a significant correlation between students' metacognitive awareness and their reading comprehension. The score of correlation coefficient $0.630 > 0.361$ in significant level 5% and $0.630 > 0.463$ with the degree of significance 1%, it means that H_a is accepted and H_o is rejected.

CHAPTER I

INTRODUCTION

A. Background of Study

Reading is one of the skills in learning English and it plays an important role in studying English. Reading can assist the students to enhance their ability in using a language. Reading a lot can allow the students to be a knowledgeable person. The source of reading can be anything such as book, magazine, newspaper, online resource, and etcetera.

Carol H. Bader as cited in Wahyuni (2010) stated that some researchers have shown that frequent reading improves vocabulary, spelling, reading speed, comprehension, grammar, and also writing style. It means that, reading skill not only improves one skill but also the other skills and it stands out in every subject. Reading without understanding is ineffective. Students who have no enthusiasm in reading, they may be hard in understanding reading directly. Students should not only read the text but they also have to comprehend what the text about.

Comprehension is the most essential part of reading process. Based on Miller (1971) as cited in humaira (2016), comprehension is built upon both word recognition and association and cannot effectively happen except the reader has ability in these two aspects of reading. Reading cannot be disconnecting from comprehension since the reason or the result of reading activity is to comprehend what has been read.

Reading comprehension is the ability to construct meaning from a given written text, (Lems, miller, and soro, 2010 as cited in Ramadhana 2016). One way to make effective reading is by using reading strategies. Because, the students will follow the particular procedure or steps that lead them easier in understanding the meaning of the written text. Reading strategy helps students to understand the meaning of the text without translating all the words in the paragraph. In this light, the right strategy can help students to reconnect the whole meaning of the text. Metacognitive awareness is one of the strategies that can be used in reading comprehension.

Metacognitive awareness of reading strategies is recognized as an important aspect of skilled reading. It is defined as any choice, action, idea, suggestion and technique used by a reader to help their learning process (Cook, 2001 as cited in Ahmadi et al, 2013). The readers who have metacognitive awareness know what to do when they face difficulties in learning, so they will use the strategies for recognizing what they should do (Ahmadi et al, 2013).

Brown AL, Armbruster BB, Baker L(1986) as cited in Bozkurt (2013) argued, metacognitive has a major role in reading. Eilers and Pinkley (2006) as cited in Bozkurt (2013), suggested that comprehension of primary school students would develop if they were acknowledged to metacognitive strategy in learning reading. Metacognitive awareness is characteristic of an active reader. Active readers who activated main knowledge to facilitate comprehension, are sensitive to how ideas are organized in text through understanding text structure, elaborating the information present in text, and using metacognitive awareness to

arrange all these processes, (Brozo and Simpson 1995 as cited in Purwati, 2015). Metacognitive reading strategy awareness has become one of the effective ways to facilitate students' reading comprehension in the field of the second/foreign language studies, (Brozo and Simpson as cited in Purwati, 2015)

Based on the writer's experience in reading class, reading subject is quite challenging for some students, especially comprehending a passage without any particular knowledge about the information of text, if the students do not know about some particular strategies in doing reading comprehension task, they will be hard in finishing it and the students usually will translate the words one by one that make them late to submit the reading task to the teacher. Meanwhile, by using some strategies, the students will be easy in reading the text and in answering the questions. In reading strategies there are skimming, scanning, inferring, activating schemata, recognizing text structure, using mental imagery, visualizing, generating questions, monitoring comprehension, evaluating strategy use, etc. (Lahuerta, 2006), which can lead students to reading comprehension. With the metacognitive awareness, the students can be aware about their own abilities and the use of effective strategies in the reading comprehension (Lahuerta, 2006).

For that reason, the writer is interested to conduct the research about the relationship between students' metacognitive awareness and their reading comprehension ability.

B. Research Questions

1. How is the students' metacognitive awareness at English Department of Tarbiyah Faculty?
2. How is the students' ability in reading comprehension at English Department of Tarbiyah Faculty?
3. What is the correlation between students' metacognitive awareness and their reading comprehension at English Department of Tarbiyah Faculty?

C. The Aim of Study

The aim of this study are:

1. To discover the students' metacognitive awareness in reading comprehension.
2. To investigate the students' ability in reading comprehension.
3. To find out the correlation between students' metacognitive awareness and their reading comprehension.

D. Hypothesis

H_a : There is the correlation between students' metacognitive awareness and their reading comprehension.

H_o : There is no correlation between students' metacognitive awareness and their reading comprehension.

E. Research Significance

By conducting this research, hopefully both of lecturer and language students are aware about the important of metacognitive awareness for learning reading. The lecturer can inform the students about the role of metacognitive awareness in learning reading so the students may become better readers. For the students, this research can provide the students an information about effective reading by maximizing metacognitive awareness in learning reading. For the readers, it will give information about the correlation between metacognitive awareness and reading comprehension.

F. Terminology

There are some terms related to this study which guide the readers to the clear comprehension of the essence of each word. They are:

1. Metacognitive Awareness

Ormrod (2004) as cited in Andria Young and Jane D. Fry (2008), stated that Metacognition is generally defined as “the activity of monitoring and controlling one’s cognition” (p.1). It can also be defined as what we know about our cognitive processes and how we use these processes in order to learn and remember. According to Jansiewicz (2008, as cited in Purwati, 2015) metacognitive strategy is “technique to increase an individual’s awareness of their thought processes and actions while completing tasks” (p.6). In brief, the metacognitive awareness is our awareness about what we learn and need effectively in completing task. Also, it leads us know about our potential and our

abilities. It can be concluded that metacognitive awareness is one of the good way to manage and control our own thinking and make us realize what we have already known.

2. Reading Comprehension

Reading comprehension is “the term consists of two words “reading” and “comprehension”, the word reading as written above means process of mentally interpreting written symbols. Comprehension means ability to understand something” (A.S Hornby, 2000, as cited in Wahyuni, 2010, p.4). According to Woolley (2011) Reading comprehension is “the process of making meaning from text. The goal of reading comprehension is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences” (p.15). In other words, reading comprehension is an understanding of the meaning or the purpose of what we read and the ability to answer the questions based on the text.

CHAPTER II

LITERATURE REVIEW

A. An Overview of Metacognition

Metacognition has been one of the concentrated concepts among the researches in the field of cognitive developmental research. Over 40 last year, there are several definitions have been proposed for metacognition by many researchers. The researcher presents an overview of metacognitive and it discussed about the topics of metacognitive theory and metacognitive awareness.

