

**THE CORRELATION BETWEEN THE USE OF METACOGNITIVE
STRATEGY AND STUDENTS' READING COMPREHENSION
AT THE TENTH GRADE STUDENTS OF SMK
NEGERI 2 PAREPARE**



2018

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Submitted to the English Program of Tarbiyah and Adab Department
of State Islamic Institute of Parepare in Partial Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)

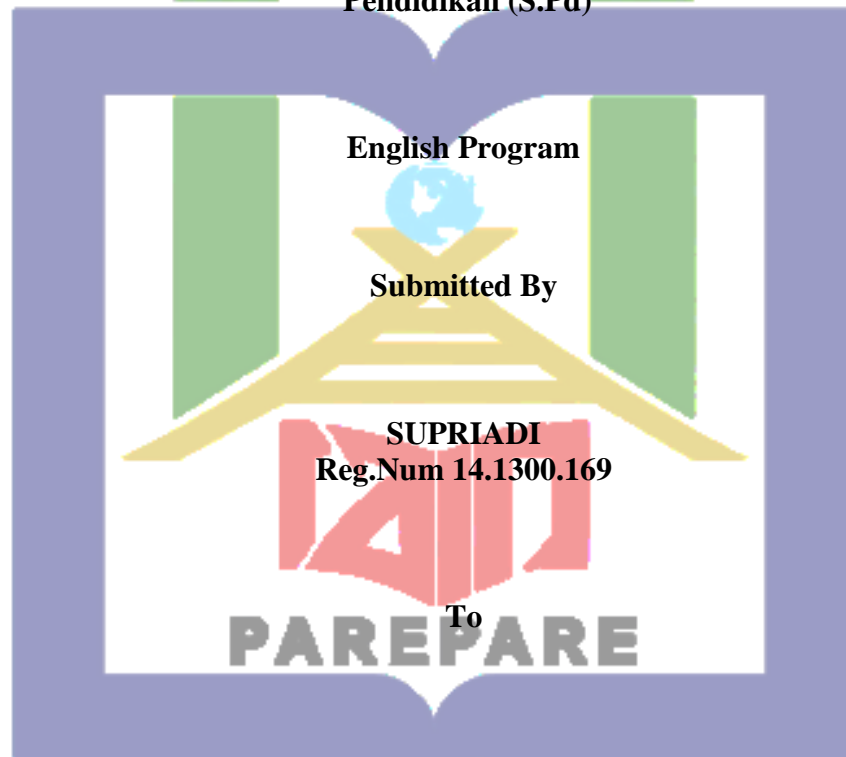
**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
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Skripsi

**As Partial Fulfillment of Requirements for the Degree of Sarjana
Pendidikan (S.Pd)**



**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2018

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI


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ABSTRACT

SUPRIADI. *The Correlation Between the use of Metacognitive Strategy and Students' Reading Comprehension at the Tenth Grade Students' of SMK Negeri 2 Parepare.* (Supervised by Abdul Haris Sunubi and Magdahalena)

This study was aimed to find out the students' response in learning reading by using metacognitive strategy, to find out the students' reading comprehension by using metacognitive strategy, to find out the correlation between the use of metacognitive strategy and students' reading comprehension at the tenth grade students' of SMKN 2 Parepare.

The design of the research is a quantitative associative design. The subject of this research is X Mm A class consists of 26 students. The population of this research was all of the tenth year students'. The total number population was 300 students'. The researcher used purposive sampling by taking one class as a sample. Techniques of data collection used are observation, questionnaire, and test. Techniques of data analysis used Pearson's product moment.

The procedures for using a metacognitive strategy by the teacher was: planning, ie students consider thinking about the reading topic to formulate an initial idea about the content of the text. Then, in the monitoring phase, students know how well their skills in mastering the material. The evaluation stage is to determine the quality or progress of their learning process. Therefore, after the application of the strategy, the students' were more enthusiastic in engaging to go through the learning process, it was proved by the results of research that show that the use of metacognitive strategy in learning English in the tenth grade students of SMKN 2 Parepare is 91.4%, is a very high category. In relation to the students' reading comprehension by the using of metacognitive strategy, the students' were easier in understanding the context of the reading text and they could a lot of vocabularies as well. It was proved by the result of research that shows that the students' reading comprehension by the using of metacognitive strategy at the tenth grade students' of SMKN 2 Parepare is 86, 4%. Based on data analysis, there is a significant correlation of using metacognitive strategy and students' reading comprehension at the tenth grade students of SMKN 2 Parepare, this is in accordance with the results of the questionnaires and score of the test about reading comprehension with significance value $r_{xy} = 0.96 \geq r_{tabel} = 0.388$ at a significant level of 5%, the result is 96 %. In the sense that 4% others are influenced by other variables not observed in this study.

Keywords: Metacognitive strategy, Reading Comprehension.

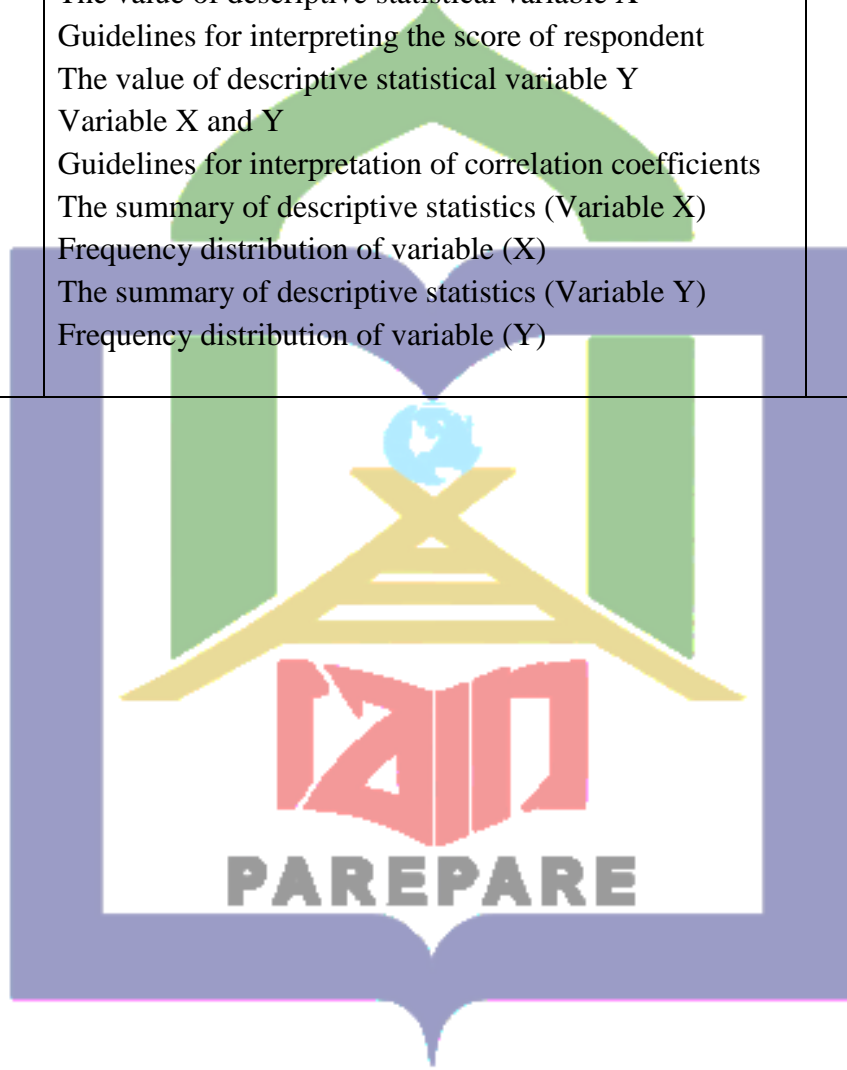
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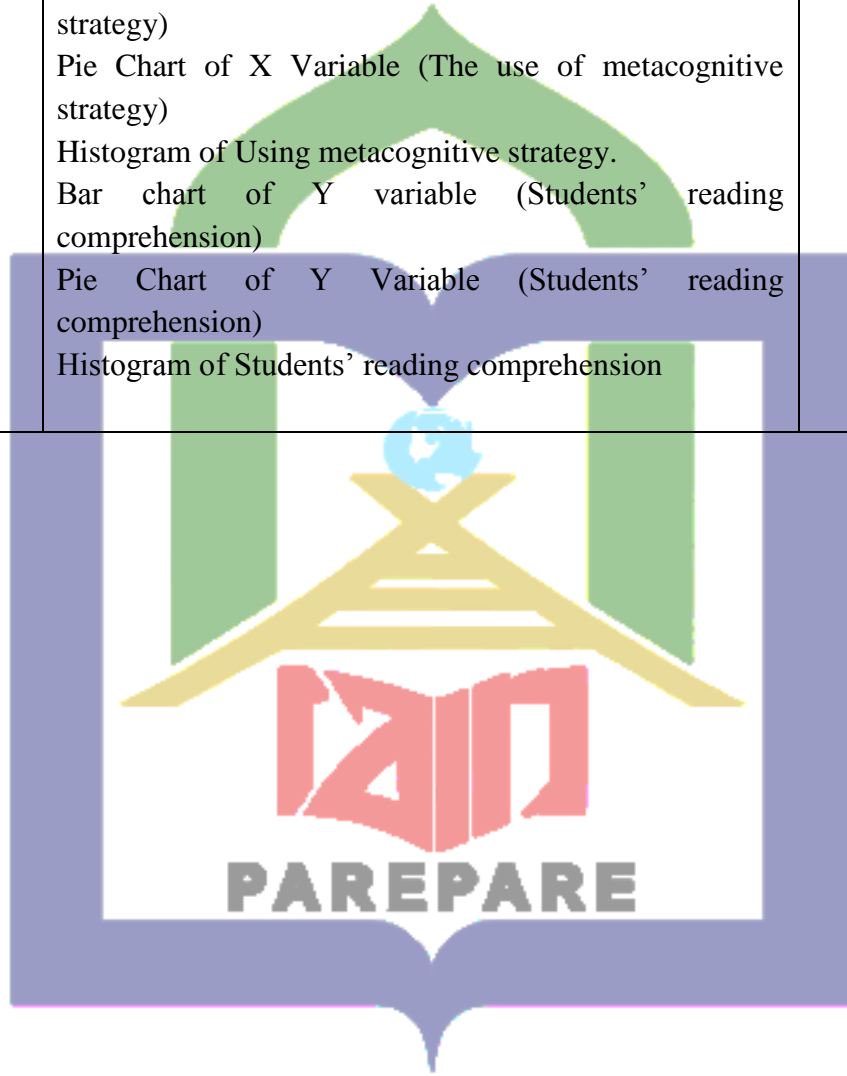
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CHAPTER 1

INTRODUCTION

1.1 Background

According to Carnie, reading is defined as getting information from the text and interpretation. In other words, reading is the ability to draw from the printed text and interpret the information appropriately. Carnie says that reading is the ability to get information from the text.¹ In addition, Iser states reading is not simply a text-based activity, but an interactive (transactive process) in which reader and the text both contribute to the meaning that evolves.² Based on the experts' views, the researcher concludes that reading is a process that depends on the skill of author to explain or convey the meaning in a text by using the words and how the author delivers the opinion to create new word or meaning of the sentence and then explore it to be sentences or paragraph.

Reading can be challenging, particularly when the material is unfamiliar, technical, or complex. Moreover, for some readers, comprehension is always challenging. They may understand each word separately, but linking them together into meaningful ideas often doesn't happen as it should. These readers can decode the words, but have not developed sufficient skills to comprehend the underlying, deeper meaning of the sentences, the paragraphs, and the entire text. Comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text. Cognitive processes involved in comprehension, and moreover, on techniques that help readers improve their ability to comprehend

¹ Carnie, *Instruction Reading*, (Columbus Ohio: Meril Publishing Company, 1990), p. 30.

² Flippo, and Rona F, *Handbook of College Reading and Study Strategy Research*, (London: Lawrence Erlbaum Associates, Inc,2000),p.150

text. The focus of this research is on reading comprehension strategies. Indeed, the use of effective reading comprehension strategies is perhaps the most important means of helping readers improve comprehension and learning from text. There is a great deal of evidence for the importance of reading strategies. One source of evidence is that successful readers know when and how to use deliberate strategies to repair comprehension. One implication from that finding is that teaching reading strategies to struggling readers may be a key toward helping them to improve comprehension.³

One aspect of reading that has become the focus of study for cognitive psychologists and educators alike is self-assessment of comprehension. Assessing or monitoring of reading falls under the category of metacognition (Flavell), a person's cognitions about their own cognitive phenomena. For text material, metacognition includes judgments about levels of comprehension and learning of the text, and predictions about future memory for the material. Because of the importance of comprehension in learning from text, Maki and Berry used the term metacomprehension to refer to metacognition involving text material.⁴ Therefore, it needs a new breakthrough to improve the reading of students by using metacognition strategy. Metacognition is a learning activity that includes the planning, monitoring, and evaluation process.

Based on preliminary observations which have been done by the researcher, it was found that the teacher the tenth grade of SMK Negeri 2 Parepare have applied

³ Danielle Mc Namara. *Reading Comprehension Strategies*. (New Jersey: Lawrence Erlbaum Associates Inc, 2007), p.xi.

⁴ Ruth H. Maki and Michael J. McGuire. *Applied Metacognition*. (United Kingdom: The Press Syndicate Of the University Of Cambridge, 2004), P.39.

metacognitive strategies in learning reading. So, the researcher wants to know whether there is a correlation between the use of metacognitive strategies and students' reading comprehension.

