

**THE CORRELATION BETWEEN METACOGNITIVE READING
STRATEGIES AND READING COMPREHENSION AT SECOND
SEMESTER OF ENGLISH LANGUAGE EDUCATION STUDY
PROGRAM OF UIN RADEN MAS SAID SURAKARTA**

THESIS

Submitted as A Partial Requirements for the degree of Undergraduate



By:

FATIMAH NURHAYATI

SRN. 196121253

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF CULTURES AND LANGUAGES
UNIVERSITAS ISLAM NEGERI RADEN MAS SAID SURAKARTA**

2023

ADVISOR'S SHEET

Subject : Thesis of Fatimah Nurhayati

SRN : 196121253

To:

Dean

Faculty of Cultures and Languages

UIN Raden Mas Said Surakarta

In Surakarta

Assalamu 'alaikum Wr. Wb.

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of

Name : Fatimah Nurhayati

SRN : 196121253

Title : The Correlation between Metacognitive Reading Strategies and Reading Comprehension at Second Semester of English Language Education Study Program of UIN Raden Mas Said Surakarta

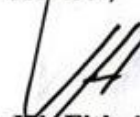
has already fulfilled the requirements to be presented before The Board of Examiners (*Munaqasyah*) to gain Undergraduate Degree in English Education

Thank you for the attention.

Wassalamu 'alaikum Wr. Wb

Surakarta, May 23rd 2023

Advisor,




Hji. Fithriyah Nurul Hidayati, M. Pd.


NIP. 19820725 200912 2 006

RATIFICATION

This is to certify the Undergraduate thesis entitled "The Correlation between Metacognitive Reading Strategies and Reading Comprehension at Second Semester of English Language Education Study Program of UIN Raden Mas Said Surakarta" by Fatimah Nurhayati has been approved by the Board of Thesis Examiners as the requirement for the degree of Undergraduate in English Education.

Chairman : **Muhammad Husin Al Fatah, M.Pd** (.....)
NIK. 1980730 201701 1 151

Secretary : **Hj. Fithrivah Nurul Hidayati, M.Pd.** (.....)
NIP. 19820725 200912 2 006

Main Examiner : **Prof. Dr. Imroatus Solikhah, M.Pd.** (.....)
NIP. 19770316 200912 2 002

Surakarta, May 31st 2023

Approved by

 of Cultures and Languages

Prof. Dr. **Toto Suharto, S.Ag.M.Ag.**

NIP. 19710403 199803 1 005

DEDICATION

This thesis is dedicated to:

1. My beloved parents Sukirno and Sudarni who always support and pray for me everytime and everywhere for my best
2. My sister and brother Wahyu Nugroho Murti and Mukhlis Budi Utomo who always give the support and motivation
3. My Almamater Universitas Islam Negeri Raden Mas Said Surakarta

MOTTO

“The purpose of our lives is to be happy”

-Dalai Lama-

PRONOUNCEMENT

Name : Fatimah Nurhayati
SRN : 196121253
Study Program : English Language Education Study Program
Faculty : Faculty of Cultures and Languages

I hereby sincerely state that the thesis titled “The Correlation between Metacognitive Reading Strategies and Reading Comprehension at Second Semester of English Language Education Study Program of UIN Raden Mas Said Surakarta” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, May 23rd 2023

Stated by,



Fatimah Nurhayati

SRN. 196121253

ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled *“The Correlation between Metacognitive Reading Strategies and Reading Comprehension at Second Semester of English Language Education Study Program of UIN Raden Mas Said Surakarta”* Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. Mudhofir, S.Ag., M.Pd., as Rector of Universitas Islam Negeri Raden Mas Said Surakarta
2. Prof. Dr. Toto Suharto, S.Ag., M.Ag., as the Dean of the Faculty of Cultures and Languages
3. Wildan Mahir Muttaqin, M.A. TESL., as the Coordinator of English Language Education Study Program
4. Hj. Fithriyah Nurul Hidayati, M.Pd., as the consultant for her precious advices, corrections, and help to revise the mistake during the entire process of writing this thesis

5. Prof. Dr. Imroatus Solikhah, M.Pd. and Muhammad Husin Al Fatah, M.Pd., as the examiners who have tested the researcher and provided corrections, suggestions, and help to revise the mistake of the thesis
6. Fitri Ana Ika Dewi, M.Hum. and Linda Safitri, S.Hum., M.Pd., as the lecturers of reading class of English Language Education Study Program in the second semester
7. Students of the second semester of English Language Education Study Program who have been the participants of the research
8. My parents Sukirno and Sudarni who always give the motivation and always pray for my best
9. All of my best friend around me who always give the motivation, help, and support for succeeding this research

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, May 23rd 2023
The researcher

Fatimah Nurhayati
SRN. 196121253

TABLE OF CONTENTS

THESIS	i
ADVISOR'S SHEET	ii
RATIFICATION	iii
DEDICATION	iv
MOTTO	v
PRONOUNCEMENT	vi
ACKNOWLEDGMENT	vii
TABLE OF CONTENTS	ix
LIST OF TABLES	xiii
LIST OF APPENDICES	xiv
ABSTRACT	xv
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Identification of the Problems.....	11
C. Limitation of the Problems	11
D. Formulation of the Problems	12
E. Objectives of the Study	12
F. Benefits of the Study.....	12
G. Definition of Key Terms.....	14
CHAPTER II LITERATURE REVIEW	15
A. Theoretical Review	15
1. The Concept of Reading	15
a. Definition of Reading.....	15
b. The Models of Reading.....	16
c. The Types of Reading	17
d. The Purposes of Reading	19
e. The Skills in Reading.....	19
2. The Concept of Reading Comprehension.....	21
a. The Definition of Reading Comprehension	21
b. The Elements of Reading Comprehension.....	22

c. The Strategies for Reading Comprehension	24
3. Descriptive Text.....	28
a. The Definition of Descriptive Text.....	28
b. The Generic Structure of Descriptive Text	28
c. Language Features of Descriptive Text	29
d. The example of Descriptive Text.....	30
4. Learning Strategies	31
a. The Definition of Learning Strategies.....	31
b. The Categories of Learning Strategies	31
c. The Elements of Learning Strategies	32
5. Reading strategies	33
6. Metacognition	35
a. The Definition of Metacognition	35
b. The Components of Metacognition.....	37
7. Metacognitive Reading Strategies	38
a. The Definition of Metacognitive Reading Strategies.....	38
b. The categories of Metacognitive Reading Strategies.....	41
B. Previous Related Studies.....	43
C. Rationale	49
D. Hypothesis.....	50
CHAPTER III RESEARCH METHODOLOGY	51
A. Research Design.....	51
B. Research Setting.....	52
1. Place of Study	52
2. Time of Study	52
C. Population, Sampling, and Sample	53
1. Population	53
2. Sampling	54
3. Sample	55
D. Techniques of Collecting the Data.....	55
1. Questionnaire	55
2. Test.....	56

E.	Research Instrument.....	57
	1. Questionnaire	57
	2. Test.....	59
F.	Data Validation	60
	1. Validity	60
	2. Reliability.....	62
G.	Techniques of Analyzing the Data.....	64
	1. Descriptive Statistic	64
	2. Prerequisite Test	66
	a. Normality Test	66
	b. Linearity Test	66
	3. Hypothesis Test.....	67
	CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS	71
A.	Research Findings	71
	1. Descriptive Statistic	71
	a. Metacognitive Reading Strategies	73
	b. Reading Comprehension	76
	c. The Result of Metacognitive Reading Strategies and Students’ Reading Comprehension	78
	2. Validity Test.....	81
	a. Validity of Metacognitive Reading Strategies Questionnaire.....	81
	b. Validity of Reading Comprehension Test.....	81
	3. Reliability Test.....	83
	a. Reliability of Metacognitive Reading Strategies Questionnaire	83
	b. Reliability of Reading Comprehension Test	83
	4. Prerequisite Test	84
	a. Normality Test	84
	b. Linearity Test	85
	5. Hypotestis Test	86
B.	Discussions	87
	CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	90
A.	Conclusions.....	90

B. Suggestions	91
BIBLIOGRAPHY	93
APPENDICES	98

LIST OF TABLES

Table 2. 1 Indicator of Global Reading Strategies	41
Table 2. 2 Indicator of Problem Solving Reading Strategies	42
Table 2. 3 Indicator of Support Reading Strategies	43
Table 2. 4 Previous Related Study	47
Table 3. 1 Time of Study.....	53
Table 3. 2 Research Instrument.....	57
Table 3. 3 The Meaning of the Options in Questionnaire.....	58
Table 3. 4 Indicator of Metacognitive Reading Strategies.....	58
Table 3. 5 Indicator of Reading Comprehension	59
Table 3. 6 Classification of students' score	60
Table 3. 7 Table of coefficient correlation in Pearson Product Moment.	69
Table 4. 1 Classification of Categories of Mean.....	72
Table 4. 2 The Descriptive Statistic Indicators of Metacognitive Reading Strategies	73
Table 4. 3 The Descriptive Statistic Indicators of Reading Comprehension	76
Table 4. 4 The Clasification of Results Students' Reading Comprehension	77
Table 4. 5 The Result of Metacognitive Reading Strategies and Students' Reading Comprehension	79
Table 4. 6 Validity Test of Reading Comprehension Test.....	81
Table 4. 7 Reability Test Cronbach's Alpha of Reading Comprehension Test....	83
Table 4.8 Normality Test of Metacognitive Reading Strategies And Reading Comprehension	84
Table 4.9 Linearity Test of Metacognitive Reading Strategies and Reading Comprehension	85
Table 4.10 Hypothesis Test using Pearson Product Moment	86

LIST OF APPENDICES

Appendix 1. The Questions of Filtering Test to Find Out the Sample	99
Appendix 2. The Questions of Instrument Reading Comprehension Test.....	105
Appendix 3. The Instrument of Questionnaire of Metacognitive Reading Strategies	114
Appendix 4. List of the students' score who took the filtering text.....	117
Appendix 5. The total Sample in this research from filtering test	121
Appendix 6. Table of r Product Moment Value.....	122
Appendix 7. Tabulation of Try Out Reading Comprehension.....	123
Appendix 8. Validity Test on SPSS 26.0 of Reading Comprehension	125
Appendix 9. Validity Test Result of Reading Comprehension.....	126
Appendix 10. Reliability Test of Reading Comprehension	127
Appendix 11. Tabulation of Questionnaire Metacognitive Reading Strategies Data	128
Appendix 12. The Result of the Data Transformation (MSI) of Questionnaire metacognitive reading strategies data	130
Appendix 13. Tabulation of Students' Reading Comprehension Test.....	134
Appendix 14. Descriptive Statistic of Metacognitive Reading Strategies	136
Appendix 15. Descriptive Statistic of Reading Comprehension.....	137
Appendix 16. Data Analysis	138
Appendix 17. The Answer Key of the Test.....	140
Appendix 18. The Documentation of the Research	141

ABSTRACT

Fatimah Nurhayati, 2023. *The Correlation between Metacognitive Reading Strategies and Reading Comprehension at Second Semester of English Language Education Study Program of UIN Raden Mas Said*. Thesis. English Language Education Study Program, Faculty of Cultures and Language.

Advisor: Hj. Fithriyah Nurul Hidayati, M.Pd.

This research intended to investigate the correlation between metacognitive reading strategies and reading comprehension at Second Semester of English Language Education Study Program Students of UIN Raden Mas Said Surakarta in the Academic Year 2022/2023. The researcher conducted the research at Second Semester of English Language Education Study. Based on the real condition in the field, many students have problems in reading activity such they have less interest in reading and they did not understand the strategy when read the academic text.

This research used quantitative research method with correlational research design. This research has two variables, those are metacognitive reading strategies as an independent variable and reading comprehension as a dependent variable. The research used purposive sampling method with the criteria good ability students. The researcher did the filtering test to find the students with the good ability at the reading class with the subject Critical and Evaluative Reading. From the total students in the second semester, those are 264 students of 8 classess, there were 130 students who took the filtering test. There were 50 students who got the high score with the category “good” with minimum score 66 based on the theory by Arikunto (2006:245). The instrument used in this research was questionnaire of metacognitive reading strategies and reading comprehension test. The questionnaire of metacognitive reading strategies used Likert scale with score 1-5 and the reading test used the Guttman scale. The researcher used the theory from Mokhtari & Sheorey (2002:10) about metacognitive reading strategies and theory by Brown (2004:206) about reading comprehension. The analysis of the data consists of descriptive statistic, normality test, linearity test, and hypothesis test. The researcher used IBM SPSS.26.0 to analyze the data of the research.

The result of this research is there is the significant correlation between metacognitive reading strategies and reading comprehension at Second Semester of English Language Education Study Program Students of UIN Raden Mas Said Surakarta in the Academic Year 2022/2023. The use of metacognitive reading strategies that was applied at second semester of english language education study program students of UIN Raden Mas Said Surakarta has the high mean value category (Mean = 4.18). Based on the result of the study, it can be concluded that metacognitive reading strategies can be applied in the reading learning activity to help the students in improving the reading comprehension.

Keywords: Metacognition, Metacognitive Reading Strategies, Learning Strategies, Reading Comprehension

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is the important component to do the communication with others and has the function to find some informations needed. Therefore, everyone must has the language ability, especially in mastering international language, that is English. English is one of the foreign language that is learned in Indonesia as a compulsory subject. It has the role as English as a Foreign Language in Indonesia, it means that the language not used as a primary or secondary language in a country, but it is just used as a foreign language and not use in daily activity by the public. According to Gebhard (2006), English as a Foreign Language (EFL) can be defined as study of English by people who live in places in which English is not used as a means of first language communication (Amelia, 2020:8). English is also learned in Indonesia so that people can master english well. So, people can find and manage some informations outside which is mostly use English.

Sharma & Puri (2020:34) stated that English has four important skills that complicated. The skills can be indexed into two parts, those are productive skills consist of speaking and writing, then receptive skills consist of listening and reading. Because English has the role as a foreign language, not many Indonesian people can master four skills easily because the language not uses in daily conversation. As we know that someone can master a language well by

practice in daily conversation. First, Listening skill is the receptive skill of the oral phraseology. Actually, listening is hearing and comprehending. So, listening skill can be improved by listen English in daily conversation. Then, speaking is the productive skill of the oral phraseology. Speaking skill can be improved by practice English in daily conversation. Then, reading is about the receptive skill in the written mode. The readers can also improve the listening and speaking skill by reading activity. Reading is activity to find information. So it is very important by the students to master the reading skill. And the last is writing skill, it is productive skill in the written mode. It is one of the difficult skill because many components that have to be mastered in writing skill.

One of the important skill is reading because it gives many advantages to people, especially to students. Students usually access some information about daily news and about the academic by read some book, journal article, web, etc. Reading is a process of readers' combining information from a text and their own background knowledge to build meaning (Anderson , 2004:13). Heilman, Blair, & Rupley (1981:2) argued that reading can be defined as a thinking process and it can be a communicative skill (Pratika, 2022:11). Reading also can be defined as an activity that aims to find an information onto written text. Reading comprehension is an important skill for understanding and recognizing the content in written text. According to Kintsch and Rawson (2005), reading comprehension involves multiple processes (Monika & Devi, 2022:139). Higher-level processes call for a semantic interpretation of the entire phrase, whereas lower-level processes concentrate on the text and its relationship to

other words in a sentence. Each word in a sentence is decoded in low-level processing to determine its relationship to the text's meaning, whereas in higher-level processes, the comprehension process draws on prior knowledge to determine the meaning based on the author's intention and connects the semantic idea of whole sentences (Monika & Devi, 2022:139).

Reading comprehension is defined as readers' ability to understand the surface and the hidden meanings of the text using metacognitive reading strategies (Ahmadi, Ismail, & Abdullah, 2013:245). Through reading, we can find some advantages like information that can improve our knowledge. In reading activity, we must read carefully to avoid errors in receiving the content of the text. So, it is needed a reading comprehension for everyone especially in reading foreign language, for the example is reading English text for EFL students. The students must understand the english language well to know about the content of the text. In daily activities, students need to find information about academic or other information from various media. Therefore, it is necessary to have reading skill so that the students can manage the information they get well. Reading comprehension must be owned by students to improve students' ability to understand a text. In improving reading skill, a complex process is needed and requires concentration in understanding the text being read. Therefore, students are expected to develop their reading comprehension because almost every day students are involved in the academic which cannot be separated from reading activities. Students usually also need references to subject matter sourced from outside and most of the references use English.

In improving reading comprehension, it is needed some crucial process and it is not easy process. Based on the study conducted by (Aziz, Nasir, & Ramazani, 2019:139), reading is considered a difficult activity by most of students. It was difficult for them to find the main ideas and the detailed information in the texts in a short time because they had to read and translate the text word by word. Based on the pre-research was done, students also think that reading is a boring activity, so the students' interest in reading is less. One example of students' action showing that they are less interested in reading is their complaints when read long text in English especially in reading an academic text. Reading an academic text entails more than just looking for information within the text. Rather, it is a method of interacting with the text. When reading an academic text, the reader recreates the text's meaning. Furthermore, many problems are faced by students when they want to improve their reading comprehension. Many aspects must be attended by students in reading activity. To understand a text, students must master vocabulary well. Furthermore, concentration is needed in understanding and connecting the meaning of word by word in the reading process. Not everyone can interpret the text correctly. Everyone maybe has the differences in constructing the meaning of the text.

Obstacles in reading comprehension are not only experienced by a elementary school, junior high school, and senior high school students. Even the college students feel the same way. Even though they are English language department students, it does not guarantee that they have a good level of reading

comprehension. Therefore, it is necessary to follow up on how to deal with students' obstacles in carrying out reading activities, because it cannot be denied that reading is a very important activity, especially for students because they need various information that can increase their knowledge. The role of Indonesian students as an EFL students make them have differences ability to use English language and translating the language from English to Indonesia. Every students have different level of reading skill. For the example, the college students mostly have a higher level of reading skill compared with lower grade students. It can be caused of their experience and frequency in reading. But, the college students also have some difficulties in reading, especially in reading for academic.

The researcher did the pre-research in the second semester students of UIN Raden Mas Said as the subject of this research. The researcher observed in several class to understand the learning activity about reading. The name of subject of the reading class is Critical and Evaluative Reading. From the module of the curriculum 2021 that used until 2023 at UIN Raden Mas Said Surakarta, there are several materials of the subject such as distinguishing between fact and opinion, evaluating an author's opinion, connotation word, tone, bias, implication, definition, and theme. When the researcher did the observation, the class learn the material about evaluating an author's opinion. Most of students learn in this class actively, but some of them are passively.

Actually, there are students have a high level, middle level, and low level of reading comprehension. Based on the interview with some students, many

students have problems and difficulties to find out the main idea, implied detail, and the closest meaning of the text. When reading, students frequently struggle to absorb the most crucial information. This is an issue since students are unsure whether they identify the term or not, and students struggle to grasp words, phrases, and sentences in English. So the concentration is needed in identifying the meaning of a text. The other problem in reading activity is students' mastery of vocabulary. Vocabulary mastery also can be the factor in succeeding reading activity. If the students don't have enough vocabulary mastery, they will find a difficulty to identify and understand the content of the text. The text usually contains some synonyms or it's called as closest meaning that are rarely used in daily conversation, so it can makes the students difficult to understand the meaning of the text. Then, even students have high mastery of English vocabulary, there is a challenge for them in translating the language. In higher education, reading English text is not only translating by word to word but also involves a complex set of translation steps. To find the meaning of the text, the readers have to through the process starting from understanding the meaning of each words, phrases, sentences, paragraphs, and the entire text. It is not easy to understand the real meaning of the text. The readers may understand the meaning of each words, but there are challenges to construct the meaning of the word by word of the text.

The researcher want to use the purposive sampling in this study to find the sample of students with the good ability from the total students of the population at second semester are 264 students. Then, to ensure the reading

comprehension level of the students, the researcher will give the reading test called filtering test to find students with the good ability that have the high score with the criteria “good” with minimum 66 by the theory of Arikunto (2006:245). The reading test is about one of the academic text they have learned in the first semester in the subject Literal and Inferential Reading that is about descriptive text. The form of the test is multiple choice with the level HOTS (High Order Thinking Skill) of the questions.

Good readers are aware of why and what they are reading, as well as how they may solve difficulties and assess their understanding while reading. Therefore, it is necessary to have a reading strategy that is expected to be able to assist students in improving students' reading skills, especially for EFL students in the college because they often search some informations from various sources, most of which use English. Strategies are the conscious actions that learners take to improve their language learning (Anderson , 2004:12). The use of reading strategies in English has sparked a lot of interest because of the obvious importance of reading ability in English as an international language (Mokhtari & Sheorey, 2002:2). Reading strategies can be able to help students to find the easiest way in understanding the meaning of the text. The use of words with closest meaning is the example factor that can make students have a difficulty in understanding the meaning of the text.

Reading strategies includes cognitive strategies and metacognitive strategies (Maryam, Ihrom, & Nurlaelawati, 2019:438). Students usually prioritize their thinking process which are called cognitive. Cognitive strategies

are defined as “the actions and procedures readers use while working directly with the text” (Mokhtari & Sheorey, 2001:436). From the cognitive problem, students must have a strategy to control their learning process. The strategy in controlling the learning process is called a metacognitive strategy. There are the differences concept between cognition and metacognition although they are related to each other. Schraw (2021) stated that metacognition is required to understand how a task will be completed, while cognition is required to do a task (Akturk & Sahin, 2011:3733). In general, students do not really understand the concept of metacognitive strategy in learning, especially the strategy in improving reading comprehension. According to Chamot & O’Malley (1990) metacognitive strategies are referred to as sequential processes that people use to control cognitive activities, and to ensure that a cognitive goal has been met (Aziz, Nasir, & Ramazani, 2019:142).

According to Flavell (1976), metacognition refers to one’ knowledge concerning one’ own cognitive processes and products or anything related to them (Do & Phan, 2021:91). Metacognitive strategies, according to Sheorey and Mokhtari (2002:2), are intentional, carefully planned techniques by which learners monitor or manage their reading, which involves the process of thinking about one's own thinking. Metacognitive reading strategies, in other words, are higher order performance methods that refer to the planning, monitoring, and evaluating the success of a learning activity (Maryam, Ihrom, & Nurlaelawati, 2019:438). Mokhtari & Sheorey (2002:4) categorize

metacognitive reading strategies into three categories, those are global reading strategies, problem solving strategies, and support strategies.

The research about the topic metacognitive strategies did by some researchers. Some researches explained that metacognitive strategies have the significant impact to students' reading comprehension. The first study was conducted by Hieu Manh Do and Huong Le Thu Phan in 2021 with the title "Metacognitive Awareness of Reading Strategies on Second Language Vietnamese Undergraduate". The study showed there is a relationship between reading comprehension and metacognitive awareness in reading. The next research was conducted by Glory Ann L. Hacermida and Ivy G. Aboy in 2021 with the title "The Metacognitive Strategies and Writing Competence of Grade 11 Students in a Philippine Public High School". The study showed there is a significant correlation between metacognitive strategies and students' writing competence. Then, the research from Fitriani in 2002 with the title "The Use of Metacognitive Strategy to Improve the Students' Reading Comprehension at Eighth Grade of SMP Muhammadiyah 6 Makassar" she found that teaching reading comprehension in descriptive text by using metacognitive strategy could improve the students' reading achievement especially in literal comprehension. The last research conducted by Indah Rif'ah Dianti in 2021 with the title "Using Metacognitive Reading Strategies to Improve Students' Reading Comprehension Skill". The study was descriptive qualitative design that discussed about the implementation and the effect of using metacognitive reading strategies in the reading learning activity. The result showed that

metacognitive reading strategies have the positive effect in improving students' reading comprehension.