1. Metacognitive Theory

Research activity in metacognition began with John Flavell, who is considered to be the “father of the field”. Flavell (1979) defined the metacognitive as “thinking about thinking”. Louca (2008) said that, the ‘meta’ refers to higher-order cognition about cognition, or ‘thinking about one’s thinking’. Zhussupova (2016) said that, “Metacognition, or thinking about one’s thinking, is the foundation for other reading comprehension strategies. Proficient readers continually monitor their own thoughts, controlling their experience with the text and enhancing their understanding”.(p.594)

Squire (2016), argued that, Metacognition is a fundamental part of human experience as it deals with our ability to be aware of how we function and what we can do to more effectively control and manage our mental processes. Caselli (2018) said that, “Metacognitions belief about cognition and ways of

controlling it” (p.368). According to wells (2000) as cited in Tsai (2018), metacognition plays an important role in leading individuals to develop coping strategies including worry, rumination, avoidance and thought suppression, threat monitoring, and maladaptive behaviors. It means that, metacognition plays an important role in how we thinking about our cognition and the way how we control our mental processes. We also can be more critical when reading something, because with metacognition we will make some reflection answer question to our self about what I know, how I think, and when or why to apply some knowledge strategies.

2. Metacognitive Awareness

Metacognitive awareness is one of learning strategies that can help student in understanding the reading comprehension. The students with metacognitive awareness have an ability to detect the effective strategy that appropriate for solving a problem in learning process. Anderson (2002) as cited in Purwati (2015) said that:

Metacognitive awareness is monitoring and regulating of strategies while reading. It is considered as the main factors for proficient strategic reading since learners with meta-cognitive awareness could consciously use strategies effectively while reading and they can access and apply these strategies to future reading task easily. (p.11)

In addition, Coskun (2010) explained that:

Metacognitive development can be described as conscious development in one’s metacognitive abilities, such as the move to greater knowledge, awareness and control of one’s learning, selecting strategies, monitoring the progress of learning, correcting errors, analyzing the effectiveness of learning strategies, and changing learning behaviors and strategies when necessary. (p.36)

Hacker et al (2009) as cited in Squier (2016) stated that, there are two aspects in metacognitive they are:

a. Awareness

Students have knowledge about metacognitive process and strategies for improving their learning.

b. Regulation

Students control and manage their mental processes through self-reflection, planning, action, and evaluation.

Metacognitive knowledge and metacognitive regulation are considered as the component of metacognitive awareness that can control and manage the students' cognition and it's also useful for their learning. According to Lahuerta(2006),

Metacognitive knowledge refers to the general assumptions that students hold about themselves as learners, about the factors influencing language learning and about the nature of language learning and teaching. Successful learners develop insightful beliefs about language learning processes, their own abilities and the use of effective strategies that may compensate for possible weaknesses. This, in turn, has a facilitating effect on students' learning, for they see themselves as initiators of their own learning and it helps them to rely on their own potential as good language learners. (p.3)

In other words, the students who have the metacognitive knowledge can be more successful in learning process because they know and recognize about their own abilities and they see themselves as initiators for their own learning. So it can help them to find their weakness and make them easier to solve the problem in learning process.

In a book, *Teaching Reading In Today's Elementary Schools*, Babss and Moe (1983) in Roe, Smith, and Burns (2005) say that:

Metacognitive is knowledge of intellectual functioning of his or her own mind and that persons' conscious efforts to monitor or control this functioning. It involves analyzing the way of thinking take place. In reading task, the reader who displays metacognition select skills and reading technique that fit the particular reading task. (p.190)

Paris and Winograd (1990) in Reichard (2002) say that, "metacognition refers to the knowledge about cognitive states and abilities that can be shared among individuals while at the same time expanding the construct to include affective and motivational characteristic of thinking". Schraw and moshman (1995) in Abdellah (2014) stated that, metacognition refers to ones' ability to know and regulate cognitive processes. Whereas D. Fry (2010) argued that, metacognitive knowledge can be described as what we know about our own cognitive processes.

Metacognitive strategy is the action to be ready to face learning, monitor their own understanding and comprehension and evaluate the advantages of achieving a learning objective (Chamot & O'Malley, 1994 as cited in Kummin, 2010, p.145).O'Malley & Chamot (1990) as cited in Habibian (2015) pointed out that the success of learners in comprehending a text is more dependent on their level of awareness about learning strategies.According to O'Neill (1992), good readers characteristically monitor their comprehension and preservation of the material. On the other hand, the poor readers have been described as not effectively in using metacognitive strategies.

The explanation by the expert above shows that metacognition is all about our cognition and how we control it, so it can help us in managing our learning process. While the metacognitive awareness, is one of the best strategies in learning process, because with metacognitive awareness the students will see themselves as a learners and use their own abilities to detect the right strategies that are suitable for the problems that they faced in learning process. Metacognitive awareness which is owned by the students is crucial to their success in academic learning. If they have good metacognitive awareness they automatically get better results of their study.

B. Reading Comprehension in Brief

Reading is the most important skill in the processes of learning English. People read in order to get the information and to increase their knowledge. The researcher presents about reading comprehension in this section by discussing the definition and techniques of reading comprehension.

1. Definition of Reading Comprehension

Reading is the activity to gain knowledge from text book or the other textual sources. According to Aebersold and Feld as cited in Laila (2009), reading is what happens when people look at a text and assign meaning to the written symbol in the text. Then the text and the readers are the two physicals entities necessary for the reading process to begin so there is an interaction between the text and the reader that constitute actual reading. "With reading, a person can get more information about something and increase their knowledge and information

about anything, also human live in a ‘reading’ world where it is difficult to manage without reading” (Khand, 2004 as cited in Yuda, 2015).

According to leipzig (2001) as cited in Fitrahady (2014), Reading is making meaning from print. It requires to identify the words in print (a process called word recognition), construct an understanding from them (a process called comprehension), and coordinate identifying words and making meaning so that reading is automatic and accurate (an achievement called fluency).

In addition, Othman (2012) state that, reading skill is not only limited to text comprehension skill and totally answering different comprehension questions, but the reading skill should also involve students’ skills in evaluating information to solve problems, associating information with particular event, commenting and making assessments and conclusion based on information obtained from the reading materials.

Based on the book written by Grallet (1992), he stated that, reading comprehension is understanding the written text. It means that the reader processing the information from the text and get the meaning as simple as possible in order to understand the whole meaning of the text. To comprehend the written text the readers need to use several strategies that appropriate to the text to solve the problem.

According to Hornby, (1987, p.174) in Laila (2009), Comprehension is the mind act or power of understanding, therefore reading comprehension means understanding what has been read and it is an active process that depends not only on comprehension skill, but also on the reader’s experiences and prior knowledge.

Besides, Adam (1993) as cited in Zurriati (2014) stated that reading comprehension is an attractive process through the reader use code, context analysis, prior knowledge, vocabulary, and language, along with the executive-control strategies, to understand the text.

According to Laila (2009), “reading comprehension is the power to get an idea or meaning from a written text, understand it according to experiential background or prior knowledge, and interpret it with the reader’s needs and purpose”. Durkin (1993) said that Comprehension is the essence of reading and the active process of constructing meaning from text. Meanwhile Dechant (1961) say that “Comprehending reading matters involves the correct association of meaning with word, symbols, the evaluation of meanings which are suggested in context, the organization of ideas as they are read the retention of these ideas and their use in some present or future activity”.