1.2 Problem Statement

Based on the background above, the problem statement of this research are:

- 1.2.1 How is the students' response in learning reading by using metacognitive strategy at the tenth grade students' of SMK Negeri 2 Parepare?
- 1.2.2 How is the students' reading comprehension by using metacognitive strategy at the tenth grade students' of SMK Negeri 2 Parepare?
- 1.2.3 Is there any correlation between the use of metacognitive strategies and students' reading comprehension at the tenth grade students' of SMK Negeri 2 Parepare?

1.3 The objective study of research

- 1.3.1 To find out the students' response in learning reading by using metacognitive strategy at the tenth grade students' of SMK Negeri 2 Parepare.
- 1.3.2 To find out the students' reading comprehension by using metacognitive strategy at the tenth grade students' of SMK Negeri 2 Parepare.
- 1.3.3 To find out the correlation between the use of metacognitive strategies and students' reading comprehension at the tenth grade students' of SMK Negeri 2 Parepare.

1.4 The Significance of the Research

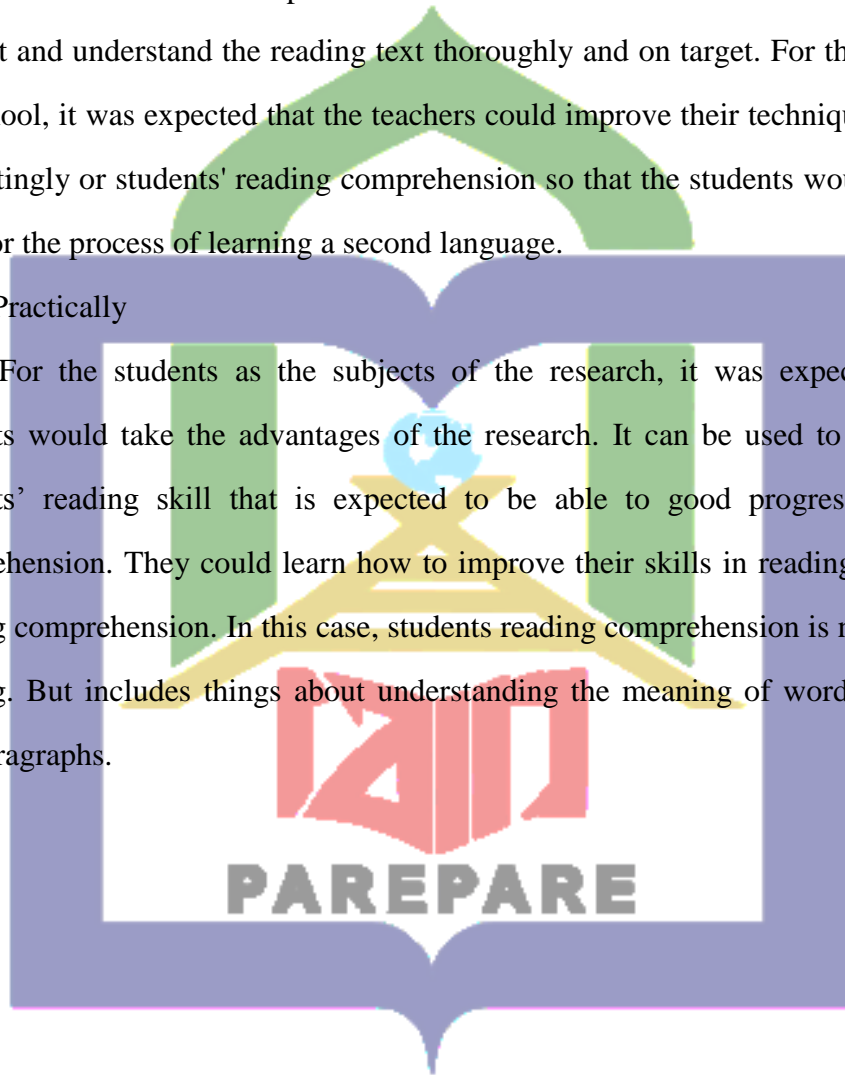
From the research we can get many benefits, it has benefits to:

1.4.1 Theoretically

This research can help the teacher to find out the alternative way in reading the text and understand the reading text thoroughly and on target. For the teachers in the school, it was expected that the teachers could improve their technique of reading interestingly or students' reading comprehension so that the students would enjoy the study or the process of learning a second language.

1.4.2. Practically

For the students as the subjects of the research, it was expected that the students would take the advantages of the research. It can be used to improve the students' reading skill that is expected to be able to good progress in reading comprehension. They could learn how to improve their skills in reading or students' reading comprehension. In this case, students reading comprehension is not just about reading. But includes things about understanding the meaning of words, sentences, and paragraphs.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some pertinent ideas

2.1.1 Definition of Reading

Most people read without giving much thought to how they do it. To them, what is reading? Is a question of little concern? Below there are some definition of reading:

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. To read successfully, you need to constantly connect what you already know about the information to the information to the words the author has written.⁵

Reading is interacting with language that has been coded into print. Reading is an active and ongoing process that is affected directly by an individual's interaction with his environment.⁶ Reading is the meaningful interpretation of printed or written verbal symbols. Reading is a result of the interaction between the perfection of graphic symbol that represents language and the reader's language skills and knowledge of the world.⁷ Reading is like detective work. You must be able to distinguish facts from opinions and specific from generalizations.⁸

⁵ Deborah Daiek, *Critical Reading for College and Beyond*, (New York: McGraw Hill, 2004), p.5

⁶ Arthur W. Heilman, Timothy R. Blair, William H Rupley, *Principles And Practices Of Teaching Reading Fifth Edition* (Ohio: Charles E. Merrill Publishing Co, 1981), p.4

⁷ Albert J. Harris and Edward R. Sipay, *How to Increase Reading Ability*, (New York: Longman Inc, 1975), P.8

⁸ Three Watson, *Reading Comprehension Skills And Strategies Level 7*, (United States Of America: Saddleback Educational Publishing, 2002), p.70

Based on the explanation above, reading is not an easy activity, reading must always be a meaning getting process and connect what the information words have the author written, reading is also influenced by the interaction of an individual with their environment. The teacher can quite students in reading and get the main idea in the passage they are reading.

2.1.2 Reading Comprehension

Understanding comprehension processes are crucial to the study of reading. Any definition of comprehension should really be related to a consideration of the purpose set for the reader, or by the reader, for reading. According to Grabe and Stoller, reading comprehension is an ability to understand or to gain information from a text.⁹

Goodman states reading comprehension is as an interaction between thought and language.¹⁰ It means that an interaction in reading, it can produce a thought and then we are thinking, and we have a question for ask to someone, that called is language. Reading comprehension is a complex intellectual process involving a number of abilities.¹¹

Based on the explanation above, reading comprehension is a 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

⁹ Grabe William, and Fredricka L Stoller, *Teaching and Researching Reading*, (New York: Longman,2002), p. 7

¹⁰ Otto, Wayne, *How to Teach Reading*, (Philippines: Addison-Wesley Publishing Company, Inc., 1979),p.70

¹¹ Dorothy Rubin, *Diagnosis And Correction Reading Instruction*, (Simultaneously In Canada, 1982), p.207

from the text and what the reader already knows. 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 are crucial to the study of reading.

2.1.3 Reading Principles

Reading is an important skill in teaching the English language. In connection with the implementation of teaching reading, Harmer proposed 6 principles of teaching reading.¹² The principles proposed are based on the generalization of the results of research on reading teaching and on observations of reading practices. This principle is expected to direct the teacher in planning reading teaching. Harmer explains six principles in teaching reading. They are:

2.1.3.1 Encourage students to read as often and as much as possible

The more students read, the better. Everything we do should encourage them. To read extensively as well as, if not more than, intensively. The more students read, the better. Everything we do should encourage them to read extensively as well as – if not more than – intensively. It is a good idea to discuss this principle with students.

2.1.3.2 Students need to be engaged with what they are reading

Outside normal lesson time, when students are reading extensively, they should involve in joyful reading – that is, we should try to help them get as much pleasure from it as possible. for example by giving stories about fairy tales according to their needs or their pleasure or giving them a reading in the form of dialogue so that they become enthusiastic about reading

¹² Jeremy Harmer, *How To Teach English*, (England: Pearson Education Limited, 2007), p.102

2.1.3.3 Encourages students to respond to the content of a text

It is important for students to study reading texts in class in order to find out such things as the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just important as this, as a result, we must give students a chance to respond to that message in some way.

2.1.3.4 Prediction is a major factor in reading

When we read text our language, we frequently have a good idea of the content before we actually start reading. In this case of extensive reading – when students are choosing what to read for pleasure, we should encourage them to look at covers and back cover copy to help them select what to read and then to help them get into a book.

2.1.3.5 Match the task to the topic when using intensive reading texts

Once a decision has been taken about what reading texts the students are going to read (based on their level, the topic of the text and its linguistic and activation potential), we need to choose reading tasks – the right kind of question, appropriate activities before during and after reading, and useful reading exploitation.

The most useful and interesting text can be undermined by boring and inappropriate tasks; the most common place passage can be made really exciting with imaginative and challenging activities, especially if the level of challenge is exactly right for the class.

2.1.3.6 Good teacher exploit reading texts to the full

Any reading text is full of sentences, words, ideas, descriptions. It doesn't make sense, in class, just to get the student to read it and then drop it and move on to

something else. Good teacher integrates the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and then activation, and using a range of activities to bring the text to life.

2.1.4 Factors that Involved In Reading Comprehension

Comprehension is a multicomponent, highly complex process that involves Many interactions between readers and what they bring to the text (previous Knowledge, strategy use) as well as variables related to the text itself (interest in Text, understanding of text types). What is actually happening when we comprehend what we are reading?

Irwin describes five basic comprehension processes that work together simultaneously and complement one another:¹³

2.1.4.1 Integrative processes

As the reader progresses through individual sentences, he or she is processing more than the individual meaning units within sentences. He or she is also actively making connections across sentences. This process of understanding and inferring the relationships among clauses is referred to as integrative processing. Sub-skills involved in integrative processing include being able to identify and understand pronoun referents and being able to infer causation or sequence.

2.1.4.2 Macroprocesses

Ideas are better understood and more easily remembered when the reader is able to organize them in a coherent way. The reader does this by summarizing the key ideas read. He or she may either automatically or deliberately (i.e., subconsciously or

¹³Janette K. Klingner, Sharon Vaughn and Alison Boardman, *Teaching Reading Comprehension to Students With Learning Difficulties*, (New York: The Guildford Press, 2007), p. 11

consciously) select the most important information to remember and delete relatively less important details.

2.1.4.3 Elaborative processes

When we read, we tap into our prior knowledge and make inferences beyond points described explicitly in the text. When making these inferences, we may draw upon information provided earlier in the text or upon our own previous experiences (e.g., perhaps at some point the reader was followed home and hurried inside and quickly shut and locked the door). This process is called elaborative processing.

2.1.4.4 Metacognitive processes

Much has been made of the importance of metacognition, that is, thinking about thinking. Metacognition is the reader's conscious awareness or control of cognitive processes. The metacognitive processes the reader uses are those involved in monitoring understanding, selecting what to remember, and regulating the strategies used when reading. The metacognitive strategies the reader uses include rehearsing (i.e., repeating information to enhance recall).

Based on the explanation above, the researcher concluded there are some factors that involve in reading comprehension. The readers should be able to balance all the factors involved in reading comprehension, so the reader can understand the text well.

2.1.5 Teaching Reading as a Language Experience

As this development occurred with the language experience approach, Researches began exploring more intensely infant encounter with print in the environment and during shared reading experiences with parents. What has emerged

in conjunction with these developments the approach the further capitalize on the language experiences of young children.

The rationale of this approaches is based on the nation the children are born a prowess for language acquisition and that this prowess can and should be directed toward the acquisition for reading abilities. To this end, proponent the language experience approach.

The implementation of the language experience approach, shared book experience, and environmental print require teacher understanding of student's experiences and abilities with language. The language experiences approach involves facilitating- rather than teaching- children “how to learn to read” or “how to read”. In others word, to teach reading as a language experience requires that the teacher responds to the student as they teach themselves about reading. Teacher-directed activities should neither hinder teacher might review the suggestion of Allen (Allen's language experiences in communication), Aston-Wanner (Asthon-Wenner organic reading), Holdaway (Stauffer language-experience approach), and Stauffer (Shared book experience), and then possibly generate their own strategies or patterned language approach.¹⁴

2.1.6 Definition of Metacognition

Metacognition is “knowledge and cognition about cognitive phenomena. In other words, metacognition refers to knowledge of cognitive Processes and products and includes reflecting on one's own thoughts or cognition about cognition. In addition, Anderson believed that metacognition is closely related to critical reflection

¹⁴ Robert J. Tierney, John E. Readence, Ernest K. Dishner, *Reading Strategies And Practices A Compendium*, (USA: Library of Congress Cataloging, 1990), p.239

and evaluation of one's own thinking which can bring about specific changes in how to learn.

Flavell's model of metacognition incorporated metacognitive knowledge and metacognitive experiences. Metacognitive knowledge comprises knowledge or beliefs about learners' person, task, and strategy variables, which are the factors affecting the course and outcome of cognitive activities. Metacognitive experiences pertain to cognitive or affective experiences in relation to intellectual activities which are consciously activated metacognitive knowledge in practice.