This present study has the differences with those studies, the researcher want to examine whether there was any significant correlation between metacognitive reading strategy and reading comprehension among EFL college students of English Language Education Study Program of UIN Raden Mas Said Surakarta within the theory was developed by Mokhtari and Sheorey (2002).

Based on the explanation above can be concluded that metacognitive strategy can help students to improve their reading comprehension. The researcher will conduct the research with the topic the use of metacognitive strategy to help students in learning about reading. The researcher will do analysis of the use of metacognitive reading strategies of the students by using the Survey of Reading Strategies (SORS) developed by Mokhtari and Sheorey (2002:10) that actually created for ESL students. But, the researcher want to know the correlation between metacognitive reading strategies and students' reading comprehension if that instrument using for EFL students in Indonesia.

Based on the reason above the researcher interest to conducted a correlational research with the title: *"The Correlation between Metacognitive Reading Strategies and Reading Comprehension at Second Semester of English Language Education Study Program of UIN Raden Mas Said Surakarta"*.

B. Identification of the Problems

Regarding with the background above the researcher would like to formulate the identification of the problem as follow:

1. Students have the less motivation in reading activity especially in reading for academic purpose.
2. Students feel bored in reading long text.
3. Students have less vocabulary mastery.
4. Students being demotivated in improving their reading comprehension because it is needed more concentration.
5. Students need a reading strategy to improve their reading comprehension.
6. Students did not know how to solve the problems in reading activity.

C. Limitation of the Problems

Due to many problems related to the learning process that the researcher was identified earlier, the researcher focused to analyze metacognitive reading strategies to help students in improving students' reading comprehension. From the problems that the researcher was explained, students need a reading strategy to fix the problems in reading activity and to improve their reading comprehension. Then, the researcher choosed the college students at second semester of English Language Education Study Program of UIN Raden Mas Said Surakarta in the academic year 2022/2023 to be the subject of this study. The researcher will focus to analyze the correlation between metacognitive

reading strategies and students' reading comprehension at second semester of English Language Education Study Program of UIN Raden Mas Said Surakarta in the academic year 2022/2023.

D. Formulation of the Problems

Based on the background of the study, identification of the problem, and limitation of the problems, the problem can be formulated as “Is there any significant correlation between Metacognitive Reading Strategies and Reading Comprehension at Second Semester of English Language Education Study Program Students of UIN Raden Mas Said Surakarta in the Academic Year 2022/2023?”

E. Objectives of the Study

Based on the formulation of the problems above, the study is aimed to know the correlation between Metacognitive Reading Strategies and Reading Comprehension at Second Semester of English Language Education Study Program Students of UIN Raden Mas Said Surakarta in the Academic Year 2022/2023.

F. Benefits of the Study

The significant of the research can be divided into two parts, that theoretical and practical.

1. Theoretical

The researcher hopes that this study will contribute to the advancement of language teaching and learning, particularly in the understanding of metacognitive strategies in reading comprehension.

2. Practical

The results of the study is expected to give advantages to some related parties, such as:

- a. The students

The researcher hope this research will give the students new knowledge about metacognitive strategy and they will have motivation in improving reading comprehension.

- b. The teachers

The researcher hope this research will give more information for the teachers especially about using strategy in teaching process. The teachers may apply the appropriate strategy in teaching reading according to the result of this research.

- c. The next researchers

The researcher hope this research will be useful for other researchers as a reference for further studies.

G. Definition of Key Terms

1. EFL Students

According to Gebhard (2006), EFL can be defined as study of English by people who live in places in which English is not used as a means of first language communication (Amelia, 2020:8).

2. Reading Strategies

Reading strategies can be described as plans for problem solving encountered in constructing meaning (Richards & Renandya, 2002:121).

3. Metacognitive strategies

Metacognitive strategies are defined as “readers’ cognition about reading and self-control mechanisms they exercise when monitoring and regulating text comprehension” (Mokhtari & Reichard, 2002:251).

4. Reading comprehension

Reading comprehension is defined as readers’ ability “to understand the surface and the hidden meanings of the text using metacognitive reading strategies” (Ahmadi, Ismail, & Abdullah, 2013:245).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. The Concept of Reading

a. Definition of Reading

Reading is one of four skills which very important role in teaching and learning activities. Reading is an activity associated with written text and concentration of the reader. We can find some informations by reading journal article, book, web, etc. In reading, we must have a concentration and we must be thorough so that we can manage information well.

Anderson (2003) defined reading as a process of readers' combining information from a text and their own background knowledge to build meaning (Cahyani, 2022:7). From the definition above, it can be concluded that someone's reading skill can affect the information they receive from a text. Someone will build an information from the text based on their abilities.

According to Wallace (1992), reading is a process for interpreting a written text (Cahyani, 2022:7). From the reading activity, there is a process getting an idea from the text which is read. He also indicates that there is a communication activity between the reader and the writer when someone is reading.

Supporting Wallace's idea, Aebersold & Field (1997) stated reading is the process when people see the text and interpret the meaning of the written symbols in the text (Widyastuti, 2016:7). It also explains that someone will interpret by themselves the meaning of the text they have read. So, someone's reading skill is very important and can affect how good someone is to absorb the meaning of the text.

From the definitions above, it can be concluded that reading is an activity getting information from the written text through a process interpreting the meaning of the text. Reading activity includes a thinking process to understand the meaning of the written text which involves the reader's skill such as comprehension and pronunciation. So, improving students' reading comprehension is very important because reading is an activity they do frequently to search for some information about the academic.

b. The Models of Reading

The models of reading can be divided into three broad categories (Anderson, 2004:12). The categories are as follows:

1) Bottom-up model

This process begins with decoding the smallest units (letters to words to phrases to sentences, and so on). Reading comprehension is an example of the bottom-up paradigm at the start of the process. As they gain proficiency, readers progress from letter and voice

recognition to morpheme recognition, then to word recognition based on grammatical structures, larger texts, and whole sentences.

2) Top-down model

Top-down model is a reading model that begins to grasp the reader's thoughts. The reader uses prior knowledge to predict, then examines the text to confirm or refute the predictions generated by reading the passage. In this strategy, readers match the text to their existing knowledge and will check back if new information is discovered.

3) Interactive model

Interactive models combine the lower-level processes that are needed for successful reading as well as the higher-level processes. The lower-level processes involve rapid word recognition and the ability to combine those words into syntactic and semantic units. The higher-level processes involve a reader's ability to activate prior knowledge and monitor comprehension of the text.

c. The Types of Reading

According to Brown H. D (2004:189) there are four types of reading as follow:

1) Perceptive Reading

Reading begins with letter recognition and progresses to words, sentences, and paragraphs. Perceptive reading also requires the

reader's focus on the discourse used: letter, word, punctuation, and other grapheme symbols. Bottom-up processing was implied by the perceptive reading.

2) Selective Reading

Selective reading refers to the recognizing of lexical, grammatical, or discourse features of the language. Selective reading also apply a combination of bottom-up and top-down processing.

3) Interactive Reading

Interactive reading is the process of negotiating the meaning of a text in relation to the reader's comprehension of the text. Examples of interactive reading include anecdotes, short narratives and descriptions, excerpts from longer texts, surveys, notes, announcements, directions, recipes, and other types of writing. The way to identify key characteristics in an interactive exercise is through lexical, symbolic, grammatical, and discourse. Top-down processing is common in this type of reading, though bottom-up performance may be required in some cases.

4) Extensive Reading

Extensive reading is the reading process in which the reader attempts to gain a comprehensive understanding of the text. Casual reading materials such as article, essay, technical report, short story, and

book is the example of this type of reading activity. This type of reading employs top-down processing.

d. The Purposes of Reading

Wallace (1992) in Widyastuti (2016:8) stated there are three reading purposes as follow:

1) Reading for survival

The reading activity is done to survive some informations someone's needed when they want to do something.

2) Reading for learning

Reading for learning means reading has the purpose to find information about academic. This activity mostly done by learners in learning activity.

3) Reading for pleasure

Reading for pleasure is intended to find entertainment or amusement for the reader.

e. The Skills in Reading

According to Brown H. D (2004:187) reading consist of two types of skills, namely micro-skills and macro-skills.

1) Micro-skills

- a) Differentiate between typical English graphemes and orthographic patterns.
- b) Store voice segments of varying lengths in short-term memory.
- c) Write at a speed that is appropriate for the task.
- d) Determine the essence of words and explain word order patterns and meanings.
- e) Recognize grammatical parts of speech, nouns, verbs, and so on, as well as systems like tenses, unisons, plurals, rules, patterns, and ellipsis.
- f) Recognize that the same meaning can be conveyed in a variety of grammatical forms.

2) Macro-skills

- a) Recognize and employ rhetorical elements utilized in written discourse.
- b) Recognize the communicative functions of written texts, according to form and purpose.
- c) Use prior knowledge to identify confusing context.
- d) Derive causal relationships, identify relationships such as major concepts, supporting ideas, supplied information, new

information, generalizations, and explanations, and infer linkages and connections between occurrences from specified ideas, events, etc.

- e) Distinguish between literal and implied meanings.
- f) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- g) Use and create a set of reading skills such as scanning, skimming, finding debate markers, estimating the significance of contextual phrases, and enabling text interpretation systems.

2. The Concept of Reading Comprehension

a. The Definition of Reading Comprehension

Comprehension is very important in reading activity. Reading is a complex activity. When someone reads the text to find information, it is related with someone's comprehension. Students who have high comprehension may get many and correct informations. Reading has the main purpose to comprehend the ideas about the material. Reading would be meaningless if someone does not has a comprehension. So, it is important for students to have reading comprehension.

Grellet (1999) stated that reading comprehension requires interpreting a written text as effectively as possible to obtain the knowledge needed from it (Messakh, 2021:7). Someone will interpret the meaning of the text based on their comprehension. If they have high

reading comprehension, they will also get the information well and correctly. So, students have to improve their reading comprehension to find about the information about the academic.

Reading comprehension also defined by Snow (2002) as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Messakh, 2021:7). It is the same as interpret the meaning of written text according to someone's skill. The information they get is depending on their comprehension. The process to interpret the meaning of the text is a complex process. So, everyone may has a different reading comprehension.

From the definitions above, it can be concluded that reading comprehension is someone's skill to interpret the meaning of the text to find the correct informations according to their abilities. Reading comprehension can affect the information and the meaning of the text someone will get from the written text.

b. The Elements of Reading Comprehension

There are several elements in reading comprehension (Brown H. D., 2004:206).

1) Main Idea

The main idea in a text paragraph is the most important element and the notion that the author wants the reader to understand. Finding the

main idea allows the reader to focus more on what he is reading, recall supporting ideas that are related to the main idea, and helps the reader in writing a summary and conclusion.

2) Expressions or idioms or phrases in context

Finding the meaning of words or expressions would help the reader's comprehension of the text. When the reader understand the meaning and how it is employed, the reader will be able to distinguish whether words contain literal, figurative and implicit meaning.

3) Inference or implied detail

In making inference, the reader should relate what the author says to what the author wants the reader to understand. The text not always state a written fact or details, it usually has implied message. So, the readers must be careful to find implied message of the text.

4) Grammatical features

Grammatical features have the function to make the text to be easy to understand. It is a property of items within the grammar of a language.

5) Details

Details help to develop the main idea by providing examples, facts, and reasons. The proof of the main idea is in the specific details or supporting details.

6) Excluding facts not written (unstated details)

Unstated details can help the readers to be careful in reading a text.

The readers have to know the detail of the content in the text well.

7) Supporting idea

It is the more focused arguments that bolster the main ideas. The idea has the function to support the main idea of the text.

8) Vocabulary in a context

The meaning of vocabulary is usually different in every context. The readers must notice the meaning of the vocabulary based on the context.

c. The Strategies for Reading Comprehension

There are several strategies for reading comprehension (Brown H. D., 2004:188). The strategies are described as follow:

1) Identify the purpose in reading a text.

Efficient reading involves clearly identifying the purpose in reading the text. The readers will know the information they are looking and weed out potential distracting information by doing efficient reading. So, when the teachers teach a reading technique, they have to make sure that the students understand the purpose when reading something.

- 2) Apply spelling rules and conventions for bottom-up decoding.

Making correspondences between spoken and written English is one of the challenges pupils have when learning to read at the beginning levels of learning English. Many learners have become familiar with oral language and are having problems mastering English spelling conventions. Hints and explanations regarding certain English orthographic rules and peculiarities is needed.

- 3) Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.

If the students don't remember a word right away, one method for students to make guessing pay off is to examine it in terms of what they know about it. There are several techniques are useful, such as, search prefixes, suffixes, roots that familiar, grammatical contexts, and semantic context for clues.

- 4) Guess at meaning (of words, idioms, etc.) when you aren't certain.

This is a very broad category. Learners can use guessing to predict the meaning of a word, a grammatical relationship, cultural reference, content message, a discourse relationship, and infer the implied meaning. To success the guessing, students have to make it reasonably accurate by encouraging the students to use effective compensation strategies.

- 5) Skim the text for the gist and for main ideas.

The most important reading strategies for learners as well as a native speakers are probably skimming and scanning. Skimming consist of quickly sunning one's eyes across a whole text (such as an essay, article, or chapter). Skimming can help the students to predict the purpose of the passage, the main idea, and supporting idea.

- 6) Scan the text for specific information (names, dates, key words).

Scanning can help the students to find the names or dates, definition of a key term, and to provide a specific number of supporting details. Scanning has the purpose to extract specific information without reading the whole text. Scanning also be important for academic English.

- 7) Use silent reading techniques for rapid processing.

This particular strategy will not apply for beginning level students, because they are still struggling with controlling a limited vocabulary and grammatical patterns. Students at the intermediate to advanced levels do not need to be fast readers, but they can improve their efficiency by learning a few silent reading techniques, such as: the students have to try to understand more than one word at a time, perceiving more than one word at a time visually, preferably phrases, and students are also advised not to pay too much

attention to words that are not too important and just conclude the meaning of the context.

- 8) Use marginal notes, outlines, charts, or semantic map for understanding and retaining information.

Readers can become easily overwhelmed by a long string of ideas or occurrences. Readers can do some strategies to avoid those difficulties by using notes, outlines, charts, or semantic map to keep the important information from the text.

- 9) Distinguish between literal and implied meanings.

This requires the use of advanced top-down processing skills. The fact that not all languages can be properly translated by paying attention to its literal, syntactic surface structure places specific expectations on readers. Processing pragmatic information is frequently required to determine implied meaning.

- 10) Capitalize on discourse markers to process relationships

In English, any discourse markers indicate relationships between ideas represented through phrases, clauses, and sentences. A clear understanding of such markers can considerably improve learners' reading efficiency.

3. Descriptive Text

a. The Definition of Descriptive Text

Wardiman, et.al (2008:16) argued that a descriptive text is a text that describes the features of someone, something, or a certain place (Sipayung, 2018:34). The object being described could be a person or a thing. It could be impressionistic, imaginative, or objective. The characteristic of object to be described usually deals with the physical appearance of the object to be described. According to Dietsch (2006) a description is a written record of specific details that you see, hear, smell, taste, or touch (Zulyanti, 2019:15). From the definition above, it can be said that descriptive text is a text comes from the experience of the author or other people which is described according to feelings, sight, sensation, touch and taste. From those explanations, the researcher conclude that descriptive text is the text describes about people, place, and thing according to their characteristics.

b. The Generic Structure of Descriptive Text

1) Identification

Identification (introduction) is a general opening statement in the first paragraph or the first sentence that introduces what type of subject is being described, who, when, and where the subject is. In this case, we additionally give the person's name, the name of the location, the name of the animal, and so on.

2) Description

A description is a sequence of paragraphs discussing a subject, each paragraph with a topic sentence. The topic sentence previews the details that will be contained in the remainder of the paragraph. Furthermore, each paragraph should describe one aspect of the subject, and all paragraphs should contribute to the overall description of the subject. The description can include the subject's physical appearance, attributes such as the degree of beauty, excellence, or value, and other characteristics such as the uniqueness of the subject's specific aspects.

c. Language Features of Descriptive Text

Siahaan and Shinoda (2008) in Zulyanti (2019:17) stated there are several language features of descriptive text as follow:

- 1) Focus on the specific participant. The object that is described is specific in order to give a real image to the reader about the object.
- 2) Adjectives and classifiers are frequently used in the nominal category.
- 3) Using simple present tense. The descriptive text is a text that describes the factual object. It means that It has to use simple present tense, except the object was died or extinc.

d. The example of Descriptive Text

Sponges

Sponges or Porifera are a group of animals that includes about 10,000 living species. Adult sponges are sessile animals that attach to hard rocky surfaces, shells or submerged objects. The larvae are ciliated, free-swimming creatures. Most sponges inhabit marine environment, but a few species live in freshwater habitats. There are three subgroups of sponges, the glass sponges, the demosponges and the calcareous sponges.

Sponges are primitive multicellular animals that have no digestive system, no circulatory system and no nervous system. They do not have organs and their cells are not organised into well-defined tissues. The body of a sponge is like a sac that is perforated with lots of small openings or pores.

Sponges are filter feeders. They draw water in through the pores located throughout their body wall into a central cavity. The central cavity is lined with collar cells which have a ring of tentacles that surround a flagellum. Movement of the flagellum creates current that keeps water flowing through the central cavity and out of a hole at the top of the sponge called the osculum. As water passes over the collar cells, food is captured by the collar cell's ring of tentacles. Once absorbed, food is digested in food vacuoles or transferred to the amoeboid.

4. Learning Strategies

a. The Definition of Learning Strategies

Strategies can be described as a method that can help someone to do something. Learning is a complex activity that someone does to get a knowledge. Learning strategy is a systematic way of communicating the content of the lesson to the students to achieve certain learning objectives (Fatkhurrohman, Leksono, Ramdani, & Rahman, 2018:164). When the students learn about the material, they need strategy to help them understand about the material. Especially in language learning, students often find problems in understanding the meaning of the language.

b. The Categories of Learning Strategies

Oxford (1990) stated that there are several categories of learning strategies (Richards & Renandya, 2002:121). The categories are as follow:

1) Cognitive

Cognitive strategies include the identification, retention, and retrieval of language elements. For example, students may use memory-enhancing strategies (e.g., the keyword method) to help them remember new words.

2) Metacognitive

Strategies of this type deal with the planning, monitoring, and evaluation of language learning activities. For example, students should devise a strategy for tracking their development by regularly comparing their current level of skill to the course goals established in the curriculum.

3) Affective

Affective strategies are those that serve to regulate emotions, attitudes, and motivation. For example, in order to build a good attitude toward reading materials, students may read linguistically simplified literature.

4) Social

These strategies refer to actions learners take to interact with users of the language. For example, students may actively seek opportunities to utilize the target language with native speakers.

c. The Elements of Learning Strategies

According to Mansyur (1991) in Fatkhurrokhman, Leksono, Ramdani, & Rahman (2018:164) there are four elements of learning strategies. The elements of learning strategies are mentioned below:

- 1) Set the specifications and qualifications for student behavior and personal changes in terms of what and how to achieve and be

targeted from learning activities based on community ambitions and views.

- 2) Choose the main learning approach system that is most suited for achieving the goal, so that teachers can use it in carrying out their learning activities.
- 3) Choosing and setting procedures, methods, and learning techniques that are thought to be the most effective and efficient for use as a handle by instructors in carrying out their duties.
- 4) Create norms and minimum limits of success as teacher direction in implementing evaluation of learning outcomes, which will then serve as input for improvements to the overall instructional system.

5. Reading strategies

Reading comprehension can be influenced by reader's skill and the strategy that reader use. According to Duffy (1993) in Richards & Renandya (2002:273), Reading strategies can be described as plans for problem solving encountered in constructing meaning. Reading strategy is defined as the ability of the reader to use a wide variety of reading strategies to accomplish a purpose for reading (Anderson , 2004:13). Reading strategy is important for helping students to improve their reading comprehension. In reading, students need a strategy or method to help them to understand the meaning of the text they read easily and quickly. Many students think that reading is a bored activity and it can make them feel tired because they must

keep a concentration when they read a text. Those problems can make the students feel not too interested in reading. So, reading strategy is needed to help the students to improve their reading comprehension and can make them feel interested in reading.

Readers will use the strategy to help them solve their reading problems. It can be deduced that the readers' strategies are reading skills to help them overcome their reading problems. Reading strategies can make students easier to interpret the meaning of the text. Reading strategies can be defined as methods of achieving meaning or achieving a goal in text comprehension.

Reading strategies is very important to be applied to students especially for EFL students to help them understand the meaning of the text easily. The most of EFL students find many problems in understanding an english written text when reading. They have to understand the meaning of each word, phrase, and sentence to interpret the meaning of the text. But, they mostly fail in achieving the correct meaning of the whole text. It is not easy for EFL students to define the whole meaning of english text. That is one of the factor the students are not too interesting in reading. So, they need reading strategies to help them in enhancing and developing their reading comprehension. The use of reading strategies also can lead them to become skilled in reading. Furthermore, students can be taught reading strategies, which help them to increase the students' performance on comprehension test.

6. Metacognition

a. The Definition of Metacognition

Metacognition consists of two main words, "meta" and "cognition". Meta is a Greek word that means "beyond", "behind", and "above". The term cognition relates to what you know or perceive, as well as the process of knowing or learning. According to Flavell (1976) as a founder of metacognition, he defined metacognition refers to an awareness to one's own cognitive processes and products or anything related to them (Akturk & Sahin, 2011:3732). Metacognition is a system which organizes information, experiences, objectives and strategies. Flavell also defined that metacognition refers to the process of thinking about thinking or someone's knowledge about his thinking process. Metacognition can help people to be involved on their process behave and thinking so that can increase their learning process. Metacognition can help students to find the best way to learn according to their personality.

Metacognition can be defined simply as thinking about thinking (Anderson , 2004:17). He stated that metacognition is closely associated to critical reflection and evaluation of one's own thinking which can which can result in specific changes in how one learns. Metacognition related to activity such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress.

Metacognition can help students to get a better comprehension also perception and control of one's learning.

According to Baker and Brown (1980) in Akturk & Sahin (2011:3732), metacognition is a theoretical structure where learners take effective responsibility of their learning and is individuals' being aware of their learning and its management. Metacognition is concerned with self-regulation of what people know and how they use that knowledge to specific activities. Metacognition, which means thinking about thinking, encompasses some skills connected to thinking and learning, including critical thinking, reflective thinking, problem solving, and making a decision.

From the explanations above, can be concluded that metacognition is defined as a one's understanding and perception about his own cognitive processes and the subject matter to be studied, as well as his conscious efforts to engage in behaving and thinking processes that will improve his learning process and memory, to make him to be an independent learner. Metacognition is different with cognitive or thinking process. Metacognition is one's knowledge to controll his cognitive process. But in general the difference is that cognition processes knowledge, whereas metacognition creates one's understanding of knowledge.

