SKRIPSI

**THE ANALYSIS OF STUDENTS' METACOGNITIVE ABILITY
ON READING STRATEGIES AT THE ELEVENTH
GRADE OF MA PP DDI AS-SALMAN
ALLAKUANG SIDRAP**

By

HIKMAH
Reg. Num: 14.1300.106

**ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2019

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**<u>HIKMAH</u>
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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of
Parepare in Partial of Fulfilment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)

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HIKMAH
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to

**ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2019

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iv

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HIKMAH
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Had been examined of February 12th, 2019 and had been declared

that it fulfilled the requirements

Approved by

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بِسْمِ اللهِ الرَّحْمنِ الرَّحِيْمِ

In the name of Allah, the Beneficent the Merciful

Alhamdulillahi Rabbil 'Alamin, Praise and deep gratitude to Allah SWT for abundance of grace and guidance of him given to the writer that finished this skripsi entitled*: The Analysis of the Student's Metacognitive Ability on Reading Strategies at the Eleventh Grade of MA PP DDI As-Salman Allakuang Sidrap.* Shalawat and Salam are hopefully given to the prophet Muhammad SAW (peace be upon him) that had been in communicating the message and the Shari'a of Islam to all mankind.

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Parepare, February 14th 2019
The Researcher

HIKMAH
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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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Title of Skripsi   : The Analysis of Students' Metacognitive Ability on Reading Strategies at the Eleventh Grade of MA PP DDI As-Salman Allakuang Sidrap

State that this skripsi is her own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, February 14th 2019
The Researcher

<u>HIKMAH</u>
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ABSTACT

x
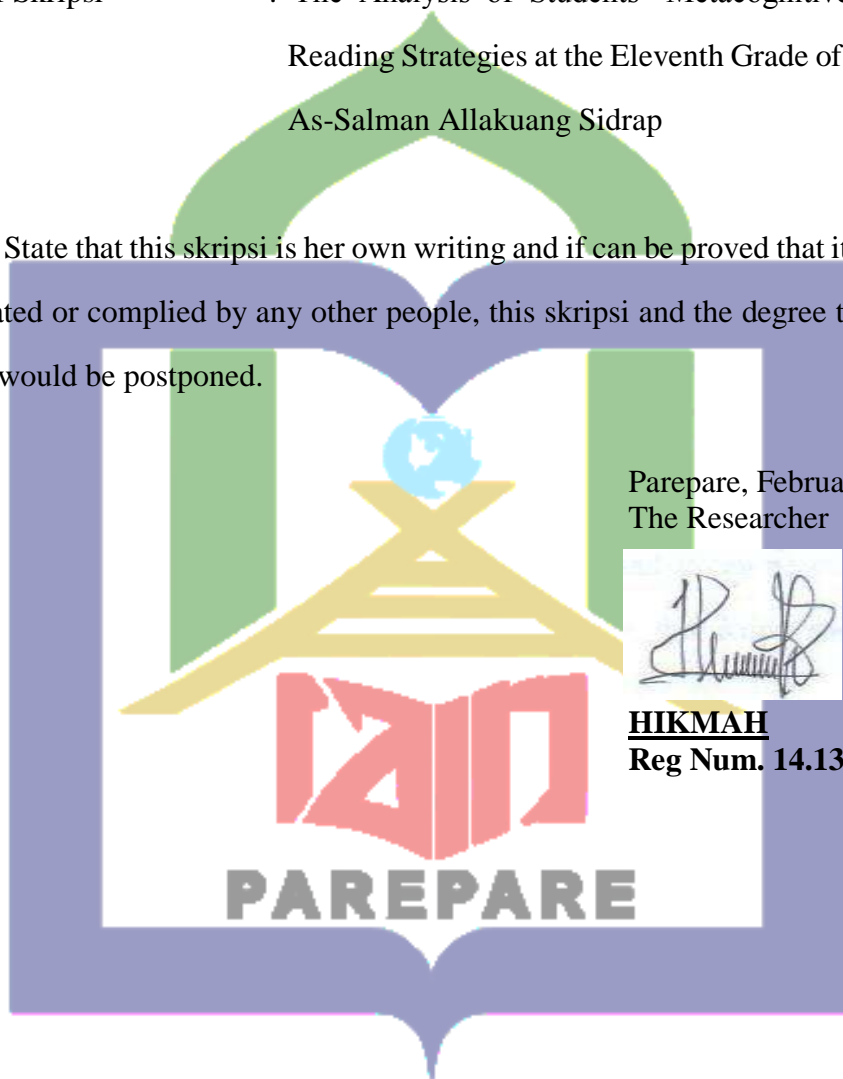
HIKMAH, 2018. *The Analysis of Students' Metacognitive Ability on Reading Strategies at the Eleventh Grade of MA PP DDI As-Salman Allakuang Sidrap.* (Supervised by Hj. Nurhamdah and Abd.Haris Sunubi).

This research reveals the ability of the student's metacognitive reading strategies. This research aims to find out the ability of the students' metacognitve reading strategies. The writer applied a descriptive design to answer the problem of this study.

The subject of this research was the eleventh grade students of MA PP DDI As-salman Allakuang Sidrap. The writer applied stratified random sampling technique and took class XI that consists of 23 students as a sample of the research. The writer used questionnaire consists of 30 statements as a instrument of the research which classified in three classifications were high, medium and low.

The result of this research indicated that the students' ability of metacognitive reading strategies were medium. It presents descriptive statistics for overall frequency of each of the three categories of strategies in reading. The results show that as far as the three categories of strategies were concerned, the students showed a medium strategy use, with problem solving strategies (Mean = 3,364) as their prime choice, followed by support strategies (Mean = 3,217) and global strategies (Mean = 3,094).

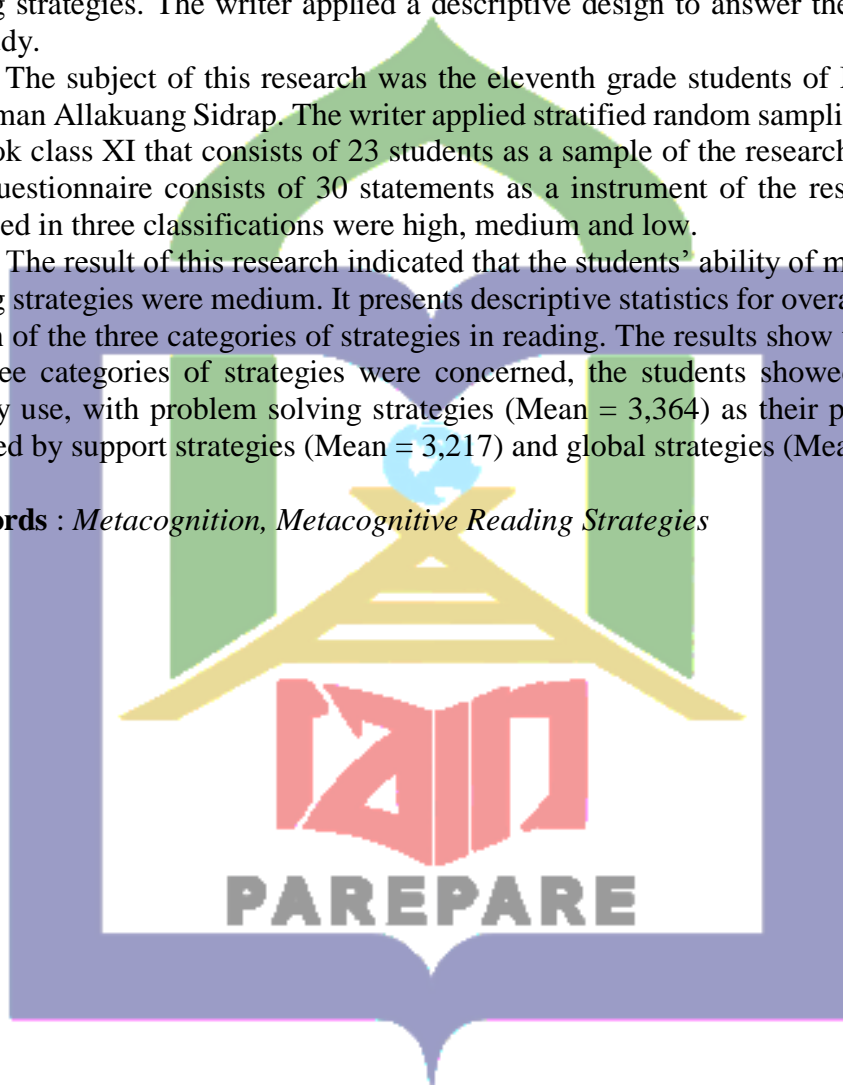**Keywords** : *Metacognition, Metacognitive Reading Strategies*

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CHAPTER I
INTRODUCTION

1.1 Background

Reading as one of the basic language skills has an important role in widening ones knowledge to access information and make meaning. For many years, Indonesian government has attempted against literacy by declaring that reading is the solution for broaden knowledge. According to the curriculum of Madrasah Aliyah, some of the objectives of learning reading are; to understand, apply and analyze factual, conceptual and procedural knowledge based on their curiosity and processing, reasoning and presenting in the concrete and abstract domains of the reading material given. In other words, the students are expected to get knowledge and understand the context that has been explained in the text based on their curiosity. It means that the students need to learn a considerable amount of information from a text by knowing their metacognitive reading strategies.

In learning reading that has been carried out so far has only emphasized the mastery of cognitive concepts captured by objective writing tests, while the space for metacognition is less empowered. Learning activities like this make students tend to learn to remember or memorize and without understanding or without understanding what the teacher teaches. As a result, when students are faced with problems, students have difficulty solving them. This difficulty leads to a decrease in student learning outcomes and students reading strategies. Barnett has used the term reading strategy to refer to "the cognitive operations that take place when readers approach a text with the purpose to make sense of what they read. In this sense, reading strategies are as the comprehension processes that readers use in order to make sense

of what they read".[1] So, Reading strategies are effective techniques that are used by EFL learners to success in reading comprehension. Other problem is students dislike reading because they often do not understand the text. One of the many problems students face nowadays is not their inability to read but their lack of interest, indifference or rejection of reading.

In fact, students have difficulties in understanding the meaning of the text so, they do not know the main ideas on the text, they cannot answer the questions from the text, and they have limited vocabulary and act. From the cognitive problem, the students cannot manage their own reading effectively because they lack of metacognitive strategies. Students have difficulties in second language learners, so do foreign language learners. Students lack of proper metacognitive strategies to manage their own reading effectively. Students are uncertain of what metacognitive strategies are and how to use them. As a result, they cannot self-plan, self-monitor, self-regulate and self-evaluate their own reading skills properly.[2] And other problem in reading academic texts in a foreign language therefore requires three things: first, sufficient language skills; second, previous knowledge on the topic to understand the content; and third, the possession of sufficient reading strategies.[3] It is the same cases in MA PP DDI As-salman Allakuang.

Furthermore, based on the explanation above, the researcher hopes that students' can reach the better reading comprehension if the teacher are able to identify

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[1] Barnett, "Postgraduate students' use of reading strategies in L1 and ESL Contexts," (Link to success," 2002).p, 1-14. International Education Journal, 5/4.

[2] Shokrpour, N. and Fotovatian, S, Effects of Consciousness Raising of Metacognitive Strategies On EFL Students' Reading Comprehension. ITL – International Journal of Applied Linguistics, 2009), p. 157, 75-92.

[3] Jere Hokkanen, Assessing the Metacognitive Reading Awareness of Finnish High School Students, (Bachelor's Thesis: Faculty of Humanities Department of Languages English Spring 2015), p. 1.

learners' awareness in metacognitive reading strategies use and promote it to them. It also can be useful for them by pointing to the certainly that metacognitive strategies during reading. Metacognitive reading strategies encourage readers to comprehensively get the information of the text. It knowingly leads the readers to be aware about another aspect of the reading itself. For instance, while reading the text, the readers are acquired to get information within the reading text. But, if the readers only read the passage without any knowledge of relevant strategies, then they will get doubtful about what have to do, what have to ignore, what need to skip etc. So, the researcher will do analysis of metacognitive reading strategies by three sub categories to know the students meatcognitive reading strategies. Such as, global strategies, problem solving strategies and support strategies.

Based on the background, the researcher is interest in conducting under the title of Analysis of Students' Metacognitive Ability of Reading Strategies at MA PP DDI As-Salman Allakuang Sidrap".

1.2 Problem Statement

Regarding with the background above the researcher would like to formulate the problem statements as follow: "How is the students' metacognitive ability of reading strategies at the eleventh grade of MA PP DDI As-salman Allakuang Sidrap?"

1.3 Objective of the research

In relating the problem statement above, this research aims to know how the students' metacognitive ability reading strategies at the eleventh grade of MA PP DDI As-salman Allakuang Sidrap.

1.4 Significance of the research

1.4.1 Theoretically

The result of this research can be used as a reference for the next researcher who will concentrate on the metacognitive reading strategy. This research is useful for supporting the theory about metacognitive reading strategies as part of learning strategies used by the learners in learning the foreign language. Not only can be used for English department but also can be used for all departments in education subjects.

1.4.2 Practically

This research can give information to the teachers about the level of student's metacognitive reading strategies. Hopefully this research can be one of references for the English teacher about the benefit of metacognitive reading strategy to student's reading motivation and reading ability. So, the teacher can enhance learning quality by choosing the right strategies to use in English learning especially in reading learning.
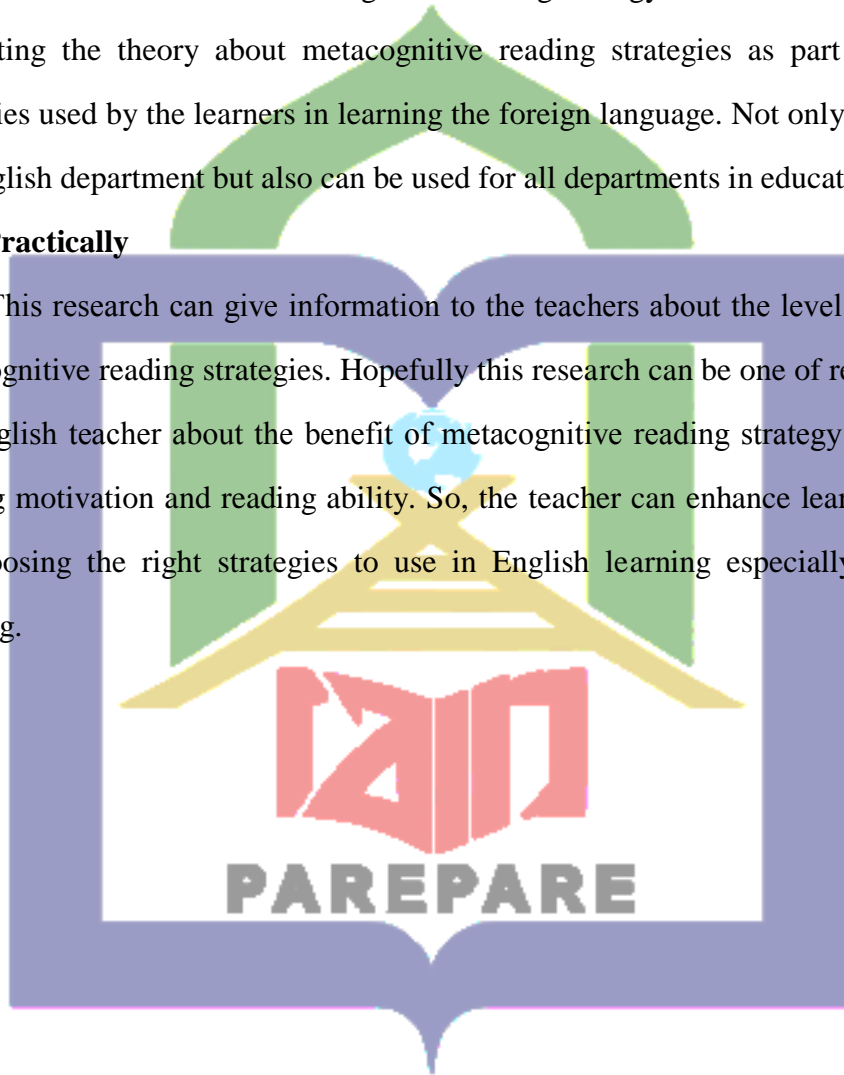
CHAPTER II
LITERATURE REVIEW

2.1 Previous Research Finding

Related to the study, before conducting the study, the writer reviews some related previous studies. These previous studies give a view about the issues discussed in the study. There were three previous studies related to this topic. The writer took the thesis written by Dangin entitled: Metacognitive Reading Strategies and Reading Comprehension: The Correlation Study, Lawrence Jun Zhang entitled: Chinese senior high school EFL students' metacognitive awareness and reading-strategy use, and Emisari entitled: Metacognitive Reading Strategy Training for High School Students at SMAN 1 Metro.