Further, Wenden defined metacognitive strategies as the general skills "through which learners manage, direct, regulate, guide their learning" which comprise planning, evaluating, and monitoring. This categorization of metacognitive strategies is based on Brown, Bransford, Ferrara, and Campione. In addition, O'Malley and Chamot also adopted the three strategies (i.e., planning, evaluating, and monitoring) in their taxonomy of language learning strategies. To summarize, Wenden's pointed to the importance of metacognitive knowledge in language learning, which is a prerequisite for appropriate deployment of metacognitive strategies. In other words, the development of the metacognitive strategy use questionnaire used in the current study is grounded in this framework of metacognition.

In addition, the literature on reading research showed that the relationship between metacognition and reading comprehension has long been established, For example, pointed out that in this meaning-constructing process of comprehension,

metacognition plays the role of a fixer or problem solver, maximizing comprehension of the text and repairing comprehension failure by using a toolbox of strategies.¹⁵

Based on the explanation above, metacognition can be concluded as the knowledge generated by someone from the process or activity undertaken through which learners manage, direct, regulate, guide their learning which comprises planning, monitoring, evaluation.

2.1.7 Teaching Reading Comprehension Using Metacognitive Strategy

One of the interesting characteristics of people is that they not only behave, but can watch themselves behaving and believe that they can exert a certain amount of control over how they behave. People are... active agents who can be aware that things are or are not going as intended, who can deliberately optimize their performance and who can learn from having become aware of their mistakes.¹⁶

Many students fail to process metacognition, thinking about the thinking process (thinking about thinking). They do not describe them, which means they do not control the information they receive. They fail to do "Self-planning, self-monitoring, self-regulation, self-questioning, self-reflection, Self-assessment" Which are essential for learning and critical thinking. If you have good learning skills, then you know how to monitor, organize, and control your own thinking process.

When students are able to design, monitor, and reflect their learning process consciously, in essence, they will become more confident and more independent in learning. Learning independence is a private possession for students to continue their

¹⁵Limei Zhang, *Metacognitive and Cognitive Strategy Use In Reading Comprehension*, (Singapore: Springer Nature, 2018), p.51

¹⁶ John B Biggs, Phillip J Moore, *The Process of Learning*, (Australia: Macarthur Press Book, 1993), p.307

long journey in meeting intellectual needs and discovering an infinite world of information. The educator's job is to develop the metacognitive ability of all students as a learner, without exception.

Metacognition is something that can be controlled. Metacognition is a deliberate thought. To help students perform metacognitive processes in learning, teachers can apply metacognitive learning strategies. The following steps can be taken by a teacher in applying metacognitive strategies in teaching reading comprehension.

2.1.7.1 Planning

In the course of planning, learners would consider thinking about the reading topic and other features that can help them formulate a preliminary idea about the content of the text. Pictures, graphics, headings, and subheadings also play a remarkable role in helping readers make predictions about the content of the text and they are used as parts of the planning strategy.

2.1.7.2 Monitoring

In this process, the students monitor how well they are learning the material, which is a step toward determining the current level or state of learning. According to Fogarty there are several strategies that the students can use for this monitoring aspect, such as: make connections, predictions, inferences, use context clues, use text features, identify text structures, and use graphic organizers to pinpoint particular types of text information. It means that refers to one's awareness of comprehension and task performance.¹⁷

¹⁷ Fatima Ibrahim, Abla Khalaf, "A Training Program Based on Meta-cognitive Strategies to Measure its Impact on Developing Lexical knowledge and Critical Reading Skills of Saudi Students Majoring in English: a literature review," *American Journal of Research Communication*, vol. 4 no.5 (2016), p.2. (accessed 1 november 2018)

2.1.7.3 Evaluating

The next suggested metacognitive strategy is evaluating. In other words collecting feedback, gathering data or information, and doing assessments. In addition, evaluating in reading serves several purposes or succinctly as making judgments, evaluating helps readers determine: the importance of information obtained from the written text, the accuracy, and credibility of what has been read, the appropriateness or usefulness of the ideas, the amount of personal enjoyment in reading a text, one's own progress as a reader. Moreover, strategies for evaluation are statements or behaviors that the students can use to measure the quality or progress of their work.

The following is a clearer step for implementing metacognitive strategies in teaching reading comprehension

1. Choose metacognitive strategies that match the material to be taught. There are several types of metacognitive strategies that can be applied, such as PQ4R strategies, Kwl strategies, Ideal strategies, or Self-Questioning strategies.

Self-questioning is the strategy have applied by the teacher in learning at SMK Negeri 2 Parepare. It is a strategy that can increase students' awareness of the thinking processes that occur within them.

The steps to implementing this strategy are as follows:

the teacher divided the students into small groups and each group were given specific task, students meet in small groups at the beginning in the class to review the task given to their group, the discuss what to do and divide specific task to each member to find answer or to solve problem, after 20 minutes they meet again and discuss their finding.

This means the student aware of their thinking as well as the thinking of others.

The teacher guides the student in doing their thinking.

2. Explain and model the strategy to be used at least 3 times.
3. Make sure students can understand what kind of strategy to use and how to implement it.
4. Give students widespread opportunities to try to use the strategy.
5. Provide corrections and feedback on the implementation of metacognitive strategies by students.
6. Give the students instructions on how to use strategies as they begin to execute the strategy independently. Then, discourage the use of instruction sheets when students have shown concern about strategies and how they are implemented.

Based on the explanation above, the procedure in teaching reading through metacognitive strategy has three steps. These steps can be applied well if there is a good interaction between the teacher and the students.

2.2 Previous Research Finding

Some researchers have observed and have found result relating to metacognitive strategy.

Improving Reading Comprehension Using Metacognitive Strategies written by Bustami Usman, Zulfadli A. Aziz, Nova Riska Absida in 2017. The result findings and discussion as follow: $t > t$ ($6.03 > 2.01$). Therefore, the alternative hypotheses (H) was accepted. Based on the results of this research, the researcher concludes that metacognitive strategies can improve students' understanding of reading.¹⁸

¹⁸ Bustami Usman, Zulfadli A. Aziz, Nova Riska Absida, "Improving Readin Comprehension Using Metacognitive Strategies: a literature riview, "English education journal", vol. 8 no.4 (Oktober 2017), p. 435. (Accesed 9 august 2018)

Assessing ESL Students 'Awareness and Application of Metacognitive Strategies in Understanding Academic Material from the research findings of the study written by Ofodu, Graceful Onovughe in 2011. The implication of this finding is that the problem with students' poor reading and comprehension is not because of their awareness and application of metacognitive strategies but they need to be trained on how to apply these strategies for successful comprehension of academic materials. It was therefore recommended that learners should be guided into using different metacognitive strategies in reading and comprehension since students who demonstrate a wide range of metacognitive skills perform better in examinations and complete work more efficiently.

Based on the results of this research, the researcher concludes that the application of metacognitive strategies in understanding academic material has a good effect so that students can complete the work efficiently.¹⁹

The effectiveness of using metacognitive strategies on tenth graders' reading comprehension and attitudes written by Samia Abdallah Mahdi in 2015. The results showed that the adopted metacognitive strategies for teaching reading comprehension skills enhanced students' use of new vocabulary, enabled learners to employ a better method in dealing with different kinds of texts and improved their comprehension skills. The researcher highlighted the fact that students needed more time to change their learning habits and nurture positive attitudes towards reading in English.

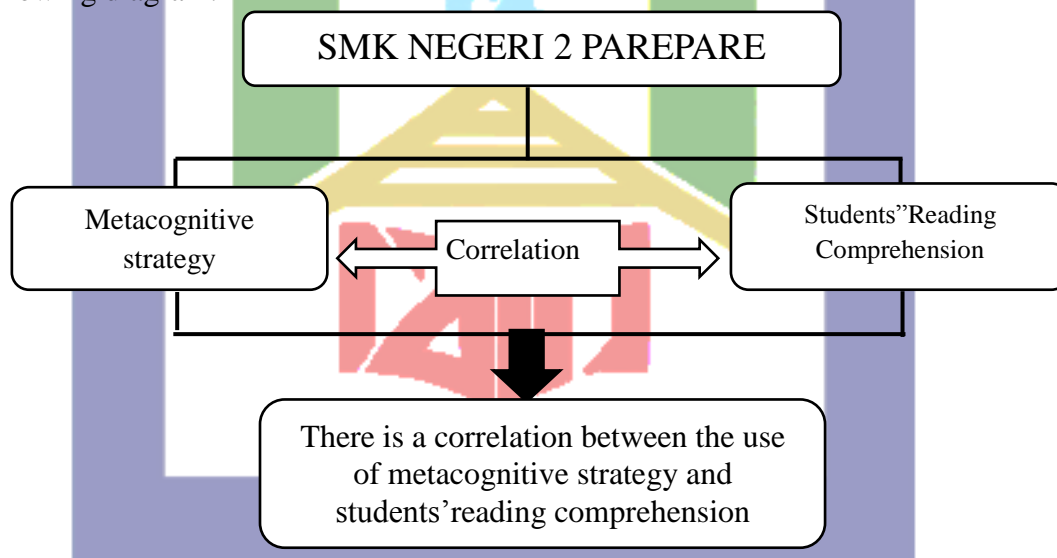
¹⁹Ofodu, Graceful Onovughe, Assessing ESL Students' Awareness and Application of Metacognitive Strategies in Comprehending Academic Materials: a literature review, "Journal of Emerging Trends in Educational Research and Policy Studies", vol. 2 no. 5 (2011) p. 346. (accessed 9 august 2018)

Based on the findings derived from the results of this research, the writer concludes that the use of metacognitive strategies is very effective to improve students' reading comprehension because it increases the use of new vocabulary.²⁰

2.3 Conceptual Framework

These frameworks are intended as the basis of systematic thinking and reduce the problems discussed in this research. To further facilitate readers to understand this researcher makes a chart of the conceptual framework in accordance with the title of “The Correlation between the use metacognitive strategy and their Reading Comprehension students’ at the tenth grade of SMK Negeri 2 Parepare.

The conceptual framework underlying this research will be given in the following diagram:



Based on the chart above it can be concluded that there are two variables that want to find out the correlation. The purpose of the variable is metacognitive strategies and students reading comprehension. From this research, it will be known

²⁰Samia Abdallah Mahdi, “*The effectiveness of using metacognitive strategies on tenth graders' reading comprehension and attitudes*” (Thesis; Department of curriculum and teaching methods: Gaza, 2016) p. 14

whether there is a correlation between the use of metacognitive strategies and students reading comprehension.

2.4 Hypothesis

The hypothesis is a conjecture or a temporary answer to be varied. According to Sakaran, an example to hypothesis related to the form or more variables is expressed in the form a testable statement. The hypothesis is a temporary answer to the research question.²¹

Formulation of research hypothesis:

H_a (The Alternative hypothesis) = There is Correlation between the use metacognitive strategy and students' reading comprehension students' at the tenth grade of SMK Negeri 2 Parepare.

2.5 Definition of Operational Variable

There are two kinds of variables in this research, the first variable is metacognitive strategy. It is considered as the independent variable (variable X). The second variable is students' reading comprehension considered it as a dependent variable (variable Y). Distributing questionnaires to the students' to find out the students' response in learning reading by using metacognitive strategy (variable X). while students' reading comprehension is done by giving a test in the form of multiple choices to find out the students' reading by using metacognitive strategy (Variable Y).

2.5.1 Variable of research

In this research, there are two variables namely independent variable and dependent variable.

²¹ Dr. Juliansyah, S.E., MM, *Metodologi Penelitian: Skripsi, Thesis, Disertasi dan Karya Ilmiah*, (Jakarta: Prenadamedia group, 2011), p.79

2.1.1.1 The independent variable is metacognitive strategy.

2.1.1.2 The dependent variable is reading comprehension.

2.5.2 Definition of variable

2.5.2.1 The strategy of Metacognitive is strategy refers to way or method used by the teacher to help students understand the way they learn; in other words, it means processes designed for students to 'think' about their 'thinking. Teachers who use metacognitive strategies can positively impact students who have learning disabilities by helping them to develop an appropriate plan for learning information, which can be memorized and eventually routine. As students become aware of how they learn, they will use these processes to efficiently acquire new information, and consequently, become more independent thinkers.

2.5.2.2 Students reading comprehension is the understanding that students gain through the thought process of thinking. Where a teacher provides direction and instruction to students with the aim of students being able to achieve learning objectives according to criteria. This implies that the object being assessed is the learning outcomes of the learners. Learning outcomes of learners are basically behavioral changes, behavior as a result of learning in a broad sense covering the fields of cognitive, affective, and psychomotor.

CHAPTER III

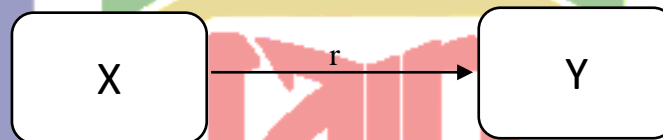
THE METHOD OF THE RESEARCH

3.1 The Design of Research

There are two kinds of variables in this research, variable X and variable Y. metacognitive strategy as X variable and reading comprehension students' as Y variable. The research design that applied in this research is associative quantitative research. The researcher analyzed the research by using person Correlation Product Moment.

The research design of this research the correlation between the use metacognitive strategy and their reading comprehension students' at the tenth grade of SMK Negeri 2 Parepare.