Metacognition has important role in oral communication of information, oral persuasion, oral comprehension, reading comprehension, writing, language acquisition, attention, memory, problem solving, social cognition, and, various types of self-control and self-instruction (Flavell, 1979:907).

b. The Components of Metacognition

According to Schraw and Dennison (1994), metacognition consists of two main components (Abdellah, 2015:561):

1) Metacognitive knowledge

Knowledge of metacognition refers to an individual's own cognition (or cognition in general) and includes three types of knowledge.

a) Declarative knowledge

It is an individual's factual knowledge and information.

b) Procedural knowledge

It is our knowledge about various learning procedures that work best for us.

c) Conditional knowledge

It is the knowledge we have about the conditions under which we can implement various cognitive strategies.

2) Metacognitive regulation

Metacognitive regulation can be thought as the actual activities in which we involve in order to facilitate learning and memory, it refers to activities that control one's thinking and learning. Metacognitive regulation can be divided into three component activities as follow:

a) Planning

Planning involves planning out a cognitive task by selecting appropriate strategies and cognitive resources.

b) Monitoring

Monitoring involves the awareness of our progress through a cognitive task and our ability to determine our performance.

c) Evaluation

Evaluating involves looking at the outcome and determining whether the learning outcome matches our learning goals and whether the regulation processes we used were effective.

7. Metacognitive Reading Strategies

a. The Definition of Metacognitive Reading Strategies

In reading, cognitive strategies are directly related to the target language and world of knowledge of the learners, allowing them to construct meaning from text and complete the given task. Cognitive strategies include making predictions, translating, summarizing, and linking with prior knowledge or experience, and applying grammar rules

and guessing meaning from contexts. Then, metacognitive strategies are related to self-management or self-regulation in a given reading activity. (Zhang & Guo, 2019:111).

Metacognitive reading strategies are defined as “readers’ cognition about reading and self-control mechanisms they exercise when monitoring and regulating text comprehension” (Mokhtari & Reichard, 2002:251). Metacognitive reading strategies are able to help students in developing thinking process, planning the best way, controlling their learning activity, and evaluating the activities they have been done. The readers who have good metacognitive awareness, they can be able to know what to do when they find any difficulties in learning because they have strategies to find what they have to do. Metacognitive strategies can be applied in reading activity. When students find any problems or difficulties in reading, they can control their thinking process and then can find out the solution of their problems.

Pressley and Afflerbach (1995) define metacognitive reading strategies as the reader’s higher order performance in reading that includes planning, monitoring, and evaluation (Damayanti, Gani, & Zulfikar, 2019:395). Metacognitive strategies have the steps planning, monitoring, and evaluating. The teachers can help the students to increase their reading comprehension by applying three steps of metacognitive strategies. Planning is used before reading, it can be

applied by activating learners' background knowledge, previewing a title, illustration, or picture to know about the overview of the text, then setting the purpose of reading activity. Then, monitoring occurs during reading activity. It can be applied by checking the students' vocabulary mastery, self questioning, summarizing the text, and identify the information and main idea of the text. The last, evaluating is employed after reading activity. It can be applied by thinking how to apply the information what they got.

The instrument about metacognitive strategies has been created by Mokhtari & Reichard (2002:249-259). They created a survey reading strategies based on the Metacognitive Awareness of Reading Strategies Inventory or it is called MARSII. It is a questionnaire for measuring native English speaking students' awareness and perceived use of reading strategies while reading academic or school related materials.

Then, Mokhtari & Sheorey (2002:1-10) developed a new instrument called Survey of Reading Strategies (SORS). It was designed to measure the metacognitive reading strategies of English as a Second Language (ESL) students. It is enable to be used with adolescent and adult students perceive they use while reading academic materials. The SORS measures three broad categories of reading strategies as "Global Reading Strategies (GLOB), Problem Solving Reading Strategies (PROB), and Support Reading Strategies (SUP)". SORS is consist of thirty (30) items of the questionnaire.

b. The categories of Metacognitive Reading Strategies

As the researcher explained before, there are three categories of Metacognitive Reading Strategies according to Mokhtari & Sheorey (2002:4). The categories of Metacognitive Reading Strategies will be used to be the theory of the instrument in this research. The categories are as follow:

1) Global Reading Strategies (GLOB)

Global Reading Strategies (GLOB) are those well-planned techniques used by learners to monitor or manage their reading, such as having a purpose in mind, previewing the text in terms of its organization, or using typographic aids. GLOB is consist of 13 items of reading strategies which are concerned with global analysis of English text.

Table 2. 1 Indicator of Global Reading Strategies

No	Global Reading Strategies
1.	Setting purpose for reading
2.	Using prior knowledge
3.	Previewing text before reading
4.	Checking how text content fits purpose
5.	Skimming to note text characteristics
6.	Determining what to read
7.	Using text features (e.g. tables, charts)
8.	Using context clue
9.	Using typographical aids (e.g. italics)
10.	Critically evaluating what is read

No	Global Reading Strategies
11.	Resolving conflicting information
12.	Predicting or guessing text meaning
13.	Confirming predictions

2) Problem Solving Reading Strategies (PROB)

Problem Solving Reading Strategies (PROB) are the actions and procedures that readers use while working directly with the text. These actions are done when the reader's find the problems in understanding textual information. Example: adjusting one's speed of reading when the material becomes difficult or easy, guessing the meaning of unknown words, and rereading the text to improve comprehension. PROB is consist of 8 items strategies.

Table 2. 2 Indicator of Problem Solving Reading Strategies

No	Problem Solving Reading Strategies
1.	Reading slowly and carefully
2.	Trying to stay focused on reading
3.	Adjusting reading rate
4.	Paying close attention to reading
5.	Pausing and thinking about readin
6.	Visualizing information read
7.	Re-reading for better understanding
8.	Guessing meaning of unknown words

3) Support Reading Strategies (SUP)

Support Reading Strategies (SUP) are basic support mechanisms designed to help the reader understand the text, such as using a dictionary, taking notes, underlining, or highlighting textual information. SUP is consist of 9 items.

Table 2. 3 Indicator of Support Reading Strategies

No	Support Reading Strategies
1.	Taking notes while reading
2.	Reading aloud when text becomes hard
3.	Underlining or highlighting information in the text
4.	Using reference materials
5.	Paraphrasing for better understanding
6.	Going back and forth in the text
7.	Asking oneself questions
8.	Translating from English to mother tongue
9.	Thinking about information in both English and mother tongue

B. Previous Related Studies

In conducting this study, the researcher observes some previous studies related with this study. This study has the topic about metacognitive strategies in learning activity especially in reading activity. Some researchers did the research about the use of metacognitive strategies in learning english activity. Here, the researcher took four studies to be the previous related study of this study. Those studies have the differences such as the subject, variable, and research method.

The first is the study with the title “Metacognitive Awareness of Reading Strategies on Second Language Vietnamese Undergraduate” (Do & Phan, 2021). This study was conducted by Hieu Manh Do and Huong Le Thu Phan in Hong Bang International University in Vietnam. The participants of the research are 123 EFL Vietnamese undergraduates consist of 41 males and 82 females. This study applied quantitative research method. The study has three research questions, those are about (1) students’ metacognitive awareness of reading strategies, (2) differences between male and female students in metacognitive awareness of reading strategies, and (3) differences between good, medium, and poor readers in metacognitive awareness of reading strategies. The researcher used demographic information survey, questionnaire and reading test as a instruments. The researcher analyzed the data using descriptive statistics, T-test, and ANOVA. The results of the study are (1) the Vietnamese students have a medium frequency usage of different reading strategies in academic texts. They usually applied reading strategies in reading text in which problem solving strategies were their favorite strategies, (2) there is no significant difference about gender towards students metacognitive awareness of reading strategies, (3) there was a relationship between reading comprehension and metacognitive awareness in reading.

The second is the study with the title “The Metacognitive Strategies and Writing Competence of Grade 11 Students in a Philippine Public High School” (Hacermida & Aboy, 2021). This study was conducted by Glory Ann L. Hacermida and Ivy G. Aboy in Phillippine public high school. The participants

were 303 students of grade 11 at second semester in the academic year 2018/2019. This study applied descriptive comparative and correlational research designs. The descriptive comparative was used to describe and compare mainly the extent of use the metacognitive strategies and the level of writing competence. Then, correlational design was used to determine the correlation between metacognitive strategies and students' writing competence. The research question is about (1) extent of the use of metacognitive strategies, (2) the level of writing competence, (3) difference in the extent of the use of metacognitive strategies, (4) difference level of writing competence, (5) relationship between metacognitive strategies and writing competence. The instruments in this study are questionnaire and writing test. The researcher used some ins technique of analyzing the data, those are descriptive analysis, comparative analysis, and correlational analysis using Pearson Product Moment. The results of the study were (1) the extent of use of the metacognitive strategies is moderate, it means that the students apply and use the strategies half of the time. (2) the students' writing competence is average. The student's level of writing competence need to be enhanced by including metacognitive strategies in writing lessons, proper training, instruction, and practice, (3) there is no significant difference in the use of metacognitive strategies according to the gender and family income, (4) there is no significant difference in the level of writing competence according to the gender and family income, (5) there is a significant correlation between metacognitive strategies and the writing

competence of students, it means that the use of metacognitive strategies affects the students' writing competence.

The third is the study with the title “The Use of Metacognitive Strategy to Improve the Students’ Reading Comprehension at Eight Grade of SMP Muhammadiyah 6 Makassar” (Fitriani, 2022). This study was conducted by Fitriani in Junior High School in Indonesia. The participants in the study was 30 students at eight grade students in SMP Muhammadiyah 6 Makassar. This study applied pre-experimental research design. It has three steps: pre test, treatment, and post-test. The research question in this study is about the improvement using metacognitive strategy in reading descriptive text. The instrument was used in the study is a test. then the data was analyzed by t-test. The result is there was a significant improvement score between pre-test and post-test before and after using metacognitive strategy in reading activity. It means that teaching reading comprehension in descriptive text by using metacognitive strategy could improve the students’ reading achievement especially in literal comprehension (main idea and supporting details).

Then, the fourth is the study with the title “Using Metacognitive Reading Strategies to Improve Students’ Reading Comprehension Skill” (Dianti, 2021). This study was conducted by Indah Rif’ah Dianti in Islamic Senior High School in Indonesia. The participants in the study was eleventh grade students of Science 1 at Miftahussalam Islamic Senior High School in Demak. This study applied descriptive qualitative study to describe the metacognitive strategy in improving students’ reading comprehension. The researcher did the

observation, interview, questionnaire, and documentation to collect data about the students. This study was conducted to analyze the use of metacognitive strategies and to know the improvement of students' reading comprehension. The results of this study were the students can improve their reading comprehension by using metacognitive reading strategies and the strategies have the positive effect to the students.

In this present study, the researcher uses correlational research design with the topic about metacognitive reading strategies. The study consist of two variables, independent variable and dependent variable. The difference of this present study and the previous related study is about the subject. The repondents of this present study are the undergraduate students of English language education study program in Indonesia. It is different with previous study, the respondents of them are Undergraduate students in Vietnam, Senior High School students in Philippine, Junior High School and Senior High School students in Indonesia.

Table 2. 4 Previous Related Study

No	Title	Similarities	Differences
1.	Metacognitive Awareness of Reading Strategies on Second Language Vietnamese Undergraduate (Do & Phan, 2021)	1. The study discussed about Metacognitive Reading Strategies and Reading Comprehension 2. The study used correlational design	1. The subjects were EFL Undergraduate Students in Vietnam 2. The study discussed about the differences reading comprehension based of the gender

No	Title	Similarities	Differences
2.	The Metacognitive Strategies and Writing Competence of Grade 11 Students in a Philippine Public High School (Hacermida & Aboy, 2021)	1. The study used correlational design	1. The study discussed about writing ability 2. The subjects were senior high school students in Philippine
3.	The Use of Metacognitive Strategy to Improve the Students' Reading Comprehension at Eight Grade of SMP Muhammadiyah 6 Makassar (Fitriani, 2022)	1. The study discussed about Metacognitive Reading Strategies and Reading Comprehension	1. The subjects were junior high school students 2. The study used pre-experimental research design
4.	Using Metacognitive Reading Strategies to Improve Students' Reading Comprehension Skill (Dianti, 2021)	1. The study discussed about Metacognitive Reading Strategies and Reading Comprehension	1. The study used descriptive qualitative design 2. The study discussed the implementation of metacognitive reading strategies in the learning activity

C. Rationale

Reading is one of the academic activity that not many students like it. Mostly of them have no high interest about reading because they think reading is a bored activity. In reading, students need more concentration to understand the meaning of the text. Students have to read the text carefully so that they can interpret the meaning of the text well. Many aspects can affect students' reading comprehension, such as students' vocabulary mastery, students' ability, students' condition, etc. Those aspects can affect their interest about reading. They usually find problems in reading like that so they need a helper like strategies which can help them to improve their reading comprehension.

Strategies are the way how to do something easier that can help someone to increase their ability. Strategies can help students to improve their creativity and make them understand about the material easily. Reading strategies actually can help students to understand the meaning of the text they read. By do the strategies, students can find the best way for them how to learn and how to interpret the material they read. So, students have to try the strategies to help them in learning activity. It is like a method how to do something easily and quickly.

Based on the explanation above, metacognitive strategies actually have many benefits for students to help them in learning activity. In writing, metacognitive strategies have positive impact for ESL (English as a Second Language) students' writing ability. The same case also happened in students' reading comprehension. Metacognitive strategies have a positive impact for

their reading comprehension. From the literature review before, the researcher have an idea to prove that metacognitive strategies have the relationship with students' reading comprehension. If the hypothesis was rejected, it can be conclude that the subject, place, and maybe any other aspects can influence the result of the research. All of the students not usually have the same characteristics in every country and actually they have differences about their own abilities.

D. Hypothesis

1. Alternative Hypothesis (H_a)

- a) There is any significant correlation between Metacognitive Reading Strategies and Reading Comprehension at Second Semester of English Language Education Study Program Students of Raden Mas Said State Islamic University of Surakarta in the Academic Year 2022/2023.

2. Null Hypothesis (H_o)

- a) There is no any significant correlation between Metacognitive Reading Strategies and Reading Comprehension at Second Semester of English Language Education Study Program Students of Raden Mas Said State Islamic University of Surakarta in the Academic Year 2022/2023.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study used quantitative research method with correlational design. Correlational design is one of nonexperimental form of research in which investigators use the correlational statistic to describe and measure the degree or association (or relationship) between two or more variables or sets of scores (Creswell & Creswell, 2018:49). Sugiyono (2016:61) stated that variable refers to a characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied. Correlational design is used to examine the coefficient of correlation between the variables of the study and to know whether the coefficient of correlation is significant or not.

In this study, correlational design was used to determine the correlation between two variables, those are independent variable and dependent variable. Independent variables are those that (probably) cause, influence, or affect outcomes. They are also called treatment, manipulated, antecedent or predictor variables. Then, dependent variables are those that depend on the independent variables. They are the outcomes or results of the influence of the independent variables (Creswell, 2008:50). The independent variable in this study is metacognitive reading strategies and the dependent variable is reading comprehension. The variables in this study can be explained as follows:

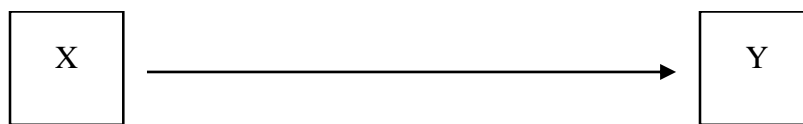


Diagram of the Correlation between Metacognitive Reading Strategies (X) and Reading Comprehension (Y).

Notes:

X : Independent Variable (Metacognitive Reading Strategies)

Y : Dependent Variable (Reading Comprehension)

The diagram above is the research design used by the researcher to describe the researcher's method in this study.

B. Research Setting

1. Place of Study

The research was conducted at UIN Raden Mas Said Surakarta. It is Islamic University located at Jl. Pandawa, Dusun IV, Kecamatan Kartasura, Kabupaten Sukoharjo. The research focuses at second semester of English Language Education Study Program students in the academic year 2022/2023. The researcher choosed one of English Language Education Study Program class, that is class 2D.

2. Time of Study

The time of the research is displayed in the following detailed schedule:

Table 3. 1 Time of Study

Activities	Month						
	Nov	Dec	Jan	Feb	March	April	May
Title							
Proposal							
Instrument							
Collecting Data							
Analyzing Data							
Research Report							

C. Population, Sampling, and Sample

1. Population

Population is the generalization area of an object or subject with a certain feature to be investigated by the researcher (Sugiyono, 2013:80). The population is general, namely a group of people who have certain characteristics. In this research, the population was the second semester of English language education study program students at UIN Raden Mas Said Surakarta in the academic year 2022/2023. The population consist of 8 classes with the total number 264 students.

2. Sampling

Sampling is the technique to collect the sample (Sugiyono, 2016:118). Sampling is a method to get the sample that provides the specific information needed by the researcher. There are two types of sampling technique, namely probability sampling and nonprobability sampling. Probability sampling is sampling technique that provides equal opportunities for every member of the population to be selected as a member of the sample. Probability sampling consists of simple random sampling, proportionate stratified random sampling, disproportionate stratified random sampling, and area (cluster) random sampling. Then nonprobability sampling is sampling technique that does not provide equal opportunities for each member of the population to be selected as a sample. Nonprobability sampling consists of sistematic sampling, quota sampling, accidental sampling, purposive sampling, and snowball sampling.

In this study, the researcher used nonprobability sampling. Purposive sampling was used to determine the sample from the population in this study. (Sugiyono, 2013:85) stated that purposive sampling is a sampling technique with certain considerations and criteria. The researcher chose the students with a high ability of reading comprehension. So, before the researcher determine the sample, the researcher did the reading test or called filtering test first about descriptive text to understand the level ability of the students. The total number of reading test was 15 items. Then, the researcher chose some students from different classes with the good score. The

minimum score was 66 with indicator “good” according to the theory of Arikunto (2006:245).

3. Sample

Sample is part of number and characteristics that represent the population (Sugiyono, 2013:81). Sample was taken in the research is the representative group of population. Sample is people was choosed for being the subject or object in the study. The sample of this study was some students who were taken from several class and tested by filtering test to know the level of reading comprehension,. Some of them that have high level of reading comprehension was chosen to be the sample. The total number of the sample was 50 students with high level score of reading comprehension test.

D. Techniques of Collecting the Data

In this study the researcher used some techniques in collecting the data. the researcher collected the data about students’ metacognitive reading strategies by using questionnaire and collect data about students’ reading comprehension by using reading test.

1. Questionnaire

Questionnaire is a technique of collecting the data by gives set of written questions or statements for the respondents to get information (Sugiyono, 2013:142). Questionnaire will be an efficient technique of collecting data if the researcher has already know about the variable will be

measured and what is expected from the respondents. Arikunto (2013:71) stated questionnaire are a number of written questions that are used to obtain information from respondents about personal reports or things they know.

In this study, questionnaire was given for students to find the data about metacognitive strategies based on the theory by Mokhtari & Sheorey (2002:10). The researcher gave some statement about metacognitive strategies in reading activity then the students can mark the answer according to their personal opinion. This study used a closed questionnaire based on a Likert scale to measure the data from questionnaire. The questionnaire consists of 30 items with five alternatives of answer (1) never or almost never, (2) seldom, (3) sometimes, (4) usually, (5) always or almost always.

2. Test

According to Arikunto (2013:193) test is a set of standardized questions or exercises used to assess ability, knowledge, intelligence, or skill that can be processed by an individual or a group. Test is an important part in learning activity with the function to assess students' achievement. Test can be an instrument in evaluation process. Students can give the answer according their knowledge about the material they were learned.

In this study, test was used by the researcher to asses students' reading comprehension. The test is an objective test type with the form multiple

choice with four options. The test consists of 25 test items to assess their reading comprehension.

E. Research Instrument

In this study, the researcher want to focus in knowing the correlation between metacognitive strategies and reading comprehension. To get the data from the students about students' metacognitive strategies and students' reading comprehension, the researcher used questionnaire and test.

Table 3. 2 Research Instrument

Data Source	Instrument	Data Needed
Students	Questionnaire	Students' Metacognitive Reading Strategies
	Test	Students' Reading Comprehension

1. Questionnaire

In this study, questionnaire was used to put the data about students' metacognitive reading strategies. The researcher gave some statement for students then the students can give their answer by giving a mark on it. This questionnaire uses Likert scale type with five options and scoring as follow:

Table 3. 3 The Meaning of the Options in Questionnaire

Options	Meaning
1	Never or Almost Never
2	Seldom
3	Sometimes
4	Usually
5	Always or Almost Always

The researcher will understand about students who use or do not use metacognitive reading strategies by using the questionnaire. The questionnaire was given to students based on some indicators according to Survey of Reading Strategies (SORS) by Mokhtari & Sheorey (2002) as the theory of this research.

**Table 3. 4 Indicator of Metacognitive Reading Strategies
by Mokhtari & Sheorey (2002:10)**

Variable	No	Indicators	Items of Number
Students' Metacognitive Reading Strategies	1	Global Reading Strategies (GLOB)	1, 3, 4, 6, 8, 12, 15, 17, 20, 21, 23, 24, 27
	2	Support Reading Strategies (SUP)	2, 5, 10, 13, 18, 22, 26, 29, 30
	3	Problem Solving Strategies (PROB)	7, 9, 11, 14, 16, 19, 25, 28

2. Test

Test was used to collect data about students' reading comprehension in this study. The researcher gave a reading test for students to know about students' reading comprehension. The test is an objective test in the form of the test is multiple choice. There are five options in each item (A, B, C, D, E) then the students just need to give a mark (X) on one of the options of the answer they were chosen.

The reading test was given to students based on some features of comprehension according to (Brown, 2004:206).

Table 3. 5 Indicator of Reading Comprehension

By Brown (2004:206)

Variable	No	Indicators	Items of number
Students' Reading Comprehension	1	Reading for main idea	10, 11, 15
	2	Reading for expressions	9, 17, 22
	3	Reading for inference	4, 8, 14
	4	Reading for grammatical features	2, 16, 19
	5	Reading for detail	3, 5, 23
	6	Reading for excluding facts not written	7, 21, 25
	7	Reading for supporting idea	12, 18, 24
	8	Reading for vocabulary in context	1,6, 13, 20

The formula to score the students' reading comprehension:

$$\text{Score} = \frac{\text{students correct answer items}}{\text{total items}} \times 100$$

In scoring the reading test, the researcher uses classification of the score as follow:

Table 3. 6 Classification of students' score

No	Score	Category
1	80-100	Very Good
2	66-79	Good
3	56-65	Enough
4	40-55	Less
5	30-39	Fail

(Arikunto, 2006:245)

F. Data Validation

Before the instruments in this study will be distributed, the researcher have to check the data validation of the instruments. The researcher did the try out test in one of the class that is class PBI 2F. The purpose of the try out is to obtain validity and reliability of the instruments.