First previous study was Dangin. This study came up with three main results. First result was focus on the students' awareness about metacognitive reading strategies. The study found that the overall strategy use was rated at level medium usage level (M=3,45, SD=42). Moreover, problem solving strategies became the most preferred subcategories of reading categories (M=3,55, SD=38) and support strategies and global strategies were used at medium usage level (M=3,45 AND 3,34, SD=46 and 39). [4]

Lawrence Jun Zhang's is study which intended to find out whether Chinese senior high school EFL students' metacognitive awareness and reading-strategy use of Chinese senior high school students who are learning English as foreign language (EFL). A total of 270 students responded to a 28 item survey of reading strategies (SORS). The strategies were classified into three categories: global, problem solving

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[4] Dangin, "*Metacognitive Reading Strategies and Reading Comprehension: The Correlation Study*" (PublishThesis: Sanata Darmha University Yokyakarta, 2016)

and support. The results showed that the students reported using the 3 categories of strategies at a high-frequency level. Both the main effect for strategies and the main effect for learners' proficiency were significant.[5]

Emisari, Metacognitive Reading Strategy Training for High School Students at SMAN 1 Metro. She concluded that the Metacognitive reading strategy training gives effects to the students' reading strategy. Students who have good metacognition will be able to use their metacognition from previous similar experiences to prepare for potential challenges when they have problem in other situation. Metacognitive reading strategy can be taught in the classroom to make the students more aware about how they study, how they organize their study, how they can evaluate their study and be responsible to their own learning process in general and become strategic reader who uses metacognitive strategy to solve their problem. The researcher summarized that metacognitive reading strategy training improves students' reading strategy and give effect to the students' reading motivation and the students' reading comprehension. Students' reading motivation and metacognitive reading strategy training were positively correlated. However, students' reading comprehension and metacognitive reading strategy training were not correlated. [6]

Based on the explanation above, the researcher can concluded that by doing analyzing the student's metacognitive towards reading strategies ability. In this case, the researcher will focus on the student's metacognitive reading strategies. It will be doing by three sub categories namely global strategies, problem solving strategies and support strategies.

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[5] Lawrence Jun Zhang, "Chinese Senior High School EFL Students' Metacognitive Awareness and Reading-Strategy Use," (Reding in a foreign language. Volume 21, no 1, 2009)

[6] Emisari, "*Metacognitive Reading Strategy Training for High School Students at SMAN 1 Metro*," (Publish Thesis: Master in English Language Teaching Study Program Language and Arts Education Department Teacher Training and Education Faculty Lampung University Bandar Lampung, 2016)

2.2 Some Patient Ideas

2.2.1 Reading

In Webster's comprehensive dictionary of the English language there are some definition of reading namely: (1) To apprehend the meaning of (of a book, writing, etc) by perceiving the form and relation of the printed or written characters, (2) To otter aloud (something printed or written), (3) To understand the significance of as if by reading: to read the sky, (4) To discover the true nature of (a person or character, etc) by observation security[7]

Reading is thinking and understanding and getting at the meaning behind a text.[8] It means that reading is a process through which the reader to get a message from an article. It is supported by statement that reading is the act of making sense of print.[9] It means that reading is the act of making a reader is able to perceive the meaning of the works that has been read, it means that the reading will show any expression of the author so the reader can understand reading material well. Read an arrest and understanding of ideas are the reader activity that accompanied the outpouring of the soul in living up to the script. Reading is an activity that has a purpose.[10] Moreover, Scanlon at all states that reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information.[11]

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[7] Webster, *Webster's Comprehensive Dictionary of the English Language* (Colombia, typhoon international, 2003), p. 1049.

[8] Jennyfer Serravalo, *Teaching Reading in Small Group* (Porsmouth: Heinemann, 2010), p. 43.

[9] Karen Tankersley, *The Threads of Reading* (Alexandria:Association for Supervision and Curriculum Development (ASCD), 2003), p. 146.

[10] Kare R Haris and Graham Steve, Teaching *Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2015), p. 104.

[11] Donna M, Scalon, at All, *Early Intervention or Reading Difficulties* (London: The Guilford Press), p. 9.

Reading is a complex process in which recognition and comprehension of written symbols are influenced by readers' perceptual skills, decoding skills, experiences, language backgrounds, mind set, and reasoning abilities as they anticipate meaning on the basis of what has been read.[12] Reading is an active process that depends on both an author ability to convey meaning using words and your ability to create meaning from them.[13].

Based on the explanation above, the researcher concluded that reading is complex process or active process to get understanding from the text. As the process of beginning readers are invited to think about reading, to know the meaning of the symbols that exist as a message to be delivered by the author, and understand the contents of the message so that a series of new thinking that is conveyed by the author to the reader so that the reader gets the sense from the text.

2.2.2 Reading Comprehension

Reading comprehension is complex skill that requires an active interaction between text elements and the reader. The reader is an active participant with a text and the reader makes sense of how ideas based on the text relate to one another by interpretive interactions between what the reader gleans from the text and what the reader already knows. Reading comprehension is an ability to understand or to gain the information from a text.[14] Furthermore, Jennifer Serravallo stated that comprehension is at the heart of what it means to really read by thinking and understanding and getting at the meaning of the text. Comprehension instruction

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[12] Albert J. Harris and Edward R. Sipay, *How To Increase Reading Ability* (New York & London; Longman 1980), p. 10.

[13] Anter Nancy, *Critical Reading for College and Beyond,* (New York: Mc Graw Hill, 2004), p. 5.

[14] Grabe William, Fredricka L Stoller, *Teaching and Researching Reading.* (New York: Longman, 2002), p. 7.

begins before children can even conventionally read. As children are read to during read-aloud, they are asked to think about characters, make prediction about what will come next, question and wonder what happen and consider what lesson they can learn from the book.[15] It means that a reader must be able to interpret what the meaning of the text well.

Reading comprehension is as an interaction between thought and language.[16] It means that an interaction in reading, it can produce a thought and then we are thinking, and we has a question for asked to someone, that called is language. Reading comprehension is a complex process that requires the activation of numerous cognitive skills.[17]

From the statement, it is clearly understood that comprehension is the most important in reading. Since comprehension of the text is the ultimate goal in reading. Understanding comprehension processes is crucial to the study of reading. Reading comprehension is a process to understand and to gain information from the text by thinking the meaning of the text.

2.2.3 Reading Strategies

There are many different views about the definition of reading strategies depending on different scholars that is why there is no clear cut definition. Reading strategies "as generally deliberate, playful activities undertaken by active learners, many times to remedy perceived cognitive failure". Additionally, Barnett has used the term reading strategy to refer to "the cognitive operations that take place when readers

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[15] Jennifer Seravallo, *Teaching Reading In Small Group,* (USA, Heinemann, 2010), p. 43

[16] Otto Wayne, *How to Teach Reading.* (Philippines: Addison-Wesley Publishing Company, Inc, 1979), p. 70.

[17] Kintsch, W, *Comprehension: A Paradigm for Cognition*. (New York: Cambridge University Press, 1998), p. 7.

approach a text with the purpose to make sense of what they read. In this sense, reading strategies are as the comprehension processes that readers use in order to make sense of what they read".[18] So, Reading strategies are effective techniques that are used by EFL learners to success in reading comprehension. On the other hand, we cannot exclude the role of EFL teachers who should be both aware of the use of reading strategies and should teach learners on how to use these different strategies successfully.

When it comes to the study of English language, reading has usually been at the center of debates among teachers and researchers. Therefore, an attempt will be made to define reading as a communicative process by following certain relevant descriptive frameworks in this area. There are three main "models" being proposed to explain the nature of foreign learning to read: (1) bottom-up processing model, which is so called because it focuses on written on a page; (2) top-down processing model, which focuses on the background knowledge that a reader uses to comprehend a text; and (3) the third model called "interactive" model which incorporates both top-down and bottom-up processing models and regards text processing as a non-linear, constantly developing phenomenon where both the former explanation constantly react and influence one another developing the basic skill of matching sounds with letters, syllables, and words[19] it means that There are three main "models" that we can used being proposed to explain the nature of foreign learning to read.

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[18] Barnett, *Postgraduate students' use of reading strategies in L1 and ESL Contexts: Link to success, 2002* (pp1-14). International Education Journal, 5/4.

[19] Sutarsyah, C, *Reading Theories and Practice*. (Lampung: Lembaga Penelitian Universitas Lampung, 2103), p. 2-8.

2.2.4 The Important of Reading Strategies

In educational system, most of EFL learners face many problems especially in comprehension of written materials when reading. According to them, understanding the meaning of texts can be a great challenge i.e. they are able to understand each word and even each sentence; but unfortunately, they fail to achieve the meaning of text as a whole. For that reason, many psychologies and researchers assume that those who always struggle and find reading comprehension as a problematic issue. Because of most of these students lack the reading

There are much evidence that have been shown on the importance of reading strategies and their effective role in enhancing and developing reading comprehension. "Reading strategies are more useful and beneficial for learners who show lack of knowledge in the domain of reading, as well as those with lower reading skill, these kinds of learners are strongly needed to these strategies to achieve reading comprehension".[20] Therefore, the continuous use of reading strategies will lead the readers to become skilled and later they will be able to utilize the reading skills acquired without conscious efforts.

2.2.5 Definition of metacognition

Metacognition consists of two main words, "meta", and "cognition". "Meta" comes from a Greek word which means "beyond", "behind", and "above". "Cognition" refers to what you know or perceive and the process of knowing or learning[21].That is why metacognition refers to the process of thinking about thinking. It refers to one's knowledge concerning one's cognitive processes and anything related to them.

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[20] McNamara, D. S., Boonthum, C., Levinstein, I. B, Millis, K.. *Handbook of Latent Semantic Analysis: Evaluating self-explanations in START: Comparing word- based and LSA Algorithms.* Psychology Press, 2009), p. 218

[21] Seyler, D. U, *The Reading Context*. (MA: Allyn & Bacon, 19970). p, 9-10.

Metacognition is "knowledge and cognition about cognitive phenomena". In other word, metacognition refers to knowledge of cognitive processes and product and includes reflecting on one's own thoughts or cognition about cognition. In addition, Anderson believed that metacognition is closely related to critical reflection and evaluation of one's own thinking which can bring out specific changes in how to learn.[22] Then, metacognition refers to higher order thinking which involves active control over the cognitive processes engaged in learning. Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature. Because metacognition plays a critical role in successful learning, it is important to study metacognitive activity and development to determine how students can be taught to better apply their cognitive resources through metacognitive control[23]. From the statements above, the researcher conclude that metacognition is about a process of cognitive.

Model of metacognition incorporated metacognitive knowledge and metacognitive experiences. Metacognitive knowledge comprises knowledge or saffecting the course and outcome of cognitive activities. Metacognitive experiences certain to cognitive or affective experiences in relation to intellectual activities which are consciously activated metacognitive knowledge in practice.[24] So, there are two model of metacognition. They are metacognitive knowledge and metacognitive

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[22] Anderson, N. J., L2 learning strategies. In E. Hinkel (Ed.), Handbook of research in second language teaching and learning, (Mahwah, NJ: Lawrence Erlbaum,2015), p. 757-771.

[23] Jaramis, "*Metacognitive Strategy in Learning Vocabulary*" (Journal English Language Teaching (ELT) Vol 16, No 2. 2013), p. 190.

[24] Susan E. Israel, *Metacognition in Literacy Learning* (London: Lawrence Erbium Associate, 2005), p. 4.

experience. Metacognitive knowledge is activities of cognitive and metacognitive expersience is metacognitive in practice.

2.2.6 The component of metacognition

There are two component of metacognition. They are knowledge of cognition and regulation of cognition. Knowledge of cognition included declarative knowledge, procedural knowledge and conditional knowledge. Regulation of cognition included information management strategies, planning, comprehension monitoring, debugging strategies and evaluation.

2.2.6.1 Knowledge of Cognition

1. Declarative knowledge includes knowledge about oneself as a learner and about what factors influence one's performance.

2. Procedural knowledge refers to knowledge about doing things. Much of this knowledge is represented as heuristics and strategies.

3. Conditional knowledge refers to knowing when and why to use declarative and procedural knowledge.[25]

2.2.6.2 Regulation of Cognition

Strategies specific to reading can be classified in the following three components of metacognition: planning, monitoring, and evaluating strategies.[26]

1. Planning strategies are used before reading.

2. Monitoring strategies occur during reading.

3. Evaluating strategies are employed after reading.

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[25] Hope J Hartman. *Metacognition in learning and instruction* (New York: SPRINGER-SCIENCE+BUSINESS MEDIA, B.V), p. 4

[26] Susan E. Israel, *Metacognition in Literacy Learning* (London: Lawrence Erbium Associate, 2005), p. 4.

2.2.7 The Important of Metacognition

Now days, school is helping students to construct essential cognitive knowledge still the main goal of education. However, solely having students understand and memorize essential cognitive knowledge appears to be insufficient these days because students must also become be able to deal with a fast growing amount of information. It is fast growing amount of information that requires students become be able to construct cognitive knowledge. In terms, the information is used to understand and remember basic concepts, principles, and applications, *of their own accord*. Moreover, in our society, information can be found easily. It is expected that one understands which information is essential, the required information is found effortlessly, and new information can be integrated into one's existing knowledge in such a way. It can be applied, adapted to new circumstances, used for thinking, and used for creating new meanings. Obviously, being able to handle information in such a way is truly demanding. Therefore, to prepare today's students for their future life, they need to become independent learners who can further advance their own learning.[27]

Based on the explanation above, the research concluded that from everyday life, metacognition is important. Metacognition will make students independent of studying by self. The students must decide whether the material is generally well learned, and if not, what information necessitates further study, this decisions influence of studying behavior.

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[27] Joke Van Velzen, *Metacognitive Learning:* Advancing Learning by Developing General Knowledge of the Learning Process (New York: Springer, 2016), p.1.

2.2.8 Metacognitive Reading Strategies

William points out, "In reading instruction, metacognition is associated with reading strategies[28]." It referred to metacognition as awareness and monitoring processes described as "the knowledge of readers' cognition about reading and self-control mechanism". While Paris described metacognitive knowledge in terms of declarative, procedural, and conditional knowledge, because self-appraisal answers questions about *what* you know, *how* you think, and *when* and *why* to apply knowledge or strategies.