In this research, the researcher used person product moment, the design as follow:



Where: X: Metacognitive strategy
 Y : Reading comprehension students'
 r : The correlation

3.2 Location and Time of the Research

The research is conducted at the tenth grade students of SMK Negeri Negeri 2 Parepare and the researcher will take one month for doing this research. This department is located at Parepare, South Sulawesi in the academic year of 2018/2019.

3.3 Population and Sample

3.3.1 Population

Population is a generalization region consisting of objects and subjects that have a certain quantity and type.²² Population refers to the whole group from which samples are taken.²³ The population of this research is all students of the tenth grade of SMK Negeri 2 Parepare which consist of nine classes. The total population of class X of SMK Negeri 2 Parepare is 300 students

3.3.2 Sample

Sample in research as focus on focusing part of the population.²⁴ The sample will be taken by using purposive sampling. The research will take the class X Mm A which is consists of 26 students as the sample in this research because in the learning process, teachers who teach in this class use metacognitive strategies.

Table 3.1 the distribution of sampling data of students' SMK Negeri 2 Parepare

No	Class	Sex		Total
		Male	Female	
1	X Mm A	19	7	26

Source: Administration of SMKN 2 Parepare

²² Prof. Dr. Sugiyono, *Metode Penelitian Manajemen*, (Bandung: Alfabeta, 2015), p.148

²³ Prof. Dr. H. Punaji Setyosari, M.Ed., *Metodologi Penelitian Pendidikan dan Pengembangan*, (Jakarta: Prenada media group, 2010), p.169

²⁴P. Joko Subagyo, S.H., *Metode Penelitian dalam teori dan praktek*, (Jakarta: PT Rineka cipta, 2004), p.29

3.4 The Instrument Research and Procedure of Collecting Data

3.4.1 The research instruments

Any research conducted of course using some techniques from research instruments where the techniques and instruments are one with the other are interconnected so that the data obtained is completely valid and authentic. In collecting data, the researcher will give two kinds of tests, which are Observation, Questionnaire, and test.

3.4.1.1 Observation

Observation includes the act of focusing attention on the object by using all the senses. Thus, observing what is seen, heard, smelled, felt, and perceived is a direct observation or in other words, Observation is an act of observation and recording conducted by the researcher to perfect the research in order to achieve the maximum result.

3.4.1.2 Questionnaire

Firstly, the researcher employs a questionnaire to be administrated to the students' participation to identify Metacognitive strategy to know their reading comprehension students'. Questionnaire is a data collection technique that is done by giving a set of questions or written statement to the respondent to be answered

3.4.1.3 Test

The test is an instrument used to obtain information about a person an object or several items of questions that will be given to students to measure students' reading abilities. Or in other words, tests are conducted to find out the characteristics of individuals and groups.

3.4.2 Procedure of collecting data

3.4.2.1 Observation

This observation was done to obtain valid data and has high validity. This observation process used observation guided and notes to make it easier for the researcher to collect data. Based on the initial observations, the researchers concluded that the metacognitive strategy was applied in the school, especially at the tenth grade of SMK Negeri 2 Parepare

3.4.2.2 Questionnaire

This questionnaire contains items of statements that are relevant to the research variables. The questionnaire is given to learners consisting of several questions of written statements given to the respondent for the answer. In other words, the respondents in this study were completely correct and they know what they had to do in answering the questions given. This is related to the knowledge gained and learning experience using a metacognitive strategy. The purpose of the questionnaire is to find out the students' respond in learning reading by using metacognitive strategy.

The procedure of collecting data was presented in chronological order as follows:

The researcher changes the result of this questionnaire which uses qualitative data to be quantitative data that classifies into quantitative score such as:

1. Score 5 for answer 'Strongly Agree'
2. Score 4 for answer 'Agree'
3. Score 3 for answer 'Doubtful'
4. Score 2 for answer 'Disagree'

5. Score for 1 answer 'Strongly Disagree'

3.4.2.3 Test

The test, the students will be given the descriptive test, they are given sixty minutes to do the test. And the researcher will give the multiple choice test because the technique of scoring will be easy and practical. Test is used to determine the students' reading comprehension by using metacognitive strategy.

3.5 Technique of Data Analysis

After this research data collected, the researcher applied the test analyzed quantitatively. This quantitative analysis employed statically calculation to test the hypothesis then analyzed with the correlation formula.

3.4.1 Descriptive Statistic

Data analysis using descriptive statistics, which describes the existing data to obtain facts from respondents, hence more easily to understand and by researcher or others who are interested in the results of research conducted. The analysis used with descriptive statistics is done by collecting, compiling, presenting, and analyzing all data of all variables in terms of percentage, frequency distribution, histogram, diagram, graph, mean, mode, median, and standard deviation.

3.4.2 Inferential Statistic

Inferential statistics are statistical data analysis techniques used to obtain a logical conclusion of the data available in this study, it is necessary to test through hypothesis testing. Inferential statistic analysis is used to know the correlation between the use of metacognitive strategy and students' reading comprehension class X SMK Negeri 2 Parepare, using product moment correlation analysis technique with the following formula:

$$r_{xy} = \frac{N \sum xy - \sum X (\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2) (N \sum Y^2 - (\sum Y)^2)}}$$

r_{xy} = The correlation coefficient of variables X and Y

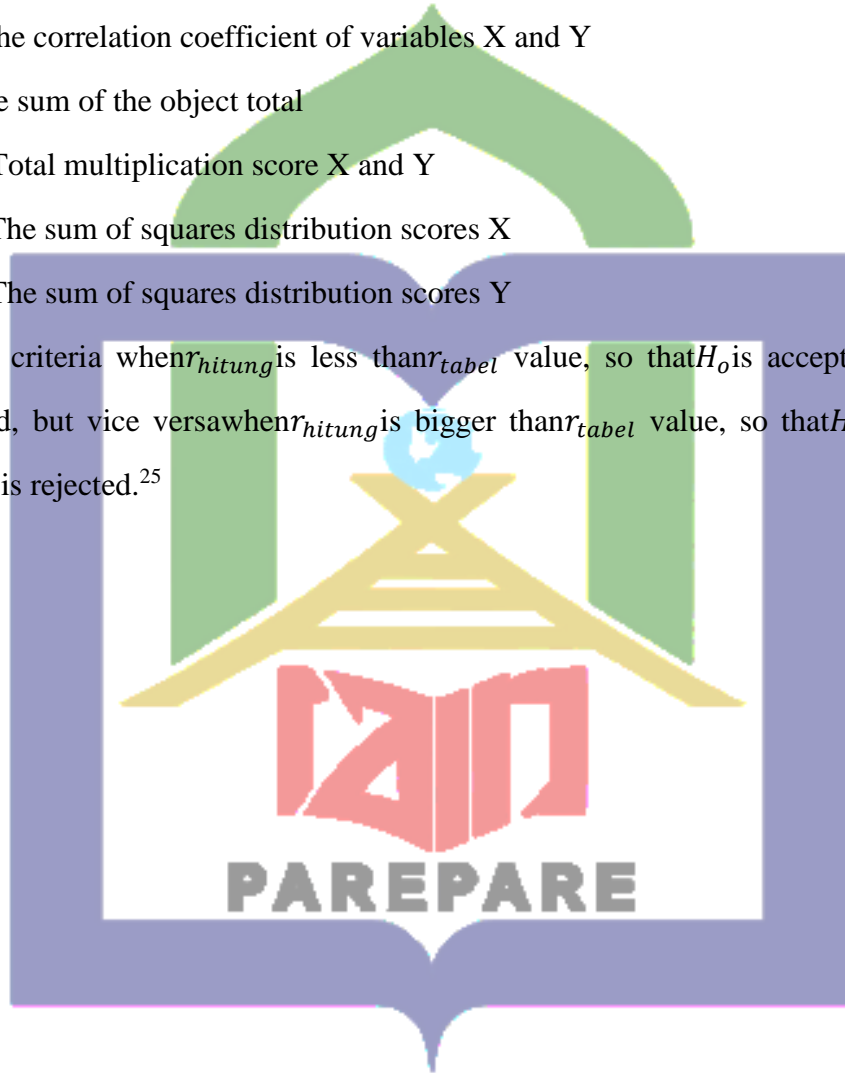
N = The sum of the object total

$\sum xy$ = Total multiplication score X and Y

$\sum x^2$ = The sum of squares distribution scores X

$\sum y^2$ = The sum of squares distribution scores Y

In this criteria when r_{hitung} is less than r_{tabel} value, so that H_0 is accepted, and H_a is rejected, but vice versa when r_{hitung} is bigger than r_{tabel} value, so that H_a is accepted and H_0 is rejected.²⁵



²⁵Burhan Bungin, S. Sos., M. Si. *Metode penelitian Kuantitatif. Edisi Pertama*. (cetakan 3. Jakarta: Fajar Interpratama Offset. 2005). P. 196.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Description of Research Result

Description of the data presented in this section includes variable data of using metacognitive strategy (X) and students' reading comprehension (Y). The values that will be presented after processing from raw data using descriptive analysis techniques, namely the average value, median, modus, and standard deviation. To obtain an overview of the result obtained through this study, also presented the frequency distribution and histogram graphs.

The descriptive statistical calculation result of each variable are presented as follows.

4.1.1 The use of metacognitive strategy

In descriptive statistics, we first look for the mean, median, mode, and standard deviation as follow;

Table 4.1 the value of descriptive statistical variable X (the use of metacognitive strategy)

Data	Median	Modus	Mean	Standard Deviation
The Use of metacognitive strategy	55.25	56	54.85	2.49

The results showed that the score of the variable of using metacognitive strategy on learning English is between 50 up to 60, the average score of 54.84, median 55.25, modus 56, variance 6.21 and standard deviation 2.49. Table the summary of descriptive statistics for X can be seen in appendix 6 and the frequency distribution of the use of metacognitive strategy can be seen in the table contained in appendix 7.

The diagram of this variable can also be shown in figure 4.1 and 4.2 below.

Figure 4.1 Bar chart of X variable (the use of Metacognitive strategy)

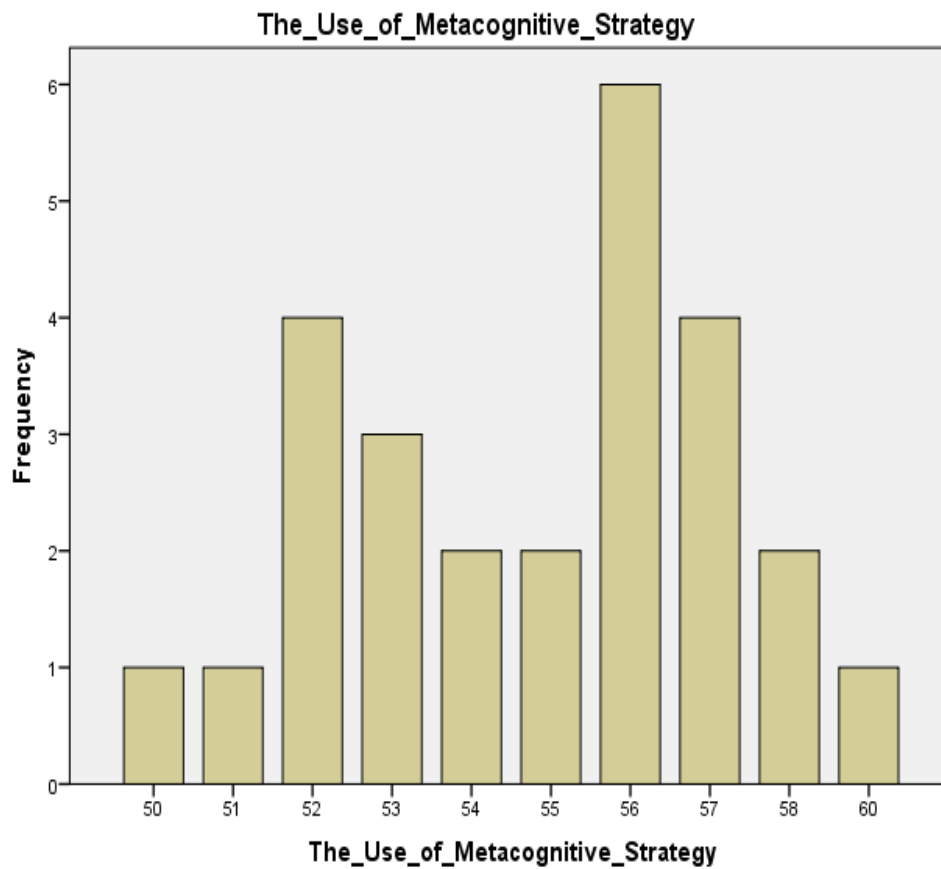
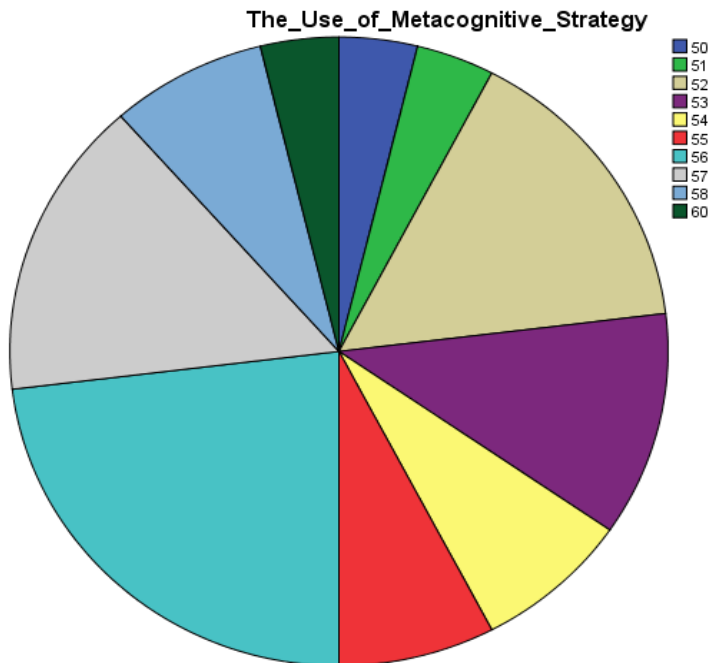
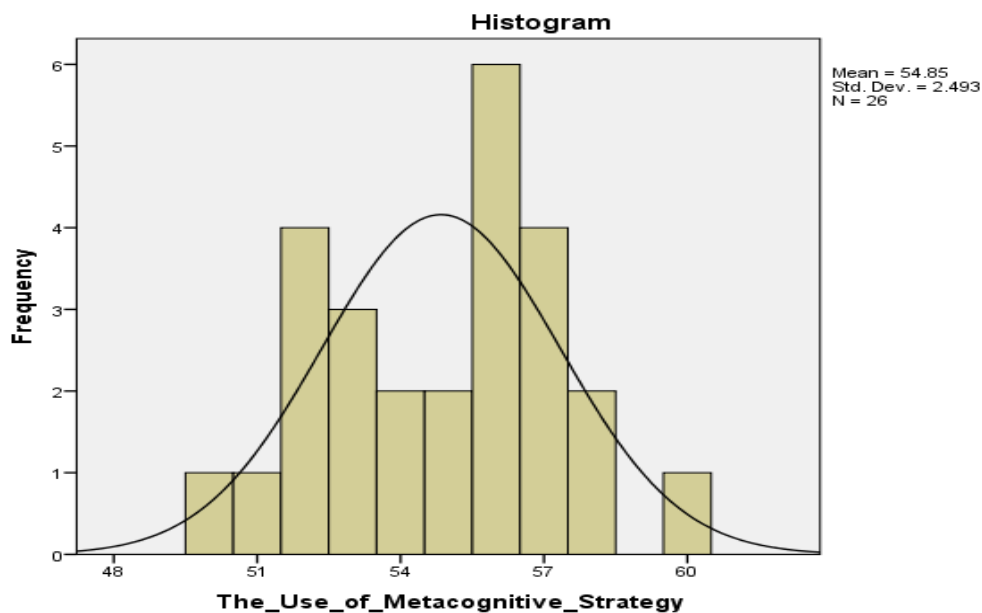