Judy Rapoport (2010), adds, it is essential that the reader be created aware of each step and understands the purpose of the text in reading. In other words, the students need to be taught not only what to do but also why they are doing it. They need to understand the purpose of each stage in the reading process:

1. Before reading: During this stage, readers should approach a text globally, note all the obvious signals that the text provides and awaken their own knowledge of the subject. This allows them to make predictions about the text content and hypotheses about its organization.
2. While reading: During this stage, readers should keep in mind what they are looking for. They should pay attention to discourse markers, identify

important ideas and distinguish them from supporting material, find organizational patterns and guess the meaning of words from context.

3. After reading: At this stage, readers can check their comprehension, summarize the text, analyze the writer's purpose, make inferences and apply the information and message to their own lives. In addition, it is at this stage that readers can look closely at the language of a text in order to learn from it and add it to their language repertoire (e.g., vocabulary, syntactic patterns, and discourse markers) for use with other texts (Rapoport, 2010)

The above stages here quite similar to Williams' (1996) reading activity phases, namely:

1. Pre – reading: aimed to introduce and arouse learners' interest in the topic. Giving reason to read and some questions that related to learners' background knowledge ideas and opinion would motivate learners' eagerness to read the whole text.
2. Whilst reading: aimed to help students understanding the purpose and texts' structure and to clarify texts' content. Some activities like answering comprehension question, completing diagram or maps, making list and taking notes are wilts reading type work.
3. Post – reading: aimed to consolidate what has been read with learners' own knowledge, interest, or ideas.

Furthermore, Mikulecky and Jeffries (1994), as cited in Ramadhona (2014), mention that, if the reader want to be the higher proficiency reader should

be able in defining main idea, guessing word meaning, finding details information, and making inference.

a. Main idea

Main idea is the general idea of topic discussed by author in the text.

In order to define the main idea, reader should sort the topics of author's point (Ramadhona, 2014).

b. Vocabulary

Thompson (1994), point out the importance of vocabulary on the learner language development. People may not have the proficiencies; speaking, reading, writing, without having adequate words. So, vocabulary is a group of words that has crucial function to language learners' growth at mastering a language.

c. Detail information

Information offered in a text too general or too specific. For this reason, reader has to maintain that information based on their needs or intentions' in reading. Finding detail information obviously gives further aid for reader to be better in understanding the text.

d. Inference

Writer fluent readers are the ones who make inference during reading. An author does not always the information of what he wants his reader to know or recognize (Miclulecky and Jefries, 2007 as cited in Ramadhona, 2014). Therefore, a reader has to make inference of the

words in order to grab implicit information on the text. However, this requires the involvements of reader's imagination and knowledge.

According to Grabe and Stoller (2002) as cited in Martunis (2014) reading has a different purpose and there are four purpose of reading:

1. Reading to search for simple information

It is the common reading ability, the reader usually scan the text to find out the specific piece of information or specific word.

2. Reading to learn from the text

It usually happens in academic live and in professional context. It requires remembering the main idea and the supporting idea, making a relation with reader's knowledge. This activity can bring stronger inference because it is to help remember information.

3. Reading to integrate information, write and critique text

The skill needs critical evaluation where the reader integrates and decides the information that they want. Then it involves abilities such as composing, selecting, and making critique from material.

4. Reading for general comprehension

It can be done by fluent reader very fast and automatically in the processing word and effective coordinating in many process of the text.

Anderson (2003, p.122), as cited in Fitriahady (2014), provides more comprehension aims of reading, they are:

- a. Reading for details and fact are reading to know what is done by the subject of the story
- b. Reading for main ideas is reading to get the problem statement
- c. Reading for sequence of organization is reading to know each part of the story
- d. Reading for inference is reading to know what is the writer meant by its story
- e. Reading for classifying is reading to find unusual things
- f. Reading for evaluating is reading to know the value of the story
- g. Reading for comparing or contest is reading to compare the way of life of the story with the way of life of the reader.

Based on the explanation above, reading skill is necessary to be mastered by the students. They have to know and understand all the process to obtain the purpose and the meaning of the reading text.

2. Technique in Reading

Different readers may have their own ways and technique in reading in accordance with their favor and purpose. According to Astuti (2014), there are some techniques in reading comprehension that commonly use:

a. Skimming

Skimming is useful technique to be applied in reading comprehension. Nuttal (1982), said that, with using skimming we mean glancing rapidly through a text to determine its gist. When the readers skim, they are looking for the 'gist' or the most central part of what the author is saying without a lot of details. It means that, the reader just preview or overview the material.

Meanwhile, Grellet (1998) state that, Skimming is quickly running one's eyes across a whole text (an essay, article, or chapter) to get the gist of it. The reader goes through the text extremely quickly. The purpose of skimming is simply to see what a text is about. The reader skims in order to satisfy a very general curiosity about a text. For example a reader may skim-read a chapter to find out if the writer approves or disapprove of something. There for the reader just wants to get the general information for skimming not for specific information. In other word, the reader just focused on one part of the text in order to find out the general information from the reading text.

b. Scanning

Heaton (1998) as cited in Astuti (2014), state that, Scanning was used when reading in order to locate specific information. When the students need to get specific information, they might be able to scan in order to find the information that they need. For instance, if they need information about telephone number of their friends that have an initial name is A, they would not need to carefully read all the names in the directory. Scanning can be defined as glancing

rapidly through a text either to search for specific piece of information (e.g., name, a date) or to get an impression of whether the text is suitable for a given purpose (Nuttal, 1982). Scanning is reading quickly going to a text to find a particular piece of information. Scanning occurs when a reader goes through a text very quickly in order to find a particular point of information (Williams, 1996) as cited in (Grellet, 1998).

c. Interpreting reference and substitution

Nuttal (1982), describes this technique involves in identifying the meanings of the word like it, he, our, this, those, one, then, etc. when such word are used, they are signal to the reader to seek a meaning from them elsewhere in the text. In using such devices, the writer avoids burdening the text with needless repetition.

d. Extensive Reading

Reading is longer text usually for someone's pleasure. This is a fluency activity, mainly involving global understanding (Grellet, 1998).

e. Intensive Reading: reading short text extract specific information. This is more on accuracy activity involving reading for detail. In this course, each text is read carefully and thoroughly for maximum comprehension (Grellet, 1998).

Based on the explanation above, reading skill is important to be mastered by students. Reading without comprehension is useless so that it is important to understand the text. They have to know the process to get the purpose and the meaning of the reading text.