2.2.8.1 Knowledge of cognition

Knowledge of cognition means understanding what someone know about what the task is or what an object is used for. There are three components of metacognition, which is labeled declarative knowledge that refers to the readers ability in understanding the kinds of reading strategies can be utilized; procedural knowledge that is relevant to how to execute the reading strategies appropriately; and conditional knowledge that talk about the state of affairs in reading strategies.[29]

Declarative knowledge refers to what an individual know about appriate approach in gaining information. "It involves factual information and is the state of knowledge refered to as 'knowing what'". For instance, a reader may know that previous knowledge and setting the reading's goal has significant impact toward his reading comprehension and fluency.

Procedural knowledge alludes to awareness of structural mechanism in thinking process. It leads the learner to use procedural skills automatically and become

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[28] William and Atkins, The Role of Metacognition in Teaching Reading Comprehension to Primary Students. In Hacker. D.J, Dunlosky. J and Graesser. A. C. (Eds.), Handbook of Metacognition in Education. (New York. Taylor & Francis, 2009), p. 27.

[29] Jacobs, Paris, Cildren's Metacognition about Reading: Issue in Definition, Measurement, and Instruction, Educational Psychologist, 22, 1987), p. 255-278.

more self-directed in how to use the strategies appropriately and how to solve the problem effectively. "For instance, students' could know how to skim, how to use context, how to underlie, how to summarize, and how to find the main idea while reading.

Conditional knowledge refers to a state of knowledge that pertains to when and where knowledge could or should be applied. For this reason, it has been described as "knowing when and where". For instance, a student needs to know when he should use paraphrase and know why the paraphrase strategy should be applied.

2.2.8.2 Regulation of cognition

Management skills have relevance to the regulatory process for operating the strategies. Schraw also provided regulatory skills of metacognitive reading strategies into three essential skills and are as follows.[30] Strategies specific to reading can be classified in the following three components of metacognition: planning, monitoring, and evaluating strategies

Planning strategies are used before reading; activating learners' background knowledge to get prepared for reading is an example of planning strategies. Also, previewing a title, picture, illustration, heading, or subheading can help readers grasp the overview of the text. Readers may also preview the general information in the text and its structure. Learners may check whether their reading material has a certain text structure, such as cause and effect, question and answer, and compare and contrast. Further, setting the purpose for reading can also be categorized as a planning strategy.

Monitoring strategies occur during reading. Some examples of monitoring strategies are comprehension of vocabulary, self questioning (reflecting on whether they understood what they have read so far), summarizing, and inferring the main idea of each paragraph. Readers may also identify and focus on key information or key

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[30] Schraw and Moshman, Metacognitive Theories: Education Phsychology Review, 7, 1995), p. 351-371.

words, including but, however, on the other hand, in addition, also, and in conclusion. Determining which part of the passage can be emphasized or ignored based on the purpose of the task is another monitoring strategy.

Evaluating strategies are employed after reading. For example, after reading a text, learners may think about how to apply what they have read to other situations. They may identify with the author, a narrative, or main character, and may have a better perspective of the situation in the book than they did at first.

2.3 Research Variable

In this research, there is one variable. Namely independent variable, it is the student's metacognitive ability on reading strategies at the eleventh grade of MA PP DDI As-salman Allakuang Sidrap.

Metacognitive reading strategy is a strategy to help the readers to think critically about their own understanding as they go. This strategy is classified into two meatcognition strategies. These are knowledge of cognition and regulation of cognition. Those groups are declarative knowledge, procedural knowledge, conditional knowledge, planning (pre-reading), monitoring (during reading), and evaluating (post-reading) strategies.

2.4 Conceptual Framework

Based on the background of my research, the conceptual framework in this research showed in picture 2.1.
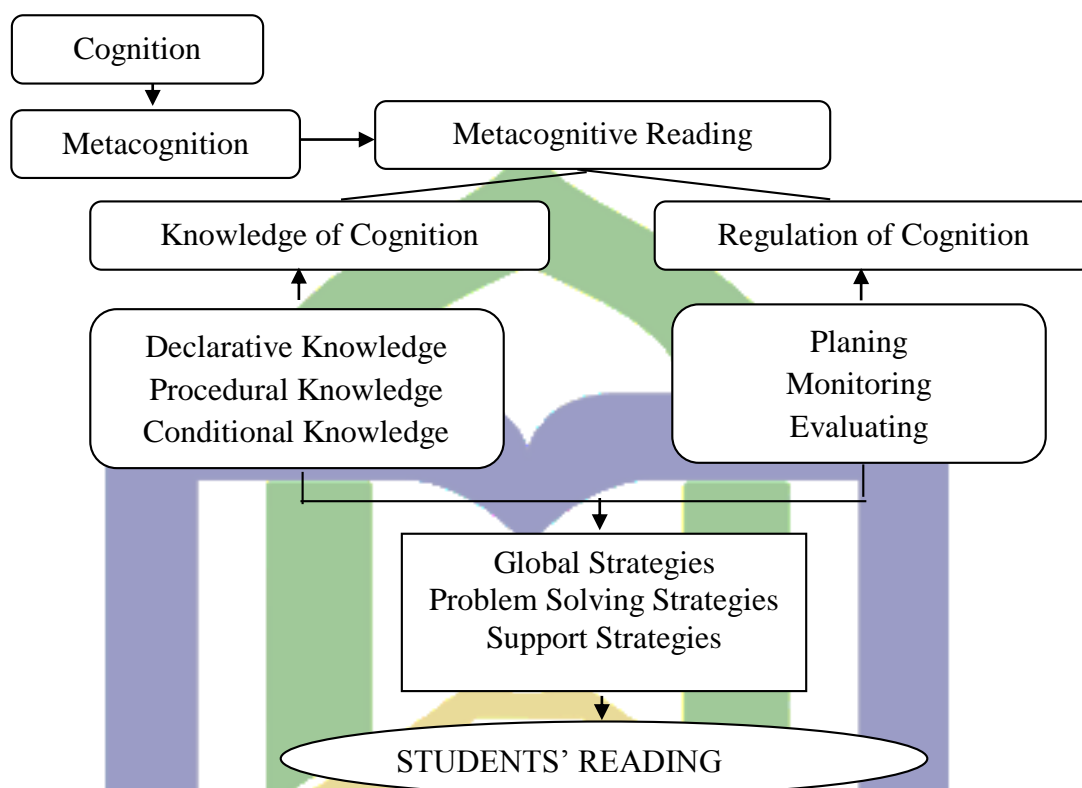
Picture 2.1 Conceptual Framework

In diagram above, the research will do analysis to find the students' ability of metacognitive reading strategies. Metacognition reading strategies from the word metacognition, there is cognition. Metacognition is divided into two points those are knowledge of cognition and regulation of cognition. Knowledge of cognition consists of declarative knowledge, procedural knowledge, and conditional knowledge. Regulation of cognition consists of planning, monitoring and evaluating.

From strategies in knowledge of cognition and regulation of cognition, the researcher will be collecting data by three strategies categories, such as global strategies, problem strategies and support strategies to find the students' ability of metacognitive reading strategy.

CHAPTER III
RESEARCH METHOD

3.1 Design of the Research

This research will use design in form qualitative research, especially in descriptive method. The data collected is in the form of words of pictures rather than number.[31] Qualitative research is procedures narrative or textual descriptions of the phenomena under study.[32] The descriptive method will be used to interpret the data.

In this research, the researcher explores, describes how the student metacognition ability, which components of metacognition knowledge are predominantly possessed by students at each level of metacognition ability, and what components of knowledge or experience of metacognition are dominant in students at each level metacognition skills.

3.2 Location and Duration of the Research

3.2.1 Location

In conducting in this research, the researcher was interested to take place of MA PP DDI As-salman Allakuang. It was located on Jl Lahalede in Allakuang village Sidenreng Rappang regency.

3.2.2 Duration

This research was conducted at MA PP DDI As-salman Allakuang, it took duration about two weeks for doing this research. The researcher took several times to the school to collect the data.

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[31] Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif Kualitatif Dan R7D,* (Alfabeta: Bandung, 2008), p. 13.

[32] Scout W, *Research Methods for Everyday Life, Blending Qualitative and Quantitative.* (Jossey-Bass: San Fransico, 2009), p. 7.

3.3 Population and Sample

3.3.1 Population

Population is areas of generalization to be drawn conclusion. A population comprises all the cases (persons, objects, events) that constitute a known whole.[33] The population of this research was students of MA PP DDI As-salman Allakuang academic year 2018/2019. The total number of the students of MA PP DDI As-Salman Allakuang can be seen in the following table below.

Table 3.1 Population of MA PP DDI As-Salman

No	Grade	Students
1	X GRADE	35
2	XI GRADE	23
3	XII GRADE	30
Total		88

Source: Administration Official of MA PP DDI As-salman Allakuang

3.3.2 Sample

Sample is a part of population, as the representative that has been taken by using certain technique.[34] It means that the sample should contain the same characteristic with the population because the sample should represent the whole number of population.

In choosing the sample for the research, the researcher used stratified random sampling because every member of the population presumably had an equal chance of being selected. The researcher chose sample to research of the grade XI IPA. The total of the sample were 23 students.

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[33] Donald Ary, *Introduction to Research in Education* (New York: Wadsworth, Inc, 2010), p.160.

[34] Margono, *Metodologi Penelitian Pendidikan Komponen MKDK* (Cet. VII; Jakarta: Rineka Cipta, 2009), p. 121

Table 3.2 Sample of Grade XI MA PP DDI As-Salman

No	Gender	Student
1	Male	10
2	Female	13
Total		23

Source: Administration Official of MA PP DDI As-salman Allakuang

3.4 Instrument of Collecting Research

In this research, the instrument used questionnaire instrument. A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Although they are often designed for statistical analysis of the responses, this is not always the case. This instrument is used to gain data related to the use of reading strategy. A selected -response format of thirty items was measured using the Likert – Scale that provided us with an ordinal scale measurement. The instrument was adopted, constructed and validated by Mokhtari & Sheorey. The responses were then rated based on a five- point. Likert-scale which ranged from numbers is one to five; never, often, sometimes, usually and always. These 30 items were categorized into three categories of reading strategies comprising of Global Reading Strategies (13 items), Support Strategies (9 items) and Problem Solving Strategies (8 items). This formula is adapting from the work of Oxford & Stock. All the items in this questionnaire were mainly used to indicate the extent of awareness to which the respondents perceived themselves to be using the described strategy when reading academic materials. They (Lawrence Jun Zhang'S, 2002; Carla A. Reichard'S,; Iko Iwai, 2009; Yen-Ju Hou,2013; Hossein Tavakoli,2014; Iknul Yuksel, 2011) have used the questionnaire to do their researcher about metacognitive awareness of students.

In this research used analysis of students' reading strategies with 3 factors or categories. They are: The first factor (Global Reading Strategies) contained 13 items and represented a set of reading strategies oriented toward a global analysis of text. Examples include "I decide what to read closely and what to ignore;" "I think about what I know to help me understand what I read;" and "I have a purpose in mind when I read." These strategies can be thought of as generalized, intentional reading strategies aimed at setting the stage for the reading act (e.g., setting purpose for reading, making predictions).

The second factor (Problem-Solving Strategies) contained 8 items that appeared to be oriented around strategies for solving when text becomes difficult to read. Examples of these include "When the text becomes difficult, I reread to increase my understanding;" and "I adjust my reading speed according to what I read." These strategies provide readers with action plans that allow them to navigate through text skillfully. Such strategies are localized, focused problem-solving or repair strategies used when problems develop in understanding textual information (e.g., checking one's understanding on encountering conflicting information or rereading for better understanding).

The third factor (Support Reading Strategies) contained 9 items and primarily involved use of outside reference materials, taking notes, and other practical strategies that might be described as functional or support strategies. Examples include "I take notes while reading;" "I underline or circle information in the text to".

Table. 3.3 Items Indicator and the Classification Strategies.

No.	CATEGORY	ITEMS	SUM
1	Global Reading Strategies	1,3,4,7,10,14,17,19,22,23,25,26,29	13
2	Problem Solving Strategies	8,11,13,16,18,21,27,30	8
3	Support Strategies	2,5,6,9,12,15,20,24,28	9

Source: Questionnaire of this Research

The researcher would do validity and reliability test, although many researchers has done use it.

3.5.1 Validity

Validity refers to the extent to which the results of an evaluation procedure serve the particular uses for which they are intended. Validity of a test is the extent to which the test measures what is intended to measure.[35]

3.5.1.1 Content Validity

This kind of validity depends on a careful analysis of the language being tested and of the particular course objectives. The test should be so constructed as to contain a representative sample of the course, the relationship between the test items and the course objectives always being apparent.

3.5.1.2 Construct Validity

This type of validity assumes the existence of certain learning theories or constructs underlying the acquisition of abilities and skills. If a test has construct validity, it is capable of measuring certain specific characteristics in accordance with a theory of language behavior and learning.[36]

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[35]Norman E. Gronlund, *Measurement And Evaluation in Teaching (Fifth Edition)*, (New York: Macmilan Publishing Company, 1985), p. 11.

[36] J. B. Heaton, *Writing English Language Tests*,(Longman, 1975), p. 154.

This type of validity assumes the existence of certain learning theories or constructs underlying the acquisition of abilities and skill.[37] After the Instrument checked by the judgment experts, continued testing of construct validity. It is conducted by field test. In order to find the validity, product moment Correlation used as the formula to calculate from the try-out test result.

3.5.2 Reliability

Reliability shows the consistency of measurement result. A measuring instrument is said to be reliable, when measuring something repeatedly, the measuring instrument shows the same result under the same conditions. To measuring the reliability of this test, the researcher uses *Alfa Cronbach* technique.

The criteria instrument research is related by using this technique, when the reliability coefficient (rr_{11}) > 0.6. Stages of calculation of reliability test by using *Alpha Cronbach* technique, that is:

Determine instrument reliability

$$r_{11} = \left[\left\lfloor \frac{k}{k-1} \right\rfloor \right] \left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

Where:

n : Number of samples

X_I : Respondent's answer for each item

$\sum X$: Total of respondent's answers for each item

σ_I^2 : Total variant

$\sum \sigma_b^2$: Number of grain variants

k : Number of questions

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[37] Norman E. Gronlund, *Measurement and Evaluation In Teaching (Fifth Edition)*, (New York: Macmilan Publishing Company,1985), p. 155.

r_{11} : Instrument reliability coefficient[38]

> rxy>tt= Valid
> rxy<tt= Invalid

To know the validity level of the instrument, the result of the test will interpret to the criteria below:

Table 3.4 Level of Interpretability of the Instrument of Reliability

Coefficient of Reliability	Interpretation
0,00 – 0,20	Lower
0,20 – 0,40	Low
0,40 – 0,60	Medium/Enough
0,60 – 0,80	Strong
0,80 – 1,00	Very Strong

3.5 Technique of Collecting Data

The research procedure carried out in this study includes three stages, namely:

3.5.1 Preparation stage.

Activities carried out at this stage include:

a. Request permission from the head of MA PP DDI As-salman Allakuang to conduct research at the school.

b. Make an agreement with the English subject teacher about the time to be used for research.

c. Compiling instruments.

d. Instrument validation.

3.5.2 Implementation phase.

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[38] Siregar, Syofian, *Statistic Parametric untuk Penelitian Kuantitatif* (Jakarta: PT BumiAksara, 2015), p. 90-91.