Figure 4.2 Pie chart of X variable (The Use of Metacognitive Strategy)



Based on the frequency distribution, for the total score obtained by each respondent with a score of 50.51 and 60 each have 1 frequency (3.8 %), score 54.55 and 58 each have 2 frequencies (7.7%), score 53 each have 3 frequencies (11.5%), while the score of 52 and 57 have 4 frequencies (15.4%), and the score of 56 have 6 frequencies (23.1%). So the largest frequency is that the score 56 have 6 frequency (23.1 %) and the smallest frequency is at the score 50.51 and 60 have 1 frequency (3.8 %) this is illustrated clearly in the bar chart and pie chart above. The histogram of this variable can be shown in the following graph.

Figure 4.3 Histogram of using metacognitive strategy



Based on the data shown in the frequency distribution table above, when compared with the mean score indicates that the score of using metacognitive strategy in English learning is below the average group of 9 respondents (34%), which is in the average score is 2 people (8%), and which are in groups above the average score of 15 respondents (58%). Determining the category from the score of the use metacognitive strategy is done using the percentage form criteria as follows:

Table 4.4 Guidelines for interpreting the score of respondent.

NO.	Percentage (%)	Relationship level/effect
1	90% - 100%	very high category
2	80% - 89%	high category
3	70% - 79%	medium category
4	60% - 69%	low category
5	0% - 59%	Very low category. ²⁶

²⁶Suharsimi Arikunto, *Evaluasi Pendidikan* (Jakarta: Bina Aksara, 1986),P.54

The total variable score for the use of metacognitive strategy obtained from the research results is 1426. The number of items questionnaire = $12 \times 5 = 60$, because the number of respondent = 26 then $60 \times 26 = 1560$. Thus the use of metacognitive strategy is $1426:1560 = 91.4\%$. So it can be concluded that the use of metacognitive strategy is a very high category.

This is in accordance with the results of observations in the field that the use of metacognitive strategy is applied maximally by English teachers, so that student's response in learning English is very high.

4.1.2 Students' reading comprehension

In descriptive statistics first look for the mean, median, modus and standard deviation as follows;

Table 4.5 The value of variable descriptive statistics Y (students' Reading comprehension)

Data	Median	Modus	Mean	Standard Deviation
Students' Reading comprehension	86.67	75	86.35	8.43

The results showed that a variable score of the students' learning achievement was between 75 up to 100, the average score of 86.35, median 86.67, modus 75, variance 71.11 and standard deviation 8.43. Table the summary of descriptive statistics for y variable can be seen in appendix 8 and Table frequency distribution of

variable scores (Variable X) of students' reading comprehension can be seen in Appendix 9.

Variable diagrams can also be shown in figure 4.4 and variable diagrams can also be shown in figure 4.4 and 4.5 as follows.

Figure 4.4 Variable bar diagram Y (Students reading comprehension)

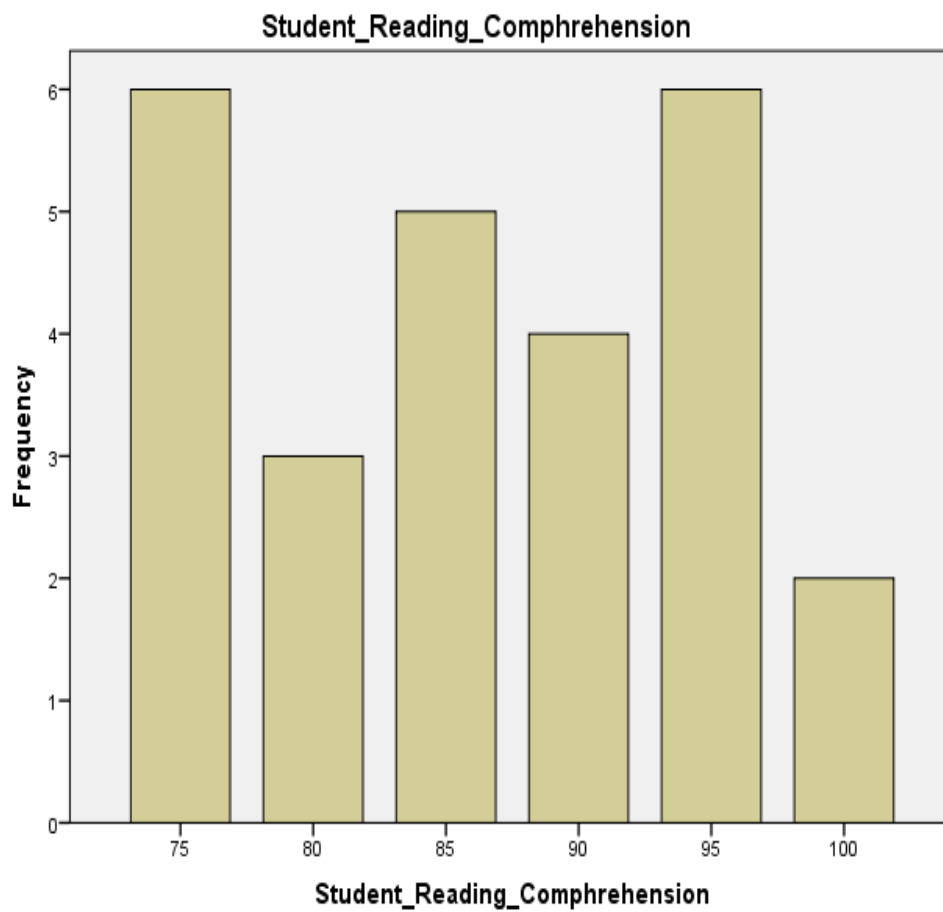
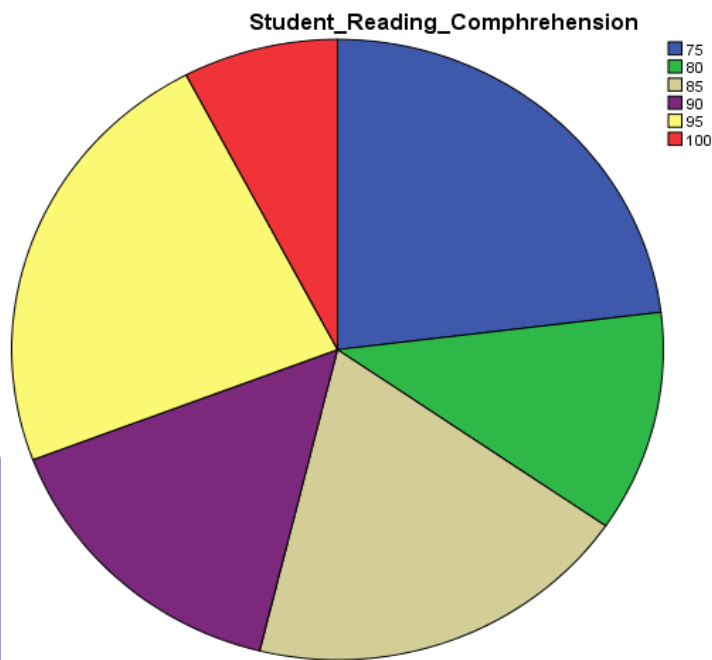
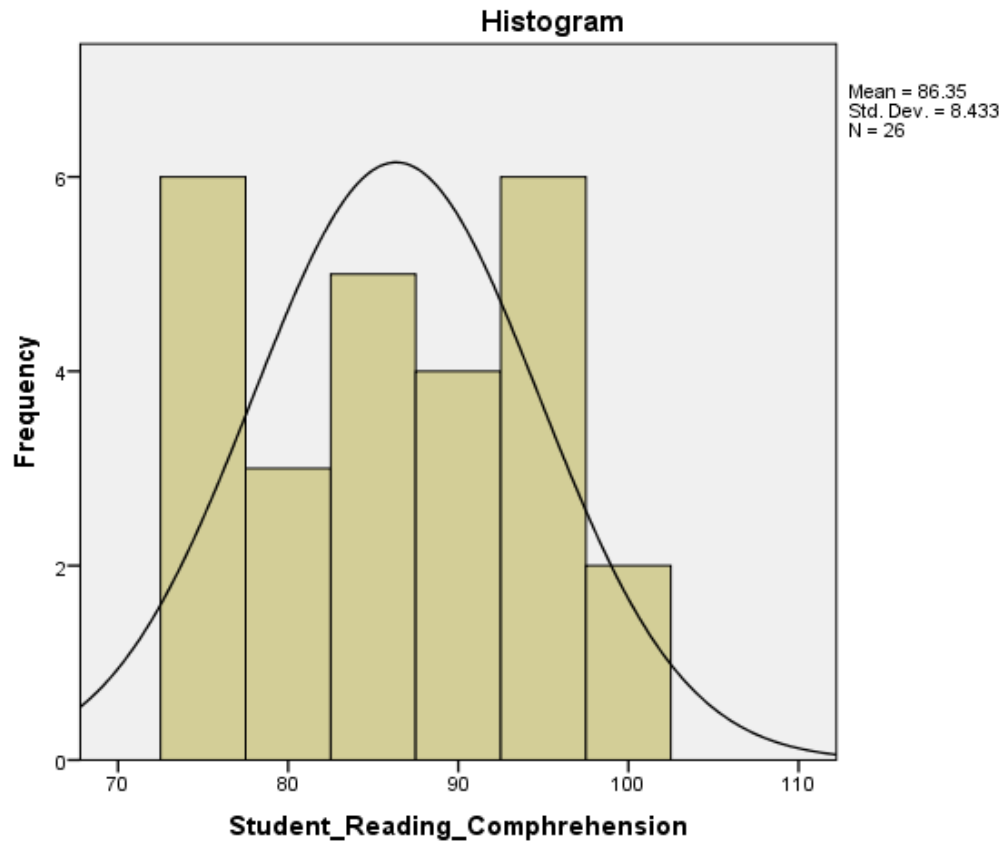


Figure 4.5 circle diagram of y variable (students' reading comprehension)



Based on the frequency distribution, for the total score obtained by each respondent with a value of 100 have 2 frequency (7.7%), a value of 80 has 3 frequencies (11.5%), while a value of 90 has 4 frequencies (15.4%), a value of 85 has 5 frequencies (19.2%), a value of 75 and 95 each have value 6 frequencies (23.1%). So, the score of respondent which has the largest frequency is at the value of 75 and 95 which have 6 frequencies (23.1%) and the smallest frequency is at the value of 100 which has 2 frequency (7.7%). This illustrated clearly in the bar chart and pie chart above. This variable histogram can be shown in the following graph.