1. Validity

Instrument just can be used if it has a good validation. Before the researcher share the instrument to the respondent, the researcher has to check the instrument's validity first. According to Arikunto (2006:168)

validity is a measure which indicates the levels of validity an instrument. Valid means that the instrument can be used to measure what should be measured (Sugiyono, 2013:121). The researcher can check the validity of the instrument after the researcher try out the instrument to the respondent. To find out the coefficient validity of the items in the instruments, the researcher uses *Pearson Product Moment* on the software SPSS 26. These are steps in testing the validity of the instrument on the software SPSS 26 as follow (Santoso, 2020:369):

- a. Enter all of the data on the software SPSS 26
- b. Choose “analyze”
- c. Choose “correlate”
- d. Choose “bivariate”
- e. Enter all of the variables that will be tested the validity
- f. Click “pearson”, “two tailed”, and “flag significant correlations”
- g. Click “OK”

There are two criteria to determine the validity of test items, as follow:

- If $r_{\text{value}} > r_{\text{table}}$ in the level significance of 5%, it means the instrument is valid.
- If $r_{\text{value}} < r_{\text{table}}$ in the level significance of 5% , it means the instrument is not valid.

Validity test is used to check the validity of the instrument test of reading comprehension. On the other hand, this research do not test the validity the instrument questionnaire of metacognitive reading strategies because it was created and used by experts namely Mokhtari & Sheorey (2002:10).

2. Reliability

According to Sugiyono (2013:121) reliability is the measurement to make the instrument can be used several times to measure the same object and it will produce the same data. Before the researcher using the instrument to collect the data, the researcher has to check the reliability first to make sure the instument has the consistency or stability data if it will be used several times. The researcher can check the reliability of the instrument by trying out the instrument to the respondent. To measure the reliability of the instruments the researcher used, the researcher used Cronbach's Alpha on the software SPSS 26.

The formula of Cronbach's Alpha:

$$r_i = \frac{k}{(k-1)} \left\{ 1 - \frac{\sum s_i^2}{s_t^2} \right\}$$

Description:

r_i = Coefficient Reliability Cronbach's Alpha

k = Total items will be tested

$\sum s_i^2$ = Total varians item

s_t^2 = Varians total

(Sugiyono, 2019: 365)

These are steps in testing the Cronbach's Alpha on the software SPSS 26 as follow (Santoso, 2020):

- a. Enter all of the data on the software SPSS 26
- b. Choose "analyze"
- c. Choose "scale"
- d. Choose "reliability analysis"
- e. Enter the items that will be tested the reliability
- f. Choose "statistics"
- g. Click "scale"
- h. Choose "continue"
- i. Choose the model "alpha"
- j. Choose "OK"

There are criteria to determine the Cronbach's Alpha of test items, as follow (Sekaran & Bougie, 2016:290):

- If $r_i \geq 0.7$ it is reliable
- If $r_i \leq 0.7$ it is not reliable

Reliability test is used to check the reliability of the instrument test of reading comprehension. On the other hand, this research do not test the reliability the instrument questionnaire of metacognitive reading strategies because it was created and used by experts namely Mokhtari & Sheorey (2002:10).

G. Techniques of Analyzing the Data

After the researcher got the data from the respondents, the next step was analysing the data. Before analyze the Pearson correlation coefficient to find out the correlation between the variables in this study, the researcher has to analyze the data has been collected to ensure that the analysis carried out was qualified. These are the techniques to analyze the data before the researcher test the hypothesis:

1. Descriptive Statistic

Descriptive statistic is statistic that are used to analyze data by describing data that has been collected (Sugiyono, 2013:147). Descriptive is the way to describe all of variables choosed by calculating the data according the researcher needs (Paramita, Rizal, & Sulistyan, 2021:76). Descriptive statistic can be used if the researcher just want to describe about statistical test result without make a conclusion about it. By describing the data statistics have been collected and tested, the reader can understand about the data result easier. Descriptive statistic uses to describe the variables in thi study, those are metacognitive strategies and reading comprehension.

a. Mode

Mode is technique of group explanation based on popular value or the most frequent value that appears in the group (Sugiyono, 2019:47).

b. Median

Median is technique of group explanation based on central value from the data group that was arranged from the lowest to the highest or vice versa (Sugiyono, 2019:48).

c. Mean

Mean is technique of group explanation based on the average of the data group (Sugiyono, 2019:49).

d. Range

Range is gap between the highest and lowest data in the group (Sugiyono, 2019:55).

e. Standard deviation

Standard deviation is square root of value (Sugiyono, 2019:56). The function of standard deviation is to avoid an outlier in the research.

2. Prerequisite Test

a. Normality Test

Normality test is one of the basic assumptions used to determine the normality of data distribution. It is supposed to determine if the data is obtained from the normal population. Normality test is used in testing the parametric data (interval data and ratio data). The method was used to test the normality in this study was *One Sample Kolmogorov-Smirnov* on the software IBM SPSS 26.0. The method used in this test was Monte Carlo. The Monte Carlo option can generate an extremely accurate estimate of the exact p value by sampling tables from the reference set of all tables with the observe margins a large number of times (Mehta & Patel, 2010:27). This test has a provision to take a decision in *One Sample Kolmogorov-Smirnov*:

- 1) If the significance value > 0.05 it means the data is normally distributed.
- 2) If the significane value < 0.05 it means the data is not normally distributed.

(Santoso, 2020:233)

b. Linearity Test

Linearity test is one of the basic assumptions used to determine whether the dependent and independent variables used have a linear relationship or not. In this study, trthe researcher uses linearity test to establish

whether or not the correlation between independent variable and dependent variable. The linearity test used to establish the correlation between metacognitive strategies and reading comprehension. In this study, the researcher tested the linearity test using *Test for Linearity* on the IBM SPSS 26.0 to check the linearity of the variables. If the significance value in the deviation of linearity or sig > 0.05 it means there is a linearity between the variables. If the significance value or sig < 0.05 it means there is not a linearity between the variables.

3. Hypothesis Test

In this study, the researcher used *Pearson Product Moment* to analyze the correlation between two variables, those are metacognitive strategies and reading comprehension. *Pearson Product Moment* is one of the data analysis method (interval or ratio scale) to test the correlation between one independent variable and one dependent variable (Sugiyono, 2016:215). In this study, this analysis used to determine the correlation between metacognitive strategies and reading comprehension. The researcher used software SPSS 26 to process the data. There is a formula to process the correlation in hypothesis testing as follow:

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

Description:

r_{xy} = Correlation coefficient between variable X and Y

$\sum xy$ = Total score variable X x Y

$\sum x^2$ = Total score variable X²

$\sum y^2$ = Total score variable Y²

(Sugiyono, 2016:259)

These are steps in testing the Pearson correlation of the instrument using software SPSS 26 as follow (Santoso, 2020:369):

- a. Enter all of the data on the software SPSS 26
- b. Choose “analyze”
- c. Choose “correlate”
- d. Choose “bivariate”
- e. Enter all of the variables that will be tested the validity
- f. Click “pearson”, “two tailed”, and “flag significant correlations” where the level of significance 5% (*) and 10% (**)
- g. Click “OK”
- h. The criteria in using Pearson’s Product Moment:
 - 1) The value of couserrelation:
 - If $0 < \text{correlation value} \leq 1$ it means there is a positive correlation
 - If $0 > \text{correlation value} \geq -1$ it means there is a negative correlation
 - If correlation value = 0 it means there is no correlation

2) Significance of correlation

If there is sign (*) on significance 5% and sign (**) on significance 1% on test result sig 2-tailed, it means there is a significant correlation. According to Sugiyono (2016:257) coefficient correlation in *Pearson Product Moment* is as follow:

Table 3. 7 Table of coefficient correlation in Pearson Product Moment.

No	Correlation Value	Interpretation
1	$0.00 \leq r < 0.20$	Very Low
2	$0.20 \leq r < 0.40$	Low
3	$0.40 \leq r < 0.60$	Medium
4	$0.60 \leq r < 0.80$	High
5	$0.80 \leq r \leq 1.00$	Very High

Then, significance testing is used to understand whether a correlation has been determined can represent the population or not. It can be determined by using r tabel of product moment. If $r_{\text{value}} > r_{\text{table}}$ it can be determined that it is significant. In testing the hypothesis the researcher used correlation of product moment pearson with the statistic hypothesis as follow:

1. If $r_{\text{value}} > r_{\text{table}}$: H_a is accepted, H_o is rejected.

There is significant correlation between metacognitive reading strategies and reading comprehension at Second Semester of English Language Education Study Program Students of UIN Raden Mas Said Surakarta in the Academic Year 2022/2023.

2. If $r_{\text{value}} < r_{\text{table}}$: H_a is rejected, H_o is accepted.

There is no significant correlation between metacognitive reading strategies and reading comprehension at Second Semester of English Language Education Study Program Students of UIN Raden Mas Said Surakarta in the Academic Year 2022/2023.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

The research was implemented purposive sampling and has the sample 50 students of the second semester of English Language Education Study Program at UIN Raden Mas Said Surakarta with good ability that have been tested by filtering test with the criteria “good” with the minimum score 66 based on the theory by Arikunto (2006:245) . The instruments was given to the students were questionnaire about metacognitive reading strategies and reading comprehension test. From the total population 264 students, there were 130 students who took the filtering test.

1. Descriptive Statistic

Descriptive statistic is statistic in quantitative method that are used to analyze data by describing data that has been collected without make a result or add the opinion of the researcher. This analysis used to describe the data that has been collected from the respondents according to the instrument like the questionnaire and test. Questionnaire in this researcher used likert scale with five options that have scores start from the number1 (never or almost ever), 2 (seldom), 3 (sometimes), 4 (usually), and 5 (always or almost always). Then the respondents’ answers was analyzed by calculating the mean of the score of the data. The researcher analyzed the mean according to the indicators of the questionnaire about metacognitive reading

strategies. There were thirty items in three indicators of the questionnaire. Then the researcher also used test to collect the data with Guttman scale. The mean of the reading test with twelve items also was analyzed to know the mean of the students' reading value of the test. To know the level of the mean, the researcher used criteria of categories of the mean. According to Solimun, Fernandes, & Nurjannah, (2017:166) there are several categories of the mean values as follow:

Table 4. 1 Classification of Categories of Mean

No	Mean	Interpretation
1	$1 \leq \text{mean} \leq 1.5$	Very Low
2	$1.5 < \text{mean} \leq 2.5$	Low
3	$2.5 < \text{mean} \leq 3.5$	Medium
4	$3.5 < \text{mean} \leq 4.5$	High
5	$\text{mean} > 4.5$	Very High

Besides analyzed the mean of the respondent's data, the standard deviation was also analyzed to determine the distribution of the data. The function of standard deviation is to avoid an outlier in the research. If the mean value is better than the standard deviation value, there are no outliers in the data or the distribution of the data is said to be good. The following is the result of a descriptive statistic analysis that was obtained in a study of several students with good level of reading comprehension at the second semester of English education study program in UIN Raden Mas Said Surakarta.

a. Metacognitive Reading Strategies

The variable of metacognitive reading strategies has three indicators with several items in every indicators. The first indicator is global reading strategies, it is well-planned techniques used by learners to monitor or manage their reading. The second is problem solving reading strategies, it is the actions and procedures that readers use while working directly with the text. The third is support reading strategies, it is basic support mechanisms designed to help the reader understand the text. The results of the descriptive statistic of the research were as follow:

Table 4. 2 The Descriptive Statistic Indicators of Metacognitive Reading Strategies

Indicators		Mean	Min	Max	SD
A.	Global Reading Strategies	4.09			
	1. Setting purpose for reading	4.6	3	5	0.6
	3. Using prior knowledge	4.4	3	5	0.7
	1. Previewing text before reading	4.2	2	5	0.8
	6. Checking how text content fits purpose	4.1	2	5	0.9
	1. Skimming to note text characteristics	4.1	2	5	0.9
	1. Determining what to read	4.1	2	5	1
	15. Using text features (e.g. tables, charts)	2.8	1	5	1
	17. Using context clue	4.1	2	5	0.9
	1. Using typographical aids (e.g. italics)	3.3	1	5	1
	2. Critically evaluating what is read	4.3	3	5	0.7
	23. Resolving conflicting information	4.4	3	5	0.6
	24. Predicting or guessing text meaning	4.4	3	5	0.7
	27. Confirming predictions	4.4	3	5	0.6

	Indicators	Mean	Mix	Max	SD
B.	Problem Solving Reading Strategies	4.41			
	7. Reading slowly and carefully	4.6	3	5	0.6
	2. Trying to stay focused on reading	4.6	2	5	0.7
	11. Adjusting reading rate	4.4	3	5	0.7
	14. Paying close attention to reading	4.5	3	5	0.6
	16. Pausing and thinking about reading	3.9	2	5	0.9
	19. Visualizing information read	4.1	1	5	1
	25. Re-reading for better understanding	4.8	3	5	0.4
	28. Guessing meaning of unknown words	4.4	3	5	0.7
	Indicators	Mean	Min	Max	SD
C.	Support Reading Strategies	4.12			
	2. Taking notes while reading	3.5	1	5	1
	2. Reading aloud when text becomes hard	3.7	1	5	1.1
	3. Underlining or highlighting information in the text	4.2	2	5	0.8
	2. Using reference materials	4.1	2	5	0.8
	3. Paraphrasing for better understanding	4.2	2	5	0.8
	4. Going back and forth in the text	4.4	3	5	0.6
	26. Asking oneself questions	4.4	2	5	0.7
	29. Translating from English to mother tongue	4.1	2	5	0.9
	30. Thinking about information in both English and mother tongue	4.5	3	5	0.6
Mean of Variable Metacognitive Reading Strategies		4.18			

Table 4.2 showed descriptive statistic according to the indicators of metacognitive reading strategies. The total mean value of variable metacognitive reading strategies was 4.18. It was categorized as high. It means many students applied metacognitive reading strategies in their reading activity. Then the highest mean value of the indicator is the

second indicator that is problem solving reading strategies that has mean value 4.41 as high category. Then the number of standard deviation in all indicator were lower than mean value. So, it can be concluded there was no outlier and the the data used was good.

The first indicator is global reading strategies that has thirteen number of items. The minimal score of questionnaire was 1 and the maximum score was 5. This indicator has the mean value 4.09 from the maximum score 5. Based on the mean value, it can be concluded that the category of this mean value of indicator is high. So, many students applied this one indicator about global reading strategies, especially in the item number 1 about setting purpose for reading that has mean value 4.6 that means as high category.

The second indicator is problem solving reading strategies that has eight number of items. This indicator has the mean value 4.41 from the maximum score 5. Based on the mean value, it can be concluded that the criteria of this mean value indicator was high. From the mean value, it can be known that many students applied the indicator about problem solving reading strategies, especially the item number 25 about re-reading for better understanding that has mean value 4.8 that means very high category.

The third indicator is support reading strategies that has nine number of items. This indicator has mean value 4.12 from the maximum score. It was interpreted that this indicator has high mean value

criteria. It was also mean that many students applied this one indicator about support reading strategies, especially in the item number 30 about thinking about information in both English and mother tongue that has mean value 4.5 that means high category.

b. Reading Comprehension

Reading comprehension has eight of indicators about the reading comprehension. The first indicator is reading for main idea (search the main idea of the text), reading for expressions/idiom/phrase in context, reading for implied detail, reading for grammatical features, reading for detail, reading for unstated detail, reading for supporting idea, the last is reading vocabulary in context. The descriptive statistic analysis would be explained as follow:

Table 4. 3 The Descriptive Statistic Indicators of Reading Comprehension

No	Indicators	Mean	Min	Max	SD
1.	Reading for main idea	2.78	0	3	0.54
2.	Reading for expressions	2	1	3	0.57
3.	Reading for inference	2.72	0	3	0.57
4.	Reading for grammatical features	2.46	0	3	0.73
5.	Reading for detail	2.38	1	3	0.56
6.	Reading for excluding facts not written	2.82	2	3	0.38
7.	Reading for supporting idea	2.3	1	3	0.73
8.	Reading for vocabulary in context	3.32	2	4	0.58

Table 4.3 showed descriptive statistic according to the indicators of students' reading comprehension. There are eight indicators with some items in every each indicators of reading comprehension. The total items was 25 number of items. The students have the differences score in every indicators of reading comprehension test. Those will be explained by classified the total score of reading comprehension test.

Table 4. 4 The Clasification of Results Students' Reading Comprehension

Total Score	Classification								Total
	Indicators								
	1	2	3	4	5	6	7	8	
	Freq	Freq	Freq	Freq	Freq	Freq	Freq	Freq	
Students' score	139	100	136	123	119	141	115	166	1039
Normal score	150	150	150	150	150	150	150	200	1250
Percentage	92.7%	66.7%	90.7%	82%	79.3%	94%	76.7%	83%	83.12%

Based on the table 4.4 there were classifications of students' reading comprehension test value. The classification based on the eight indicators of reading comprehension by Brown (2006:204). The students' scores of the reading comprehension test had the different value on every indicators. The highest score total of students' reading comprehension was on the indicator 6 with percentage 94% that is about reading for excluding facts not written. It means that students have good ability to search excluding fact of the text. Then the next high level score was indicator number 1 with the percentage 92.7% that is about reading

for main idea. The next high level score was indicator number 3 with the percentage 90.7% about reading for inference. The next was indicator number 8 with the percentage 83% about reading for vocabulary in context. Then indicator number 4 was the next high level percentage 82% about reading for grammatical features. The next was indicator number 5 with the percentage 79.3% about reading for detail. Then the next one was indicator number 7 with the percentage 76.7% about reading for supporting idea, the last one was the lowest score level was indicator number 2 with the percentage 66.7% about reading for expressions. based on the data, the total percentage of data students' reading comprehension test is 83.13%. It means the students in the sample of this research have high average of reading comprehension.

c. The Result of Metacognitive Reading Strategies and Students' Reading Comprehension

There were the result of Metacognitive Reading Strategies and Students' Reading Comprehension achievement. It can be seen in the table as follow:

Table 4. 5 The Result of Metacognitive Reading Strategies and Students' Reading Comprehension

Sample	Metacognitive Reading Strategies		Reading Comprehension		
	Students' Score	Normal Score	Students' Score	Scale in 100	Normal Score
R1	139	150	24	96	25
R2	134	150	23	92	25
R3	135	150	22	88	25
R4	139	150	22	88	25
R5	137	150	22	88	25
R6	136	150	23	92	25
R7	138	150	22	88	25
R8	126	150	21	84	25
R9	132	150	22	88	25
R10	124	150	21	84	25
R11	139	150	24	96	25
R12	126	150	20	80	25
R13	135	150	24	96	25
R14	136	150	23	92	25
R15	111	150	20	80	25
R16	131	150	24	96	25
R17	131	150	23	92	25
R18	128	150	21	84	25
R19	126	150	22	88	25
R20	125	150	22	88	25
R21	115	150	21	84	25
R22	129	150	22	88	25
R23	125	150	23	92	25
R24	123	150	21	84	25
R25	130	150	22	88	25
R26	129	150	22	88	25
R27	108	150	21	76	25
R28	126	150	22	88	25
R29	122	150	20	80	25
R30	100	150	17	68	25
R31	127	150	20	80	25
R32	117	150	16	64	25
R33	118	150	18	72	25

Sample	Metacognitive Reading Strategies		Reading Comprehension		
	Students' Score	Normal Score	Students' Score	Scale in 100	Normal Score
R34	125	150	22	88	25
R35	136	150	20	80	25
R36	108	150	20	80	25
R37	129	150	21	84	25
R38	137	150	21	84	25
R39	105	150	20	80	25
R40	115	150	20	80	25
R41	128	150	21	84	25
R42	129	150	18	72	25
R43	101	150	16	64	25
R44	131	150	18	72	25
R45	131	150	19	76	25
R46	120	150	19	76	25
R47	129	150	19	84	25
R48	125	150	19	76	25
R49	109	150	19	76	25
R50	122	150	17	68	25

Based on the table above, most of students who use metacognitive reading strategies, they have good score of reading comprehension test. The highest score of the using metacognitive reading strategies in this study was 139 points and the lowest was 100 points, then the highest score of reading comprehension test was 24 points and the lowest was 16 points. This highest of metacognitive reading strategies score in this study was 139 with the total students were 3 students with the score of reading comprehension test was 24, 24 and 22 points. Then, the lowest score of the using metacognitive reading strategies was 100 points with the score of reading comprehension test was 17 points. It means that

students who use metacognitive reading strategies have good reading comprehension too.

2. Validity Test

a. Validity of Metacognitive Reading Strategies Questionnaire

This research did not test the validity the instrument questionnaire of metacognitive reading strategies because it was created and used by experts namely Mokhtari & Sheorey (2002:10). So, the instrument of metacognitive reading strategies was ready to use.

b. Validity of Reading Comprehension Test

In this research, the instrument of reading comprehension test was tested by using IBM SPSS 26.0. The validity of the instrument checked by trying out the instrument to the one of the class that is class 2F consists of 34 students. The criteria to determine the instrument is valid is when $r_{\text{value}} > r_{\text{table}}$, but if $r_{\text{value}} < r_{\text{table}}$ the instrument is not valid. Because the number of sample try out (N) is 34 students, so the r_{table} in the level significance of 5% or 0,05 is 0,339.

Table 4. 6 Validity Test of Reading Comprehension Test

N	Item	r_{value}	r_{table}	Result
34	1	0.311	0.339	<i>Invalid</i>
34	2	-0.101	0.339	<i>Invalid</i>
34	3	0.513	0.339	Valid
34	4	0.886	0.339	Valid
34	5	-0.286	0.339	<i>Invalid</i>

N	Item	rvalue	rtable	Result
34	6	-0.262	0.339	<i>Invalid</i>
34	7	0.253	0.339	<i>Invalid</i>
34	8	0.437	0.339	Valid
34	9	0.444	0.339	Valid
34	10	0.438	0.339	Valid
34	11	0.736	0.339	Valid
34	12	0.735	0.339	Valid
34	13	0.492	0.339	Valid
34	14	0.463	0.339	Valid
34	15	0.430	0.339	Valid
34	16	0.119	0.339	<i>Invalid</i>
34	17	0.466	0.339	Valid
34	18	0.502	0.339	Valid
34	19	0.361	0.339	Valid
34	20	0.399	0.339	Valid
34	21	0.661	0.339	Valid
34	22	0.530	0.339	Valid
34	23	0.370	0.339	Valid
34	24	0.661	0.339	Valid
34	25	0.581	0.339	Valid
34	26	0.641	0.339	Valid
34	27	0.447	0.339	Valid
34	28	0.584	0.339	Valid
34	29	0.590	0.339	Valid
34	30	0.651	0.339	Valid
34	31	0.564	0.339	Valid
34	32	-0.326	0.339	<i>Invalid</i>

The item value which has validity must more than r_{table} . This study has 34 respondents and r_{table} is 0.339 according to r product moment according to Sugiyono (2016:455). Based on the table above, there are 25 items are valid because $r_{value} > r_{table}$ and there are 7 items are not valid because $r_{value} < r_{table}$. So, there are 25 items of questions was chosen and used to be the instrument in testing the respondents.

3. Reliability Test

a. Reliability of Metacognitive Reading Strategies Questionnaire

This research did not test the reliability the instrument questionnaire of metacognitive reading strategies because it was created and used by experts namely Mokhtari & Sheorey (2002:10). So, the instrument of metacognitive reading strategies was ready to use.

b. Reliability of Reading Comprehension Test

The reliability in the instrument of this research was checked by using IBM SPSS 26.0. To measure the reliability of the instruments the researcher used Cronbach's Alpha.

Table 4. 7 Reability Test Cronbach's Alpha of Reading Comprehension Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.906	25

Based on the table above, the value of Cronbach's Alpha was 0.906. The reliable items determined if $r_i \geq 0.7$ it is reliable, then if $r_i \leq 0.7$ it is not

reliable. The value of Cronbach's Alpha in this study was 0.906, it is more than 0.7. So, it can be concluded that instrument of the reading comprehension test is reliable.