Questionnaire will be given to class XI IPA of MA PP DDI A-salman Allakuang in the 2018-2019 school years were selected as research subjects.

3.5.3   Analysis phase.

The data obtained in this study were analyzed according to data analysis techniques which will be explained in the next sub-chapter.

3.6 Technique of Data Analysis

In this research, the researcher will use technique of data analysis by finding out the mean score using the following formula:

$$X = \frac{\sum x}{N}$$

Where:

X   = Mean score

$\sum x$ = The sum of score

N   = The total of students[39]

Table 3.5 Frequency Scales of Strategy Use

Mean score	Frequency	Evaluation
4.5-5.0	High	Always or almost always used
3.5-4.49		Usually used
2.5-3.49	Medium	Sometimes used
1.5-2.49		Generally not used
1.0-1.49	Low	Never or almost never used

Source: Mokhtari & Shoerey (2002)

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[39] Gay. L. R. Milss. Geoffrey E Airaisian, Peter, *Educational Research Competencies for Analysis and Aplication*: Eight Edition. (Colombus: Merril Prentice Hall, 2012), p. 361.

CHAPTER IV
FINDINGS AND DISCUSSIONS

This chapter deals with description of the research, data analysis and discussion. The result of the data was presented in description of the research and further explanation in analysis data and discussion.

4.1 Findings

This research is implemented in XI grade of MA PP DDI As-Salman Allakuang with giving instrument questionnaire consists of 30 item statements for gaining data about student's metacognitive ability toward reading strategies.

Based on the result of the research through a questionnaire give to XI class students' of MA PP DDI As-Salman Allakuang about students' metacognitive ability toward reading strategies obtained by respondents in the following table:

Tabel 4.1 Data Respondents

Class	Gender	
	Male	Female
XI MAK	10	13
TOTAL	23	

Based on the respondent's data above, it can be seen that respondents were 23 students with a total of 10 male students and 13 female students.

4.1.1 Result of Test Validity and Reliability Instrument

4.1.1.1 Result of Test Validity Instrument

In this research, the instrument validity test used program Microsoft Excel 2010 Windows. Validity test is done to know who valid the instrument that used in collecting data. In valid test used criteria of testing, which is the value of correlation.

coefficient or r_{value} obtained from the instrument test analysis, the compare with the value of r_{table} to find out which items are valid and which items are invalid. Criteria of testing is if value of $r_{value} > r_{table}$ it means the items is valid, but $r_{value} < r_{table}$ it means the items is unvalid. The numbers of samples (N) in this research = 23, and degrees of freedom (df) = N-2 = 23-2 = 2, then r_{table} is obtained at the significance level 0,05 is 0,4132 (see appendix 2.4). The value of r_{table} compares with the value of r_{value} that calculate by using program Microsoft Excel 2010 Windows. With the result as follows:

Valid   : if $r_{value} > r_{table}$

Invalid   : if $r_{value} < r_{table}$

Where r_{table} significance 0,05 and df = 21 is 0,4132

Table 4.2 Testing Validity Students Ability about Metacognitive Reading Strategies

N	Item	r_{value}	r_{table}	Information
23	X1	0,62	0,4132	Valid
23	X2	0,43	0,4132	Valid
23	X3	0,54	0,4132	Valid
23	X4	0,62	0,4132	Valid
23	X5	0,59	0,4132	Valid
23	X6	0,72	0,4132	Valid
23	X7	0,65	0,4132	Valid
23	X8	0,65	0,4132	Valid
23	X9	0,50	20,4132	Valid
23	X10	0,42	0,4132	Valid
23	X11	0,24	0,4132	Invalid
23	X12	0,46	0,4132	Valid

N	Item	r_{value}	r_{table}	Information
23	X13	0,57	0,4132	Valid
23	X14	0,43	0,4132	Valid
23	X15	0,07	0,4132	Invalid
23	X16	0,47	0,4132	Valid
23	X17	0,45	0,4132	Valid
23	X18	0,27	0,4132	Invalid
23	X19	0,24	0,4132	Invalid
23	X20	0,44	0,4132	Valid
23	X21	0,46	0,4132	Valid
23	X22	0,51	0,4132	Valid
23	X23	0,55	0,4132	Valid
23	X24	0,44	0,4132	Valid
23	X25	0,55	0,4132	Valid
23	X26	0,52	0,4132	Valid
23	X27	0,74	0,4132	Valid
23	X28	0,49	0,4132	Valid
23	X29	0,17	0,4132	Invalid
23	X30	0,19	0,4132	Invalid

Based on the result of test validity instrument that have done, it is gained information that the total of item research were 30 items. Invalid items in students' ability about meatacognitive reading strategies found 6 items in number 11, 15,18,19,29, and 30. The total of valid items was 24 items (See Appendix 3.1). The item is invalid because $r_{value} < r_{table}$.

4.1.1.2 Result of Test Reliability Instrument

Test reliability is used to find out how consistent or reliability instruments that use in the research. In the instruments, the reliability of testing the researcher used program Microsoft excel 2010 windows, the result of calculated (coefficient reliability) may see in the table of reliability statistics Colom Cronbach's Alpha (see appendix 2.2).

To know the reliability instrument is, if the value of the coefficient of reliability $\geq 0,6$. The value of the reliability coefficient obtained consulted in the classification table of reliability coefficients to determine the level of interpretability of the instrument reliability of this research.

Table 4.3 Level of Interpretability of the Instrument of Reliability

Coefficient of Reliability	Interpretation
0,00 – 0,20	Lower
0,20 – 0,40	Low
0,40 – 0,60	Medium/Enough
0,60 – 0,80	Strong
0,80 – 1,00	Very Strong

Based on the calculation of reliability that have done in Microsoft excel 2010 programs, it is found:

No items : 30

Jumlah varinsi : 36,93

Variansi total : 246,26

Cronbach's Alpha : $r_{11}= (\left[\frac{N}{N-1}\right] [1 - \frac{\sum \sigma_b^2}{\sigma_t^2}]) = (\left[\frac{23}{23-1}\right] [1 - \frac{36.93}{246.26}]) = 0.88$

Information : Because of value Cronbach's Alpha = 0.88 > 0.60 so, the

Instrument of research is **Reliability**

Based on the explanation above, it found that students' ability about metacognitive reading strategies with Cronbach's Alpha is 0.88. it means the instrument that used to collect data about students' metacognitive ability on reading strategies is reliable and it is very strong.

4.1.2 Data Analysis of questionnaire

In this part, it would explain about students' answers with using questionnaire about students' metacognitive reading strategies. Questionnaire that is used   consists of three categories namely (1) global reading strategies with code CI,   (2) problem solving strategies with code CII, (3) support strategies with code CIII.

After analyzing students' response questionnaire data, the next researcher classifies according to the frequency scale and strategy use.

Table 4.4 Frequency Scales of Strategy Use

Mean score	Frequency	Evaluation
4.5-5.0	High	Always or almost always used
3.5-4.49		Usually used
2.5-3.49	Medium	Sometimes used
1.5-2.49		Generally not used
1.0-1.49	Low	Never or almost never used

In this research will analysis of students' reading strategies with three categories. They are:

4.2.1 Global Reading Strategies (CI)

In the global strategies category, the statements are given amounts to 13 items in the number 1, 3, 4, 7, 10, 14, 17, 19, 22, 23, 25, 26, 29 and represented a set of reading strategies oriented toward a global analysis of text.

Table 4.5 Statements of Global Reading Strategies

No. items	Statements
1	I have a purpose in mind when I read.
3	I think about what I know to help me understand what I read.
4	I preview the text to see what it's about before reading it.
7	I think about whether the content of the text fits my reading purpose.
10	I skim the text first by noting characteristics like length and organization.
14	I decide what to read closely and what to ignore.
17	I use tables, figures, and pictures in text to increase my understanding.
19	I use context clues to help me better understand what I'm reading.
22	I use typographical aids like bold face and italics to identify key information.
23	I critically analyze and evaluate the information presented in the text.
25	I check my understanding when I come across conflicting information.
26	I try to guess what the material is about when I read.
29	I check to see if my guesses about the text are right or wrong.

Student response data about students' metacognitive abilities towards reading strategies, especially in the global strategies category strategy measured through questionnaires consisting of 13 statements with a Likert scale consisting of 5 alternative answers, where the score 5 states the highest score and the score 1 states the lowest score, can be seen in the following table.

Table 4.6 Students' Response Questionnaire Data of Global Reading Strategies

Respondent	Global Reading Strategies (CI)												
	1	3	4	7	10	14	17	19	22	23	25	26	29
S1	2	3	4	2	3	4	4	4	2	4	2	4	4
S2	5	4	3	4	2	5	4	4	4	3	4	5	5
S3	2	4	2	3	4	4	3	4	1	1	3	2	3
S4	2	3	4	2	3	2	1	1	3	1	3	3	4
S5	2	2	1	3	1	2	2	3	3	2	2	2	4
S6	2	3	3	4	1	4	2	3	2	2	3	2	5
S7	2	4	4	4	1	1	3	2	1	1	3	3	2
S8	5	3	3	2	1	3	2	4	1	2	5	3	3
S9	3	4	4	2	1	5	2	5	2	3	2	2	4
S10	5	4	4	5	2	4	2	4	4	5	3	4	2
S11	5	4	3	3	3	3	3	3	1	2	3	3	3
S12	5	5	4	5	3	3	1	3	2	1	3	4	3
S13	5	4	4	5	3	4	2	4	2	4	4	4	4
S14	3	4	5	4	3	5	1	3	1	1	3	4	3
S15	4	4	4	5	5	2	3	5	5	2	4	5	4
S16	4	5	4	4	3	5	5	3	5	5	3	2	4
S17	4	5	4	5	3	3	3	3	3	3	4	3	5
S18	4	3	4	5	4	3	4	2	3	4	4	4	4
S19	3	2	2	2	5	2	5	5	2	1	2	2	4
S20	3	4	1	4	1	1	1	4	1	1	2	2	4

Respondent	Global Reading Strategies (CI)												
	1	3	4	7	10	14	17	19	22	23	25	26	29
S21	3	3	1	1	2	4	1	3	2	1	2	3	3
S22	3	4	3	4	3	3	3	3	2	3	3	3	3
S23	3	2	1	4	1	4	3	4	3	2	4	3	4

Based on table 4.6 can be seen that students' response toward problem solving strategies are diverse choices. Student response to statement item 29 "I check to see if my guesses about the text are right or wrong." Students more dominantly answer often and sometimes. It is different from the statement item 23 "I critically analyze and evaluate the information presented in the text". Students are more dominant to answer ever and never. For more details about the average result of student's metacognitive ability toward reading strategies for problem solving strategies category can be seen in following chart:

Chart 4.1 Mean of Category Global Reading Strategies
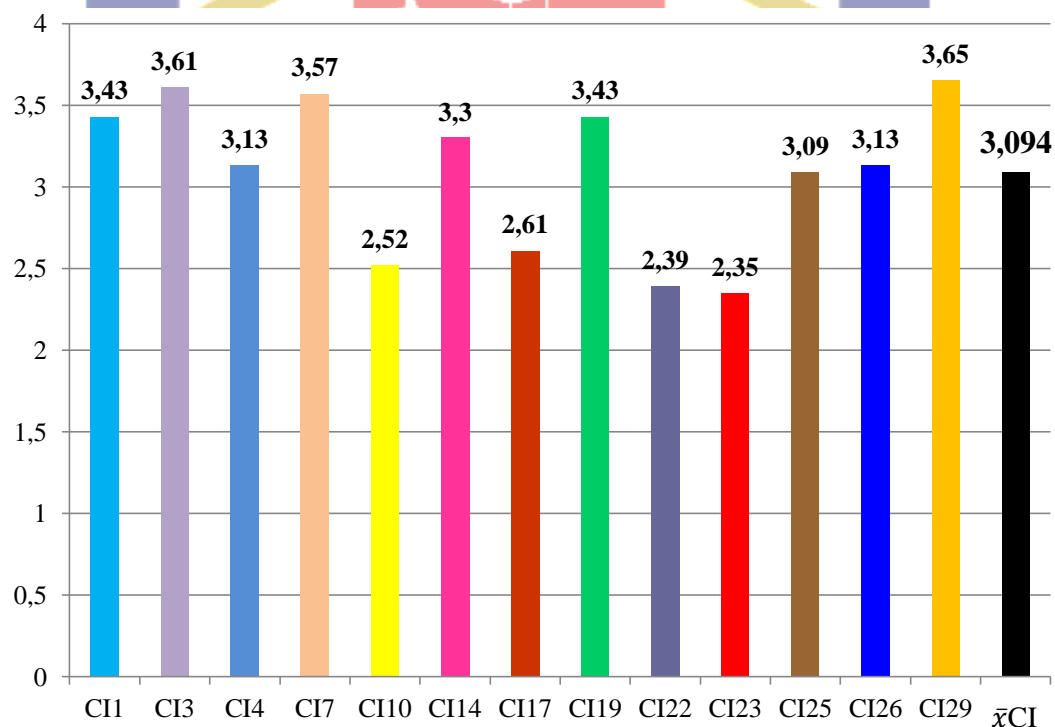
By observing the bar chart above, we can easily know that the average points of thirteen strategies category on global strategies. Overall means of subscales of strategies were 3,094 on medium level. As indicated in the overall of average score of Global Strategy was 3,094. Based on the scale in the questionnaire this average fell between "sometimes" (3) and "usually do it" (4). It can be concluded that the study Global Strategy was relatively medium. Strategies such as think about what they know to help them understand what they read (Item 3, M = 3,61), think about whether the content of the text fits my reading purpose (Item 7, M = 3,57) and check to see if guesses about the text are right or wrong (Item 29, M = 3,65) were accounted as the higher usage. Strategies such as use typographical aids like bold face and italics to identify key information (Item 22, M = 2,39) and critically analyze and evaluate the information presented in the text. (Item 23, M = 3,35) were accounted as the lowest usage of global reading strategies.

4.2.2 Problem Solving Strategies (CII)

In the problem solving strategies category, the statements are given amounts to 8 items in the number 8,11,13,16,18,21,27, and 30.

Table 4.7 Statements of Problem Solving Strategies

No. items	Statements
8	Read slowly but carefully to be sure I understand what I'm reading.
11	I try to get back on track when I lose concentration.
13	I adjust my reading speed according to what I'm reading.
16	When text becomes difficult, I pay closer attention to what I'm reading.
18	I stop from time to time and think about what I'm reading

No. items	Statements
21	I try to picture or visualize information to help remember what I read.
27	When text becomes difficult, I re-read to increase my understanding.
30	I try to guess the meaning of unknown words or phrases.