Figure 4. Histogram of Students reading comprehension



Based on the data shown in the frequency distribution table above, when compared with the mean score indicates that the score of students' ability in arranging compound sentences is below the average group of 9 respondents (34.6%), which is in the average score is 5 people (19.2 %), and which are in groups above the average score of 12 respondents (46.2%). Determining the category from the score of students' ability in arranging compound sentences is done using the percentage form criteria as follows:

Table 4.8 Guidelines for interpreting the score of respondent.

NO.	Percentage (%)	Relationship level/ effects
1	90% - 100%	very high category
2	80% - 89%	high category
3	70% - 79%	medium category
4	60% - 69%	low category
5	0% - 59%	very low category. ²⁷

The total variable score for students reading comprehension obtained from the research results is 2245, the theoretical score of this variable for each respondent is 100 because the number of respondents 26 people, then the criterion score is $100 \times 26 = 2500$. Thus, the students' reading comprehension $2245 : 2600 = 0,863$ or 86,39% of the criteria set. Thus, it can be concluded students' reading comprehension by using metacognitive strategy is a high category.

4.2 The correlation between the use of metacognitive strategy and students' reading comprehension

Table 4.8 Variable X and Y

Num.	—	Y	X.Y	X ²	Y ²
(1)	(2)	(3)	(4)	(5)	(6)
1	57	90	5130	3249	8100
2	56	75	4200	3136	5625
3	60	90	5400	3600	8100
4	52	95	4940	2704	9025
5	56	100	5600	3136	10000
6	54	75	4050	2916	5625
7	57	80	4560	3249	6400
8	53	80	4240	2809	6400
9	58	90	5220	3364	8100
10	52	95	4940	2704	9025

²⁷Suharsimi Arikunto, *Evaluasi Pendidikan* (Jakarta: Bina Aksara, 1986),P.54

11	56	75	4200	3136	5625
12	52	95	4940	2704	9025
13	56	80	4480	3136	6400
14	56	85	4760	3136	7225
15	55	90	4950	3025	8100
16	50	95	4750	2500	9025
17	54	75	4050	2916	5625
18	52	75	3900	2704	5625
19	57	95	5415	3249	9025
20	51	85	4335	2601	7225
21	57	75	4275	3249	5625
22	58	95	5510	3364	9025
23	53	85	4505	2809	7225
24	53	85	4505	2809	7225
25	56	100	5600	3136	10000
26	55	85	4675	3025	7225
Σ	1425	2245	123130	78366	195625
Average	54,84	86,34			

$$\text{Mean}(\Sigma) \bar{x} = 1425 : 26 = 54,84$$

$$1425 : 26 = 54,84$$

$$\text{Mean}(\Sigma) \bar{y} = 2245 : 26 = 86,34$$

$$\Sigma x^2 = 78366$$

$$\Sigma y^2 = 195625$$

$$\Sigma xy = 123130$$

Subsequently included in the following formula:

$$r_{xy} = \frac{\Sigma xy}{\sqrt{(\Sigma x^2)(\Sigma y^2)}}$$

$$r_{xy} = \frac{123130}{\sqrt{(78366)(195625)}}$$

$$r_{xy} = \frac{123130}{\sqrt{15330348750}}$$

$$r_{xy} = \frac{123130}{123815}$$

$$r_{xy} = 0.98.$$

If r_{hitung} is bigger than r_{tabel} , ($r_h \geq r_t$) then H_a accepted, H_o rejected. But instead, if r_{hitung} is smaller than r_{tabel} accepted, then H_o accepted, and H_a rejected. Based on the above calculation, obtained if $r_{xy} = 0.98 \geq r_{tabel} = 0.388$ at a significant level of 5%, so it is concluded that H_o rejected, and H_a accepted. Thus, it can be drawn a conclusion that, there is significant the correlation between the use of metacognitive strategy through students' reading comprehension at the tenth grade students of SMK Negeri 2 Parepare.

The magnitude of the correlation between the use of metacognitive strategies through students' reading comprehension, can be known by squaring correlation coefficient value. The coefficient correlation generated in this study is 0.98. Then squared, then the results obtained 0.96. The result of squaring is obtained by using the determinant coefficient formula $KD = r_{xy}^2 \times 100\%$.²⁸ Thus, it can be concluded that the magnitude of the correlation between of using metacognitive strategy through

²⁸<https://alvinburhani.wordpress.com/2012/06/28/koefisien-korelasi-signifikansi-determinasi/> (Diakses pada tanggal 11 Juli 2018).

students' reading comprehension is 96%, in the sense that the other 4% is influenced by other variables not observed in this study.

Table 4.9 Guidelines for interpretation of correlation coefficients²⁹

Coefficient Interval	Level relationship
0, 00 – 0, 199	Very low
0, 20 – 0, 399	Low
0, 40 – 0, 599	Medium
0, 60 – 0, 799	Strong
0, 80 – 1, 000	Very strong

Based on the table of interpretation guidelines, it can be concluded that the use of metacognitive strategy has a correlation on students' reading comprehension at the tenth grade students' of SMK Negeri 2 Parepare.

4.3 Discussion of Research Results

Flavell's model of metacognition incorporated metacognitive knowledge and metacognitive experiences. Metacognitive knowledge comprises knowledge or beliefs about learners' person, task, and strategy variables, which are the factors affecting the course and outcome of cognitive activities. Metacognitive experiences pertain to cognitive or affective experiences in relation to intellectual activities which are consciously activated metacognitive knowledge in practice.

Further, Wenden defined metacognitive strategies as the general skills "through which learners manage, direct, regulate, guide their learning" which comprise planning, evaluating, and monitoring. This categorization of metacognitive strategies is based on Brown, Bransford, Ferrara, and Campione. In addition,

²⁹Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, R & D*, h. 257.

O'Malley and Chamot also adopted the three strategies (i.e., planning, evaluating, and monitoring) in their taxonomy of language learning strategies. Pointed to the importance of metacognitive knowledge in language learning, which is a prerequisite for appropriate deployment of metacognitive strategies. In other words, the development of the metacognitive strategy use questionnaire used in the current study is grounded in this framework of metacognition.

In addition, the literature on reading research showed that the relationship between metacognition and reading comprehension has long been established, For example, pointed out that in this meaning-constructing process of comprehension, metacognition plays the role of a fixer or problem solver, maximizing comprehension of the text and repairing comprehension failure by using a toolbox of strategies.

Metacognitive strategies are one of very important strategy and are still rare in learning English. Metacognitive strategies are known as teaching techniques that focus on the process of thinking oneself or thinking about thinking how to regulate and control the process of thinking to yourself. Metacognition is the part of the process, monitoring, and evaluation of the learning process. Metacognition strategies can be used to improve student learning processes, and can be adapted to the objectives to be achieved by using various subjects. metacognition can be concluded as the knowledge generated by someone from the process or activity undertaken through which learners manage, direct, regulate, guide their learning which comprises planning, monitoring, evaluation.

Reading is like detective work. You must be able to distinguish facts from opinions and specific from generalizations.³⁰ Any definition of comprehension should

³⁰ Three Watson, *Reading Comprehension Skills And Strategies Level 7*, (United States Of America: Saddleback Educational Publishing, 2002), p.70

really be related to a consideration of the purpose set for the reader, or by the reader, for reading. Wilson and Hall describe comprehension as involving three levels of thinking. They labeled these levels as: Literal understanding, Interpretation, and Problem solving.

Reading with comprehension is variously defined by both practice and theory. Reading Comprehension is sometimes defined by a comprehension test. If a test says measures comprehension, whatever that test happens to measure becomes what comprehension is supposed to entail. On many tests that claim to measure comprehension, then, comprehension really means the memory of factual detail from a paragraph or story, along with knowledge of word meanings.

Reading comprehension is the main pillar in reading activities where a reader builds an understanding of a text. It combines logical thinking with a collection of letters, words, and sentences in the text. Reading comprehension in the English text is not just about how you read well which includes the accuracy of pronunciation and loud voice. However, reading comprehension itself is an activity of building an understanding of the meaning of a text which can then be translated by you and through your own language.

This research was conducted in class X SMK Negeri 2 Parepare with the number of population of 300 students and the sample is 26 students. The sampling technique in this study used the technique *purposive sampling*. Purposive sampling is a sampling technique which is not based on strata, random or fixed strata, but based on the existence of objectives with a consideration. Then the researchers only take samples in class X the class is class where metacognitive strategy used by the teacher in learning English.

Techniques and instruments of collecting data in this study using observation, questionnaire / questionnaire, and test. The data analysis techniques used in this study using descriptive and inferential statistical analysis techniques.

After the researchers conducted the analysis, the researchers will describe some of the results of research that has been done in accordance with the guidelines of research used, namely as follows.

Based on testing data analysis, has obtained the value on each variable. The questionnaire results, the total score of the use of everyone variable is a teacher here strategy obtained is 1426, The highest theoretical score of this variable for each respondent is $12 \times 5 = 60$, because the number of respondents 26 people, then the criterion score is $26 \times 60 = 1560$. Thus, the use of metacognitive strategy is $1426 : 1560 = 0.914$ or 91.41 % of the criteria set. Thus, it can be concluded that the use of metacognitive strategy is a very high category.

Furthermore, the total score of the variable of student's reading comprehension obtained from the research results is 2245, the theoretical score of this variable each respondent is 100, because of the number of respondents 26 people, then the criterion score is $100 \times 26 = 2600$. Thus, the student's learning outcome in English learning is $2245 : 2600 = 0.863$ or 86.30% of criteria set. Thus, it can be concluded that of student's reading comprehension is high score.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result of data analysis and discussion of the result that has been described in this research, which discusses the correlation between the use of metacognitive strategy and students' reading comprehension at the tenth grade students' of SMK Negeri 2 Parepare, it can be drawn conclusion as follows:

- 5.1.1 The use of metacognitive strategy in learning English class X Mm A SMK Negeri 2 Parepare is in the very high category. This is in accordance with the result of the questionnaires data analysis given to 26 respondents. This result proved that is $1426: 1560 = 0.914$ or 91.41 % of the criteria set. This belongs to the high category. It is consistent with the observations of the researcher in the classroom during the English learning process by using metacognitive strategy; students are more active, like to ask questions. They are more enthusiastic to follow the learning process from beginning to end. So that student's response in learning English by using metacognitive strategy is very high.
- 5.1.2 Students' reading comprehension by using metacognitive strategy class X Mm A SMK Negeri 2 Parepare is in the high category. This is in accordance with the result of the test data analysis given to 26 respondents. This result proved that is $2245: 2600 = 0,863$ or 86.3 % of the criteria set. The suitable strategy is one reason why students' ability in reading comprehension is at the high category level. Pronunciation accuracy and text meaning are the high categories. Metacognitive strategies is one of the strategies that are suitable

developing students reading skills because the main characteristic of this strategy is to focus on the process of thinking oneself or thinking about thinking how to regulate and control the process thinking to yourself.

- 5.1.3 There is a significant correlation on the use of metacognitive strategy and students' reading comprehension at the tenth grade students of SMK Negeri 2 Parepare. This is based on the test effects that have been done in this research. So it is known that there is a significant correlation the use of metacognitive strategy through students' reading comprehension at the tenth grade student of SMK Negeri 2 Parepare is 96%, in the sense that the other 4% is influenced by other variables not observed in this study. This is based on the observations of the researcher in the learning process that the high response of students to use metacognitive strategy is directly proportional to the students reading comprehension achieved from the test results.

5.2 Suggestion

In connection with the conclusion above, the researcher further proposed some suggestions as follow:

5.2.1 For the English Teachers

- 5.2.1.1 The teacher generally should be able to apply some strategies in teaching English which is suitable for students, condition, and materials used so that the students are not bored in the classroom following the materials.

- 5.2.1.2 Based on the results of the study, the discussion, and the conclusion that the use of metacognitive strategies in learning English class X Mm A SMK Negeri 2 Parepare got a high response from students and can improve students reading comprehension. So, the researcher suggested that teachers in the

school implemented metacognitive strategies in teaching English to make learning more effective.