C. Metacognition in Reading

“Metacognition in reading comprehension is as strategy that plays an important role in reading comprehension and educational process. Awareness and use of metacognitive reading strategies have positive and direct relationship with reading comprehension performance; thus, students who use these strategies perform better in reading proficiency tests or courses” (Meniado, 2016, p.119). Shih (1992) as cited in Purwati (2015), states that, employing reading strategies requires thought and practice in a content approach. It seems when a student tries to think with a content-based strategy, they increase their metacognitive control over reading and studying process, so that they can use these strategies in academic classes.

According to Larkin, (2009) as cited in Temur, (2010), metacognition has the most impact to teach reading to children. Because reading is related to beyond the cognitive structures, metacognitive structures can explain reading more properly. Before starting any reading assignment, students must be informed on how to improve and use their planning, monitoring and evaluation skills. It is of great importance to improve the questioning skills of students in process of teaching metacognitive strategies (Hutt, 1997 as cited in Sen, 2009)

According to Blakey & Spence, (1999, p.11-13) and Hutt, (1997) as cited in Sen, (2009) said that, Students have to ask themselves the following question in order to be successful in reading comprehension: 1. What is the main idea of reading text? 2. How many supportive ideas are there in the reading text? 3. How can supported details be explained? 4. What kind of examples are given? 5. Are

the examples clear and understandable enough to enable me to understand the main idea? 6. What are the important names, places and dates mentioned in the text? 7. Do I need to read the text again? Should I check the dated, names, concepts, etc in the text again? Such question will ensure that the students focus on the reading text. According to Reichard (2002), metacognitive reading strategy awareness is emphasized in the field of reading comprehension prices, which has been indicated as an important factor for reading strategies while reading.

Therefore, metacognitive awareness play important role in reading comprehension and using metacognitive in reading skills can be one solution to the problem of poor reading comprehension, hence, it crucial to be developed and emphasized in the students teaching and learning processes.

D. Previous Study

There are some previous studies related to this research. The first is from TuranTemur (2010) who investigated the differences among 6th, 7th, and 8th grades in respect to their metacognitive awareness in the field of reading. This research was conducted using a correlational method. This research used sample that consisted of 101 students from a public school in Kutahya province of Turkey. The researcher used The Metacognitive Awareness of Reading Strategies Inventory (MARSİ) to collect the data. The result of this research exposed that there was a positive correlation between grade level and metacognitive awareness in reading.

The second research is from Desi Purwati (2015). This research was conducted to find out the significant correlation between students' metacognitive awareness and their reading comprehension in narrative text at State Islamic Junior High School Bukit Raya Pekanbaru. This research was correlational research. The subject of this research was the second grade students of State Islamic Junior High School Bukit Raya Pekanbaru, while the object of this research was metacognitive awareness and reading comprehension in narrative text. The population of this research was 30 students. Then, in taking the sample, the researcher used simple random sampling. In collecting the data, the researcher used questionnaire and test. Questionnaire was used to find out the students' metacognitive awareness and test was used to find out the students' reading comprehension in narrative text. As the result, there was a significant correlation between students' metacognitive awareness and their reading comprehension in narrative text at State Islamic Junior High School Bukit Raya Pekanbaru.

The third is from Forough Sadeghi (2015). Forough wanted to find the possible correlation between metacognitive awareness and reading comprehension. In order to accomplish this, 107 Iranian EFL learners studying English in two language institutes in Shiraz were selected. The research used reading comprehension test in order to assess student's reading ability in English. Soon after they completed the reading test, they were given a questionnaire of reading metacognitive awareness to collect the data. The results of the study suggested a negative significant correlation between EFL learners' metacognitive awareness and their reading comprehension scores.

The fourth research is from Lahuerta (2006). The aim of this research was to investigate the metacognitive awareness of reading strategies. This research focused on silent reading and students' strategy in reading. This research is correlational study. The subject of this research was a group of eighty-eight native speakers of Spanish. The subjects were studying at the Technical University School of Industrial Engineering in Gijón. The researcher used metacognitive questionnaire and test. Metacognitive Questionnaire from Carrell's (1989) was used to find out the students' metacognitive awareness and the reading comprehension test was used to find out the students' reading comprehension. The result was explained with descriptive and correlational statistic. As the result, there was no a significant correlation between students' metacognitive awareness and students' reading comprehension.

In this research, the researcher wants to investigate the correlation between metacognitive awareness and reading comprehension in the college students of English Department of Tarbiyah Faculty. In this case, the writer used 30 students as participants for this study and the data collected by using Metacognitive Awareness Inventory (MAI) and students reading score. Meanwhile, most of the previous studies focus on metacognitive awareness in high school students, the participant is about eighty persons and used the Metacognitive Awareness of Reading Strategies Inventory (MARSIS) and reading test in order to collect the data. These differences lead to this study necessary to be conducted.

CHAPTER III

RESEARCH METHODOLOGY

1. Research Method

In this study, the researcher used quantitative approach. This kind of research deals with everything that is measurable in a systematic way of investigation of phenomena and their relationship (Williams, 2007). Aliaga and Gunderson (2002) as cited in Muijs (2004) said that, quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics). Quantitative research is appropriate in this study as it will discuss the variables in order to see the correlation between metacognitive awareness and reading comprehension.

This research is correlational research. According to Creswell (2012), the correlation statistical test is to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. Correlational designs provide an opportunity for researcher to predict the scores and explain the relationship among the variables. In order to collect the data, the researcher gives questionnaire and took students score from their final test.

2. Population and Sample

According to Cresswell (2008), the research participants are refer to the subjects who are believed to have potential to give the researcher rich information

related to research question. The population of this research was sophomore students at English Department of Tarbiyah Faculty in academic year 2018/2019. The total number of population was 230 students and it is divided into seven classes or units. According to Gay(2000) as cited in Purwati (2015) “the sample for a correlational study is selected using an acceptable sampling method, and 30 participants are generally considered to be a minimally acceptable sample size” (p.17).

In this research, the researcher used the random sampling. According to Keppel, (1991) as cited in Creswell, (2003) with random sampling, each individual has an equal probability of being selected from the population, ensuring that the sample will be representative of the population (P.164). The sample was chosen randomly by the researcher. From seven units, unit 6 was chosen as the sample of this research. Unit 6 consist about 34 students. The reason why the researcher choose this sample because it provides the information related to the researcher purpose to know about the correlation between students’ metacognitive awareness and their reading comprehension.

3. Location of the Research

Location of this research is at the Departement of English language education of Ar-Raniry State Islamic University (UIN Ar-Raniry). The university was established on October 5 in 1963. The status of this Islamic university changed on October 1st in 2013, from IAIN Ar-Raniry into UIN Ar-Raniry. The word Ar-Raniry which was attributed to UIN Banda Aceh, was the name of a

great cleric who was very influential during the time of Sultan Iskandar Tsani (1637-1641). His full name is Sheikh Nuruddin Ar-Raniry from Ranir city (now it's Rander) in Gujarat, India. He has made a very valuable contribution in the development of Islamic thought in Southeast Asia, especially in Aceh.