Student response data about students' metacognitive abilities towards reading strategies, especially in the problem solving strategies category strategy measured through questionnaires consisting of 8 statements with a likert scale consisting of 5 alternative answers, where the score 5 states the highest score and the score 1 states the lowest score, can be seen in the following table:

Table 4.8 Students' Response Questionnaire Data of Problem Solving Strategies

Respondent	Problem solving strategies (CII)							
	8	11	13	16	18	21	27	30
S1	2	4	4	4	2	2	4	2
S2	5	4	5	3	3	4	5	4
S3	4	5	4	3	4	3	4	2
S4	1	3	3	2	3	3	3	2
S5	3	3	1	1	3	3	3	3
S6	4	2	2	4	5	5	4	5
S7	3	5	3	3	3	4	4	3
S8	3	4	2	3	3	4	4	2
S9	5	5	2	4	4	1	4	1
S10	4	5	3	4	4	3	3	1
S11	5	3	3	3	3	3	3	3

Respondent	Problem solving strategies (CII)							
	8	11	13	16	18	21	27	30
S12	5	5	5	4	4	4	4	2
S13	5	5	4	5	3	5	5	4
S14	3	5	3	4	3	4	5	2
S15	5	3	2	3	4	5	4	3
S16	3	5	3	4	4	4	5	3
S17	5	5	3	4	2	3	5	3
S18	3	3	4	2	2	3	4	2
S19	4	5	2	4	2	4	4	2
S20	1	5	1	1	3	3	2	2
S21	3	4	1	5	1	2	1	3
S22	4	4	4	4	3	2	3	2
S23	3	5	2	4	5	2	5	2

Based on table 4.8 can be seen that students' response toward problem solving strategies are diverse choices. Student response to statement item 11 "I try to get back on track when I lose concentration." Students more dominantly answer often and always. It is different from the statement item 30 "I try to guess the meaning of unknown words or phrases. Students are more dominant to answer ever and sometimes. For more details about the average result of student's metacognitive ability toward reading strategies for problem solving strategies category can be seen in following chart:

Chart 4.2 Mean of Category Problem Solving Strategies
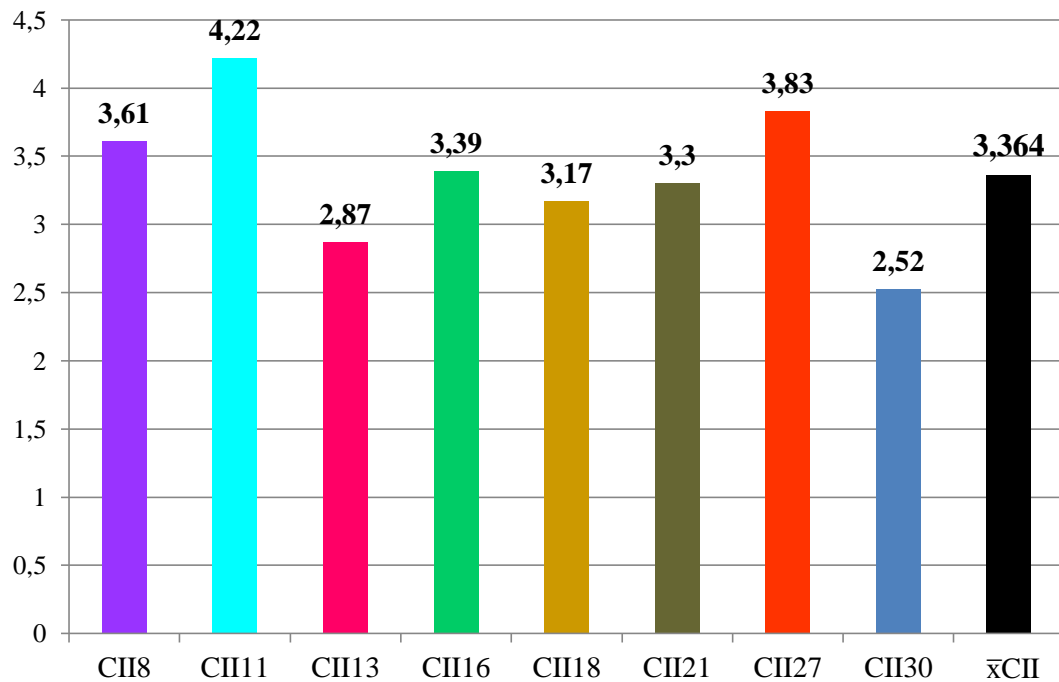
By observing the bar chart above, we can easily know that the average points of thirteen strategies category on global strategies. Overall means of subscales of strategies were 3,364 on medium level. As indicated in the overall of average score of Global Strategy was 3,094. Based on the scale in the questionnaire this average fell between "sometimes" (3) and "usually do it" (4). It can be concluded that the study Global Strategy was relatively medium. Strategies such as Reading slowly but carefully to be sure I understand what I'm reading (item8, M = 3,61), I try to get back on track when I lose concentration (Item 11, M = 4,22) and When text becomes difficult, I re-read to increase my understanding (Item 27, M = 3,83) were accounted as the higher usage. I try to guess the meaning of unknown words or phrases (item 30, M = 2,52) were accounted as the lowest usage of problem solving reading strategies.

4.2.3 Support strategies (CIII)

In the support strategies category, the statements are given amounts to 9 items in the number 2,5,6,9,12,15,20,24, and 28.

Table 4.9 Statements of Support Strategies

| No items	Statements
2	I take notes while reading to help me understand what I read.
5	When text becomes difficult, I read aloud to help me understand what I read
6	I summarize what I read to reflect on important information in the text.
9	I discuss what I read with others to check my understanding.
12	I underline or circle information in the text to help me remember it.
15	I use reference materials such as dictionaries to help me understand what I read.
20	I paraphrase (restate ideas in my own words) to better understand what I read.
24	I go back and forth in the text to find relationships among ideas in it.
28	I ask myself questions I like to have answered in the text

Student response data about students' metacognitive abilities towards reading strategies, especially in the support strategies category strategy measured through questionnaires consisting of 9 statements with a Likert scale consisting of 5 alternative answers, where the score 5 states the highest score and the score 1 states the lowest score, can be seen in the following table.

Table 4.10 Students' Response Questionnaire Data of Support Strategies

Respondent	Support strategies (CIII)								
	2	5	6	9	12	15	20	24	28
S1	2	2	2	2	4	2	4	4	2
S2	3	5	3	3	4	4	1	3	5
S3	3	3	3	3	3	4	3	2	2
S4	2	2	2	2	2	4	3	3	4
S5	2	1	1	1	1	4	3	2	3
S6	3	4	4	4	1	3	4	3	2
S7	3	2	3	2	5	5	4	2	5
S8	4	3	2	3	1	5	2	5	2
S9	2	5	2	2	2	4	3	4	4
S10	3	5	4	3	4	5	4	3	5
S11	3	3	3	4	3	4	3	3	3
S12	5	5	4	3	3	3	5	2	3
S13	3	3	3	3	2	4	4	5	4
S14	2	5	3	5	4	3	3	3	4
S15	3	3	4	4	5	5	5	4	2
S16	3	5	5	5	3	5	4	4	3
S17	3	3	3	3	5	5	4	5	5
S18	3	3	4	3	4	5	2	3	4
S19	4	4	2	5	4	5	4	1	4
S20	1	4	1	4	1	5	1	3	1
S21	3	1	3	1	4	5	2	1	1
S22	3	2	3	3	3	2	4	3	2
S23	4	3	3	3	2	4	3	4	3

Based on table 4.10 can be seen that students' response toward problem solving strategies are diverse choices. Student response to statement item 15 "I use reference materials such as dictionaries to help me understand what I read." Students more dominantly answer always and often. It is different from the statement item 2 "I take notes while reading to help me understand what I read". Students are more dominant to answer sometimes. For more details about the average result of student's metacognitive ability toward reading strategies for support strategies category can be seen in following chart:

Chart 4.3 Mean of Category Support Strategies
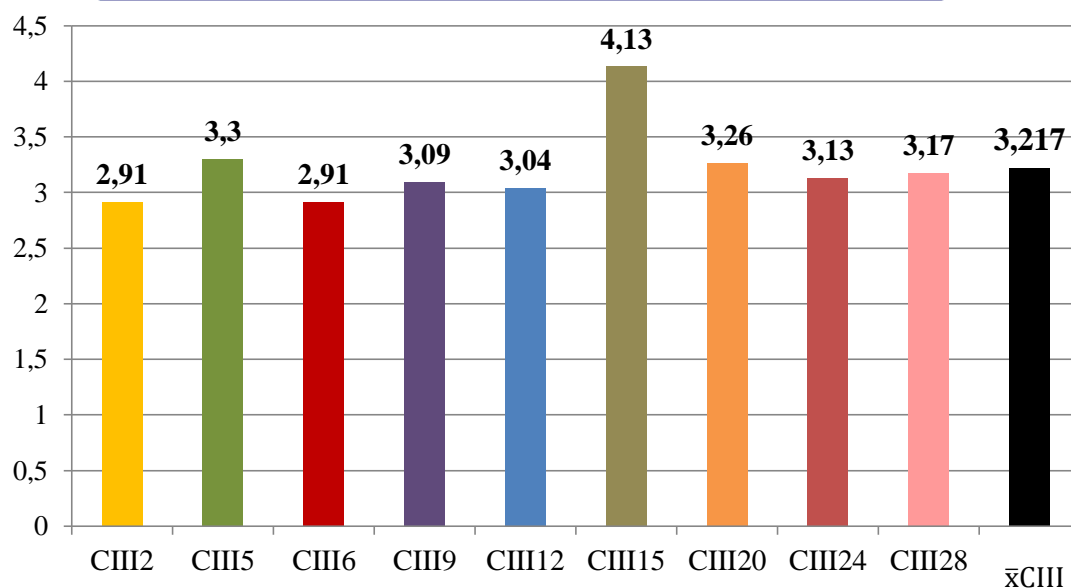
By observing the bar chart above, we can easily know that the average points of thirteen strategies category on global strategies. Overall means of subscales of strategies were 3,217 on medium level. As indicated in the overall of average score of Global Strategy was 3,217. Based on the scale in the questionnaire this average fell between "sometimes" (3) and "usually do it" (4). It can be concluded that the study Global Strategy was relatively medium. I use reference materials such as dictionaries to help

me understand what I read (item 15, M = 4,13) were accounted as the higher usage. I take notes while reading to help me understand what I read (Item 2, M = 2,91) and I summarize what I read to reflect on important information in the text (item 6, M = 2,91) were accounted as the same mean and the lowest usage of support reading strategies.

Based on the description of three category strategy reading, for overall frequency of each three categories of strategies in reading was medium usage. It can be concluded that mean of students' meatcognitive ability on reading strategies of XI class MA PP DDI As-Salaman Allakuang was medium frequency with evaluation sometimes used (see appendix 2.3). It can be seen in following chart:

Chart 4.4 Overall Frequency Metacognitive of Reading Strategies
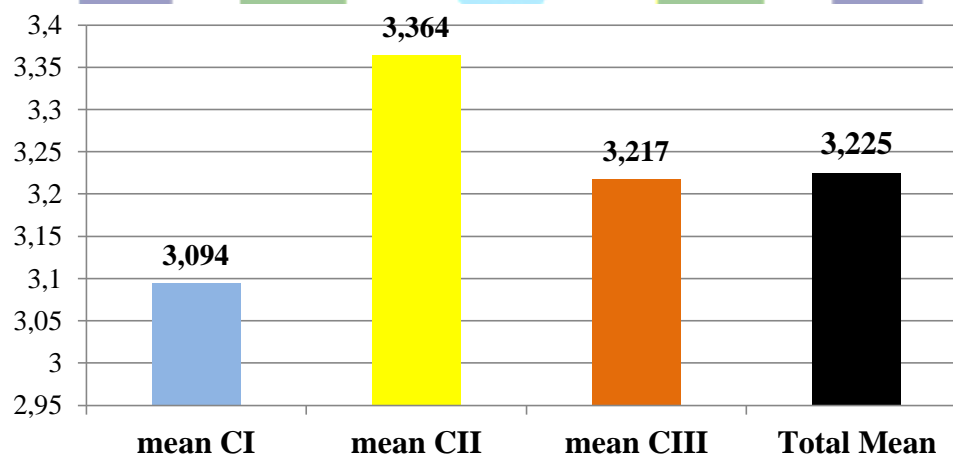
Chart 4.4 presents descriptive statistics for overall frequency of each of the three categories of strategies in reading. The results show that as far as the three categories of strategies were concerned, the students showed a medium strategy use, with problem-solving strategies (Mean = 3.364) as their prime choice, followed by support strategies (Mean = 3,217) and global strategies (Mean = 3,094). In other words, when problems in reading arise, most of these students were ready to adopt

strategies like reading slowly and carefully to be sure, going back when losing concentration, rereading for better understanding and so on to solve problems. By contrast, they used far fewer global reading strategies like use typographical aids like bold face and italics to identify key information, and critically analyze and evaluate the information presented in the text.

4.2 Discussion

Reading is one the basic language that has important role in English learning. Therefore, in English learning students have to understand the meaning on the reading text because reading is the act of making a reader is able to perceive the meaning of the works that has been read. According to Fotovatian in chapter I that the biggest problem in during reading is students cannot manage their own reading effectively because they lack of metacognitive strategies. Students lack of proper metacognitive strategies to manage their own reading effectively.[40] Students are uncertain of what metacognitive strategies are and how to use them. So, the students need a good strategies reading in English learning.

According to McNamara in chapter II that Reading strategies are more useful and beneficial for learners who show lack of knowledge in the domain of reading, as well as those with lower reading skill, these kinds of learners are strongly needed to these strategies to achieve reading comprehension.[41] If the students want to achieve reading comprehension, they have to have meatcognitive reading strategies.

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[40] Shokrpour, N. and Fotovatian, S, Effects of Consciousness Raising of Metacognitive Strategies On EFL Students' Reading Comprehension. ITL – International Journal of Applied Linguistics, 2009), p. 157, 75-92.

[41] McNamara, D. S., Boonthum, C., Levinstein, I. B, Millis, K., "Handbook of Latent Semantic Analysis: Evaluating self-explanations in START: Comparing word- based and LSA Algorithms,"(Psychology Press, 2009), p. 218.

Metacognition refers to the process of thinking about thinking. It refers to one's knowledge concerning one's cognitive processes and anything related to them. Metacognition will make students independent of studying by self. The students must decide whether the material is generally well learned, and if not, what information necessitates further study, this decisions influence of studying behavior.

The important of metacognitive reading strategies, it was crucial to the readers to have knowledge of cognitive reading strategies and regulation of cognitive reading strategies. They were supposed to be more aware about the characteristic of various reading strategies. It was important to have declarative knowledge, and conditional knowledge of those reading strategies. They eventually needed to be more aware about how to plan the reading activities, monitoring ongoing process of reading and evaluate what they have done with the text as well.

The findings reported here underscore the importance of helping students develop their metacognitive awareness of specific reading strategies deemed necessary for proficient reading. As Pressley have argued, teachers can play a part in enhancing students' awareness of such strategies, and in assisting them to become "constructively responsive" readers.[42] It needs to be noted that an awareness of strategic reading does indeed lead to actual use of these strategies while reading. Furthermore, the integration of metacognitive reading strategy instruction within reading curricula will no doubt play a vital role in enriching students' awareness of the mental processes involved in reading and the development of thoughtful and constructively responsive reading.

Based on the result of the research, it obtained information that the student's metacognitive ability XI grade of MA PP DDI As-Salman Allakuang was in medium

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[42] As Pressley And Afflerbach, "Verbal Protocols of Reading: The Nature of Constructively Responsive Reading,"(Hillsdale N: ERLBAUM,1995), p. 56.

frequency with evaluation some times used. The results of this study show that, in general the students are moderately active strategy users when reading in English, with problem-solving strategies used most frequency. Such findings suggest that the students have the basic tools to reach a medium level of reading proficiency in English. The three categories of strategies were concerned, the students showed a medium strategy use, with problem-solving strategies (Mean = 3.364) as their prime choice, followed by support strategies (Mean = 3,217) and global strategies (Mean = 3,094).