5.2.2 For the students

Students do not less motivation in learning reading, always practice to answer the tests given wherever and whenever, and make it a habit to memorize vocabulary to increase interest in reading and always read English books in the form of stories. This is intended to increase motivation to learn English



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PAREPARE

Appendix 1

QUESTIONNAIRE GRIDS

**THE CORRELATION BETWEEN THE USE OF METACOGNITIVE
STRATEGY AND STUDENTS' READING COMPREHENSION
AT THE TENTH GRADE STUDENTS' OF SMK
NEGERI 2 PAREPARE**

Research Variable	Indicator	Num. Instrument Items
The students' Responds by using Metacognitive Strategy in Class X/a SMK Negeri 2 Parepare	1. Quality of use metacognitive strategy	1 , 2, 10 and 12
	2. Interest of learners with the use of metacognitive strategy	3, 4, 7 and 9
	3. Motivation of learners with use metacognitive strategy	2, 5, 8 and 11
	4. Attention of learner with use metacognitive strategy	6

Appendix 2

QUESTIONNAIRE
THE CORRELATION BETWEEN THE USE OF METACOGNITIVE
STRATEGY AND STUDENTS' READING COMPREHENSION
AT THE TENTH GRADE STUDENTS' OF SMK
NEGERI 2 PAREPARE

I. Identify of Respondents

Respondent code :

Gender : Man / Woman

Class :

II. Instructions Charging Questionnaire

- a. Read the following statement carefully
- b. Choose an alternative answer that really pair with your situation.
- c. Answer honestly because this questionnaire will not affect the value of report cards.
- d. Put a check list (√) on the alternative answer that you think is most appropriate.
- e. The answer to this questionnaire will be kept secret.
- f. All statements should be answered and not allowed to answer one question item more than one answer.
- g. Alternative remark answers:

SA	A	DF	DA	SDA
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(Strongly Agree)	(Agree)	(Doubtful)	(Disagree)	(Strongly Disagree)
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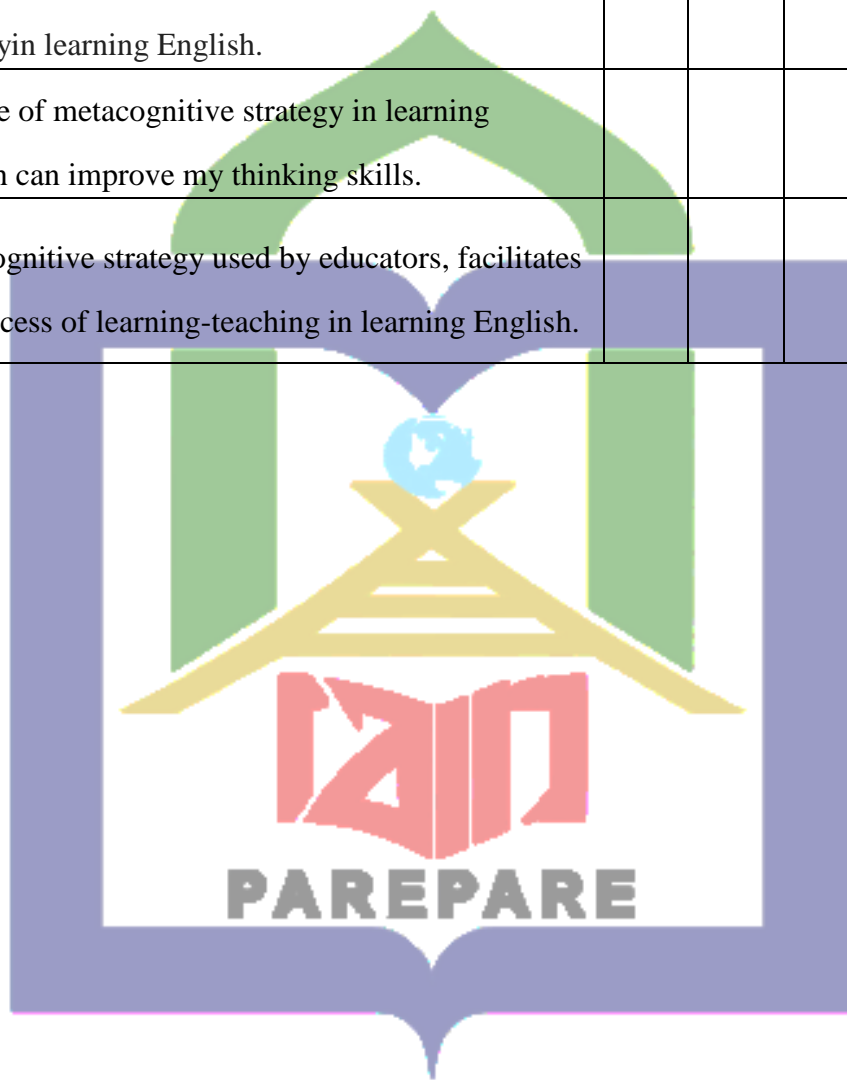
h. Thank you for your participation.

III. List of Statement

The Correlation between the Use of Metacognitive Strategy and Students' Reading Comprehension at the Tenth Grade Students' of SMK Negeri 2 Parepare

No.	PERNYATAAN	Alternative Jawaban				
		SA	A	DF	DA	SDA
1	Your English teacher use of metacognitive strategy in learning English					
2	The use of metacognitive strategy can help develop students creatively.					
3	You are happy to follow the learning of English with the use of metacognitive strategy					
4	Metacognitive strategy in learning, I feel eager to follow the English lesson.					
5	The use of metacognitive strategy can motivate learners to actively learn English.					
6	I pay more attention to learning English with the use of metacognitive strategy.					
7	I am not interested in using metacognitive strategy in English learning.					
8	Metacognitive strategy can provide satisfying					

	learning outcomes in learning English.					
9	Metacognitive strategy make me vacuum in the process of learning English.					
10	I feel disturbed by the use of metacognitive strategy in learning English.					
11	The use of metacognitive strategy in learning English can improve my thinking skills.					
12	Metacognitive strategy used by educators, facilitates the process of learning-teaching in learning English.					



Appendix 3

OBSERVATION GUIDELINES
THE CORRELATION BETWEEN THE USE OF METACOGNITIVE
STRATEGY AND STUDENTS' READING COMPREHENSION
AT THE TENTH GRADE STUDENTS' OF SMK
NEGERI 2 PAREPARE

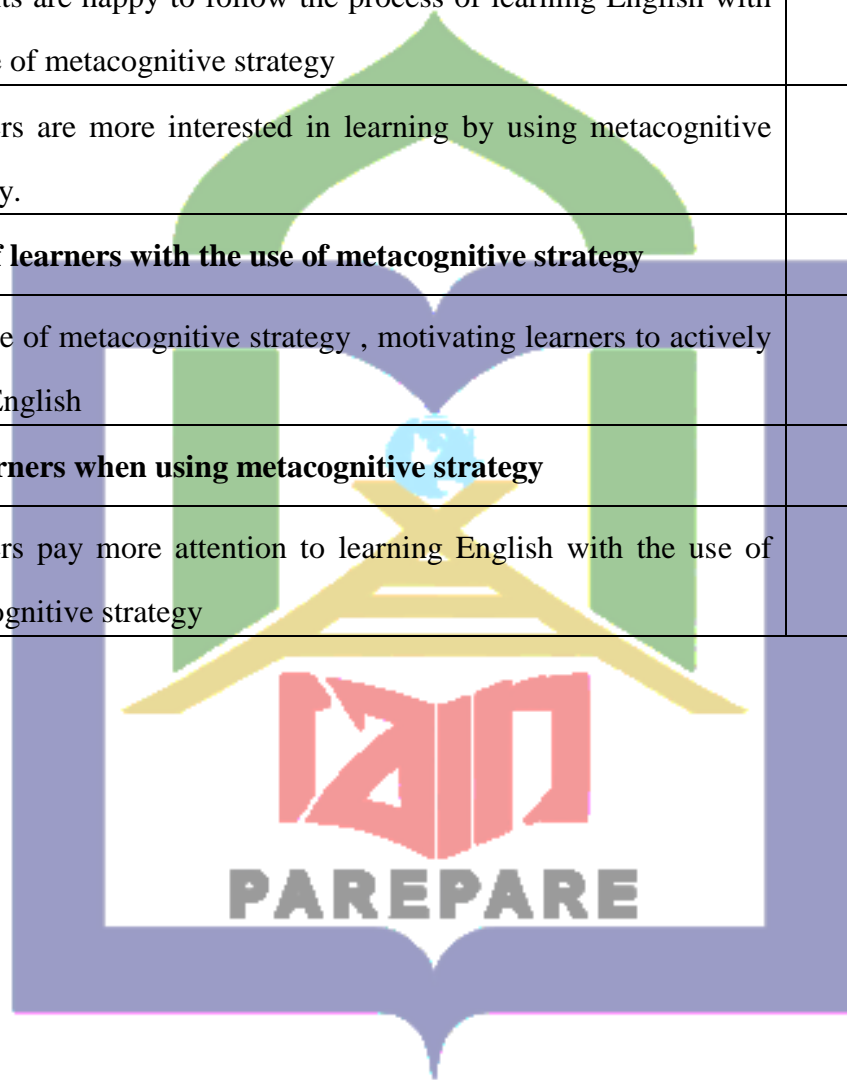
Field of Study : English Day/Date : Wednesday, October 17th 2018
 Class : X (Tenth Grade) Teacher Name: Burhan, S.Pd
 Material : Reading test

Charging Instruction

- a. Take an easy position for you to observe the learning process conducted by an English teacher without disrupting the learning process.
- b. Put a checklist on the provide column according to your observation.

Metacognitive strategy	Yes	No
Quality of implementation metacognitive strategy.		
1. English teacher use metacognitive strategy on learning English.		

2. Using metacognitive strategy on learning English develop creativity learners.		
Students' Interest when using metacognitive strategy		
3. Students are happy to follow the process of learning English with the use of metacognitive strategy		
4. Learners are more interested in learning by using metacognitive strategy.		
Motivation of learners with the use of metacognitive strategy		
5. The use of metacognitive strategy , motivating learners to actively learn English		
Attention learners when using metacognitive strategy		
6. Learners pay more attention to learning English with the use of metacognitive strategy		



2. How tall is the robot?
 A. 12 cm B. 20 cm C. 22 cm D. 25 cm
3. “It has two big red eyes”. It refers to....
 A. The robot B. The writer C. The body D. The battery
4. What is the main idea of paragraph three?
 A. The writer’s robot can be move with two medium sizes batteries
 B. The robot is difficult to move
 C. The robot can be moved without batteries
 D. The batteries must be put to make the robot strong

Read the text below to answer questions 5 to 8!

Kartikasari was born on December 15, 2004 in Bandung. Her friends call her Ika. She lives at street. Gatot Subroto 12A, Bandung. She is an SMP students. She is in the seventh grade. She is quite tall and slim. She has long wavy hair and dark eyes. She looks beautiful with her long hair. She will not have haircut, because she prefers it that way. Everyone knows she is very serious person and very discipline with her main duty as a student. That’s why she always does well in her class. She is also symphatic, honest, kind and friendly. Her parents must be proud of her.

5. What is her nick name?
 A. Sari B. Ika C. Tika D. Ira
6. What does she look like?
 A. She has long wavy hair and brown eyes B. She has short curly hair and brown eyes
 C. She has short wavy hair and dark eyes D. She has long wavy hair and dark eyes
7. What does she do? She is a....
 A. Teacher B. Student C. Librarian D. Officer
8. She always does well in her class because she is...
 A. Friendly B. Honest C. Punctual D. Symphatic

Read the following text and answer question 9-14.

I love dogs very much. I keep some dogs in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He’s short with long body and four strong legs. Brownie is a collie. She has long and thick fur. What color is her fur? Brown, of course that’s why I call her

Brownie. Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He's very strong. I always take care of my dogs every day.

9. What kind of text is the text above?

- A. recount B. descriptive C. narrative D. procedure

10. The generic structure of the text is

- A. description – identification B. Identification – description
C. Orientation – events – Reorientation D. Reorientation – events – Orientation

11. She has long and thick fur". The antonym of the underlined word is...

- A. Heavy B. Length C. short D. fragrant

12. How many dogs does the writer have?

- A. 1 B. 2 C. 3 D. 4

13. What does Casper look like?

- A. Short with long body and strong legs B. Brown, with long and thick fur
C. Slim body, long legs D. Thin fur and dot

14. Why does the writer call the collie, Brownie? The writer calls the collie, Brownie because....

- A. she like brownies B. she has brown ear
C. she has brown fur D. she has black fur

Questions 15- 20 refer to the following passage.

Read this following text to answer questions numbers 6-8 .Then, put (X) to the correct answer.

Hello, my name is Muhammad fuad. I live with my cousins, hery and wawan at Mallengkeri Street. It is near Mallengkeri Terminal. This is my new neighbor. His name is Vicky Irawan. He lives on the same street as I live. I like have a friend like him because he is very clever and kind.

15. Where does Vicky live?

- A. near Mallengkeri terminal B. At Mallengkeri Street
C. at Mallengkeri terminal D. near Mallengkeri Street

16. Who is Muhammad fuad?

- A. Vicky's cousin B. Hery's sister
C. Wawan's new neighbor D. Wawan's cousins

17. Why does Juwita Nur Karimah like have a friendship with Vicky Irawan?

- A. because he is handsome B. because he is rich
C. because he is stupid D. because he is clever and kind.

Tom is a taxi driver. He drives his taxi every day. He usually works from Monday to Saturday. He does not work on Sunday because he wants to take a rest. He is sleeping now. He is not driving his taxi.