UIN Ar-Raniry is located in Jln. Ar-Raniry, Kopelma Darussalam, Banda Aceh. The university was led by Prof. Dr. Warul Walidin AK, MA as the rector, and has nine faculties. There are, *Fakultas Tarbiyah dan Keguruan*, *Fakultas Ushuluddin dan Filsafat*, *Fakultas Dakwah dan Komunikasi*, *Fakultas Adab dan Humaniora*, *Fakultas Ekonomi dan Bisnis Islam*, *Fakultas Sains dan Teknologi*, *Fakultas Ilmu Sosial dan Ilmu Pemerintahan*, *Fakultas Psikologi*, and *Fakultas Syariah dan Hukum*.

Faculty of Education and Teacher Training or *Fakultas Tarbiyah dan Keguruan* concentrates on education and educational expert preparation. The faculty consists of 13 departments under its authority; *Pendidikan Agama Islam*, *Pendidikan Basaha Arab*, *Pendidikan Bahasa Inggris*, *Pendidikan Matematika*, *Manajemen Pendidikan Islam*, *Pendidikan Fisika*, *Pendidikan Kimia*, *Pendidikan Biologi*, *Pendidikan Guru Madrasah Ibtidaiyah*, *Pendidikan Islam Anak Usia Dini*, *Pendidikan Teknik Elektro*, *Pendidikan Teknologi Informasi*, and *Bimbingan Konseling*.

This research is conducted at Department of English Language Education or *Pendidikan Bahasa Inggris* (PBI). The Department of English Language Education (*PBI*) which is currently led by Dr. T. Zulfikar, S.Ag. M.Ed, has 32

permanent, 35 adjunct lecturers and about 953 students who come from several regions of Aceh.

Most of the lecturers who teach at English Language Education Department (*PBI*) of UIN Ar-Raniry, were graduated from various international universities in many developed countries, including United States, United Kingdom, Australia, Netherlands, Germany, Malaysia, and etcetera. The Department of English Language Education has the objective to educate and prepare its undergraduate students to be educational experts and professional teachers especially for English major. There are many important subjects provided for the students, such as four English skills (listening, speaking, reading and writing), educational subjects (educational knowledge, educational philosophy, and educational methodology), curriculum and material analysis, and other courses to support the students to be a competent English teacher. It is aimed at producing well-behaved, qualified, creative, and competitive graduates as future English teachers.

The Department of English Language Education also provides some supporting facilities for academic activities like multimedia room, which provides sound system, radio, television, DVD player, projector, and computers; and library which provides academic and non-academic books, cassettes, newspapers, encyclopedia, dictionaries, and theses which had been written by the students. In this research, the researcher only focused on the students at second semester who have finished their Intermediate Reading classes which aimed to see the correlation between metacognitive awareness and their reading comprehension.

4. Technique of Data Collection

To find out the correlation between metacognitive awareness and reading comprehension, the researcher decided to collect the data by using two techniques, they are questionnaire and reading score.

1. Questionnaire

The questionnaire is the first instrument that is used by the researcher in collecting data. The Metacognitive Awareness Inventory (MAI) (Schraw, 1994) was used to measure students' metacognitive awareness. The MAI consists of 52 statements and the students have to choose the answer false or true. The two components of metacognition, there are metacognitive knowledge and metacognitive regulation. Within the MAI, these are mentioned to as the knowledge of cognition factor and the regulation of cognition factor. Inside the inventory there are 17 questions related to the knowledge of cognition factor. There are 35 questions related to the regulation of cognition factor. The scores are calculated by adding 2 points for each true answer and 0 point for each false answer on the questions. Higher scores correspond to greater metacognitive knowledge and greater metacognitive regulation. So the Metacognitive Awareness Inventory (MAI) will provide the relevant information about the students' metacognitive awareness. This questionnaire is distributed to students online.

2. Reading Score

The reading score is required as one of the most important data in this research. With the reading score then we can see the correlation between reading and metacognitive. Students' reading score are taken from their final score in the

intermediate reading class. With the permission from the lecturer in class of Intermediate Reading, the researcher took this score as an important data for this research; it is to measure students' ability in reading comprehension and to see the correlation between the students' reading comprehension and their metacognitive awareness.

5. Technique of Data Analysis

In order to analyze the students' metacognitive awareness and their reading comprehension, the researcher evaluated the scores of reading test and questionnaire. To find out the correlation between students' metacognitive awareness (variable X) and reading comprehension (variable Y), the data that has been collected was calculated by using Pearson's product moment correlation coefficient r .

The correlation between two variables can be interpreted by seeing the formula (Muijs, 2004) :

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

Where:

- r_{xy} : Correlation coefficient
- N : Total of sample participating in this study
- $\sum x$: Total score of students' metacognitive awareness
- $\sum y$: Total score of students' reading comprehension
- $\sum xy$: Total multiple score of metacognitive and reading

$\sum x^2$: Total square score of students' metacognitive awareness

$\sum y^2$: Total square score of students' reading comprehension

Table 3.1
Table of r score interpretation

The r Score Scales	Interpretation of r Correlation
0.800 – 1.00	Very high
0.600 – 0.800	High
0.400 – 0.600	Moderate
0.200 – 0.400	Low
0.000 – 0.200	Very low

(Source: Arikunto, 2010)

6. Statistical Hypothesis

The statistical hypothesis of this research is symbolized into:

H0: $\rho = 0$ or if $rx < rt$, H0 is accepted, and Ha is rejected.

Ha: $\rho \neq 0$ or if $rx > rt$, Ha is accepted, and H0 is rejected.

CHAPTER IV

THE RESULTS AND DISCUSSION

A. Result

In this research, the researcher obtained the data from students reading final score and the metacognitive questionnaire. The score of metacognitive awareness is symbolized as “X” and the score of reading comprehension is symbolized as “Y” as mention in previous chapter. After the result of each variable was identified, Pearson Product Moment Correlation was used to find out whether there is a correlation between students metacognitive awareness and their reading comprehension or not. The students’ score of metacognitive and reading comprehension is shown in the table below.

1. The Result of Students’ Metacognitive Awareness

Table 4.1.1 : The Score of Metacognitive Awareness (X)

No.	Student Initial	X Metacogitive score
1	AR ₁	62
2	AR ₂	92
3	AT	96
4	DI	98
5	DIP	90
6	FM	92
7	FQ	68
8	FR	72
9	HFK	98
10	KA	72
11	MA	92
12	MF	94
13	MH	90

14	MNM	102
15	NW	94
16	RA	66
17	RJ	72
18	RR	94
19	RRW	100
20	SA	90
21	SM	98
22	SNZ	68
23	SR	82
24	SRT	70
25	SZ	96
26	UM	80
27	VA	80
28	VR	90
29	WM	84
30	YA	86

Based on the table above, it shows that the highest range of score for metacognitive awareness (variable X) was 102, which was reached by only one student. Meanwhile, the lowest score was 62, which was obtained by only one student. The most score obtained by the students was 90 that obtained by four students. The scores of 98, 94, 92 and 72 were obtained by three students respectively. The scores of 96, 80, and 68 were obtained by two students respectively. Finally, the scores of 100, 86, 84, 82, 70, and 66 were reached by only one student respectively.