The findings suggested that students' ability on metacognitive reading strategies was medium level. Problem reading strategies got to better leading category with the highest means score. Then, the research also found that the choice of global strategies is the lowest score from the three categories. It was in medium level. Strategies such as "think about what know to help understand what I read", "think about whether the content of the text fits my reading purpose" and "check to see if my guesses about the text are right or wrong". From the 3 items, students were sometimes used during reading process.

Problem solving strategies got to be the leading category with highest mean score. Then, this research also found that the global strategies fell into the lowest preference and were categorized on medium usage level. Problem solving strategies were the most frequency reading strategies with the highest level. "Read slowly but carefully", "try to get back on track when lose concentration", "re-read to increase my understanding" were the most preferred strategies and utilized at high usage level. Yet, the students also reported medium usage level at strategies such as "when text becomes difficulty, I pay closer attention to what I'm reading", "I stop from time and think

about what I'm reading" and "I try to picture or visualize information to help remember what I read" always students used during reading process.

The choice of problem solving strategies most preferred then global strategies and support strategies. Problem solving strategies is domain used to the students' strategies at demonstrated in the chart 4.4 might be construed as the preference of students in using problem solving strategies during reading material. It indicates that students mostly tend to manage and plan their reading strategies to better understand as well. This result was consistent with the findings in Dangin's study which suggested that moderate usage level of metacognitive reading strategies was moderately used.[43].

Support strategies got to be a medium score. Students always use reference materials to understand what they read. Supporting idea could be taken from the discovery that students were mostly aware in using foregoing knowledge as well as their experience. They referred the existing information to the new one in order to recall their comprehension. In other words, those students had an attempt to recall their practical knowledge. This tendency emerged on the average level of several strategies such as using references while reading. Strategies such as "take notes while reading to help me understand what I read" and" summarize what I read to reflect on important information in the text" sometimes students used during reading process.

The students in this research had tendency to use more problem solving strategies higher than global strategies and support strategies. It definitely described the students as readers who actively and usually use particular strategies in order to solve problems within reading process. According Emisari in chapter II that Metacognitive reading strategy can be taught in the classroom to make the students

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[43] Dangin, "*Metacognitive Reading Strategies and Reading Comprehension:The Correlation Study*" (Publish Thesis: Sanata Darmha University Yokyakarta, 2016), p.60.

more aware about how they study, how they organize their study, how they can evaluate their study and be responsible to their own learning process in general and become strategic reader who uses metacognitive strategy to solve their problem. [44]Students preferred problem solving strategies because the items in this category help readers to overcome difficulties that arise when a text is complicated and students were also able to concentrate and understand the meaning of the text effectively. They reported that they used to solve the difficulties in reading by means of several problem solving strategies such as adjusting reading speed, guessing for unknown words or even trying to picture or visualize the reading passage. Meanwhile global strategies and support strategies in medium usage because students favored to sometimes utilized global strategies while facing reading materials and students are not usually use the support strategies.

Considering the discussion above, problem solving strategies were higher than both of the global strategies and support strategies. The overall of mean were medium level. It concluded that students of the eleventh grade of MA PP DDI As-Salman in medium level on meatcognitive reading strategy ability.

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[44] Emisari, *Metacognitive Reading Strategy Training For High School Students at SMAN 1 Metro*. (Publish Thesis: Master In English Language Teaching Study Program Language and Arts Education Department Teacher Training and Education Faculty Lampung University Bandar Lampung, 2016),p. 97.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter discusses two parts. The first part contains conclusions based on the findings and discussion of the researcher. The second section contains several suggestions based on conclusions.

5.1 Conclusion

Based on the results of the research and discussion on the analysis of students' metacognitive ability of reading strategies, it can be concluded that the metacognitive abilitiy of As-Salman Allakuang class XI MA PP DDI students on reading strategies are the medium frequency with evaluation sometime used. It can be proven from the results of the average metacognitive abilitiy of students which reached 3.225 with a medium frequency. The results show that as far as the three categories of strategies were concerned, the students showed a medium strategy use, with problem-solving strategies (Mean = 3.364) as their prime choice, followed by support strategies (Mean = 3,217) and global strategies (Mean = 3,094).

5.2 Suggestion

Based on the result of data analysis and conclusion above the researcher puts forward some suggestions as follows:

5.2.1 Looking ahead, more research is needed to investigate why certain strategies are used or not used in learning contexts. Individual learning styles may further demonstrate which strategies are implemented during the reading process. Perhaps future research could examine more deeply the interaction of metacognitive reading strategies on learners.

5.2.2 For the teacher to provide teacher' belief of the effect of those metacognitive reading strategies on students' reading comprehension. It also could give the teacher an overview of meatcognitive reading strategies and encourage them to promote those strategies.

5.2.3 For the students of XI grade of MA PP DDI As-salman Allakuang to increase their ability in reading comprehension by knowing metacognitive reading strategies.

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Appendix 1
The Instrument of Research

ANGKET RESPON SISWA TERHADAP
METACOGNITIVE READING STRATEGIES

Nama   :

Kelas   :

A. Petunjuk:

1. Bacalah pernyataan di bawah ini dengan cermat dan pilihlah jawaban yang benar-benar cocok dengan pilihanmu
2. Pertimbangkan setiap pernyataan dan tentukan kebenarannya. Jawabanmu jangan dipengaruhi oleh jawaban terhadap pernyataan lain atau jawaban temanmu
3. Catat responmu pada lembar jawaban yang tersedia dengan tanda centang ($\sqrt{}$)

Keterangan pilihan jawaban:

1. = Tidak Pernah
2. = Pernah
3. = Kadang-Kadang
4. = Sering
5. = Selalu

B. Pernyataan angket

NO	READING STRATEGIES	SCALES				
		1	2	3	4	5
1	Saya memiliki tujuan ketika saya membaca.					
2	Saya mencatat sambil membaca untuk membantu saya memahami apa yang saya baca					
3	Saya memikirkan apa yang saya ketahui untuk membantu saya memahami apa yang saya baca.					
4	Saya meninjau ulang bacaan untuk mengetahui isi bacaan tersebut sebelum membacanya.					
5	Ketika teks menjadi sulit, saya membaca keras-keras untuk membantu saya memahami apa yang saya baca.					
6	Saya meringkas apa yang saya baca untuk mengulas kembali informasi penting dalam bacaan.					

NO	READING STRATEGIES	SCALES				
		1	2	3	4	5
7	Saya berpikir apakah isi dari bacaan sesuai dengan tujuan membaca saya					
8	Saya membaca perlahan tapi hati-hati untuk memastikan saya mengerti apa yang saya baca.					
9	Saya mendiskusikan apa yang saya baca dengan orang lain untuk memeriksa pemahaman saya.					
10	Saya membaca bacaan sekilas terlebih dahulu, dengan mencatat ciri-ciri seperti panjang bacaan dan susunannya.					
11	Saya mencoba untuk kembali kebacaan ketika saya kehilangan konsentrasi					
12	Saya menggarisbawahi atau melingkari informasi dalam teks untuk membantu saya mengingatnya					
13	Saya menyesuaikan kecepatan membaca saya sesuai dengan apa yang saya baca.					
14	Saya memutuskan apa yang harus dibaca dengan cermat dan apa yang harus diabaikan.					
15	Saya menggunakan bahan referensi seperti kamus untuk membantu saya memahami apa yang saya baca.					
16	Ketika teks menjadi sulit, saya lebih memperhatikan apa yang saya baca.					
17	Saya menggunakan tabel, gambar, dan contoh dalam teks untuk meningkatkan pemahaman saya.					
18	Saya berhenti dari waktu ke waktu dan berpikir tentang apa yang saya baca.					
19	Saya menggunakan petunjuk bacaan untuk membantu saya lebih memahami apa yang saya baca.					
20	Saya menuliskan kembali ide-ide dengan kata-kata saya sendiri untuk lebih memahami apa yang saya baca.					

NO	READING STRATEGIES	SCALES				
		1	2	3	4	5
21	Saya mencoba menggambarkan dan membayangkan informasi untuk membantu mengingat apa yang saya baca.					
22	Saya menggunakan alat bantu seperti huruf cetak tebal dan miring untuk mengenali kata kunci.					
23	Saya secara kritis menganalisa dan mengevaluasi informasi yang disajikan dalam bacaan.					
24	Saya bolak-balik dalam teks untuk menemukan hubungan di antara ide-ide di dalamnya.					
25	Saya memeriksa pemahaman saya ketika saya menemukan informasi yang bertentangan.					
26	Saya mencoba menerka apa materi itu ketika saya membaca.					
27	Ketika teks menjadi sulit, saya membaca ulang untuk meningkatkan pemahaman saya.					
28	Saya bertanya pada diri sendiri pertanyaan-pertanyaan yang ingin saya jawab dalam teks					
29	Saya memeriksa untuk melihat apakah tebakan saya tentang teks itu benar atau salah					
30	Saya mencoba menebak arti dari kata atau frasa yang tidak dikenal.					

Appendix 2

The Results of Student Response

Questionnaire Work

ANGKET RESPON SISWA TERHADAP
METACOGNITIVE READING STRATEGIES

Nama : AHISA AMALIA

Kelas : XI IPA

A. Petunjuk:

1. Bacalah pernyataan di bawah ini dengan cermat dan pilihlah jawaban yang benar-benar cocok dengan pilihanmu
2. Pertimbangkan setiap pernyataan dan tentukan kebenarannya. Jawabanmu jangan dipengaruhi oleh jawaban terhadap pernyataan lain atau jawaban temanmu
3. Catat responmu pada lembar jawaban yang tersedia dengan tanda centang (√)

Keterangan pilihan jawaban:

1. = Tidak Pernah
2. = Pernah
3. = Kadang-Kadang
4. = Sering
5. = Selalu

B. Pernyataan angket

NO	READING STRATEGIES	SCALES				
		1	2	3	4	5
1	Saya memiliki tujuan ketika saya membaca.		√			
2	Saya mencatat sambil membaca untuk membantu saya memahami apa yang saya baca		√			
3	Saya memikirkan apa yang saya ketahui untuk membantu saya memahami apa yang saya baca.			√		
4	Saya meninjau ulang bacaan untuk mengetahui isi bacaan tersebut sebelum membacanya.				√	
5	Ketika teks menjadi sulit, saya membaca keras-keras untuk membantu saya memahami apa yang saya baca.		√			
6	Saya meringkas apa yang saya baca untuk mengulas kembali informasi penting dalam bacaan.		√			

No	Pernyataan					
7	Saya berpikir apakah isi dari bacaan sesuai dengan tujuan membaca saya		✓			
8	Saya membaca perlahan tapi hati-hati untuk memastikan saya mengerti apa yang saya baca.		✓			
9	Saya mendiskusikan apa yang saya baca dengan orang lain untuk memeriksa pemahaman saya.		✓			
10	Saya membaca bacaan sekilas terlebih dahulu, dengan mencatat ciri-ciri seperti panjang bacaan dan susunannya.			✓		
11	Saya mencoba untuk kembali bacaan ketika saya kehilangan konsentrasi		✗		✓	
12	Saya menggarisbawahi atau melingkari informasi dalam teks untuk membantu saya mengingatnya				✓	
13	Saya menyesuaikan kecepatan membaca saya sesuai dengan apa yang saya baca.				✓	
14	Saya memutuskan apa yang harus dibaca dengan cermat dan apa yang harus diabaikan.				✓	
15	Saya menggunakan bahan referensi seperti kamus untuk membantu saya memahami apa yang saya baca.		✓			
16	Ketika teks menjadi sulit, saya lebih memperhatikan apa yang saya baca.				✓	
17	Saya menggunakan tabel, angka, dan gambar dalam teks untuk meningkatkan pemahaman saya.				✓	
18	Saya berhenti dari waktu ke waktu dan berpikir tentang apa yang saya baca.		✓			
19	Saya menggunakan petunjuk bacaan untuk membantu saya lebih memahami apa yang saya baca.				✓	
20	Saya menuliskan kembali ide-ide dengan kata-kata saya sendiri untuk lebih memahami apa yang saya baca.				✓	

21	Saya mencoba menggambarkan dan membanyangkan informasi untuk membantu mengingat apa yang saya baca.		✓			
22	Saya menggunakan alat bantu seperti huruf cetak tebal dan miring untuk mengenali kata kunci.		✓			
23	Saya secara kritis menganalisa dan menilai informasi yang disajikan dalam bacaan.				✓	
24	Saya bolak-balik dalam teks untuk menemukan hubungan di antara ide-ide di dalamnya.				✓	
25	Saya memeriksa pemahaman saya ketika saya menemukan informasi yang bertentangan.		✓			
26	Saya mencoba menerka apa materi itu ketika saya membaca.				✓	
27	Ketika teks menjadi sulit, saya membaca ulang untuk meningkatkan pemahaman saya.				✓	
28	Saya bertanya pada diri sendiri pertanyaan-pertanyaan yang ingin saya jawab dalam teks		✓			
29	Saya memeriksa untuk melihat apakah tebakan saya tentang teks itu benar atau salah				✓	
30	Saya mencoba menebak arti dari kata atau frasa yang tidak dikenal.		✓			

ANGKET RESPON SISWA TERHADAP
METACOGNITIVE READING STRATEGIES

Nama : HENPRAWAN
Kelas : XI MAK

A. Petunjuk:

1. Bacalah pernyataan di bawah ini dengan cermat dan pilihlah jawaban yang benar-benar cocok dengan pilihanmu
2. Pertimbangkan setiap pernyataan dan tentukan kebenarannya. Jawabanmu jangan dipengaruhi oleh jawaban terhadap pernyataan lain atau jawaban temanmu
3. Catat responmu pada lembar jawaban yang tersedia dengan tanda centang (√)

Keterangan pilihan jawaban:

1. = Tidak Pernah
2. = Pernah
3. = Kadang-Kadang
4. = Sering
5. = Selalu

B. Pernyataan angket

NO	READING STRATEGIES	SCALES				
		1	2	3	4	5
1	Saya memiliki tujuan ketika saya membaca.			✔		
2	Saya mencatat sambil membaca untuk membantu saya memahami apa yang saya baca				✔	
3	Saya memikirkan apa yang saya ketahui untuk membantu saya memahami apa yang saya baca.		✔			
4	Saya meninjau ulang bacaan untuk mengetahui isi bacaan tersebut sebelum membacanya.	✔				
5	Ketika teks menjadi sulit, saya membaca keras-keras untuk membantu saya memahami apa yang saya baca.			✔		
6	Saya meringkas apa yang saya baca untuk mengulas kembali informasi penting dalam bacaan.			✔		

7	Saya berpikir apakah isi dari bacaan sesuai dengan tujuan membaca saya				✓	
8	Saya membaca perlahan tapi hati-hati untuk memastikan saya mengerti apa yang saya baca.			✓		
9	Saya mendiskusikan apa yang saya baca dengan orang lain untuk memeriksa pemahaman saya.			✓		
10	Saya membaca bacaan sekilas terlebih dahulu, dengan mencatat ciri-ciri seperti panjang bacaan dan susunannya.	✓				
11	Saya mencoba untuk kembali bacaan ketika saya kehilangan konsentrasi					✓
12	Saya menggarisbawahi atau melingkari informasi dalam teks untuk membantu saya mengingatnya		✓			
13	Saya menyesuaikan kecepatan membaca saya sesuai dengan apa yang saya baca.		✓			
14	Saya memutuskan apa yang harus dibaca dengan cermat dan apa yang harus diabaikan.				✓	
15	Saya menggunakan bahan referensi seperti kamus untuk membantu saya memahami apa yang saya baca.				✓	
16	Ketika teks menjadi sulit, saya lebih memperhatikan apa yang saya baca.				✓	
17	Saya menggunakan tabel, angka, dan gambar dalam teks untuk meningkatkan pemahaman saya.			✓		
18	Saya berhenti dari waktu ke waktu dan berpikir tentang apa yang saya baca.					✓
19	Saya menggunakan petunjuk bacaan untuk membantu saya lebih memahami apa yang saya baca.				✓	
20	Saya menuliskan kembali ide-ide dengan kata-kata saya sendiri untuk lebih memahami apa yang saya baca.			✓		