4. Prerequisite Test

a. Normality Test

Normality test in this study used *One Sample Kolmogorov-Smirnov*. Normality test is used to test the parametric data (interval data and ratio data). In this study there were two types of data, those are interval data and ordinal data. So, to know about the normality of the data, the ordinal data was changed to be interval data using MSI (Method of Successive Interval). One Sample Kolmogorov-Smirnov has a provision to take a decision. If the significance value > 0.05 it means the data is normally distributed. Then if the significance value < 0.05 it means the data is not normally distributed. In this study the researcher used One Sample Kolmogorov-Smirnov with method *Monte Carlo P Value*. The normality data of the study is as follow:

Table 4. 8 Normality Test of Metacognitive Reading Strategies And Reading Comprehension

No	Variable	Mean	Standard Deviation	Signification	Results
1	Metacognitive Reading Strategies	92	11.737	0.179	Normal
2	Reading Comprehension	20.780	2.033	0.221	Normal

Based on the table 4.8 the significance value of normality data of metacognitive reading strategies and reading comprehension used in this study was *sig.* > 0.05. So, it can be concluded that the data used in this study have the normal distribution.

b. Linearity Test

In this study, the researcher used linearity test to establish whether or not the correlation between independent variable and dependent variable. The linearity test used to establish the correlation between metacognitive strategies and reading comprehension. If the significance value in the deviation of linearity or *sig.* > 0.05 it means there is a linearity between the variables. If the significance value or *sig.* < 0.05 it means there is not a linearity between the variables.

Table 4. 9 Linearity Test of Metacognitive Reading Strategies and Reading Comprehension

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Y * X	Between Groups	(Combined)	201.580	46	4.382	13.147	0.027
		Linearity	82.027	1	82.027	246.080	0.001
		Deviation from Linearity	119.553	45	2.657	7.970	0.055
	Within Groups		1.000	3	0.333		
	Total		202.580	49			

Based on the table 4.9 of the linearity test, it can be concluded that significance value on the deviation from linearity of the data in this study was more than 0.05 or ($0.055 > 0.05$). So, it can be known that variable metacognitive reading strategies and reading comprehension has the relation of linearity.

5. Hypotestis Test

The hypothesis test in this study was used *Pearson Product Moment* to analyze the correlation between two variables, those are metacognitive strategies and reading comprehension. Hypothesis test was done to know the correlation between independent variable and dependent variable (Sugiyono, 2016:215).

The hypothesis test of this study is explained as follow:

Table 4. 10 Hypothesis Test using Pearson Product Moment

Correlations			
		Metacognitive Reading Strategies	Reading Comprehension
Metacognitive Reading Strategies	Pearson Correlation	1	.636**
	Sig. (2-tailed)		0.000
	N	50	50
Reading Comprehension	Pearson Correlation	.636**	1
	Sig. (2-tailed)	0.000	
	N	50	50
**. Correlation is significant at the 0.01 level (2-tailed).			

Based on the table, the Pearson correlation showed that the value of the correlation (r) was 0.636. The sample in this study was 50 students with r_{table} is 0.279 in the level significant of 0.05. So, it can be known that the $r_{\text{value}} > r_{\text{table}}$. It means there is the correlation between metacognitive reading strategies and reading comprehension. The correlation value of this study was 0.636 it means the correlation has the high level of correlation interpretation.

B. Discussions

The result of this study showed that there is significant correlation between Metacognitive Reading Strategies and Reading Comprehension at Second Semester of English Language Education Study Program Students of UIN Raden Mas Said Surakarta in the Academic Year 2022/2023. The coefficient of the correlation in this study was 0.636, it means the coefficient of correlation is high which is in the interval $0.60 \leq r < 0.80$. Based on the coefficient of the correlation, it was found the hypothesis testing result of this research. It can be concluded that hypothesis alternative (H_a) was accepted and hypothesis null (H_o) was rejected.

Based on the result, the study has the positive correlation between metacognitive reading strategies and reading comprehension. According to this study, it means the students who applied metacognitive reading strategies have good reading comprehension. So, in reading activity the students need some strategies to help them to improve their reading comprehension and to help them to fix their difficulties in reading activity. The sample of this study was some

students who has high ability. To get the sample, the researcher must filtered the students' reading comprehension first through reading comprehension test. Then, the researcher got 50 students with high ability to be the sample.

On the independent variable that is metacognitive reading strategies, the researcher used the questionnaire by Mokhtari & Sheorey (2002:10) that consists of 30 items of statement as the instrument to collect the data. The questionnaire used likert scale with scale 1-5 and it was an ordinal data. Then to analyze the questionnaitre data, the data must be changed to the interval data used MSI (Method of Successive Interval) in the Microsoft Excel because this research used parametric test, so the data has to use interval or ratio data type. The questionnaire has three of categories, those are global reading strategies, support reading strategies, and problem solving strategies. The total mean value of three indicators of strategies was 4.18 that means it has high mean value. Then the indicator with the highest score was Problem Solving Strategies (Mean = 4.41) categorized high mean value. The indicator Support Reading Strategies has medium score (Mean = 4.12) categorized high mean value and the lowest indicator was Global Reading Strategies (Mean = 4.09) categorized high mean value. Based on the explanation, it can be concluded that metacognitive reading strategies based on the theory from Mokhtari & Sheorey (2002:10) that actually made for ESL (English as a Second Language) students is also suitable to apply for EFL (English as a Foreign Language) students. So, the theory include the instrument they made can be applied in EFL students in Indonesia especially in UIN Raden Mas Said Surakarta.

The dependent variable in this study is reading comprehension. This variable used reading test with Guttman scale to collect the data. The reading comprehension has eight indicators according to the theory by Brown (2004:206) with 25 the number items of test. The highest score total of students' reading comprehension was on the indicator number 6 with percentage 94% that is about reading for excluding facts not written. Then the lowest score level was indicator number 2 with the percentage 66.7% about reading for expressions. The most of students' score were in the good categories, just any two students have score below the average value according the criteria of Arikunto (2006:245), they have score 16 same as 64 that is included in the category "enough". It could be due to several factors, maybe the students were in the bad condition when did this test or other factors that can influence their scores.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The aim of this research is to find out whether there is a significant correlation between metacognitive reading strategies and reading comprehension at second semester of english language education study program students of UIN Raden Mas Said Surakarta in the academic year 2022/2023. Based on the results of the research that has been described in the previous chapter, it can be concluded as follow:

1. The result of the correlation test used Pearson Product Moment showed that there is positive significant correlation between metacognitive reading strategies and reading comprehension at second semester of english language education study program students of UIN Raden Mas Said Surakarta in the academic year 2022/2023. The sample in this study ($N = 50$) with the $r_{table} = 0.279$ and $r_{value} = 0.636$. Meanwhile, the correlation value was categorized as high category. So, H_a is accepted and H_o is rejected.
2. It can be known that metacognitive reading strategies that was applied at second semester of english language education study program students of UIN Raden Mas Said Surakarta has the high mean value category (Mean = 4.18). This variable has three indicators those are global reading strategies, problem solving reading, support reading strategies which have the different mean value. The indicator with the highest mean value was problem solving

reading strategies ($M = 4.41$) categorized high category. Then, support reading strategies has the medium mean value ($M = 4.12$) categorized high category. The last was indicator support reading strategies that has the lowest mean value ($M = 4.09$) but it still categorized as a high category.

3. It can be concluded that EFL students with good ability in one of university in Surakarta, Indonesia have high average of the using metacognitive reading strategies, especially strategies by the theory of Mokhtari & Sheorey (2002:10) that actually intended for ESL students. Meanwhile, the instrument in the theory have high average usage of the second semester of English language education study program students in UIN Raden Mas Said Surakarta.
4. There are still many students at second semester of UIN Raden Mas Said have the low score of reading comprehension based on the filtering text about reading comprehension that had been done. So, the students need to improve their reading comprehension by using the strategy, increase their motivation in reading, increase vocabulary mastery, and increase reading frequency activity.

B. Suggestions

Based on the conclusions above, the researcher present some suggestion below:

1. For the English teacher
 - a. The English teachers are suggested to use metacognitive reading strategies in learning activity especially in teaching reading

comprehension because it will help the students to improve their reading comprehension and solve their problems about reading activity.

- b. The teacher must more be attention to teach the students with good ability, medium ability, or low ability. The use of metacognitive reading strategies must be adapted to the students' needs and condition.
 - c. The teacher must create a pleasant atmosphere and so that students are more interested and enthusiastic in learning reading and do not think that reading is boring activity.
2. For the students
 - a. The students have to increase their interest in reading activity and do not think that reading is a boring activity.
 - b. The students have to increase their reading comprehension by using metacognitive reading strategies.
3. For the next researcher
 - a. The results of this research can be the additional reference and can be improved by add some variables.
 - b. The next researcher can find out the factors of the students that can influence their reading comprehension.

BIBLIOGRAPHY

- Abdellah, R. (2015). Metacognitive awareness and its relation to academic achievement and teaching performance of pre-service female teachers in Ajman University in UAE. *Science Direct*, 560-567.
- Ahmadi, M. R., Ismail, H. N., & Abdullah, M. K. (2013). The importance of metacognitive reading strategy awareness in reading comprehension. *English Language Teaching*, 6, 235-244.
- Akturk, A. O., & Sahin, I. (2011). Literature Review on Metacognition and its Measurement. *Procedia Social and Behavioral Sciences* , 3731-3736.
- Amelia, R. (2020). EFL Learners' Self-Efficacy in the English Public Speaking Domain.
- Anderson , N. J. (2004). Metacognitive Reading Strategy Awareness of ESL and EFL Learners. *The Catesol Journal*, 11-27.
- Anderson, N. J. (2003). Teaching Reading. *Practical English language teaching*, 67-86.
- Arikunto, S. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Aziz, Z. A., Nasir, C., & Ramazani. (2019, July). Applying Metacognitive Strategies in Comprehending English Reading Texts. *A Journal of Culture, English Language, Teaching & Literature*, 19, 137-159.
- Brown, A. L., Bransford, J. D., Ferrara, A. R., & Campione, J. C. (1982). *Learning, Remembering, and Understanding*. Champaign: Wiley.
- Brown, H. D. (2000). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Francisco: Longman.

- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. New York: Longman.
- Burns, P. C., Roe, B. D., & Ross, E. P. (1984). *Teaching Reading in Today's Elementary Schools*. Boston: Houghton Mifflin.
- Cahyani, A. N. (2022). *A Correlation Study Between Students' Language Awareness, Vocabulary Mastery, And Reading Skill At The Tenth Grade Of High Schoolin Indonesia In The Academic Year Of 2021/2022*. Surakarta.
- Creswell, J. W. (2008). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (3rd Ed)*. SAGE.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design : Qualitative, Quantitative, and Mixed Methods Approaches (5th ed)*. Los Angeles: SAGE.
- Damayanti, D., Gani, S. A., & Zulfikar, T. (2019, October). Surveying Metacognitive Reading Strategies Awareness of Fifth-Semester English Department Students. *English Education Journal*, 392-405.
- Dianti, I. R. (2021). *Using Metacognitive Reading Strategies to Improve Students' Reading Comprehension*. Semarang.
- Do, H. M., & Phan, H. L. (2021). Metacognitive Awareness of Reading Strategies on Second Language Vietnamese Undergraduates. *Arab World English Journal*, 12, 90-112.
- Fatkhurrokhman, M., Leksono, S. M., Ramdani, S. D., & Rahman, I. N. (2018). Learning Strategies of Productive Lesson at Vocational High School in Serang City. 163-172.
- Fitriani. (2022). *The Use of Metacognitive Strategy to Improve the Students' Reading omprehension at Eight Grade of SMP Muhammadiyah 6 Makassar*. Makassar.

- Flavell, J. H. (1979, October). Metacognition and Cognitive Monitoring: A new Area of Cognitive-Developmental Inquiry. *American Psychologist*, 34, 906-911.
- Hacermida, G. A., & Aboy, I. G. (2021, June). The Metacognitive Strategies and Writing Competence of Grade 11 Students in a Philippine Public High School. *Philippine Social Science Journal*, 4, 61-70.
- Jacobs, J. E., & Paris, S. G. (1987). Children's Metacognition About Reading: Issues in Definition, Measurement, and Instruction. *Educational Psychologist*, 255-278.
- Kurniawati, C., & Arini, Y. D. (2018). *Detik-Detik Ujian Nasional Bahasa Inggris Tahun Ajaran 2018/2019*. Klaten: Intan Pariwara.
- Maryam, I. S., Ihrom, S. M., & Nurlaelawati, I. (2019). The Correlation between Metacognitive Reading Strategies and Reading Comprehension Among 1st Year EFL Students at a Public University in West Java. 254, 436-446.
- Mehta, C. R., & Patel, N. R. (2010). *IBM SPSS Exact Test*. Cambridge.
- Messakh, B. T. (2021). *Improving Students' Reading Comprehension Through PQRST (Preview, Question, Reading, State, And Test Strategy)*. Surakarta.
- Mokhtari, K., & Reichard, C. A. (2002). Assessing Students' Metacognitive Awareness of Reading Strategies. *Journal of Educational Psychology*, 94, 249-259.
- Mokhtari, K., & Sheorey, R. (2001). Differences in the metacognitive awareness of reading strategies among native and non-native readers. 431-449.
- Mokhtari, K., & Sheorey, R. (2002, January). Measuring ESL Students' Awareness of Reading Strategies. *Journal of Developmental Education*, 1-10.
- Monika, M., & Devi, V. A. (2022). A Study on the Use of Metacognitive Reading Strategies by Learners with Psychosomatic Condition. *Human Research in Rehabilitation*, 138-147.

- Muhid, A., Amalia, E. R., Hilaliyah, H., Budiana, N., & Wajdi, M. B. (2020, April). The Effect of Metacognitive Strategies Implementation on Students' Reading Comprehension Achievement. *International Journal of Instruction*, 847-862.
- Mustaqim, R. (2018). *A Correlation Study Between Reading Habit And Translation Ability In Reading Skill At The Eleventh Grade Of SMA Al Islam 1 Surakarta In The Academic Year Of 2016/2017*.
- Paramita, R. W., Rizal, N., & Sulistyan, R. B. (2021). *Metode Penelitian Kuantitatif*. Lumajang: Widyagama.
- Pratika, N. S. (2022). *Teachers' Pedagogical Strategies in Implementing Authentic Materials for Teaching Reading: A Systematic Review*. Surakarta.
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in Language Teaching*. Cambridge University Press, 287.
- Santoso, S. (2020). *Panduan Lengkap SPSS 26*. Jakarta: Elex Media Komputindo.
- Sekaran, U., & Bougie, R. (2016). *Research Methods for Business: a skill building approach*. Chicester: Wiley.
- Sengul, S., & Katranci, Y. (2012). Metacognitive aspects of solving function problems. *Social and Behavioral Sciences*, 2178-2182.
- Sharma, C., & Puri, S. R. (2020, October). The Importance of Four Basic Skills in Learning English. 7(4), 33-36.
- Sipayung, R. W. (2018, November). 29 Improving Students' Achievement in Reading Descriptive Text through Reciprocal Teaching Strategy. *Budapest International Research and Critics in Linguistics and Education*, 1, 29-48.
- Solimun, Fernandes, A. R., & Nurjannah. (2017). *Metode Statistika Multivariat Pemodelan Persamaan Struktural (SEM) Pendekatan WarpPLS*. Malang: UB Press.

- Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: ALFABETA.
- Sugiyono. (2016). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfabeta.
- Sugiyono. (2019). *Statistika untuk Penelitian*. Bandung: Alfabeta.
- Widyastuti, A. (2016). *A Correlational Study Between Reading Interest, Vocabulary Mastery, And Reading Comprehension*. Surakarta.
- Zhang, X., & Guo, L. (2019). Cognitive and Metacognitive Reading Strategies Training in EFL Reading. *428*, 110-114.
- Zulyanti, D. (2019). *Improving Students' Reading Comprehension of Descriptive Text through Know-Want-Learned (KWL) Strategy*. Jakarta.

APPENDICES

Appendix 1. The Questions of Filtering Test to Find Out the Sample

Reading Comprehension Test of Second Semester Students in

UIN Raden Mas Said Surakarta

Read the texts then choose the correct answer by giving the mark (X) on the point a, b, c, d, or e on the answer sheet!

Text for questions 1-4

The Atomium was designed by a Belgian engineer André Waterkeyn to represent a single unit of iron crystal magnified 165 billion times. There are 9 spheres representing atoms which are connected by tubes with escalators and lifts. Each sphere is about the size of a large apartment (18 m diameter).

You may not notice it at first glance, but if you tilt your head sideways, you will see that the Atomium resembles a cube with an extra sphere in the center.

Created in 1958 for the Brussels World's Fair, the Atomium is the only structure left standing after the event ended. World's fair (or World Expo) is an international event which began as a technology exhibition and later progressed towards national propagation. Next one will be in Dubai in 2020.

From 2004 to 2007 the Atomium was under reconstruction and was covered with shiny stainless steel instead of faded aluminum that was there since 1958.

Not all Atomium spheres can be visited. The three outer spheres that are below the top are the ones. The rest of the spheres contain various attractions and can be accessed.

You can see a permanent exhibition about the world's fair 1958 inside the Atomium building. It is also a temporary exhibition that is changed about once a year and for the year 2017. it is about a luxury commercial flight of the 20th century.

In the top sphere there is a restaurant with a panoramic view. Using the telescopes that are in the top sphere you can see all the way to the city of Antwerps to have a whale of time. This Atomium restaurant is reachable by an elevator from the bottom of the structure.

The other four spheres open to the public are reachable by escalators only, which could be difficult for people with reduced mobility. There is also a place reserved for events, and a kids sphere for school events. However, these are not part of a regular tourist visit.

1. Where is the building located?
 - a. In Paris.
 - b. In Rome.
 - c. In Dubai.
 - d. In Bruxelles.
 - e. In Spain
2. How can people recognize the building easily, compared to other buildings' shapes?
 - a. It was covered by shiny steel.
 - b. Four spheres are open to the public.
 - c. It consists of crystals with escalators.
 - d. There are kids spheres for school events.
 - e. There are nine spheres representing atoms.
3. Using the telescopes that are in the top sphere you can see all the way to the city of Antwerps to have a whale of time. What is the meaning of the passage?
 - a. They can enjoy the panoramic of the city from top sphere.
 - b. They have many time to see the panoramic of the city from top sphere.
 - c. They need more time to see the panoramic of the city from top sphere.
 - d. The time to see the panoramic of the city from top sphere is limited.
 - e. They can't enjoy the panoramic of the city from top sphere.
4. People will like to be in the top sphere of this building because they can enjoy
 - a. various attractions
 - b. panoramic view while having meals
 - c. an international technology exhibition
 - d. a luxury commercial flight of the 20th century
 - e. a permanent display about the world's fair in 1958

Text for questions 5-8

Luc Montagnier is a virologist and a professor at Shanghai Jiaotong University in China. He is also the founder and president of the World Foundation for AIDS Research and Prevention. In 2008, Montagnier was awarded the Nobel Prize for Physiology or Medicine for his discovery of the human immunodeficiency virus.

In 1983, Montagnier led the team which first isolated the Human Immunodeficiency Virus (HIV), a new type of retrovirus previously unrecognized in humans, and brought the first evidence that this virus was the causative agent of AIDS.

Montagnier has also conducted research, along with colleagues, that has indicated that electromagnetic signals emitted by medicines can remain in water and have dramatic biological effects.

Montagnier, a native of France, has been honored worldwide with many awards, including the Grand Officer of the Legion of Honor in 2009, the induction

to the National Inventor Hall of Fame in 2004, and the Lasker Prize in Medicine in 1986, among numerous other awards.

Montagnier is the author or co-author of 350 scientific publications and of more than 750 patents. His current studies aim at the diagnosis and treatment of microbial, viral and epigenetic factors associated with cancers, neurodegenerative and articular diseases, using innovative technologies.

5. What is the description about?
 - a. A doctor.
 - b. A therapist.
 - c. An activist.
 - d. A researcher.
 - e. A journalist.
6. What is the most prominent discovery of Montagnier and his friends?
 - a. Scientific publications.
 - b. Treatment for cancers.
 - c. HIV as the virus of AIDS.
 - d. Diagnosis of epigenetic factors.
 - e. Electromagnetic signals emitted by medicines.
7. Luc Montaigner ... for his research and discoveries.
 - a. awards
 - b. awarded
 - c. is being awarded
 - d. has awarded
 - e. has been awarded
8. According to the passage, all of the following are true about The Luc Montaigner, EXCEPT...
 - a. He is the president of the World Foundation for AIDS Research and Prevention.
 - b. Luc Montagnier was awarded the Nobel Prize for Physiology or Medicine for his discovery of the human immunodeficiency virus.
 - c. Luc Montagnier is a virologist and a professor came from China
 - d. One of the awards of Luc Montagnier is Lasker Prize in Medicine in 1986
 - e. Luc Montagnier and the team brought the first evidence that HIV was the causative agent of AIDS.

Text for questions 9-12

Weird, peculiar, wonderful, strange, bizarre, fascinating, and of course, unique, are the kinds of words that are used to describe the welwitschia. It is one of the few things on Earth that can truly claim to be one of a kind. There really is nothing like it.

An adult welwitschia consists of two leaves, a stem base and roots. That's all! Its two permanent leaves are unique in the plant kingdom. They are the original leaves from when the plant was a seedling, and they just continue to grow and never shed.

They are leathery, broad, strap-shaped and they lie on the ground becoming torn to ribbons and tattered with age. The stem is low, woody, hollowed out, obconical in shape and sturdy. It grows to about 500 mm in height. The largest recorded specimen is in the Messum Mountains and is 1.8 m high, and another on the Welwitschia Flats near the Swakop Piveris 1.2 m tall and 8.7 m wide. Carbon dating tells us that on average, welwitschias are 500-600 years old, although some of the larger specimens are thought to be 2000 years old. Their estimated lifespan is 400 to 1500 years. Growth occurs annually during the summer months.

The seeds are 36×25 mm and have a large papery wing and are dispersed by wind, in spring, when the female cone disintegrates. In their natural habitat, many seeds are lost to fungal infections and to small desert animals that feed on them. The seeds remain viable for a number of years. They germinate only if fairly heavy rain is spread over a period of several days. As these conditions rarely occur, it often happens that many plants in some colonies are the same age, as they all germinate in the same good year. The seedlings, once established, depend on the fog for survival until the next rains occur.

There are more remarkable features that make welwitschia so difficult to categorize. Unlike any other plant, the apical growth point of the stem stops growing from an early stage. This causes the stem to grow upwards and outwards, away from the original apex (which remains dead), resulting in a characteristic obconical shape. In older specimens, continued growth results in the undulating of the stem margin. This growth habit is unique. Like other cone-bearing plants (gymnosperms e.g. pines and cycads) it is a dioecious (male and female separate) cone-bearer with naked seeds, but the male 'flowers' or microstroboli are reminiscent of the flowering plants (angiosperms). The water-conducting tissue (xylem) is also typical of the angiosperms.