Table 4.1.2 below showed the range score of metacognitive awareness for this research.

Table 4.1.2: The Range Score of Metacognitive Awareness

Score	Range	N = 30
69 - 104	High	26
34 - 68	Middle	4
0 - 33	Low	0

According to range score of metacognitive awareness above, the lowest range score was 0 and the highest score was 104. Based on the students' metacognitive awareness score, it can be seen that 26 students were in high range and 4 students were in middle range. Those result showed that most of the students were in high range for their metacognitive awareness.

2. The Result of Students' Reading Comprehension

Table 4.2.1 : The Score of Reading Comprehension (Y)

No.	Name	Y Reading Comprehension Score	Grade
1	AR ₁	81	B
2	AR ₂	79	B
3	AT	86	A
4	DI	86	A
5	DIP	86	A
6	FM	84	B
7	FQ	81	B
8	FR	86	A
9	HFK	84	B
10	KA	81	B
11	MA	81	B
12	MF	86	A

13	MH	81	B
14	MNM	86	A
15	NW	87	A
16	RA	82	B
17	RJ	87	A
18	RR	87	A
19	RRW	82	B
20	SA	86	B
21	SM	81	B
22	SNZ	82	B
23	SR	78	B
24	SRT	82	B
25	SZ	81	B
26	UM	81	B
27	VA	82	B
28	VR	80	B
29	WM	82	B
30	YA	80	B

Based on the table above, it illustrated that the highest score for reading comprehension test was 87, which were reached by three students. Meanwhile, the lowest score was 78, which was obtained by one student. The most score gotten by the students was 81, where eight students received it. The score of 86 was obtained by seven students, and then the score of 82 was obtained by six students. The score of 84 and 80 were obtained by two students respectively. Finally, the score of 79 was reached by one student.

Table 4.2.2 : Interpretation of the Exam Score

Score Achievement	Grade
86 - 100	Excellent (A)
72 - 85	Very Good (B)
60 - 71	Good (C)
50 - 59	Lack (D)
0 - 49	Poor (E)

Source :BukuPanduan Program S-1 dan D-3 UIN AR-RANIRY TahunAjaran 2013/2014

After the researcher scored students' reading comprehension, there were distribution of the result of reading comprehension test based on criterion table above. Based on students' reading score, it can be seen that 10 students were in excellent category and 20 students were in very good category. Those result showed that most of the students were in very good category for their abilities in reading comprehension.

Table 2 below showed the result of students' reading comprehension score based on the interpretation of the exam score.

Table 4.2.3 : Score Distribution of the Reading Comprehension

Score	Grade	N = 30
86 - 100	Excellent (A)	10
72 - 85	Very Good (B)	20
60 - 71	Good (C)	0
50 - 59	Lack (D)	0
0 - 49	Poor (E)	0

3. The Correlation Analysis

Table 4.3.1: The Calculation of Pearson Product Moment Correlation (r_{xy})

No	Students Initial	Score		Quadrate Score		Multiplying Score
		X Metacognitive Awareness	Y Reading Comprehension	X^2	Y^2	XY
1	AR ₁	62	81	3844	6241	4898
2	AR ₂	92	79	8464	6561	7452
3	AT	96	86	9216	7396	8256
4	DI	98	86	9604	7396	8428
5	DIP	90	86	8100	7396	7740
6	FM	92	84	8464	7396	7912
7	FQ	68	81	4624	7056	5712
8	FR	72	86	5184	6561	5832
9	HFK	98	84	9604	7056	8232
10	KA	72	81	5184	6561	5832
11	MA	92	81	8464	7396	7912
12	MF	94	86	8836	6561	7614
13	MH	90	81	8100	6561	7290
14	MNM	102	86	10404	7396	8772
15	NW	94	87	8836	7569	8178
16	RA	66	82	4356	6724	5412
17	RJ	72	87	5184	6724	5904
18	RR	94	87	8836	7569	8178
19	RRW	100	82	10000	7569	8700
20	SA	90	86	8100	6561	7290

21	SM	98	81	9604	7396	8428
22	SNZ	68	82	4624	6084	5304
23	SR	82	78	6724	6724	6724
24	SRT	70	82	4900	6561	5670
25	SZ	96	81	9216	6724	7872
26	UM	80	81	6400	6561	6480
27	VA	80	82	6400	6724	6560
28	VR	90	80	8100	6400	7200
29	WM	84	82	7056	6724	6888
30	YA	86	80	7396	6400	6880
Total		2568	2488	223824	206548	213550

The result calculation in the table below:

1. The total numbers of sample are 30 students.
2. The score of variable X (metacognitive awareness score) is 2568
3. The score of variable Y (reading comprehension score) is 2488
4. The sum multiplying score of variable X and Y ($\sum XY$) is 213550
5. The sum quadrate score of variable X ($\sum X^2$) is 223824
6. The sum quadrate score of variable Y ($\sum Y^2$) is 206548

Next, the score of r_{xy} are calculated by the Pearson Product Moment correlation formula as follow:

The formula of *Pearson Product Moment*:

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

$$\begin{aligned}
&= \frac{(30 \cdot 213550) - (2568)(2488)}{\sqrt{[(30 \cdot 223824) - (2568)^2][(30 \cdot 206548) - (2488)^2]}} \\
&= \frac{6406500 - 6389184}{\sqrt{(6714720 - 6594624)(6196440 - 6190144)}} \\
&= \frac{17316}{\sqrt{(120096)(6296)}} \\
&= \frac{17316}{\sqrt{756124416}} \\
&= 0,630
\end{aligned}$$

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

$$\begin{aligned}
Df &= N - nr \\
&= 30 - 2 \\
&= 28
\end{aligned}$$

Notes:

Df : degree of freedom

N : Number of cases

Nr : Number of research variable

Table 4.3.2: Value of 0.05 And 0.01 Levels of Significance

Df (N- 2)	0,05	0,01
1	0.997	1000
2	0.950	0.990
3	0.878	0.959
4	0.812	0.917
5	0.755	0.875
6	0.707	0.834
7	0.666	0.798
8	0.632	0.765
9	0.602	0.735
10	0.576	0.708
11	0.553	0.684
12	0.533	0.661
13	0.514	0.641
14	0.497	0.623
15	0.482	0.606
16	0.468	0.590
17	0.456	0.575
18	0.444	0.562
19	0.433	0.549
20	0.423	0.537
21	0.413	0.526
22	0.404	0.515
23	0.396	0.505
24	0.388	0.496
25	0.381	0.487
26	0.374	0.479
27	0.367	0.471
28	0.361	0.463
29	0.355	0.456
30	0.349	0.449

rt at the degree of significance 5% = 0.361

rt at the degree of significance 1% = 0.463

$r_{xy} : r_t (5\%) = 0.630 : 0.361 ; r_{xy} > r_t (5\%)$

$r_{xy} : r_t (1\%) = 0.630 : 0.463 ; r_{xy} > r_t (1\%)$

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

- a. If $r_{xy} < r_{table}$, the null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected. It means that there is no correlation between students' metacognitive awareness and their reading comprehension.
- b. If $r_{xy} > r_{table}$, the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It means that there is a correlation between students' metacognitive awareness and their reading comprehension.