21	Saya mencoba menggambarkan dan membanyangkan informasi untuk membantu mengingat apa yang saya baca.		✓			
22	Saya menggunakan alat bantu seperti huruf cetak tebal dan miring untuk mengenali kata kunci.			✓		
23	Saya secara kritis menganalisa dan menilai informasi yang disajikan dalam bacaan.		✓			
24	Saya bolak-balik dalam teks untuk menemukan hubungan di antara ide-ide di dalamnya.				✓	
25	Saya memeriksa pemahaman saya ketika saya menemukan informasi yang bertentangan.				✓	
26	Saya mencoba menerka apa materi itu ketika saya membaca.			✓		
27	Ketika teks menjadi sulit, saya membaca ulang untuk meningkatkan pemahaman saya.					✓
28	Saya bertanya pada diri sendiri pertanyaan-pertanyaan yang ingin saya jawab dalam teks			✓		
29	Saya memeriksa untuk melihat apakah tebakan saya tentang teks itu benar atau salah				✓	
30	Saya mencoba menebak arti dari kata atau frasa yang tidak dikenal.		✓			

PAREPARE

ANGKET RESPON SISWA TERHADAP

METACOGNITIVE READING STRATEGIES

Nama   : Putri Masyithah

Kelas   : XI MIPA

A. Petunjuk:

1. Bacalah pernyataan di bawah ini dengan cermat dan pilihlah jawaban yang benar-benar cocok dengan pilihanmu
2. Pertimbangkan setiap pernyataan dan tentukan kebenarannya. Jawabanmu jangan dipengaruhi oleh jawaban terhadap pernyataan lain atau jawaban temanmu
3. Catat responmu pada lembar jawaban yang tersedia dengan tanda centang (√)

Keterangan pilihan jawaban:

1. = Tidak Pernah
2. = Pernah
3. = Kadang-Kadang
4. = Sering
5. = Selalu

B. Pernyataan angket

NO	READING STRATEGIES	SCALES				
		1	2	3	4	5
1	Saya memiliki tujuan ketika saya membaca.			√		√
2	Saya mencatat sambil membaca untuk membantu saya memahami apa yang saya baca					√
3	Saya memikirkan apa yang saya ketahui untuk membantu saya memahami apa yang saya baca.					√
4	Saya meninjau ulang bacaan untuk mengetahui isi bacaan tersebut sebelum membacanya.				√	
5	Ketika teks menjadi sulit, saya membaca keras-keras untuk membantu saya memahami apa yang saya baca.					√
6	Saya meringkas apa yang saya baca untuk mengulas kembali informasi penting dalam bacaan.				√	

7	Saya berpikir apakah isi dari bacaan sesuai dengan tujuan membaca saya					✓
8	Saya membaca perlahan tapi hati-hati untuk memastikan saya mengerti apa yang saya baca.					✓
9	Saya mendiskusikan apa yang saya baca dengan orang lain untuk memeriksa pemahaman saya.			✓		
10	Saya membaca bacaan sekilas terlebih dahulu, dengan mencatat ciri-ciri seperti panjang bacaan dan susunannya.			✓		
11	Saya mencoba untuk kembali bacaan ketika saya kehilangan konsentrasi					✓
12	Saya menggarisbawahi atau melingkari informasi dalam teks untuk membantu saya mengingatnya			✓	.	
13	Saya menyesuaikan kecepatan membaca saya sesuai dengan apa yang saya baca.					✓
14	Saya memutuskan apa yang harus dibaca dengan cermat dan apa yang harus diabaikan.			✓		
15	Saya menggunakan bahan referensi seperti kamus untuk membantu saya memahami apa yang saya baca.			✓		
16	Ketika teks menjadi sulit, saya lebih memperhatikan apa yang saya baca.				✓	
17	Saya menggunakan tabel, angka, dan gambar dalam teks untuk meningkatkan pemahaman saya.	✓		✓		
18	Saya berhenti dari waktu ke waktu dan berpikir tentang apa yang saya baca.				✓	
19	Saya menggunakan petunjuk bacaan untuk membantu saya lebih memahami apa yang saya baca.			✓		
20	Saya menuliskan kembali ide-ide dengan kata-kata saya sendiri untuk lebih memahami apa yang saya baca.					✓

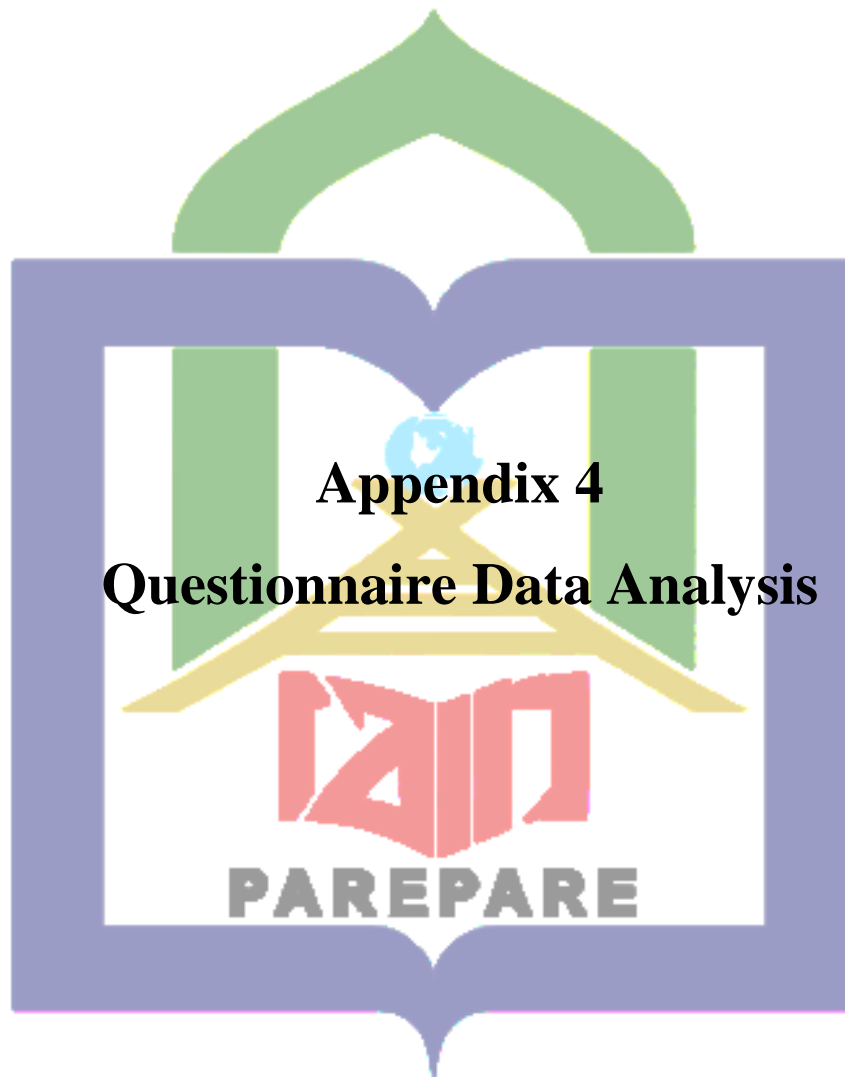| 21	Saya mencoba menggambarkan dan membanyangkan informasi untuk membantu mengingat apa yang saya baca.	✓			✓	
22	Saya menggunakan alat bantu seperti huruf cetak tebal dan miring untuk mengenali kata kunci.		✓			
23	Saya secara kritis menganalisa dan menilai informasi yang disajikan dalam bacaan.	✓				
24	Saya bolak-balik dalam teks untuk menemukan hubungan di antara ide-ide di dalamnya.		✓			
25	Saya memeriksa pemahaman saya ketika saya menemukan informasi yang bertentangan.			✓		
26	Saya mencoba menerka apa materi itu ketika saya membaca.				✓	
27	Ketika teks menjadi sulit, saya membaca ulang untuk meningkatkan pemahaman saya.				✓	
28	Saya bertanya pada diri sendiri pertanyaan-pertanyaan yang ingin saya jawab dalam teks			✓		
29	Saya memeriksa untuk melihat apakah tebakan saya tentang teks itu benar atau salah			✓		
30	Saya mencoba menebak arti dari kata atau frasa yang tidak dikenal.		✓			

Appendix 3

Result of Validity and Reliability

Instrument

3.1 Result of Validity and Reliability Instrument

Respon den	Item's number																														Sum
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
S1	2	2	3	4	2	2	2	2	2	3	4	4	4	4	2	4	4	2	4	4	2	2	4	4	2	4	4	2	4	2	90
S2	5	3	4	3	5	3	4	5	3	2	4	4	5	5	4	3	4	3	4	1	4	4	3	3	4	5	5	5	5	4	116
S3	2	3	4	2	3	3	3	4	3	4	5	3	4	4	4	3	3	4	4	3	3	1	1	2	3	2	4	2	3	2	91
S4	2	2	3	4	2	2	2	1	2	3	3	2	3	2	4	2	1	3	1	3	3	3	1	3	3	3	3	4	4	2	76
S5	2	2	2	1	1	1	3	3	1	1	3	1	1	2	4	1	2	3	3	3	3	3	2	2	2	2	3	3	4	3	67
S6	2	3	3	3	4	4	4	4	4	1	2	1	2	4	3	4	2	5	3	4	5	2	2	3	3	2	4	2	5	5	95
S7	2	3	4	4	2	3	4	3	2	1	5	5	3	1	5	3	3	3	2	4	4	1	1	2	3	3	4	5	2	3	90
S8	5	4	3	3	3	2	2	3	3	1	4	1	2	3	5	3	2	3	4	2	4	1	2	5	5	3	4	2	3	2	89
S9	3	2	4	4	5	2	2	5	2	1	5	2	2	5	4	4	2	4	5	3	1	2	3	4	2	2	4	4	4	1	93
S10	5	3	4	4	5	4	5	4	3	2	5	4	3	4	5	4	2	4	4	4	3	4	5	3	3	4	3	5	2	1	111
S11	5	3	4	3	3	3	3	5	4	3	3	3	3	3	4	3	3	3	3	3	3	1	2	3	3	3	3	3	3	3	94
S12	5	5	5	4	5	4	5	5	3	3	5	3	5	3	3	4	1	4	3	5	4	2	1	2	3	4	4	3	3	2	108
S13	5	3	4	4	3	3	5	5	3	3	5	2	4	4	4	5	2	3	4	4	5	2	4	5	4	4	5	4	4	4	116
S14	3	2	4	5	5	3	4	3	5	3	4	3	5	3	4	1	3	3	3	4	1	1	3	3	4	5	4	3	2	101
S15	4	3	4	3	4	5	5	4	5	3	5	2	2	5	3	3	4	5	5	5	5	2	4	4	5	4	2	4	3	116
S16	4	3	5	4	5	5	4	3	5	3	5	3	3	5	5	4	5	4	3	4	4	5	5	4	3	2	5	3	4	3	120
S17	4	3	5	4	3	3	5	5	3	3	5	3	3	5	4	3	2	3	4	3	3	3	3	5	4	3	5	5	5	3	114
S18	4	3	3	4	3	4	5	3	3	4	3	4	4	3	5	2	4	2	2	2	3	3	4	3	4	4	4	4	4	2	102
S19	3	4	2	2	4	2	2	4	5	5	5	4	2	2	5	4	5	2	5	4	4	2	1	1	2	2	4	4	4	2	97
S20	3	1	4	1	4	1	4	1	4	1	5	1	1	1	5	1	1	3	4	1	3	1	1	3	2	2	2	1	4	2	68
S21	3	3	3	1	1	3	1	3	1	2	4	4	1	4	5	5	1	1	3	2	2	2	1	2	3	1	1	3	3	70
S22	3	3	4	3	2	3	4	4	3	3	4	3	4	3	2	4	3	3	3	4	2	2	3	3	3	3	3	2	3	2	91
S23	3	4	2	1	3	3	4	3	3	1	5	2	2	4	4	4	3	5	4	3	2	3	2	4	4	3	5	3	4	2	95

DATA VALIDITY

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
r_value	0,62	0,43	0,54	0,62	0,59	0,72	0,65	0,65	0,50	0,42	0,24	0,46	0,57	0,43	0,07	0,47	0,45	0,27	0,24	0,44	0,46	0,51	0,55	0,44	0,55	0,52	0,74	0,49	0,17	0,19	1,00
r_table	0,41	0,41	0,41	0,41	0,41	0,41	0,41	0,41	0,41	0,41	0,41	0,41	0,41	0,41	0,41	0,41	0,41	0,41	0,41	0,41	0,41	0,41	0,41	0,41	0,41	0,41	0,41	0,41	0,41	0,41	
Information	Valid	Valid	valid	valid	Valid	valid	valid	valid	valid	valid	Invalid	valid	valid	Valid	Invalid	valid	valid	Invalid	Invalid	valid	valid	valid	valid	valid	valid	valid	valid	valid	Invalid	Invalid	

DATA RELIABILITY

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Variance	1,35	0,72	0,79	1,48	1,68	0,99	1,53	1,52	1,26	1,62	0,91	1,77	1,39	1,49	0,94	1,16	1,52	0,97	0,98	1,20	1,13	1,52	1,78	1,30	0,72	0,94	1,06	1,60	0,69	0,90	

amount of variance	$(\sigma_b^2) = 36{,}93$
Total variance	$(\sigma_t^2) = 246{,}26$
Cronbach's Alpha	$r_{11} = \left(\left[\frac{N}{N-1}\right]\left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2}\right]\right) = \left(\left[\frac{23}{23-1}\right]\left[1 - \frac{36.93}{246.26}\right]\right) = \mathbf{0{,}88}$

| Information | Because of value Cronbach's Alpha = 0.88 > 0.60 so, the instrument is **Reliability** |