- | | |
|--|--|
| <p>9. What is the main idea of paragraph four?</p> <ol style="list-style-type: none"> a. Welwitschia has remarkable features. b. Welwitschia male flowers are angiosperms. c. Welwitschia stem grows away from the original apex. d. Welwitschia apical growth stops from an early stage. e. Welwitschia xylems are reminiscent of angiosperms. | <p>10. Why is Welwitschia unique?</p> <ol style="list-style-type: none"> a. It has two leaves. b. It has a short life span. c. Its seedlings depend on the insects. d. Its apical stem grows upwards straightly. e. Its apex stop growing on its adult. <p>d. Dormant.
e. Reliable.</p> |
|--|--|

11. "The seeds remain viable for a number of years." (Paragraph 3)
What is the synonym of the underlined word?
- Visible.
 - Active.
 - Original.
12. "In their natural habitat, many seeds are lost to fungal infections and to small desert animals that feed on them." (Paragraph 4).
The word "them" refers to....
- seeds
 - Welwitschia
 - leaves
 - stem
 - roots

Text for questions 13-15

Sponges or Porifera are a group of animals that includes about 10,000 living species. Adult sponges are sessile animals that attach to hard rocky surfaces, shells or submerged objects. The larvae are ciliated, free-swimming creatures. Most sponges inhabit marine environment, but a few species live in freshwater habitats. There are three subgroups of sponges, the glass sponges, the demosponges and the calcarious sponges.

Sponges are primitive multicellular animals that have no digestive system, no circulatory system and no nervous system. They do not have organs and their cells are not organised into well-defined tissues. The body of a sponge is like a sac that is perforated with lots of small openings or pores.

Sponges are filter feeders. They draw water in through the pores located throughout their body wall into a central cavity. The central cavity is lined with collar cells which have a ring of tentacles that surround a flagellum. Movement of the flagellum creates current that keeps water flowing through the central cavity and out of a hole at the top of the sponge called the osculum. As water passes over the collar cells, food is captured by the collar cell's ring of tentacles. Once absorbed, food is digested in food vacuoles or transferred to the amoeboid.

13. What is the main idea of paragraph two?
- Sponges' groups.
 - Sponges' habits.
 - Sponges' habitat.
 - Sponges' way to eat.
 - Sponges' appearance.

14. "Adult sponges are sessile animals that attach to hard rocky surfaces..."
(Paragraph 1)

The underlined word is closest in meaning to....

- a. blow
- b. stick
- c. float
- d. eschew
- e. approach

15. It can be inferred from the passage that....

- a. Sponges just live in marine environment
- b. Sponges have no digestive system, but have circulatory system
- c. There are more than three subgroups of sponges
- d. Sponges digest food in vacuoles
- e. Sponges' cells are organised into well-defined tissues

Source: Kurniawati, C., & Arini, Y. D. (2018). *Detik-Detik Ujian Nasional Bahasa Inggris Tahun Ajaran 2018/2019*. Klaten: Intan Pariwara.

Appendix 2. The Questions of Instrument Reading Comprehension Test

Reading Comprehension Test of Second Semester Students in

UIN Raden Mas Said Surakarta

Choose the correct answer by giving the mark (X) on the point a, b, c, d, or e on the answer sheet!

Text for questions 1-4

The platypus (*Ornithorhynchus anatinus*) is a semiaquatic mammal endemic to eastern Australia, including Tasmania. Together with the four species of echidna, it is one of the five extant species of monotremes, the only mammals that lay eggs instead of giving birth. It is the sole living representative of its family (*Ornithorhynchidae*), and genus (*Ornithorhynchus*), though a number of related species have been found in the fossil record.

The unusual appearance of this egg-laying, duck-billed, beaver-tailed, otter-footed mammal baffled European naturalists when they first encountered it, with some considering it an elaborate fraud. It is one of the few venomous mammals, the male platypus having a spur on the hind foot that delivers venom capable of causing severe pain to humans. The unique features of the platypus make it an important subject in the study of evolutionary biology and a recognizable and iconic symbol of Australia, it has appeared as a mascot at national events and is featured on the reverse of its 20-cent coin. The platypus is the animal emblem of the state of New South Wales.

Until the early 20th century, it was hunted for its fur, but it is now protected throughout its range. Although captive breeding programs have had only limited success and the platypus is vulnerable to the effects of pollution, it is not under any immediate threat.

- | | |
|--|--|
| <p>1. The topic of this passage is....</p> <ul style="list-style-type: none"> a. the general information of platypus b. the features of platypus c. the unusual appearance of platypus d. the platypus in this world e. the advantage of platypus | <p>2. The word “its” in line 4 refers to....</p> <ul style="list-style-type: none"> a. platypus b. species c. mammal d. representative e. genus |
|--|--|

3. The word 'features' in line 10 is closest in meaning to...
- descriptions
 - characteristics
 - explanations
 - symbols
 - indicator

Text for questions 5-9

Domestic cats, no matter their breed are all members of one species. Felis catus has had a very long relationship with humans. Ancient Egyptians may have first domesticated cats as early as 4,000 years ago. Plentiful rodents probably drew wild felines to human communities. The cats' skill in killing them may have first earned the affectionate attention of humans. Early Egyptians worshipped a cat goddess and even mummified their beloved pets for their journey to the next world accompanied by mummified mice! Cultures around the world later adopted cats as their own companions.

Like their wild relatives, domestic cats are natural hunters able to stalk prey and pounce with sharp claws and teeth. They are particularly effective at night, when their light reflecting eyes allow them to see better than much of their prey. Cats also enjoy a acute hearing. All cats are nimble and agile. and their long tails aid their outstanding balance.

Cats communicate by marking trees fence posts, or furniture with their claws or their waste. These scent posts are meant to inform others of a cat's home range. House cats **employ** a vocal repertoire that extends from a purr to a screech.

Domestic cats remain largely carnivorous, and have evolved a simple gut appropriate for raw meat. They also retain the rough tongue that can help them clean every last piece from an animal bone (and groom themselves).

4. The underlined word "them" in paragraph 1 refers to
- human communities
 - wild felines
 - rodents
 - Egyptians
 - felis catus
5. Which one is WRONG according to the text?
- Wild relatives of domestic cats are also natural hunters.
 - Cats see better at night than in the morning.
 - Cats can communicate with other cats.
 - Most domestic cats are carnivorous.
 - All cats are agile.

6. The underlined word “employ” in paragraph 3 is mostly similar to....
- Inform
 - provide work
 - use
 - talk
 - take
7. What is the main topic of paragraph 3?
- How a cat was revered by the early Egyptians.
 - How a cat hunts its preys.
 - How a cat communicates.
 - How a cat eats
 - How a cat can be a special
8. The author mentions ‘mummified mice’ in paragraph 1 to
- give example of how a cat was revered by the early Egyptians.
 - give the readers information about Egyptian culture.
 - show that mummification of mice influences the later adoption of cats as human companions.
 - show that mice and cats can live together.
 - show that mice are harmful

Text for questions 10-13

When the full moon occurs during the moon's closest approach to Earth, its perigee, it appears larger and brighter in the sky. This phenomenon is often called a supermoon. A new moon at perigee is also often referred to as a supermoon. However, this event usually gains less attention because a new moon is invisible from earth.

The moon's orbit around Earth is not a perfect circle, but elliptical, with one side closer to the earth than the other. As a result, the distance between the moon and earth varies throughout the month and the year. On average, the distance is about 382,900 kilometers (238,000 miles).

The point on the moon's orbit closest to Earth is called the perigee and the point farthest away is the apogee.

When a full moon occurs when the moon is near its closest approach to earth, it is called a Super Full Moon. When there is a new moon around the closest point to earth, it is known as a Super New Moon. A micromoon, on the other hand, is when a full moon or a new moon is near its farthest point from earth, around apogee. It's also known as a minimoon.

9. What is the text about?
- Spaces.
 - Planets.
 - Astronomy.
 - A solar system.
 - A natural phenomenon.
10. When does the supermoon occur?
- During every full moon.
 - During, every new moon.
 - When a full moon is at the farthest point to Earth.
 - When a full moon is at the closest point to Earth.
 - When a new moon is at the farthest point to Earth.

11. "However, this event usually gains less attention " (Paragraph 1) The underlined word is closest in meaning to....
- adds
 - annoys
 - reflects
 - Obtains
 - Advances
12. According to the passage, which one the statement is not true?
- Supermoon is the condition when the full moon occurs during the moon's closest approach to Earth.
 - The point on the moon's orbit closest to Earth is called apogee.
 - Micromoon is the condition when a full moon or a new moon is near its farthest point from earth.
 - Minimoon is the condition when a full moon or a new moon is near its farthest point from earth.
 - The moon's orbit around Earth is not a perfect circle

Text for questions 14-17

Volcanic eruptions are more than just lava flows. Many events happen including earthquakes, gas expelling, rocks pushed out and ash shooting up into the air. Did you know there is also something called a dirty thunderstorm associated with volcanoes? A dirty thunderstorm is described as the electrical discharges of lightning that occur during a volcanic eruption.

This exceptional type of lightning is a unique type of electrical discharge that comes from volcanic plumes. It can be as short as 3 feet (1 metre) and last very briefly. Experts believe the lightning is sparked off by infinite amounts of small fragments of ice that bang into one another inside the turbulent thundercloud. Each time the ice fragments collide with each other, they generate static electricity that eventually grows large enough to create a massive spark which is then emitted as the lightning.

Particles colliding into one another are what create the lightning. Rock and ash are also a part of the ingredients that make up the recipe for a dirty thunderstorm. Dirty thunderstorms, while fascinating to watch, are very dangerous.

13. What is the text about?
- Lightnings.
 - Earthquakes.
 - Gas expelling
 - Volcanic eruptions.
 - Dirty thunderstorms.
14. The expression "rocks pushed out" could best be replaced by....
- Rocks came out to the top
 - Rocks being forced out
 - Rocks go out to the top
 - Rocks will exit to the top
 - Rocks will pull to the top
15. What is the main idea of paragraph two?
- The process of dirty thunderstorms.
 - The effects of volcanic eruptions.
16. "This exceptional type of lightning is a unique type" (Paragraph 2). The underlined word is closest in meaning to..
- vital
 - terrible
 - tedious
 - harmful
 - incredible
- c. The materials emitted from the volcanic eruptions.
- d. The danger of dirty thunderstorms.
- e. The electrical discharge from volcanic plumes

Text for questions 18-21

There are 13 species of dumbo octopuses. The animals are members of the genus *Grimpot euthis*, which in turn is a subset of the family *Opisthot euthidae*, the umbrella octopuses. There are distinctions between the dumbo octopus species, but all are bathypelagic animals, found on or near the deep ocean floor; all have the characteristic umbrella shape caused by webbing between their tentacles: and all have ear-like fins they flap to propel themselves through the water. While the flapping fins are used for propulsion, the tentacles act. as a rudder to control swimming direction and is how the octopus crawls along the sea floor.

The average size of a dumbo octopus is 20 to 30 centimeters (7.9 to 12 inches) in length, but one specimen was 1.8 meters (5.9 feet) in length and weighed 5.9 kilograms (13 pounds). The average weight of the creatures is unknown. The dumbo octopus comes in various shapes, sizes and colors (red, white, brown, pink), plus it has the ability to "flush" or change color to camouflage itself against the ocean floor. The "ears" may be a different color from the rest of the body.

Grimpot euthis species are believed to live worldwide in the cold depths of the ocean from 400 to 4,800 meters (13,000 feet). Some survive at 7,000 meters (23,000 feet) below sea level. They have been observed off the coasts of New Zealand, Australia, California, Oregon, Philippines, New Guinea and Martha's Vineyard, Massachusetts. They are the deepest living octopus, found on the sea floor or slightly above it.

17. What is the topic of the passage?
- A dumbo octopus' way of life.
 - A dumbo octopus in general.
 - A dumbo octopus as a sea creature.
 - Characteristics of a dumbo octopus.
 - Several species of dumbo octopuses.
18. From the text we know that dumbo octopuses....
- have dark colors on their bodies
 - only live in the sun-lighted sea
 - can easily be found in the coast line
 - are commonly seen in the sea bottom
 - have similar colors on all of their body parts
19. "While the flapping fins are used for propulsion . . ." (Paragraph 1)
The similar meaning of the underlined word is....
- Draw
 - harness
 - pop
 - push
 - tug
20. It can be inferred from the passage that....
- a dumbo octopus uses tentacles to control swimming direction and is how the octopus crawls along the sea floor.
 - a dumbo octopus just has one color
 - a dumbo octopus lives in the shallow of the sea
 - a dumbo octopus just lives in off the coasts of New Zealand, Australia, California, Oregon, Philippines, New Guinea and Martha's Vineyard, Massachusetts
 - all of a dumbo octopus has the same shapes

Text for questions 22-25

Light pillars are an optical phenomenon that typically occurs in arctic regions due to the temperature required for such an event. When the atmosphere becomes extremely cold, flat ice crystals form in the air close to the ground. These crystals reflect natural and artificial light, taking on the color of the light source.

In many cases, light pillars originate from street or building lights illuminating the night sky, which appear as an ascending beam of light. Under normal winter conditions, these numerous tiny ice crystals are not found low enough to the ground to form the pillar of light. The light show up a setting sun or the moon can also cause sun pillars (solar pillars) or moon pillars. However, the most common is from terrestrial point sources of light.

Light travels into the atmosphere from a point source such as a street light. From there it hits hexagonal frozen ice crystals, which are often horizontally oriented as they fall. The light then is reflected off these numerous ice crystals, which are as a mirror to the street light.

What's interesting is that from the human's eye, we experience a column of light but this is, in fact, an optical illusion. This is because any one person sees light

rays that are directed at themselves, giving me the impression of a column of light, rather than an order of light. You can experience a similar phenomenon if you find a light source reflecting off a body of water. The light source appears as a beam of light in the water as opposed to a 360-degree orb of light that it truly is.

21. What is the main idea of the third paragraph?
- How light pillars are formed.
 - Kinds of light pillars people see.
 - The street mirrors that reflect lights.
 - Where light pillars usually happen.
 - Frozen ice crystals that bring the light.
22. The expression “The light show up a setting sun” in the paragraph 2 could best be replaced by....
- the light coming off a setting sun.
 - the light cast by a setting sun.
 - the light caused by a setting sun.
 - the light turn up from a setting sun.
 - the light arrive from a setting sun
23. In a cold area of the arctic region, any kind of light source can affect light pillars, ... the most common sources are street or building lights.
- so
 - either
 - but
 - if
 - Because
24. Based on the text, what do light pillars look like?
- The flares of sun lights in the sky.
 - Street lamps reflected by water.
 - The sun lights are reflected by mirrors.
 - Ascending beams of light to the sky.
 - A reflection of the moon above the sea.

Text for questions 26-29

Hermit crabs are interesting, active little creatures. They have five sets of legs, a tiny head equipped with long antennae and, of course, a shell. Being called a hermit is quite a misnomer because these tiny pets can be very social and active - especially in the evenings. They burrow in the sand, climb to the summit of rocks and will even curiously investigate items in their environments. Occasionally, you may even hear a chirping sound from your hermit crab.

Hermit crabs can live in terrariums. They thrive at temperatures of about 75 degrees Fahrenheit (24 degrees Celsius) and love humid conditions, which can be encouraged with a daily misting. With sand to dig and rocks to climb, hermit crabs don't need additional exercise. They can live up to 30 years and feed on commercial pellets, dechlorinated fresh water and salt water, occasionally fruit.

25. Hermit crabs always investigate items they find ... their high curiosity.
- and
 - but
 - while
 - due to
 - because
26. Hermit crabs can ... live at temperatures of about 75 degrees Fahrenheit (24 degrees Celsius).
- die
 - grow
 - survive
 - attempt
 - deceive
27. According to the passage, which one the statement is not true?
- Hermit crabs are active especially in the evenings.
 - Hermit crabs usually crawl on top of rocks and burrow in the sand.
 - Hermit crabs are not like to eat a fruit.
 - Hermit crabs like to be in the dampness.
 - Hermit crabs like to be in the dampness.
28. The expression “climb to the summit” in the line 4 could best be replaced by...
- crawl on top
 - climb over the top
 - run to the top
 - climb inside
 - walk up to the top

Text for questions 30-33

Orchids are unique in having the most highly developed of all blossoms, in which the usual male and female reproductive organs are fused in a single structure called the column. The column is designed so that a single pollination will fertilize hundreds of Line thousands, and in some cases millions, of seeds, so microscopic and light they are easily carried by the breeze. Surrounding the column are three sepals and three petals, sometimes easily recognizable as such, often distorted into gorgeous, weird, but always functional shapes. The most noticeable of the petals is called the labellum, or lip. It is often dramatically marked as an unmistakable landing strip to attract the specific insect the orchid has chosen as its pollinator.

To lure their pollinators from afar, orchids use precisely intriguing shapes, colors, and scents. At least 50 different aromatic compounds have been analyzed in the orchid family, each blended to attract one, or at most a few, species of insects or birds. Some orchids even change their scents to interest different insects at different times. Once the right insect has been attracted, some orchids present all sorts of one-way obstacle courses to make sure it does not leave until pollen has been accurately placed or removed. By such ingenious adaptations to specific pollinators, orchids have avoided the hazards of rampant crossbreeding in the wild, assuring the survival of species as discrete identities. At the same time they have made themselves irresistible to collectors.

29. The orchid is unique because of
- the habitat in which it lives
 - the structure of its blossom
 - the variety of products that can be made from it
 - the length of its life
 - the advantage of orchid
30. Which of the following statements about orchids scents does the passage support?
- They are effective only when an insect is near the blossom.
 - Harmful insects are repelled by them.
 - They are difficult to tell apart.
 - They may change at different times.
 - They may change at different times.
31. Which of the following is NOT mentioned as a means by which an orchid attracts insects?
- Size
 - Shapes
 - Color
 - Perfume
 - Scents
32. The labellum (line7) is most comparable to
- a microscope
 - an obstacle course
 - an airport runway
 - a racetrack
 - a decoration

Source:

Kurniawati, C., & Arini, Y. D. (2018). Detik-Detik Ujian Nasional Bahasa Inggris Tahun Ajaran 2018/2019. Klaten: Intan Pariwara.

SBMPTN Bahasa Inggris STAN Version 2016

TOEFL 3 by Daniel Delgado Toguere

Appendix 3. The Instrument of Questionnaire of Metacognitive Reading Strategies

QUESTIONNAIRE OF READING STRATEGIES

By the Theory of Mokhtari & Sheorey (2002)

Name :

NIM :

Class :

Pilih salah satu opsi angka mengenai strategi membaca yang anda terapkan dengan memberi tanda checklist (√) pada keterangan sebagai berikut:

1 : Tidak pernah atau hampir tidak pernah

2 : Jarang

3 : Kadang-kadang

4 : Sering

5 : Selalu atau hampir selalu

No	Pernyataan	Skala				
		1	2	3	4	5
1.	Saya memiliki tujuan dalam pikiran ketika saya membaca.					
2.	Saya membuat catatan saat membaca untuk membantu saya memahami apa yang saya baca.					
3.	Saya menggunakan pengetahuan saya sebelumnya untuk membantu saya memahami apa yang saya baca.					
4.	Saya mencari garis besar isi keseluruhan teks untuk melihat tentang apa teks itu sebelum membacanya.					
5.	Ketika teks menjadi sulit dipahami, saya membaca dengan keras untuk membantu saya memahami apa yang saya baca.					
6.	Saya berpikir tentang apakah isi teks yang saya baca sesuai dengan tujuan membaca saya.					
7.	Saya membaca dengan perlahan dan hati-hati untuk memastikan bahwa saya mengerti apa yang saya baca.					
8.	Saya meninjau teks terlebih dahulu dengan memperhatikan karakteristiknya seperti panjang teks dan organisasi.					
9.	Saya mencoba untuk membaca kembali jalur awal ketika saya kehilangan konsentrasi.					

No	Pernyataan	Skala				
		1	2	3	4	5
10.	Saya menggarisbawahi dan menandai informasi dalam teks untuk membantu saya mengingatnya.					
11.	Saya menyesuaikan kecepatan membaca saya dengan apa yang saya baca					
12.	Saat membaca, saya memutuskan apa yang harus dibaca dengan cermat dan apa yang harus diabaikan.					
13.	Saya menggunakan bahan referensi (misalnya kamus) untuk membantu saya memahami apa yang saya baca.					
14.	Ketika teks menjadi sulit, saya memperhatikan lebih cermat apa yang saya baca.					
15.	Saya menggunakan tabel dan gambar dalam teks untuk meningkatkan pemahaman saya.					
16.	Saya berhenti membaca dari waktu ke waktu dan memikirkan apa yang sedang saya baca.					
17.	Saya menggunakan petunjuk konteks untuk membantu saya memahami apa yang saya baca dengan lebih baik.					
18.	Saya memparafrasekan (menyatakan kembali gagasan dengan kata-kata saya sendiri) untuk lebih memahami apa yang saya baca.					
19.	Saya mencoba untuk menggambarkan atau memvisualisasikan informasi untuk membantu mengingat apa yang saya baca.					
20.	Saya menggunakan fitur tipografi seperti huruf tebal dan huruf miring untuk mengidentifikasi informasi penting.					
21.	Saya menganalisis dan mengevaluasi secara kritis informasi yang disajikan dalam teks.					
22.	Saya membaca ulang teks untuk menemukan hubungan gagasan-gagasan dalam teks.					
23.	Saya mengecek pemahaman saya ketika saya menemukan informasi baru.					
24.	Saya mencoba menebak tentang apa isi teks tersebut ketika saya membaca.					
25.	Ketika teks menjadi sulit, saya membacanya kembali untuk meningkatkan pemahaman saya.					
26.	Saya bertanya pada diri sendiri pertanyaan-pertanyaan yang ingin saya jawab dalam teks.					
27.	Saya memeriksa untuk melihat apakah tebakan yang saya pikirkan tentang teks itu benar atau salah.					

No	Pernyataan	Skala				
		1	2	3	4	5
28.	Ketika saya membaca, saya menebak arti kata atau frasa yang tidak diketahui.					
29.	Saat membaca, saya menerjemahkan teks dari bahasa Inggris ke dalam bahasa asli saya.					
30.	Saat membaca, saya memikirkan informasi dalam bahasa Inggris dan bahasa ibu (bahasa asli) saya.					

Source: Mokhtari, K., & Sheorey, R. (2002, January). Measuring ESL Students' Awareness of Reading Strategies. *Journal of Developmental Education*, 1-10.