Based on the criteria of the test hypothesis, the hypothesis indicated that there is a correlation between students' metacognitive awareness and their reading comprehension. Based on the findings of this research, the calculation of r_{xy} is 0.630 and the score of df is 28. Then, the score r_{xy} is compared with the degree of significance 5% which shows that with the $df = 28$, the r_{table} score is obtained about 0.361, therefore, $r_{xy} > r_{table}$. Meanwhile, when the score r_{xy} is compared with the degree of significance 1% which shows that with the $df = 28$, the r_{table} score is obtained about 0.463, therefore, $r_{xy} > r_{table}$.

B. Discussion

The data analysis has some results that are important in providing the answer to the research question proposed in this research. First, “How is the students’ metacognitive awareness at English Department of Tarbiyah Faculty?”. Based on the finding of the data analysis above, it shows that most of the students have high metacognitive awareness in reading comprehension. It can be seen that from the result, there was no student in lowest range score. From 30 students, 26 students were in high range score and 4 students were in the middle range score, which most of the students get the score about 90. It means that the students have a high metacognitive awareness.

The second research question is “How is the students’ ability in reading comprehension at English Department of Tarbiyah Faculty?”. From the result of reading comprehension score, the researcher found that the ability in reading comprehension of the students was very good. It can be seen that there was no students in lack or poor category. Based on the students score, there were about 20 students in very good category and 10 students in excellent category; which most of the students get the score above 70, it means that all of the students have good ability in reading comprehension.

The last research question is “What is the correlation between students’ metacognitive awareness and their reading comprehension at English Department of Tarbiyah Faculty?”. Based on the finding of data analysis above, the coefficient of correlation (r_{xy}) is higher than r_{table} (r_t) score; $0.630 > 0.361$ with the degree of significance 5%. Moreover, the coefficient of correlation (r_{xy}) is higher than r_{table}

(r_i) score; $0.630 > 0.463$ with the degree of significance 1%, the coefficient correlation which is obtained is 0.630. Therefore, the score of coefficient correlation of both degree of significance are higher in comparison with the score of r_{table} , it shows that alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. In other words, there is a significant relationship between students' metacognitive awareness and their reading comprehension.

In addition, the coefficient correlation (r_{xy}) is 0.630. Based on Table of r Score Interpretation (see Table 3.1 in Chapter III), the result reveals that the r_{xy} score is included in the scale between 0.600 - 0.800. The scale indicates that there is a high correlation between variable X (students' metacognitive awareness) and variable Y (students' reading comprehension). Thus, it can be considered that between students' metacognitive awareness and their reading comprehension of the students at English Department UIN Ar-Raniry has a significant correlation. This finding is consistence with the finding of previous researcher that found a significant correlation between students' metacognitive awareness and their reading comprehension (Purwati, 2015).

The average score of both aspects showed the students who had good score in metacognitive awareness, they also had good score in their reading comprehension. It means that metacognitive awareness can help students to have a good ability in reading comprehension. Baumann, Jones, & Seifert Kessel, (1993) as cited in Martínez (2011) said that "Metacognitive awareness involves the awareness of whether or not comprehension is occurring and the conscious application of one or more strategies to correct comprehension". It means that

metacognitive awareness was good to help the students in having good ability in reading comprehension.

Based on this research, it can be concluded that the students at English Department UIN Ar-Raniry are aware of metacognitive awareness and it has good impact for their ability in reading comprehension. In other words, metacognitive awareness plays an important role to help students in their learning process especially in reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the result of data analysis, it showed that students' metacognitive awareness at English Department of Tarbiyah Faculty is categorized in high level as 26 students have the range score between 69 – 104 and most of the students get the score about 90. Afterwards, students' reading comprehension at English Department of Tarbiyah Faculty is categorized very good result, there are about 10 students in excellent category and 20 students are in very good category; which most of the students get the score above 70.

The result of data analysis showed that, there is a significant relationship between students' metacognitive awareness and their reading comprehension with the correlation coefficient between the variables students' metacognitive awareness (X) and reading comprehension (Y) is 0.630. Based on Table of *r* Score Interpretation which reveals that the r_{xy} score is included in the scale between 0.600 - 0.800. The scale indicates that there is a high correlation between variable X (students' metacognitive awareness) and variable Y (students' reading comprehension). While the direction correlation is positive, meaning that a high value in variable of metacognitive awareness, it also has a high value in variable of reading comprehension. It means that the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected or there is a significant relationship between students' metacognitive awareness and their reading comprehension.

B. Suggestion

After analyzing the correlation between students' metacognitive awareness and their reading comprehension, there are some important points that should be noted by EFL learners. Students should be more aware about their metacognitive awareness because it has a positive affect for their reading comprehension. It will be better if they keep to using metacognitive awareness as one of the important strategies to help them in mastering their reading skill.

For the lecturer, it is important to know about metacognitive, because it is related to students' cognition and the lecturer has to be aware about the importance of metacognitive awareness for learning reading. The lecturer can help the students to inform about the role of metacognitive awareness in learning reading and they also should encourage the students to improve their metacognitive awareness.

For the researchers, it is suggested to investigate more deeply about the correlation between students' metacognitive awareness and their intelligence quotient (IQ), because some researches indicated that metacognitive and intelligence are related. Normally, the students who have high IQ have different ways in learning with the students who have average IQ. According to Sarac (2014), the student with high IQ had more sophisticated strategy knowledge and also high strategy use than the students with average IQ. If the students have high IQ, it means that they also have high metacognitive awareness or not, so this is necessary for the researchers to investigate about it.

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Nomor : B- 6810 /Un.08/TU-FTK/ TL.00/07 /2018

02 Juli 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 : Nurul Jannah
N I M : 231 324 182
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : X
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Lr. Mawar, Dusun. Ujung Aloe, Desa Lhong Cut.

Untuk mengumpulkan data pada:

Prodi Bahasa Inggris Fakultas Tarbiyah dan Keguruan 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 Correlation Between Student's Metacognitive Awareness and Their Reading Comprehension

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

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

Kode 8259



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Surat Keterangan

Nomor: B-507/Un.08/KP.PBI/TL.00/12/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh An. Dekan, Kepala Bagian Tata Usaha, Nomor: B-6810/Un.08/ TU. FTK/TL.00/07/2018 tanggal 02 Juli 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 : Nurul Jannah
NIM : 231324182
Prodi : Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data Mahasiswa pada Prodi Pendidikan Bahasa Inggris (PBI) Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

The Correlation Between Students' Metacognitive Awareness and Their Reading Comprehension.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 20 Desember 2018
Ketua Prodi Pendidikan Bahasa Inggris,

21


F. Zulfiqar

Name :

Unit :

Check (✓) True or False as appropriate.