3.2 T-Table

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541

Appendix 4

Questionnaire Data Analysis

Questionnaire Data Analysis

RESPONDEN	GLOBAL READING STRATEGIES (CI)													PROBLEM SOLVING STRATEGIES (CII)								SUPPORT STRATEGIES (CIII)								
	1	3	4	7	10	14	17	19	22	23	25	26	29	8	11	13	16	18	21	27	30	2	5	6	9	12	15	20	24	28
S1	2	3	4	2	3	4	4	4	2	4	2	4	4	2	4	4	4	2	2	4	2	2	2	2	2	4	2	4	4	2
S2	5	4	3	4	2	5	4	4	4	3	4	5	5	5	4	5	3	3	4	5	4	3	5	3	3	4	4	1	3	5
S3	2	4	2	3	4	4	3	4	1	1	3	2	3	4	5	4	3	4	3	4	2	3	3	3	3	3	4	3	2	2
S4	2	3	4	2	3	2	1	1	3	1	3	3	4	1	3	3	2	3	3	3	2	2	2	2	2	2	4	3	3	4
S5	2	2	1	3	1	2	2	3	3	2	2	2	4	3	3	1	1	3	3	3	3	2	1	1	1	1	4	3	2	3
S6	2	3	3	4	1	4	2	3	2	2	3	2	5	4	2	2	4	5	5	4	5	3	4	4	4	1	3	4	3	2
S7	2	4	4	4	1	1	3	2	1	1	3	3	2	3	5	3	3	3	4	4	3	3	2	3	2	5	5	4	2	5
S8	5	3	3	2	1	3	2	4	1	2	5	3	3	3	4	2	3	3	4	4	2	4	3	2	3	1	5	2	5	2
S9	3	4	4	2	1	5	2	5	2	3	2	2	4	5	5	2	4	4	1	4	1	2	5	2	2	2	4	3	4	4
S10	5	4	4	5	2	4	2	4	4	5	3	4	2	4	5	3	4	4	3	3	1	3	5	4	3	4	5	4	3	5
S11	5	4	3	3	3	3	3	3	1	2	3	3	3	5	3	3	3	3	3	3	3	3	3	3	4	3	4	3	3	3
S12	5	5	4	5	3	3	1	3	2	1	3	4	3	5	5	5	4	4	4	4	2	5	5	4	3	3	3	5	2	3
S13	5	4	4	5	3	4	2	4	2	4	4	4	4	5	5	4	5	3	5	5	4	3	3	3	3	2	4	4	5	4
S14	3	4	5	4	3	5	1	3	1	1	3	4	3	3	5	3	4	3	4	5	2	2	5	3	5	4	3	3	3	4
S15	4	4	4	5	5	2	3	5	5	2	4	5	4	5	3	2	3	4	5	4	3	3	4	4	5	5	5	4	4	2
S16	4	5	4	4	3	5	5	3	5	5	3	2	4	3	5	3	4	4	4	5	3	3	5	5	5	3	5	4	4	3
S17	4	5	4	5	3	3	3	3	3	3	4	3	5	5	5	3	4	2	3	5	3	3	3	3	3	5	5	4	5	5
S18	4	3	4	5	4	3	4	2	3	4	4	4	4	3	3	4	2	2	3	4	2	3	3	4	3	4	5	2	3	4
S19	3	2	2	2	5	2	5	5	2	1	2	2	4	4	5	2	4	2	4	4	2	4	4	2	5	4	5	4	1	4
S20	3	4	1	4	1	1	1	4	1	1	2	2	4	1	5	1	1	3	3	2	2	1	4	1	4	1	5	1	3	1
S21	3	3	1	1	2	4	1	3	2	1	2	3	3	3	4	1	5	1	2	1	3	3	1	3	1	4	5	2	1	1
S22	3	4	3	4	3	3	3	3	2	3	3	3	3	4	4	4	4	3	2	3	2	3	2	3	3	3	2	4	3	2
S23	3	2	1	4	1	4	3	4	3	2	4	3	4	3	5	2	4	5	2	5	2	4	3	3	3	2	4	3	4	3
MEAN	3,43	3,61	3,13	3,57	2,52	3,30	2,61	3,43	2,39	2,35	3,09	3,13	3,65	3,61	4,22	2,87	3,39	3,17	3,30	3,83	2,52	2,91	3,30	2,91	3,09	3,04	4,13	3,26	3,13	3,17

MEAN CI = 40,22/13 = 3,094 MEAN CII = 26,91/8 = 3,364 MEAN CIII = 28,96/9 = 3,217

Total Mean = 3,094+3,364+3,217/3 = 9,675/3 = 3,225 (Medium)

Appendix 5

Documentation
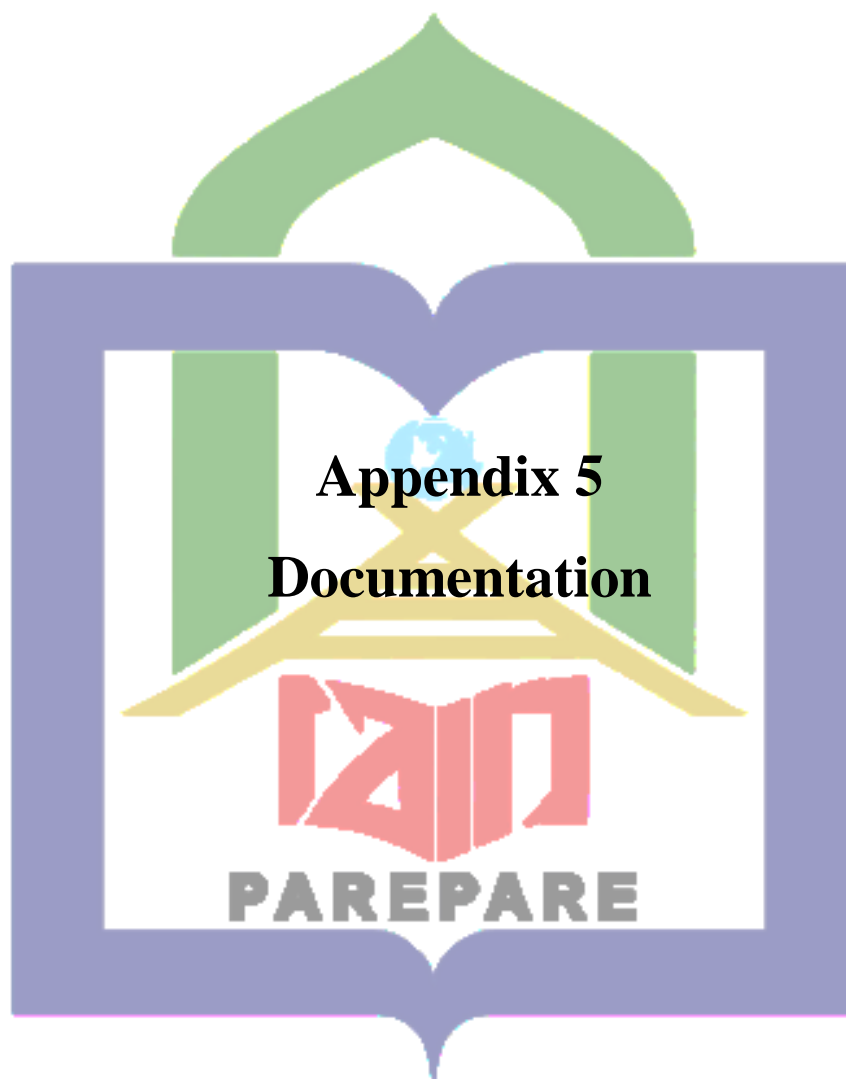
The Process of Filling Questionnaire

Appendix 6

Research Letters

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE
Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307 📠
Po Box : Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor   : B 07A /In.39/PP.00.9/01/2019
Lampiran : -
H a l   : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KAB. SIDENRENG RAPPANG
Cq. Kepala Badan Kesatuan Bangsa dan Politik
di
　KAB. SIDENRENG RAPPANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama	:	HIKMAH
Tempat/Tgl. Lahir	:	MALAYSIA, 18 Oktober 1996
NIM	:	14.1300.106
Jurusan / Program Studi	:	Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester	:	IX (Sembilan)
Alamat	:	JL. LABENNU, DUSUN III, DESA ALLEKKUANG, KEC. MARITENGGAE, KAB. SIDENRENG RAPPANG

Bermaksud akan mengadakan penelitian di wilayah **KAB. SIDENRENG RAPPANG** dalam rangka penyusunan skripsi yang berjudul :

"THE ANALYSIS OF STUDENTS' METACOGNOTIVE ABILITY ON READING STRATEGIES AT THE ELEVENTH GRADE OF MA PP DDI AS-SALMAN ALLAKUANG SIDRAP"

Pelaksanaan penelitian ini direncanakan pada bulan **Januari** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

4 Januari 2019
A.n Rektor
Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)

Muh. Djunaidi

PEMERINTAH KABUPATEN SIDENRENG RAPPANG
DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU
JL. HARAPAN BARU KOMPLEKS SKPD BLOK A NO. 5 KABUPATEN SIDENRENG RAPPANG
PROVINSI SULAWESI SELATAN
Telepon (0421) - 3590005 Email : ptsp_sidrap@yahoo.co.id Kode Pos : 91611

IZIN PENELITIAN

Nomor : 2/IP/DPMPTSP/1/2019

DASAR
1. Peraturan Bupati Sidenreng Rappang No. 1 Tahun 2017 Tentang Pendelegasian Kewenangan di Bidang Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Sidenreng Rappang
2. Surat Permohonan **HIKMAH**   Tanggal **07-01-2019**
3. Berita Acara Telaah Administrasi / Telaah Lapangan dari Tim Teknis
   BADAN KESATUAN BANGSA DAN POLITIK KABUPATEN SIDENRENG RAPPANG
   Nomor **800/02/KesbangPol/2019**   Tanggal **07-01-2019**

M E N G I Z I N K A N

KEPADA

NAMA : **HIKMAH**

ALAMAT : **JL. LABENNU DUSUN III, DESA ALLAKUANG, KEC. MARITENGNGAE**

UNTUK : melaksanakan Penelitian dalam Kabupaten Sidenreng Rappang dengan keterangan sebagai berikut :

NAMA LEMBAGA / UNIVERSITAS : **INSTITUT AGAMA ISLAM NEGERI PAREPARE**

JUDUL PENELITIAN : **" THE ANALYSIS OF STUDENT'S METACOGNITIVE ABILITY ON READING STRATEGIES AT THE ELEVENTH GRADE OF MA PP DDI AS-SALMAN ALLAKUANG SIDRAP "**

LOKASI PENELITIAN : **MA PP DDI AS-SALMAN ALLAKUANG**

JENIS PENELITIAN : **PENELITIAN KUALITATIF**

LAMA PENELITIAN : **08 Januari 2019 s.d 12 Pebruari 2019**

Izin Penelitian berlaku selama penelitian berlangsung

Dikeluarkan di : Pangkajene Sidenreng
Pada Tanggal : 07-01-2019
An. BUPATI SIDENRENG RAPPANG
Plt. KEPALA DINAS,

H. NURDAMAN, SE
Pangkat : **Pembina Utama Muda**
NIP : **19590202 198702 1 005**

Biaya : Rp. 0,00

Tembusan :
- KEPALA MA PP DDI AS-SALMAN ALLAKUANG
- REKTOR INSTITUT AGAMA ISLAM NEGERI PAREPARE
- MAHASISWA YANG BERSANGKUTAN

PEMERINTAH KABUPATEN SIDENRENG RAPPANG
BADAN KESATUAN BANGSA DAN POLITIK
Alamat : Jl. Harapan Baru (Kompleks SKPD) Blok A No 7 Pangkajene Sidenreng

REKOMENDASI
Nomor 800/ 02 /Kesbangpol/2019

a. Dasar : 1. Peraturan Menteri Dalam Negeri Nomor 41 Tahun 2010 tentang Organisasi dan Tata Kerja Kementerian Dalam Negeri (Berita Negara Republik Indonesia Tahun 2010, Nomor 316), sebagaimana telah di ubah dengan Peraturan Menteri Dalam Negeri Nomor 14 Tahun 2014 tentang Perubahan atas Peraturan Menteri Dalam Negeri Nomor 41 Tahun 2010 tentang Organisasi dan Tata Kerja Kementerian Dalam Negeri (Berita Negara Republik Indonesia Tahun 2011 Nomor 168)

2. Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014 tentang Perubahan atas Peraturan Menteri dalam Negeri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.

b. Menimbang : Surat Rektor Institut Agama Islan Negeri (IAIN) Parepare, Nomor B 074/In.39/PP 00.9/01/2019, tanggal 04 Januari 2019 Perihal Permohonan Rekomendasi Penelitian.

Setelah membaca maksud dan tujuan kegiatan yang tercantum dalam proyek proposal, maka pada prinsipnya Pemerintah Kabupaten Sidenreng Rappang tidak keberatan memberikan rekomendasi kepada

Nama Peneliti : HIKMAH
Pekerjaan : Mahasiswa (i)
Alamat : Allekkuang, Maritengngae
Untuk :
1. Melakukan Penelitian dengan judul " The Analysis Student's Metacognotive Ability On Reading Strategies At The Eleventh Grade Of MA PP DDI AS-Aslman Allakuang Sidrap"
2. Tempat : MA PP DDI AS-Aslman
3. Lama Penelitian : ± 2 (Dua) Bulan
4. Bidang Penelitian : Bahasa Inggris
5. Status/Metode : Kualitatif

Demikian rekomendasi ini dibuat untuk digunakan seperlunya

Pangkajene Sidenreng, 7 Januari 2019

An. Kepala Badan Kesbang dan Politik,
Kabid Hub. Antar Lembaga,

HALMAN, S.Sos
Pembina
19621231 1998031 166

Tembusan Kepada Yth
1 Bupati Sidenreng Rappang (sebagai Laporan) di Pangkajene Sidenreng
2 Ka. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kab. Sidrap
3 Ka Pendidikan dan Kebudayaan
4 Ka MA PP DDI AS-Aslman
5 Rektor Institut Agama Islam Negeri (IAIN) Parepare
6 Mahasiswa Yang Bersangkutan
7 Pertinggal .-

منهد لذار الدَّعْوَةِ وَالإرْشَادِ المُسْلْمانَ الْقَوائِمْ

PONDOK PESANTREN DDI AS-SALMAN ALLAKUANG

MADRASAH ALIYAH

Terakreditasi A

Alamat : Jln Lahalede No. 96 e-mail: ma.pp.ddi.as.salman@gmail.com Desa Allakuang Kab. Sidrap

SURAT KETERANGAN SELESAI PENELITIAN
Nomor: 097/MA/PP.DDI/As-Salman/SK/I/2019

Berdasarkan surat pemerintah Kabupaten Sidenreng Rappang Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu , Nomor: 2/IP/DPMPTSP/1/2019, tanggal 07 Januari 2019, tentang permohonan izin penelitian, maka dengan ini kami menerangkan bahwa:

Nama	:	**HIKMAH**
N I M	:	14.1300.106
Semester	:	IX (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris
Judul Penelitian	:	"The Analysis Of Student's Metacognitive Ability On Reading Strategies At The Eleventh Grade Of MA PP DDI As-Salman Allakuang Sidrap "

Benar telah mengadakan penelitian di Madrasah Aliyah Pondok Pesantren DDI As-Salman Allakuang Kabupaten Sidenreng Rappang yang dilaksanakan mulai tanggal 08 Januari s.d 19 Januari 2019, untuk kebutuhan penelitian dalam rangka penyusunan Skripsi demi menyelesaikan studi sarjananya pada Institut Agama Islam Negeri (IAIN) Parepare.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Allakuang, 21 Januari 2019
Kepala Madrasah

Dr. K.H. Abdul Malik, S.HI., MA.

CURRICULUM VITAE

HIKMAH was born in Malaysia, 18th of october 1996. Now, she is 22 years old. She is lives in Jl. Labennu dusun III Allakuang Sidenreng Rappang Sulawesi Selatan. She is the fourth daughter from eight children, from her beloved parents Bakri and Kaimah. She has two brothers and five sisters.

She began her study in Elementary School at SDN 4 Allakuang and graduated on 2008. In same year, she continued her study to MTs PP DDI AS-SALMAN Allakkuang and graduated on 2011. She decided to continue her study to MA PP DDI AS-SALMAN Allakuang as well, and graduated on 2014. So, she studies in Islamic boarding school As-salman Allakuang during 6 years. However, she continued her study at State Islamic Collage (STAIN) Parepare but now it was changed become Institute Islamic College (IAIN) of Parepare on 2014. She completed her skripsi in the title "The Analysis of Student' Metacognitive Ability on Reading Strategies at the Eleventh Grade of MA PP DDI As-Salman Allakuang Sidrap".