Appendix 4. List of the students' score who took the filtering text

No	Initial Name	Class	Score	Scale in 100	Result
1	FL	2A	9	60	Fail
2	NUI	2A	7	46.67	Fail
3	ALR	2A	3	20	Fail
4	SN	2A	3	20	Fail
5	NWW	2A	7	46.67	Fail
6	SOP	2B	4	26.67	Fail
7	MKN	2B	13	86.67	Succeed
8	SL	2B	10	66.67	Succeed
9	LFN	2B	11	73.33	Succeed
10	FAM	2B	6	40	Fail
11	NK	2B	9	60	Fail
12	AA	2C	12	80	Succeed
13	AZ	2C	12	80	Succeed
14	HDAP	2C	9	60	Fail
15	NM	2C	13	86.67	Succeed
16	ARP	2C	12	80	Succeed
17	FC	2C	9	60	Fail
18	ZDA	2C	7	46.67	Fail
19	FHSZ	2C	11	73.33	Succeed
20	AYS	2C	7	46.67	Fail
21	HDAP	2C	13	86.67	Succeed
22	FC	2C	14	93.33	Succeed
23	ZDA	2C	7	46.67	Fail
24	AF	2C	6	40	Fail
25	BSS	2C	6	40	Fail
26	SS	2C	7	46.67	Fail
27	RAV	2C	8	53.33	Succeed
28	AKK	2C	11	73.33	Succeed
29	SM	2C	11	73.33	Succeed
30	TZF	2C	5	33.33	Fail
31	RSP	2C	6	40	Fail
32	LADF	2C	12	80	Succeed
33	IFW	2C	7	46.67	Fail
34	DSF	2C	13	86.67	Succeed
35	WM	2C	10	66.67	Succeed

No	Initial Name	Class	Score	Scale in 100	Result
36	A L Z	2C	11	73.33	Succeed
37	M S	2C	13	86.67	Succeed
38	V Z B	2C	12	80	Succeed
39	S F Q M	2C	14	93.33	Succeed
40	A R N N	2C	11	73.33	Succeed
41	N A M	2D	12	80	Succeed
42	A N W N	2D	12	80	Succeed
43	N S G	2D	7	46.67	Fail
44	A S	2D	0	0	Fail
45	E N ;L	2D	9	60	Fail
46	I C	2D	9	60	Fail
47	A N	2D	5	33.33	Fail
48	P F R	2D	8	53.33	Fail
49	R I	2D	9	60	Fail
50	A R K	2D	9	60	Fail
51	C L	2D	11	73.33	Succeed
52	D P C	2D	7	46.67	Fail
53	A K L	2D	11	73.33	Succeed
54	D N K	2D	10	66.67	Succeed
55	T W	2D	14	93.33	Succeed
56	R S N	2D	12	80	Succeed
57	Y Y E I	2D	7	46.67	Fail
58	A F	2D	11	73.33	Succeed
59	A P	2D	8	53.33	Fail
60	F M N	2D	7	46.67	Fail
61	A F E P	2D	12	80.00	Succeed
62	A Q K	2D	4	26.67	Fail
63	R A	2D	4	26.67	Fail
64	A A K	2D	10	66.67	Succeed
65	S T	2D	7	46.67	Fail
66	W N A	2D	9	60	Fail
67	S C N	2D	4	26.67	Fail
68	N F A	2D	6	40	Fail
69	R P F	2D	6	40	Fail
70	K L A	2D	9	60	Fail
71	U	2D	7	46.67	Fail
72	K S H	2D	9	60	Fail
73	D A K	2E	5	33.33	Fail

No	Initial Name	Class	Score	Scale in 100	Result
74	U D A	2E	8	53.33	Fail
75	F A	2E	3	20	Fail
76	F F R	2E	7	46.67	Fail
77	M E I	2E	8	53.33	Fail
78	A A V A	2E	3	20	Fail
79	A Q M J	2E	15	100	Succeed
80	D E	2E	9	60	Fail
81	S M C	2E	1	6.67	Fail
82	A S S	2E	3	20	Fail
83	E S	2E	3	20	Fail
84	A N Z	2E	5	33.33	Fail
85	Y A H	2E	7	46.67	Fail
86	I A A	2E	7	46.67	Fail
87	A A P	2E	5	33.33	Fail
88	I A R	2E	3	20	Fail
89	F P	2E	8	53.33	Fail
90	N A P R	2E	3	20	Fail
91	E P A	2E	8	53.33	Fail
92	C A	2E	11	73.33	Succeed
93	A S N B	2E	9	60	Fail
94	H E D	2E	8	53.33	Fail
95	R N K	2E	8	53.33	Fail
96	N F	2E	5	33.33	Fail
97	J N A Z	2E	2	13.33	Fail
98	E R A	2E	3	20	Fail
99	A S A	2E	8	53.33	Fail
100	A A R	2E	9	60	Fail
101	N I S	2E	6	40	Fail
102	A N A	2E	7	46.67	Fail
103	A A	2E	2	13.33	Fail
104	F P K W	2E	2	13.33	Fail
105	M P R	2G	4	26.67	Fail
100	M S	2G	10	66.67	Succeed
101	S D	2H	5	33.33	Fail
102	A S W	2H	5	33.33	Fail
103	M R W K	2H	12	80	Succeed
104	R A N	2H	12	80	Succeed
105	I U W	2H	6	40	Fail

No	Initial Name	Class	Score	Scale in 100	Result
106	R A	2H	5	33.33	Fail
107	E A N	2H	13	86.67	Succeed
108	E N	2H	5	33.33	Fail
109	D F Y	2H	3	20	Fail
110	F R C	2H	13	86.67	Succeed
111	DFM	2H	12	80	Succeed
112	R P	2H	7	46.67	Fail
113	A A I A	2H	11	73.33	Succeed
114	N A T R	2H	7	46.67	Fail
115	A N I	2H	7	46.67	Fail
116	A V	2H	11	73.33	Succeed
117	A S A	2H	7	46.67	Fail
118	S K P	2H	12	80	Succeed
119	A F	2H	13	86.67	Succeed
120	H F	2H	7	46.67	Fail
121	N A A	2H	13	86.67	Succeed
122	H A R	2H	7	46.67	Fail
123	A S	2H	6	40	Fail
124	I E	2H	10	66.67	Succeed
125	H D K	2H	12	80	Succeed
126	N A	2H	7	46.67	Fail
127	I J N P	2H	11	73.33	Succeed
128	G W S	2H	11	73.33	Succeed
129	R A S	2H	10	66.67	Succeed
130	A M F	2H	13	86.67	Succeed

Appendix 5. The total Sample in this research from filtering test

No	Sample	Initial Name	Class
1	R1	N A M	2D
2	R2	A N W N	2D
3	R3	C L	2D
4	R4	A K L	2D
5	R5	D N K	2D
6	R6	T W	2D
7	R7	R S N	2D
8	R8	A F	2D
9	R9	A F E P	2D
10	R10	A A K	2D
11	R11	A Q M J	2E
12	R12	C A	2E
13	R13	M S	2G
14	R14	M K N	2B
15	R15	S L	2B
16	R16	L F N	2B
17	R17	D F M	2H
18	R18	R A N	2H
19	R19	M R W K	2H
20	R20	N A A	2H
21	R21	R A S	2H
22	R22	A M F	2H
23	R23	A R N N	2H
24	R24	H D K	2H
25	R25	I J N P	2H

No	Sample	Initial Name	Class
26	R26	I E	2H
27	R27	A F	2H
28	R28	S K P	2H
29	R29	A V	2H
30	R30	A A I	2H
31	R31	G W S	2H
32	R32	F R C	2H
33	R33	E A N	2H
34	R34	V Z	2C
35	R35	A Z	2C
36	R36	A R P	2C
37	R37	N M	2C
38	R38	F C	2C
39	R39	F H Q S Z	2C
40	R40	H D A	2C
41	R41	S F Q M	2C
42	R42	R A V	2C
43	R43	A K K	2C
44	R44	S M	2C
45	R45	L A..	2C
46	R46	A A	2C
47	R47	D S F	2C
48	R48	W M	2C
49	R49	A L Z	2C
50	R50	M S	2C

Appendix 6. Table of r Product Moment Value

TABEL III
NILAI-NILAI r PRODUCT MOMENT

N	Taraf Signifikan		N	Taraf Signifikan		N	Taraf Signifikan	
	5%	1%		5%	1%		5%	1%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

R25	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	0	1	1	1	0	0	0	0	0	1	1	1	1	1	0	1	22
R26	1	1	0	0	0	1	1	0	1	0	0	0	1	0	0	1	0	0	1	1	1	0	0	1	0	0	0	0	1	0	0	0	12
R27	1	1	0	0	1	1	1	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	1	0	0	1	1	0	0	1	14
R28	1	1	1	0	1	1	1	0	0	1	0	0	1	0	0	1	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	1	13
R29	1	1	1	0	1	1	1	0	0	1	1	0	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	12
R30	1	1	1	0	1	1	1	0	0	0	0	0	0	0	1	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	1	11
R31	1	1	1	0	1	1	1	0	0	0	0	0	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	11
R32	1	1	1	0	1	1	1	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	1	0	0	0	1	1	12	
R33	1	1	1	0	1	1	0	1	1	1	0	0	0	0	1	1	0	1	0	1	0	0	1	0	0	0	1	1	0	0	1	16	
R34	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	24

Appendix 8. Validity Test on SPSS 26.0 of Reading Comprehension

A large correlation matrix table with columns labeled 'soal1' through 'skortotal' and rows for each item, including Pearson Correlation and Sig. (2-tailed) values. The table shows the relationships between 32 different items, with the diagonal elements representing self-correlations of 1.000.

Appendix 9. Validity Test Result of Reading Comprehension

N	Item	rvalue	rtable	Result
34	1	0.311	0.339	<i>Invalid</i>
34	2	-0.101	0.339	<i>Invalid</i>
34	3	0.513	0.339	Valid
34	4	0.886	0.339	Valid
34	5	-0.286	0.339	<i>Invalid</i>
34	6	-0.262	0.339	<i>Invalid</i>
34	7	0.253	0.339	<i>Invalid</i>
34	8	0.437	0.339	Valid
34	9	0.444	0.339	Valid
34	10	0.438	0.339	Valid
34	11	0.736	0.339	Valid
34	12	0.735	0.339	Valid
34	13	0.492	0.339	Valid
34	14	0.463	0.339	Valid
34	15	0.430	0.339	Valid
34	16	0.119	0.339	<i>Invalid</i>
34	17	0.466	0.339	Valid
34	18	0.502	0.339	Valid
34	19	0.361	0.339	Valid
34	20	0.399	0.339	Valid
34	21	0.661	0.339	Valid
34	22	0.530	0.339	Valid
34	23	0.370	0.339	Valid
34	24	0.661	0.339	Valid
34	25	0.581	0.339	Valid
34	26	0.641	0.339	Valid
34	27	0.447	0.339	Valid
34	28	0.584	0.339	Valid
34	29	0.590	0.339	Valid
34	30	0.651	0.339	Valid
34	31	0.564	0.339	Valid
34	32	-0.326	0.339	<i>Invalid</i>

Appendix 10. Reliability Test of Reading Comprehension**Reliability Test**

Reliability Statistics	
Cronbach's Alpha	N of Items
.882	25

Appendix 11. Tabulation of Questionnaire Metacognitive Reading Strategies Data

SAMPLE	QUESTIONNAIRE																														TOTAL SCORES
	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	
R1	5	4	5	5	4	5	5	4	5	4	5	5	5	4	4	5	5	5	5	3	4	5	4	5	5	5	5	4	5	5	139
R2	5	4	5	5	3	4	5	5	5	4	4	5	5	4	3	4	5	5	5	4	5	5	5	3	5	5	5	4	4	4	134
R3	5	4	4	5	3	5	5	5	4	4	5	5	5	5	2	5	5	5	4	3	5	4	5	5	5	4	4	5	5	5	135
R4	5	5	5	4	4	5	5	5	5	5	5	5	4	5	2	5	4	5	5	4	5	4	5	4	5	4	5	5	5	5	139
R5	5	4	5	5	4	4	5	5	5	5	4	5	5	5	3	4	5	5	5	4	4	5	5	4	5	5	5	4	4	4	137
R6	5	3	5	5	4	4	5	5	5	5	5	4	4	5	2	4	5	4	4	4	5	5	5	5	5	5	5	5	4	5	136
R7	5	3	4	4	4	5	5	5	5	5	5	5	5	5	4	5	5	3	4	4	5	5	5	4	5	5	5	5	5	4	138
R8	5	3	5	4	3	4	5	3	5	4	4	4	3	4	5	4	4	5	4	4	4	5	4	4	5	4	4	5	4	5	126
R9	4	5	5	3	4	5	5	4	5	4	5	4	4	5	3	4	5	4	5	3	5	4	4	5	5	5	4	5	5	4	132
R10	5	4	5	3	4	2	5	4	5	2	5	2	4	5	2	4	4	4	5	3	4	5	5	4	5	5	5	5	4	5	124
R11	5	5	5	5	5	5	5	5	5	5	5	5	5	5	3	4	5	5	4	4	4	5	5	4	5	5	5	4	3	4	139
R12	5	3	5	5	4	4	5	5	4	4	5	4	4	5	2	4	3	4	3	2	5	5	5	5	5	5	5	5	2	4	126
R13	5	4	4	5	4	5	4	4	5	5	5	5	4	5	3	4	5	4	4	4	5	5	4	5	5	3	5	5	5	5	135
R14	4	4	5	2	4	5	5	5	5	5	5	5	5	5	3	4	5	5	4	4	5	4	4	4	5	5	5	5	5	5	136
R15	5	3	4	3	4	3	4	4	5	5	3	4	4	4	2	4	4	3	3	4	3	3	4	4	5	2	4	4	3	4	111
R16	5	4	4	5	3	4	5	4	5	5	3	3	5	5	3	3	5	5	5	5	4	5	4	5	5	5	4	3	5	5	131
R17	4	3	4	5	5	4	5	5	5	5	5	5	4	4	4	4	4	5	4	2	5	4	5	5	5	4	5	5	3	4	131
R18	5	2	5	5	2	5	4	5	4	5	5	5	4	5	4	3	4	3	4	3	5	5	4	4	4	5	5	5	5	4	128
R19	5	3	4	5	3	4	5	5	5	4	5	3	4	4	2	5	5	4	4	4	4	4	3	5	5	4	5	5	5	3	126
R20	5	4	4	4	4	4	5	3	5	5	5	5	3	4	2	3	4	4	5	2	4	4	4	5	5	5	4	4	5	5	125
R21	4	2	4	4	3	4	4	4	5	4	4	4	4	4	3	4	5	4	4	4	4	3	4	5	4	3	3	4	3	4	115
R22	5	4	4	5	3	5	5	5	4	4	4	5	5	5	2	5	3	5	4	2	5	4	5	5	5	4	4	5	3	5	129
R23	5	3	4	2	4	3	5	3	5	4	5	5	4	4	5	4	5	4	5	4	3	4	4	4	5	5	4	4	5	4	125
R24	4	3	5	5	4	3	5	4	5	4	4	4	4	5	3	3	4	3	4	4	4	5	5	4	5	3	4	4	5	4	123
R25	5	5	5	5	5	5	4	3	5	5	5	3	3	5	3	2	3	5	5	3	5	4	5	5	5	5	4	5	4	4	130
R26	5	4	5	3	5	2	5	4	5	3	5	2	4	4	4	5	4	5	5	3	4	5	5	4	5	5	5	5	4	5	129

R27	4	2	4	4	5	4	4	4	5	4	4	4	2	4	4	3	2	2	4	2	4	4	4	4	4	4	3	2	4	108	
R28	5	4	5	5	5	4	5	3	4	4	4	4	2	5	3	4	4	5	4	2	3	5	5	4	5	5	3	5	5	5	126
R29	4	4	3	5	1	5	5	4	5	5	5	4	4	5	1	4	4	4	1	2	4	5	4	5	5	4	5	5	5	5	122
R30	4	5	4	3	1	4	3	3	3	3	3	3	5	4	2	3	3	3	3	3	3	3	4	3	4	4	4	4	4	3	100
R31	4	1	4	4	4	5	5	4	5	4	4	4	3	5	3	4	4	4	5	4	4	5	5	5	5	4	5	4	5	5	127
R32	5	2	5	4	2	5	3	4	4	4	3	5	4	5	1	4	3	3	5	3	5	4	4	4	5	4	5	4	4	4	117
R33	4	4	3	5	2	3	5	3	4	5	3	2	5	4	2	5	3	5	5	2	4	4	4	5	5	4	4	4	5	5	118
R34	5	4	4	4	4	4	5	3	5	5	5	5	3	4	2	3	4	4	5	2	4	4	4	5	5	5	4	4	5	5	125
R35	5	4	5	4	4	4	4	5	5	5	4	4	5	5	4	4	5	4	5	4	5	5	5	5	5	5	5	4	4	4	136
R36	3	3	4	4	2	3	4	4	3	4	4	4	3	5	3	4	3	4	4	4	3	4	4	3	4	4	4	3	3	4	108
R37	5	4	4	5	3	5	5	5	4	4	4	5	5	5	2	5	3	5	4	2	5	4	5	5	5	4	4	5	3	5	129
R38	5	5	5	5	5	4	5	5	5	5	4	5	5	4	3	4	5	5	5	5	5	5	5	3	5	5	5	4	2	4	137
R39	4	2	3	4	3	3	4	2	3	2	4	5	3	4	1	2	3	3	2	3	4	5	4	5	5	5	4	4	4	5	105
R40	4	2	4	4	3	4	4	4	5	4	4	4	4	4	3	4	5	4	4	4	4	3	4	5	4	3	3	4	3	4	115
R41	5	4	4	5	3	5	5	5	4	4	4	5	5	5	2	5	3	5	4	2	5	4	5	5	5	4	4	5	3	4	128
R42	5	4	5	3	5	2	5	5	4	3	5	2	4	4	4	5	4	5	5	3	4	5	5	4	5	5	5	5	4	5	129
R43	4	2	3	4	4	4	5	2	2	3	4	4	4	3	1	2	3	2	2	3	4	4	4	3	5	4	4	3	4	5	101
R44	3	5	5	4	5	5	4	4	5	3	4	5	4	5	3	5	5	4	5	4	5	4	4	5	5	4	4	4	4	5	131
R45	5	4	5	5	4	4	3	5	5	4	5	5	4	5	2	4	3	4	5	5	4	4	4	5	5	4	5	5	4	5	131
R46	4	3	5	4	3	4	4	4	5	4	4	3	4	5	3	3	4	4	4	4	4	4	4	4	5	4	5	4	4	4	120
R47	5	4	5	3	5	2	5	4	5	3	5	2	4	4	4	5	4	5	4	3	5	5	5	4	5	5	5	5	4	5	129
R48	5	2	5	4	5	4	5	3	5	5	5	4	4	5	2	2	5	5	1	1	5	5	4	5	5	5	5	4	5	5	125
R49	5	4	4	5	4	3	5	3	4	5	4	3	5	3	1	3	3	4	3	2	3	4	3	3	4	4	4	3	3	5	109
R50	4	4	3	4	2	5	4	4	5	5	3	3	5	5	2	5	3	5	4	3	4	5	5	4	5	4	4	4	4	5	122

Appendix 12. The Result of the Data Transformation (MSI) of Questionnaire metacognitive reading strategies data

SAMPLE	QUESTIONNAIRE														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
R1	4.002	3.804	3.490	4.040	3.343	3.898	3.511	2.970	3.918	2.803	3.497	3.651	4.232	2.352	3.169
R2	4.002	3.804	3.490	4.040	2.487	2.673	3.511	4.156	3.918	2.803	2.171	3.651	4.232	2.352	3.008
R3	4.002	3.804	2.163	4.040	2.487	3.898	3.511	4.156	2.516	2.803	3.497	3.651	4.232	3.828	3.638
R4	4.002	5.028	3.490	2.795	3.343	3.898	3.511	4.156	3.918	4.085	3.497	3.651	2.938	3.828	3.486
R5	4.002	3.804	3.490	4.040	3.343	2.673	3.511	4.156	3.918	4.085	2.171	3.651	4.232	3.828	3.618
R6	4.002	2.907	3.490	4.040	3.343	2.673	3.511	4.156	3.918	4.085	3.497	2.494	2.938	3.828	3.383
R7	4.002	2.907	2.163	2.795	3.343	3.898	3.511	4.156	3.918	4.085	3.497	3.651	4.232	3.828	4.148
R8	4.002	2.907	3.490	2.795	2.487	2.673	3.511	2.031	3.918	2.803	2.171	2.494	1.896	2.352	2.130
R9	2.564	5.028	3.490	1.892	3.343	3.898	3.511	2.970	3.918	2.803	3.497	2.494	2.938	3.828	3.175
R10	4.002	3.804	3.490	1.892	3.343	1.000	3.511	2.970	3.918	1.000	3.497	1.000	2.938	3.828	2.435
R11	4.002	5.028	3.490	4.040	4.469	3.898	3.511	4.156	3.918	4.085	3.497	3.651	4.232	3.828	3.746
R12	4.002	2.907	3.490	4.040	3.343	2.673	3.511	4.156	2.516	2.803	3.497	2.494	2.938	3.828	3.016
R13	4.002	3.804	2.163	4.040	3.343	3.898	2.068	2.970	3.918	4.085	3.497	3.651	2.938	3.828	3.484
R14	2.564	3.804	3.490	1.000	3.343	3.898	3.511	4.156	3.918	4.085	3.497	3.651	4.232	3.828	4.232
R15	4.002	2.907	2.163	1.892	3.343	1.805	2.068	2.970	3.918	4.085	1.000	2.494	2.938	2.352	2.489
R16	4.002	3.804	2.163	4.040	2.487	2.673	3.511	2.970	3.918	4.085	1.000	1.788	4.232	3.828	2.997
R17	2.564	2.907	2.163	4.040	4.469	2.673	3.511	4.156	3.918	4.085	3.497	3.651	2.938	2.352	3.511
R18	4.002	2.130	3.490	4.040	1.787	3.898	2.068	4.156	2.516	4.085	3.497	3.651	2.938	3.828	3.518
R19	4.002	2.907	2.163	4.040	2.487	2.673	3.511	4.156	3.918	2.803	3.497	1.788	2.938	2.352	2.720
R20	4.002	3.804	2.163	2.795	3.343	2.673	3.511	2.031	3.918	4.085	3.497	3.651	1.896	2.352	2.824
R21	2.564	2.130	2.163	2.795	2.487	2.673	2.068	2.970	3.918	2.803	2.171	2.494	2.938	2.352	2.790
R22	4.002	3.804	2.163	4.040	2.487	3.898	3.511	4.156	2.516	2.803	2.171	3.651	4.232	3.828	3.390
R23	4.002	2.907	2.163	1.000	3.343	1.805	3.511	2.031	3.918	2.803	3.497	3.651	2.938	2.352	3.048
R24	2.564	2.907	3.490	4.040	3.343	1.805	3.511	2.970	3.918	2.803	2.171	2.494	2.938	3.828	3.020