18. Who is tom?

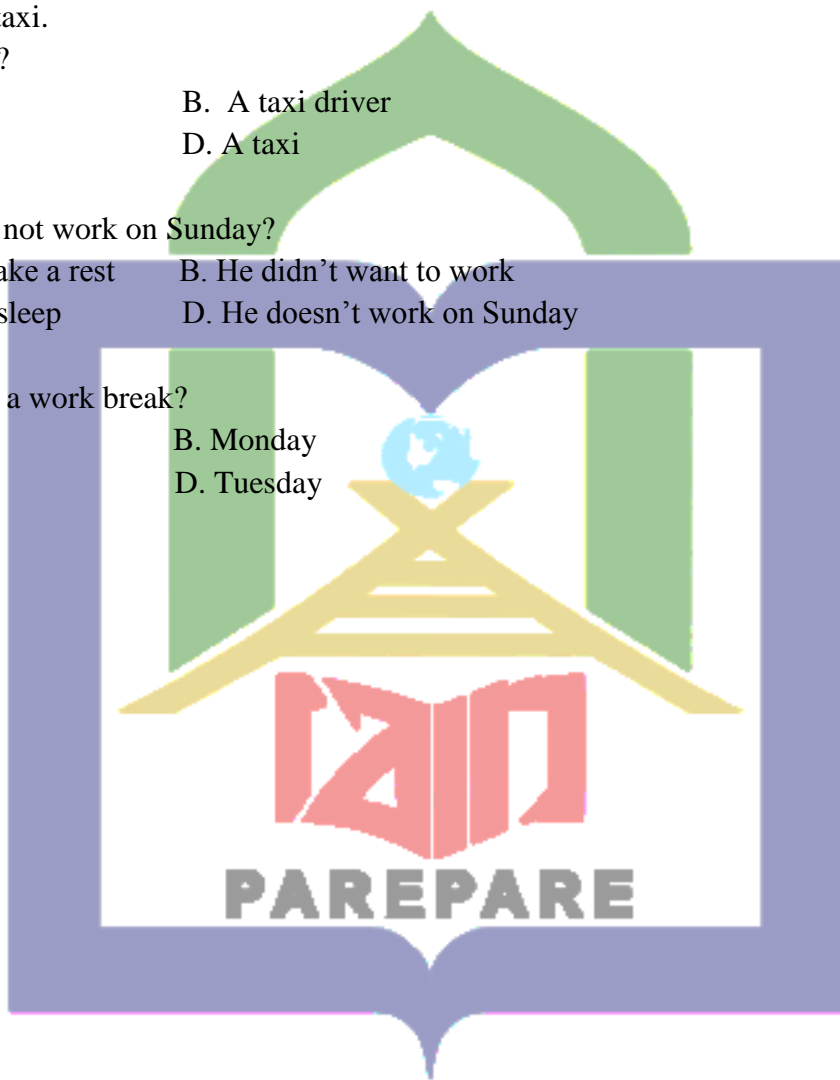
- A driver B. A taxi driver
C. bus driver D. A taxi

19. Why he did not work on Sunday?

- A. He want to take a rest B. He didn't want to work
C. He wants to sleep D. He doesn't work on Sunday

20. What day is a work break?

- A. Sunday B. Monday
C. Friday D. Tuesday



Appendix 5

OBSERVATION RESULT
THE CORRELATION BETWEEN THE USE OF METACOGNITIVE
STRATEGY AND STUDENTS' READING COMPREHENSION
AT THE TENTH GRADE STUDENTS' OF SMK
NEGERI 2 PAREPARE

Field of Study : English Day/Date : Wednesday, October 17th 2018
 Class : X (Tenth Grade) Teacher Name: Burhan, S.Pd
 Material : Reading test

Charging Instruction

- c. Take an easy position for you to observe the learning process conducted by an English teacher without disrupting the learning process.
- d. Put a checklist on the provide column according to your observation.

Metacognitive strategy	Yes	No
Quality of implementation metacognitive strategy		
1. English teacher use metacognitive strategy on learning English.	✓	
2. Using metacognitive strategy on learning English develop creativity of learners.	✓	
Students' Interest when using metacognitive strategy		
3. Students are happy to follow the process of learning English with the use of grammar translation method	✓	
4. Learners are more interested in learning by using grammar translation method.	✓	
Motivation of learners with the use of metacognitive strategy		
5. The use of grammar translation method , motivating learners to actively learn English	✓	
Attention learners when using metacognitive strategy		
6. Learners pay more attention to learning English with the use of grammar translation method	✓	

Appendix 6

Table the summary of Descriptive Statistics (Variable X)



Statistics

The Use of Metacognitive Strategy

N	Valid	26
	Missing	0
Mean		54.85
Std. Error of Mean		.489
Median		55.25 ^a
Mode		56
Std. Deviation		2.49
Variance		6.21
Skewness		-.096
Std. Error of Skewness		.456
Kurtosis		-.672
Std. Error of Kurtosis		.887
Range		10
Minimum		50
Maximum		60
Sum		1426

a. Calculated from group



Appendix 7

Table frequency distribution of variable (X)

The Use of Metacognitive Strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
50	1	3.8	3.8	3.8
51	1	3.8	3.8	7.7
52	4	15.4	15.4	23.1
53	3	11.5	11.5	34.6
54	2	7.7	7.7	42.3
55	2	7.7	7.7	50.0
Valid 56	6	23.1	23.1	73.1
57	4	15.4	15.4	88.5
58	2	7.7	7.7	96.2
60	1	3.8	3.8	100.0
Total	26	100.0	100.0	



Appendix 8

Table the summary of descriptive statistics (variable Y)

Statistics

Student_Reading_Comphrehension

N	Valid	26
	Missing	0
Mean		86.35
Std. Error of Mean		1.654
Median		86.67 ^a
Mode		75 ^b
Std. Deviation		8.43
Variance		71.11
Skewness		-.027
Std. Error of Skewness		.456
Kurtosis		-1.30
Std. Error of Kurtosis		.887
Range		25
Minimum		75
Maximum		100
Sum		2245

a. Calculated from grouped data.

b. Multiple modes exist. The smallest value is shown



Appendix 9

Table frequency distribution of variable (Y)

Student_Reading_Comprehension				
	Frequency	Percent	Valid Percent	Cumulative Percent
75	6	23.1	23.1	23.1
80	3	11.5	11.5	34.6
85	5	19.2	19.2	53.8
90	4	15.4	15.4	69.2
95	6	23.1	23.1	92.3
100	2	7.7	7.7	100.0
Total	26	100.0	100.0	



Appendix 10

QUESTIONNAIRE TABULATION OF X VARIABLE

(Using Metacognitive strategy)

No.	Item Statement												Amount
	1	2	3	4	5	6	7	8	9	10	11	12	
1	5	4	4	4	5	5	4	5	5	5	5	5	57
2	5	5	5	4	4	5	4	4	5	5	5	5	56
3	5	5	5	5	5	5	5	5	5	5	5	5	60
4	4	5	4	4	5	5	4	4	4	4	5	4	52
5	4	5	5	5	5	5	4	5	4	4	5	5	56
6	5	5	4	4	5	4	4	5	4	4	5	5	54
7	4	5	4	4	5	5	5	5	5	5	5	5	57
8	4	5	5	5	5	5	4	4	4	4	4	4	53
9	5	5	4	5	5	4	5	5	5	5	5	5	58
10	4	5	4	4	4	4	4	5	5	5	4	4	52
11	4	5	4	4	5	5	5	5	5	5	5	4	56
12	4	5	5	5	4	4	4	4	4	4	5	4	52
13	5	4	5	5	4	5	5	4	5	5	4	5	56
14	5	5	5	5	5	4	4	4	4	5	5	5	56
15	4	5	5	5	4	4	5	5	5	5	4	4	55
16	4	4	4	4	4	5	4	4	5	4	4	4	50
17	5	5	5	4	4	4	5	4	5	4	5	4	54
18	4	4	4	4	4	4	5	5	4	4	5	5	52
19	5	5	5	4	5	4	4	5	5	5	5	5	57
20	4	5	4	4	5	4	4	5	4	4	4	4	51
21	5	5	5	4	5	4	5	5	5	5	4	5	57
22	4	5	5	5	4	5	5	5	5	5	5	5	58
23	4	5	4	4	5	4	4	5	4	4	5	5	53
24	4	5	4	4	4	4	5	5	5	5	4	4	53
25	4	5	5	5	4	5	4	5	5	5	5	4	56
26	4	5	4	4	5	5	4	5	5	5	5	4	55

Appendix 11

**The Result of Students reading comprehension
(Y Variable)**

Num.	NAME	SCORE
1	Arjuna	90
2	Abd. Malik. H	75
3	Abdul Rahman Ramli	90
4	Alfian Winardy Sultan	95
5	Andi Muh. Iqbal Maulana	100
6	Damar	75
7	Elita Karlina	80
8	Wisnuh	80
9	Harmawan	90
10	Ilham Za Dewa	95
11	Annisa Nur	75
12	Mohammad Haqil Mahdali	95
13	Muh. Asrullah	80
14	Muh Azwin Fadilah	85
15	Muh Yusuf Jafar	90
16	Muh. Akhsan Ryan	95
17	Raju. L	75
18	Muhammad Awaluddin	75
19	Srijuldi	95
20	Sridayani Ashari	85
21	Noor Zaini Syukran	75
22	Nur Clara Watra	95
23	Padilla	85
24	Piping Nilasri	85
25	Rafli Tri Anugrah	100
26	Riska	85

Appendix 12



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
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 Po Box 909 Parepare 91100 website : www.iainpare.ac.id, email : mail@iainpare.ac.id

Nomor
Lampiran
Hal

B. 2461 /In 39.PP/009/10/2018

: Izin Rekomendasi Penelitian

Kepada Yth.
Kepala Cabang Dinas Pendidikan Wilayah VIII Provinsi Sulawesi Selatan
di
Tempat

Assalamu Alaikum Wr.Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri (IAIN) Parepare :

Nama : SUPRIADI
 Tempat/Tgl.Lahir : ANGIN-ANGIN, 08 JULI 1994
 NIM : 14.1300.169
 Jurusan/ Prodi : Tarbiyah dan Adab/ Pendidikan Bahasa Inggris
 Alamat : Dusun Angin-angin, Desa Latimojong, Kec. Buntu Batu, Kab. Enrekang

Bermaksud akan mengadakan penelitian di wilayah KOTA PAREPARE dalam rangka penyusunan skripsi yang berjudul :

"THE CORRELATION BETWEEN THE USE OF METACOGNITIVE STRATEGY AND STUDENTS' READING COMPREHENSION AT THE TENTH GRADE OF SMK NEGERI 2 PAREPARE"

Pelaksanaan penelitian ini direncanakan pada bulan Oktober sampai selesai.

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

Terima kasih.

8 Oktober 2018

A.n Rektor,
Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)



Muh. Djunaedi

Appendix 13



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN WILAYAH VIII
BARRU, PAREPARE, SIDRAP

Jalan Jenderal Sudirman No. 123 Parepare, Kode Pos 91125
Telpon. 081342561901/08114111132 email: cabdiswil8@gmail.com

REKOMENDASI

Nomor : 867 /~~MJ~~CD.WIL.VIII/DISDIK

Tentang

"The Correlation Between The Use of Metacognitive Strategy and Students' Reading Comprehension at The Tenth Grade of SMK Negeri 2 Parepare "

Yang bertanda tangan dibawah ini, Kepala Cabang Dinas Pendidikan Wilayah VIII (Barru, Parepare, Sidrap), menerangkan bahwa :

- Nama : **SUPRIADI**
- Lembaga/Perguruan Tinggi : Institut Agama Islam Negeri (IAIN) Parepare
- Program Studi : Tarbiyah dan Adab/Pendidikan Bahasa Inggris

Pada dasarnya kami menyetujui untuk melaksanakan penelitian pada SMK Negeri 2 Parepare, mulai Tanggal 10 Oktober s.d 10 November 2018 dengan mendahului laporan ke sekolah dan hasil penelitian setelah selesai dilaporkan ke Cabang Dinas Pendidikan Wilayah VIII.

Demikian rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Parepare, 8 Oktober 2018

An. Kepala Cabang Dinas Pendidikan Wilayah VIII
Kasi Pembina SMA


AMIRUDDIN, S.Sos

Pangkat : Penata

NIP : 196908021989031018

Appendix 14



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMK NEGERI 2 PAREPARE**

*Jl. Jend. Ahmad Yani No 151 ☎ (0421) 21962 - Fax (0421) 29149 Parepare (SII 0)
Email : smpn2@uapn2@yab.go.id Website : www.sdikkejurudiparepare.sch.id*

SURAT KETERANGAN PENELITIAN
Nomor : 421.5/320-UPT SMKN.2/PRP/DISDIK

Yang bertanda tangan dibawah ini, Kepala UPT SMK Negeri 2 Parepare menerangkan bahwa :

N a m a	: SUPRIADI
NIM	: 14.1300.169
Tempat / Tgl. Lahir	: Enrekang, 08 Juli 1994
Jenis Kelamin	: Laki-Laki
Pekerjaan	: Mahasiswa
Alamat	: Jl. H. Laele Soreang Parepare

Telah mengadakan penelitian pada UPT SMK Negeri 2 Parepare, dalam rangka penyusunan Skripsi yang berjudul : "THE CORRELATION BETWEEN THE USE OF METACOGNITIVE STRATEGY AND STUDENTS' READING COMPREHENSION AT THE TENTH GRADE STUDENTS' OF SMK NEGERI 2 PAREPARE"

Selama ± 1 bulan terhitung 10 Oktober s/d 01 Nopember 2018.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Parepare, 02 Nopember 2018
Kepala UPT SMK Negeri 2 Parepare
K. Sidiq TU,

ABDULLAH
Pangkat : Penata Muda Tk. I
NIP. 196605251987031007

Tembusan Yth :
Kepala Cabang Dinas Pendidikan Wilayah VIII di Parepare





BIOGRAPHY



Supriadi, the writer was born in Angin-angin on December 30nd 1995, Buntu batu sub district of Enrekang regency. He is the eighth child from ten siblings by Kurusi (father) and Hania (mother). The writer began his education at an elementary school at SDN 182 Angin-angin (2001-2007). Then, He continued his study at junior high school at SMPN satap 5 Baraka and finished in 2010. In the same year, he continued his studies at senior high school at SMKN 1 Enrekang and finished in 2013.

Furthermore, the writer decided to continue his education at Parepare in 2014 and took a Bachelor Degree Program (S1) Tarbiyah department, English Language Study Program. He finished his study in 2018 by writing an academic paper entitled, **“The Correlation between the Use of Metacognitive Strategy and Students’ Reading Comprehension at the Tenth Grade Students’ of SMK Negeri 2 Parepare”**.