No.		True	False
1	I ask myself periodically if I am meeting my goals.		
2	I consider several alternatives to a problem before I answer.		
3	I try to use strategies that have worked in the past.		
4	I push myself while learning in order to have enough time.		
5	I understand my intellectual strengths and weaknesses.		
6	I think about what I really need to learn before I begin a task		
7	I know how well I did once I finish a test.		
8	I set specific goals before I begin a task.		
9	I slow down when I encounter important information.		
10	I know what kind of information is most important to learn.		
11	I ask myself if I have considered all options when solving a problem.		
12	I am good at organizing information.		
13	I consciously focus my attention on important information.		
14	I have a specific purpose for each strategy I use.		
15	I learn best when I know something about the topic.		
16	I know what the teacher expects me to learn.		
17	I am good at remembering information.		
18	I use different learning strategies depending on the situation.		
19	I ask myself if there was an easier way to do things after I finish a task.		
20	I have control over how well I learn.		
21	I periodically review to help me understand important relationships.		
22	I ask myself questions about the material before I begin.		
23	I think of several ways to solve a problem and choose the best one.		
24	I summarize what I've learned after I finish.		

25	I ask others for help when I don't understand something.		
26	I can motivate myself to learn when I need to		
27	I am aware of what strategies I use when I study.		
28	I find myself analyzing the usefulness of strategies while I study.		
29	I use my intellectual strengths to compensate for my weaknesses.		
30	I focus on the meaning and significance of new information.		
31	I create my own examples to make information more meaningful		
32	I am a good judge of how well I understand something.		
33	I find myself using helpful learning strategies automatically.		
34	I find myself pausing regularly to check my comprehension.		
35	I know when each strategy I use will be most effective.		
36	I ask myself how well I accomplish my goals once I'm finished.		
37	I draw pictures or diagrams to help me understand while learning.		
38	I ask myself if I have considered all options after I solve a problem.		
39	I try to translate new information into my own words.		
40	I change strategies when I fail to understand.		
41	I use the organizational structure of the text to help me learn.		
42	I read instructions carefully before I begin a task.		
43	I ask myself if what I'm reading is related to what I already know.		
44	I reevaluate my assumptions when I get confused.		
45	I organize my time to best accomplish my goals.		
46	I learn more when I am interested in the topic.		
47	I try to break studying down into smaller steps.		
48	I focus on overall meaning rather than specifics.		
49	I ask myself questions about how well I am doing while I am learning something new.		

50	I ask myself if I learned as much as I could have once I finish a task.		
51	I stop and go back over new information that is not clear.		
52	I stop and reread when I get confused.		

Carbon tetrachloride is a colorless and inflammable liquid that can be produced by combining carbon disulfide and chlorine. This compound is widely used in industry today because of its effectiveness as a solvent as well as its use in the production of propellants.

Despite its widespread use in industry, carbon tetrachloride has been banned for home use. In the past, carbon tetrachloride was a common ingredient in cleaning compounds that were used throughout the home, but it was found to be dangerous; when heated, it changes into a poisonous gas that can cause severe illness and even death if it is inhaled. Because of this dangerous characteristic, the United States revoked permission for the home use of carbon tetrachloride in 1970. The United States has taken similar action with various other chemical compounds.

- The main point of this passage is that
 - carbon tetrachloride can be very dangerous when it is heated
 - the government banned carbon tetrachloride in 1970
 - although carbon tetrachloride can legally be used in industry, it is not allowed in home products
 - carbon tetrachloride used to be a regular part of cleaning compounds easily be replaced by
 - grainly
 - extensively
 - largely
 - hugely
- The word "obdely" in line 2 could most easily be replaced by
 - forbidden
 - allowed
 - suggested
 - instituted
- According to the passage, before 1970 carbon tetrachloride was
 - used by itself as a cleanser
 - banned in industrial use
 - often used as a component of cleaning products
 - not allowed in home cleaning products
- It is stated in the passage that when carbon tetrachloride is heated, it becomes
 - harmful
 - colorless
 - a cleaning compound
 - inflammable

GO ON TO THE NEXT PAGE

The next artist in this survey of American artists is James Whistler; he is included in this survey of American artists because he was born in the United States, although the majority of his artwork was completed in Europe. Whistler was born in Massachusetts in 1834, but nine years later his father moved the family to St. Petersburg, Russia, to work on the construction of a railroad. The family returned to the United States in 1849. Two years later Whistler entered the U.S. military academy at West Point, but was unable to graduate. At the age of twenty-one, Whistler went to Europe to study art despite his father's objections, and he remained in Europe until his death.

Whistler worked in various art forms, including etchings and lithographs. However, he is most famous for his paintings, particularly *Arrangement in Gray and Black No. 1: Portrait of the Artist's Mother* or *Whistler's Mother*, as it is more commonly known. This painting shows a side view of Whistler's mother, dressed in black and posing against a gray wall. The asymmetrical nature of the portrait, with his mother seated off-center, is highly characteristic of Whistler's work.

- The paragraph preceding this passage most likely discusses
 - goals
 - agreements
 - battles
 - objections
 - In line 8, the "etchings" are
 - a type of painting
 - the same as a lithograph
 - an art form introduced by Whistler
 - an art form involving engraving
 - The word "asymmetrical" in line 11 is closest in meaning to
 - proportionate
 - uneven
 - balanced
 - lyrical
 - Which of the following is NOT true according to the passage?
 - Whistler worked with a variety of art forms.
 - Whistler's Mother* is not the official name of the painting.
 - Whistler is best known for his etchings.
 - Whistler's Mother* is painted in somber tones.
 - Where in the passage does the author mention the types of artwork that Whistler was involved in?
 - Lines 1-3
 - Lines 4-5
 - Lines 6-7
 - Lines 8-10
- Which of the following best describes the information in the passage?
 - Several artists are presented.
 - One artist's life and works are described.
 - Various paintings are contrasted.
 - Whistler's family life is outlined.
 - Whistler is considered an American artist because
 - he was born in America
 - he spent most of his life in America
 - he served in the U.S. military
 - he created most of his famous art in America
 - The word "majority" in line 2 is closest in meaning to
 - seniority
 - maturity
 - large pieces
 - high percentage
 - It is implied in the passage that Whistler's family was
 - unable to find any work at all in America
 - highly supportive of his desire to pursue art
 - working class
 - military

GO ON TO THE NEXT PAGE

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Banda Aceh, 20 December 2018

Nurul Jannah