R25	4.002	5.028	3.490	4.040	4.469	3.898	2.068	2.031	3.918	4.085	3.497	1.788	1.896	3.828	2.480
R26	4.002	3.804	3.490	1.892	4.469	1.000	3.511	2.970	3.918	1.845	3.497	1.000	2.938	2.352	2.131
R27	2.564	2.130	2.163	2.795	4.469	2.673	2.068	2.970	3.918	2.803	2.171	2.494	1.000	2.352	2.278
R28	4.002	3.804	3.490	4.040	4.469	2.673	3.511	2.031	2.516	2.803	2.171	2.494	1.000	3.828	1.981
R29	2.564	3.804	1.000	4.040	1.000	3.898	3.511	2.970	3.918	4.085	3.497	2.494	2.938	3.828	3.630
R30	2.564	5.028	2.163	1.892	1.000	2.673	1.000	2.031	1.750	1.845	1.000	1.788	4.232	2.352	1.930
R31	2.564	1.000	2.163	2.795	3.343	3.898	3.511	2.970	3.918	2.803	2.171	2.494	1.896	3.828	3.169
R32	4.002	2.130	3.490	2.795	1.787	3.898	1.000	2.970	2.516	2.803	1.000	3.651	2.938	3.828	2.746
R33	2.564	3.804	1.000	4.040	1.787	1.805	3.511	2.031	2.516	4.085	1.000	1.000	4.232	2.352	2.434
R34	4.002	3.804	2.163	2.795	3.343	2.673	3.511	2.031	3.918	4.085	3.497	3.651	1.896	2.352	2.824
R35	4.002	3.804	3.490	2.795	3.343	2.673	2.068	4.156	3.918	4.085	2.171	2.494	4.232	3.828	3.339
R36	1.651	2.907	2.163	2.795	1.787	1.805	2.068	2.970	1.750	2.803	2.171	2.494	1.896	3.828	2.720
R37	4.002	3.804	2.163	4.040	2.487	3.898	3.511	4.156	2.516	2.803	2.171	3.651	4.232	3.828	3.390
R38	4.002	5.028	3.490	4.040	4.469	2.673	3.511	4.156	3.918	4.085	2.171	3.651	4.232	2.352	3.049
R39	2.564	2.130	1.000	2.795	2.487	1.805	2.068	1.000	1.750	1.000	2.171	3.651	1.896	2.352	2.138
R40	2.564	2.130	2.163	2.795	2.487	2.673	2.068	2.970	3.918	2.803	2.171	2.494	2.938	2.352	2.790
R41	4.002	3.804	2.163	4.040	2.487	3.898	3.511	4.156	2.516	2.803	2.171	3.651	4.232	3.828	3.390
R42	4.002	3.804	3.490	1.892	4.469	1.000	3.511	4.156	2.516	1.845	3.497	1.000	2.938	2.352	2.065
R43	2.564	2.130	1.000	2.795	3.343	2.673	3.511	1.000	1.000	1.845	2.171	2.494	2.938	1.000	1.889
R44	1.651	5.028	3.490	2.795	4.469	3.898	2.068	2.970	3.918	1.845	2.171	3.651	2.938	3.828	3.033
R45	4.002	3.804	3.490	4.040	3.343	2.673	1.000	4.156	3.918	2.803	3.497	3.651	2.938	3.828	3.203
R46	2.564	2.907	3.490	2.795	2.487	2.673	2.068	2.970	3.918	2.803	2.171	1.788	2.938	3.828	2.869
R47	4.002	3.804	3.490	1.892	4.469	1.000	3.511	2.970	3.918	1.845	3.497	1.000	2.938	2.352	2.131
R48	4.002	2.130	3.490	2.795	4.469	2.673	3.511	2.031	3.918	4.085	3.497	2.494	2.938	3.828	3.324
R49	4.002	3.804	2.163	4.040	3.343	1.805	3.511	2.031	2.516	4.085	2.171	1.788	4.232	1.000	2.127
R50	2.564	3.804	1.000	2.795	1.787	3.898	2.068	2.970	3.918	4.085	1.000	1.788	4.232	3.828	3.302

SAMPLE	QUESTIONNAIRE															
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	TOTAL
R1	4.061	4.423	4.051	4.120	3.162	2.252	3.688	2.407	3.553	3.680	4.251	3.783	2.252	3.987	3.889	106.241
R2	2.832	4.423	4.051	4.120	4.115	3.598	3.688	3.848	1.000	3.680	4.251	3.783	2.252	2.829	2.414	101.185
R3	4.061	4.423	4.051	2.829	3.162	3.598	2.291	3.848	3.553	3.680	2.890	2.349	3.618	3.987	3.889	104.456
R4	4.061	3.318	4.051	4.120	4.115	3.598	2.291	3.848	2.196	3.680	2.890	3.783	3.618	3.987	3.889	109.072
R5	2.832	4.423	4.051	4.120	4.115	2.252	3.688	3.848	2.196	3.680	4.251	3.783	2.252	2.829	2.414	105.259
R6	2.832	4.423	2.807	2.829	4.115	3.598	3.688	3.848	3.553	3.680	4.251	3.783	3.618	2.829	3.889	106.009
R7	4.061	4.423	1.896	2.829	4.115	3.598	3.688	3.848	2.196	3.680	4.251	3.783	3.618	3.987	2.414	106.523
R8	2.832	3.318	4.051	2.829	4.115	2.252	3.688	2.407	2.196	3.680	2.890	2.349	3.618	2.829	3.889	88.603
R9	2.832	4.423	2.807	4.120	3.162	3.598	2.291	2.407	3.553	3.680	4.251	2.349	3.618	3.987	2.414	98.840
R10	2.832	3.318	2.807	4.120	3.162	2.252	3.688	3.848	2.196	3.680	4.251	3.783	3.618	2.829	3.889	92.902
R11	2.832	4.423	4.051	2.829	4.115	2.252	3.688	3.848	2.196	3.680	4.251	3.783	2.252	1.959	2.414	108.127
R12	2.832	2.352	2.807	1.971	2.271	3.598	3.688	3.848	3.553	3.680	4.251	3.783	3.618	1.000	2.414	94.882
R13	2.832	4.423	2.807	2.829	4.115	3.598	3.688	2.407	3.553	3.680	1.832	3.783	3.618	3.987	3.889	102.732
R14	2.832	4.423	4.051	2.829	4.115	3.598	2.291	2.407	2.196	3.680	4.251	3.783	3.618	3.987	3.889	105.160
R15	2.832	3.318	1.896	1.971	4.115	1.000	1.000	2.407	2.196	3.680	1.000	2.349	2.252	1.959	2.414	74.815
R16	1.882	4.423	4.051	4.120	5.406	2.252	3.688	2.407	3.553	3.680	4.251	2.349	1.000	3.987	3.889	98.438
R17	2.832	3.318	4.051	2.829	2.271	3.598	2.291	3.848	3.553	3.680	2.890	3.783	3.618	1.959	2.414	97.369
R18	1.882	3.318	1.896	2.829	3.162	3.598	3.688	2.407	2.196	1.970	4.251	3.783	3.618	3.987	2.414	94.605
R19	4.061	4.423	2.807	2.829	4.115	2.252	2.291	1.000	3.553	3.680	2.890	3.783	3.618	3.987	1.000	92.245
R20	1.882	3.318	2.807	4.120	2.271	2.252	2.291	2.407	3.553	3.680	4.251	2.349	2.252	3.987	3.889	91.854
R21	2.832	4.423	2.807	2.829	4.115	2.252	1.000	2.407	3.553	1.970	1.832	1.000	2.252	1.959	2.414	76.961
R22	4.061	2.352	4.051	2.829	2.271	3.598	2.291	3.848	3.553	3.680	2.890	2.349	3.618	1.959	3.889	97.893
R23	2.832	4.423	2.807	4.120	4.115	1.000	2.291	2.407	2.196	3.680	4.251	2.349	2.252	3.987	2.414	88.094
R24	1.882	3.318	1.896	2.829	4.115	2.252	3.688	3.848	2.196	3.680	1.832	2.349	2.252	3.987	2.414	88.343
R25	1.000	2.352	4.051	4.120	3.162	3.598	2.291	3.848	3.553	3.680	4.251	2.349	3.618	2.829	2.414	97.633

R26	4.061	3.318	4.051	4.120	3.162	2.252	3.688	3.848	2.196	3.680	4.251	3.783	3.618	2.829	3.889	95.566
R27	1.882	1.000	1.000	2.829	2.271	2.252	2.291	2.407	2.196	1.970	2.890	2.349	1.000	1.000	2.414	68.600
R28	2.832	3.318	4.051	2.829	2.271	1.000	3.688	3.848	2.196	3.680	4.251	1.000	3.618	3.987	3.889	91.273
R29	2.832	3.318	2.807	1.000	2.271	2.252	3.688	2.407	3.553	3.680	2.890	3.783	3.618	3.987	3.889	93.152
R30	1.882	2.352	1.896	1.971	3.162	1.000	1.000	1.000	2.196	1.000	2.890	2.349	2.252	2.829	1.000	62.027
R31	2.832	3.318	2.807	4.120	4.115	2.252	3.688	3.848	3.553	3.680	2.890	3.783	2.252	3.987	3.889	93.537
R32	2.832	2.352	1.896	4.120	3.162	3.598	2.291	2.407	2.196	3.680	2.890	3.783	2.252	2.829	2.414	84.257
R33	4.061	2.352	4.051	4.120	2.271	2.252	2.291	2.407	3.553	3.680	2.890	2.349	2.252	3.987	3.889	84.567
R34	1.882	3.318	2.807	4.120	2.271	2.252	2.291	2.407	3.553	3.680	4.251	2.349	2.252	3.987	3.889	91.854
R35	2.832	4.423	2.807	4.120	4.115	3.598	3.688	3.848	3.553	3.680	4.251	3.783	2.252	2.829	2.414	102.592
R36	2.832	2.352	2.807	2.829	4.115	1.000	2.291	2.407	1.000	1.970	2.890	2.349	1.000	1.959	2.414	70.024
R37	4.061	2.352	4.051	2.829	2.271	3.598	2.291	3.848	3.553	3.680	2.890	2.349	3.618	1.959	3.889	97.893
R38	2.832	4.423	4.051	4.120	5.406	3.598	3.688	3.848	1.000	3.680	4.251	3.783	2.252	1.000	2.414	105.176
R39	1.000	2.352	1.896	1.592	3.162	2.252	3.688	2.407	3.553	3.680	4.251	2.349	2.252	2.829	3.889	71.960
R40	2.832	4.423	2.807	2.829	4.115	2.252	1.000	2.407	3.553	1.970	1.832	1.000	2.252	1.959	2.414	76.961
R41	4.061	2.352	4.051	2.829	2.271	3.598	2.291	3.848	3.553	3.680	2.890	2.349	3.618	1.959	2.414	96.418
R42	4.061	3.318	4.051	4.120	3.162	2.252	3.688	3.848	2.196	3.680	4.251	3.783	3.618	2.829	3.889	95.285
R43	1.000	2.352	1.000	1.592	3.162	2.252	2.291	2.407	1.000	3.680	2.890	2.349	1.000	2.829	3.889	66.046
R44	4.061	4.423	2.807	4.120	4.115	3.598	2.291	2.407	3.553	3.680	2.890	2.349	2.252	2.829	3.889	97.017
R45	2.832	2.352	2.807	4.120	5.406	2.252	2.291	2.407	3.553	3.680	2.890	3.783	3.618	2.829	3.889	99.056
R46	1.882	3.318	2.807	2.829	4.115	2.252	2.291	2.407	2.196	3.680	2.890	3.783	2.252	2.829	2.414	84.214
R47	4.061	3.318	4.051	2.829	3.162	3.598	3.688	3.848	2.196	3.680	4.251	3.783	3.618	2.829	3.889	95.621
R48	1.000	4.423	4.051	1.000	1.000	3.598	3.688	2.407	3.553	3.680	4.251	3.783	2.252	3.987	3.889	95.747
R49	1.882	2.352	2.807	1.971	2.271	1.000	2.291	1.000	1.000	1.970	2.890	2.349	1.000	1.959	3.889	73.251
R50	4.061	2.352	4.051	2.829	3.162	2.252	3.688	3.848	2.196	3.680	2.890	2.349	2.252	2.829	3.889	89.368

Appendix 13. Tabulation of Students' Reading Comprehension Test

SAMPLE	QUESTIONS																									TOTAL SCORES
	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	
R1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24
R2	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	23
R3	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	22
R4	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	22
R5	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	22
R6	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	23
R7	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	22
R8	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	21
R9	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	22
R10	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	21
R11	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24
R12	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	20
R13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	24
R14	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	23
R15	1	1	0	1	1	1	0	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	20
R16	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	24
R17	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	23
R18	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	21
R19	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	22
R20	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	22
R21	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	21
R22	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	22
R23	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	23
R24	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	21

R25	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	22
R26	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	22
R27	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	1	1	19
R28	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	22
R29	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	20
R30	1	0	0	1	1	1	1	0	1	0	1	0	1	1	1	1	0	1	0	1	1	0	1	1	17
R31	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1	20
R32	1	0	1	1	1	1	1	0	1	0	0	1	1	1	0	0	0	1	0	1	1	1	0	1	16
R33	0	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	0	18
R34	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	22
R35	1	0	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	20
R36	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	0	20
R37	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1	1	21
R38	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	21
R39	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1	20
R40	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	20
R41	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	0	1	1	21
R42	0	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	0	1	18
R43	1	1	0	0	1	1	1	0	1	0	1	1	1	0	1	1	1	0	1	0	1	0	1	0	16
R44	1	0	1	1	1	1	0	1	0	1	1	0	1	0	1	1	1	1	0	1	1	1	1	0	18
R45	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	19
R46	1	0	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	19
R47	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	0	1	1	21
R48	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	19
R49	1	1	0	1	1	0	1	1	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	19
R50	1	1	0	1	1	1	1	0	1	0	1	0	1	1	1	1	0	1	0	1	1	0	1	0	17

Appendix 14. Descriptive Statistic of Metacognitive Reading Strategies

Descriptive Statistic of Metacognitive Reading Strategies	
Mean	125.54
Standard Error	1.427202201
Median	127.5
Mode	129
Standard Deviation	10.09184354
Sample Variance	101.8453061
Kurtosis	0.210066877
Skewness	-0.887840683
Range	39
Minimum	100
Maximum	139
Sum	6277
Count	50

Appendix 15. Descriptive Statistic of Reading Comprehension

Descriptive Statistic of Reading Comprehension	
Mean	20.78
Standard Error	0.287551238
Median	21
Mode	22
Standard Deviation	2.033294301
Sample Variance	4.134285714
Kurtosis	-0.138923745
Skewness	-0.538061275
Range	8
Minimum	16
Maximum	24
Sum	1039
Count	50

Appendix 16. Data Analysis

1. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Metacognitive Strategies	Reading Comprehension
N		50	50
Normal Parameters ^{a,b}	Mean	92.00232	20.78000
	Std. Deviation	11.737782	2.033294
Most Extreme Differences	Absolute	.151	.146
	Positive	.091	.094
	Negative	-.151	-.146
Test Statistic		.151	.146
Asymp. Sig. (2-tailed)		.006 ^c	.010 ^c
Monte Carlo Sig. (2-tailed)	Sig.	.189 ^d	.221 ^d
	99% Confidence Interval	Lower Bound	.179
		Upper Bound	.199

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Based on 10000 sampled tables with starting seed 2000000.

2. Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Reading Comprehension *	Between Groups	(Combined)	201.580	46	4.382	13.14	.027
						7	
Metacognitive Strategies		Linearity	82.027	1	82.027	246.0	.001
		Deviation from Linearity	119.553	45	2.657	7.970	.055
Within Groups			1.000	3	.333		
Total			202.580	49			

3. Hypothesis Test

Correlations

		Metacognitive Strategies	Reading Comprehension
Metacognitive Strategies	Pearson Correlation	1	.636**
	Sig. (2-tailed)		.000
	N	50	50
Reading Comprehension	Pearson Correlation	.636**	1
	Sig. (2-tailed)	.000	
	N	50	50

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

Appendix 17. The Answer Key of the Test**A. Filtering Test**

1. D
2. E
3. A
4. B
5. D
6. C
7. C
8. C
9. A
10. A
11. B
12. A
13. E
14. D
15. D

B. Reading Comprehension Test

1. B
2. C
3. C
4. D
5. D
6. D
7. B
8. E
9. B
10. A
11. B
12. D
13. D
14. A
15. A
16. C
17. A
18. D
19. D
20. C
21. C
22. A
23. B
24. D
25. A

Appendix 18. The Documentation of the Research

QUESTIONNAIRE OF READING STRATEGIES

Name : AFIFAH @ORI MIYTAHUL JANNAH
 NIM : 226121156
 Class : PBI 2E

Pilih salah satu opsi angka mengenai strategi membaca yang anda terapkan dengan memberi tanda checklist (√) dengan keterangan sebagai berikut:

- 1 : Tidak pernah atau hampir tidak pernah
- 2 : Jarang
- 3 : Kadang-kadang
- 4 : Sering
- 5 : Selalu atau hampir selalu

No	Pernyataan	Skala				
		1	2	3	4	5
1.	Saya memiliki tujuan dalam pikiran ketika saya membaca.					✓
2.	Saya membuat catatan saat membaca untuk membantu saya memahami apa yang saya baca.					✓
3.	Saya menggunakan pengetahuan saya sebelumnya untuk membantu saya memahami apa yang saya baca.					✓
4.	Saya mencari garis besar isi keseluruhan teks untuk melihat tentang apa teks itu sebelum membacanya.					✓
5.	Ketika teks menjadi sulit dipahami, saya membaca dengan keras untuk membantu saya memahami apa yang saya baca.					✓
6.	Saya berpikir tentang apakah isi teks yang saya baca sesuai dengan tujuan membaca saya.					✓
7.	Saya membaca dengan perlahan dan hati-hati untuk memastikan bahwa saya mengerti apa yang saya baca.					✓
8.	Saya meninjau teks terlebih dahulu dengan memperhatikan karakteristiknya seperti panjang teks dan organisasi.					✓
9.	Saya mencoba untuk membaca kembali jalur awal ketika saya kehilangan konsentrasi.					✓
10.	Saya menggarisbawahi dan menandai informasi dalam teks untuk membantu saya mengingatnya.					✓
11.	Saya menyesuaikan kecepatan membaca saya dengan apa yang saya baca.					✓

No	Pernyataan	Skala				
		1	2	3	4	5
12.	Saat membaca, saya memutuskan apa yang harus dibaca dengan cermat dan apa yang harus diabaikan.					✓
13.	Saya menggunakan bahan referensi (misalnya kamus) untuk membantu saya memahami apa yang saya baca.					✓
14.	Ketika teks menjadi sulit, saya memperhatikan lebih cermat apa yang saya baca.					✓
15.	Saya menggunakan tabel dan gambar dalam teks untuk meningkatkan pemahaman saya.			✓		
16.	Saya berhenti membaca dari waktu ke waktu dan memikirkan apa yang sedang saya baca.				✓	
17.	Saya menggunakan petunjuk konteks untuk membantu saya memahami apa yang saya baca dengan lebih baik.					✓
18.	Saya memparafrasekan (menyatakan kembali gagasan dengan kata-kata saya sendiri) untuk lebih memahami apa yang saya baca.					✓
19.	Saya mencoba untuk menggambarkan atau memvisualisasikan informasi untuk membantu mengingat apa yang saya baca.				✓	
20.	Saya menggunakan fitur tipografi seperti huruf tebal dan huruf miring untuk mengidentifikasi informasi penting.				✓	
21.	Saya menganalisis dan mengevaluasi secara kritis informasi yang disajikan dalam teks.				✓	
22.	Saya membaca ulang teks untuk menemukan hubungan gagasan-gagasan dalam teks.					✓
23.	Saya mengecek pemahaman saya ketika saya menemukan informasi baru.					✓
24.	Saya mencoba menebak tentang apa isi teks tersebut ketika saya membaca.				✓	
25.	Ketika teks menjadi sulit, saya membacanya kembali untuk meningkatkan pemahaman saya.					✓
26.	Saya bertanya pada diri sendiri pertanyaan-pertanyaan yang ingin saya jawab dalam teks.					✓
27.	Saya memeriksa untuk melihat apakah tebakan yang saya pikirkan tentang teks itu benar atau salah.					✓
28.	Ketika saya membaca, saya menebak arti kata atau frasa yang tidak diketahui.				✓	
29.	Saat membaca, saya menerjemahkan teks dari bahasa Inggris ke dalam bahasa asli saya.			✓		
30.	Saat membaca, saya memikirkan informasi dalam bahasa Inggris dan bahasa ibu (bahasa asli) saya.				✓	

*The Questionnaire of Respondent 1

**Answer Sheet of Reading Comprehension Test of Second Semester Students in UIN
Raden Mas Said Surakarta**

Name : AFIFAH GORI MIPTAHUL JANNAH
NIM : 226121156
Class : PBI 2E
No HP: 0855 5947 4608

Please follow the directions on the exam question sheet. Choose the correct answer by giving the mark (X) on the point a, b, c, d, or e!

1.	A	B	C	<input checked="" type="checkbox"/>	E
2.	A	B	C	D	<input checked="" type="checkbox"/>
3.	<input checked="" type="checkbox"/>	B	C	D	E
4.	A	<input checked="" type="checkbox"/>	C	D	E
5.	A	B	C	<input checked="" type="checkbox"/>	E
6.	A	B	<input checked="" type="checkbox"/>	D	E
7.	A	B	C	D	<input checked="" type="checkbox"/>
8.	A	B	<input checked="" type="checkbox"/>	D	E
9.	<input checked="" type="checkbox"/>	B	<input checked="" type="checkbox"/>	D	E
10.	<input checked="" type="checkbox"/>	B	C	D	E
11.	A	<input checked="" type="checkbox"/>	C	D	E
12.	<input checked="" type="checkbox"/>	B	C	D	E
13.	A	B	C	D	<input checked="" type="checkbox"/>
14.	A	<input checked="" type="checkbox"/>	C	D	E
15.	A	B	C	<input checked="" type="checkbox"/>	E

S = 0
B = 15
 $N = \frac{15}{15} \times 100$

Scanned with CamScanner

***The Filtering Test Result of Respondent 1**

**Answer Sheet of Reading Comprehension Test of Second Semester Students in UIN
Raden Mas Said Surakarta**

Name : AFIFAH GORI MIPTAHUL JANNAH
NIM : 226121156
Class : PBI 2E

Please follow the directions on the exam question sheet. Choose the correct answer by giving the mark (X) on the point a, b, c, d, or e!

1.	A	<input checked="" type="checkbox"/>	C	D	E
2.	A	B	<input checked="" type="checkbox"/>	D	E
3.	A	B	<input checked="" type="checkbox"/>	D	E
4.	A	B	C	<input checked="" type="checkbox"/>	E
5.	A	B	C	<input checked="" type="checkbox"/>	E
6.	A	B	C	<input checked="" type="checkbox"/>	E
7.	A	<input checked="" type="checkbox"/>	C	D	E
8.	A	B	C	D	<input checked="" type="checkbox"/>
9.	<input checked="" type="checkbox"/>	B	C	D	E
10.	<input checked="" type="checkbox"/>	B	C	D	E
11.	A	<input checked="" type="checkbox"/>	C	D	E
12.	A	B	C	<input checked="" type="checkbox"/>	E
13.	A	B	C	<input checked="" type="checkbox"/>	E
14.	<input checked="" type="checkbox"/>	B	C	D	E
15.	<input checked="" type="checkbox"/>	B	C	D	E
16.	A	B	<input checked="" type="checkbox"/>	D	E
17.	<input checked="" type="checkbox"/>	B	C	D	E
18.	A	B	C	<input checked="" type="checkbox"/>	E
19.	A	B	C	<input checked="" type="checkbox"/>	E
20.	A	B	<input checked="" type="checkbox"/>	D	E
21.	A	B	<input checked="" type="checkbox"/>	D	E
22.	<input checked="" type="checkbox"/>	B	C	D	E
23.	A	<input checked="" type="checkbox"/>	C	D	E
24.	A	B	C	<input checked="" type="checkbox"/>	E
25.	<input checked="" type="checkbox"/>	B	C	D	E

S = 1
B = 24
 $N = \frac{24}{25} \times 100 = 96$

Scanned with CamScanner

***The Reading Comprehension Test Result of Respondent 1**

QUESTIONNAIRE OF READING STRATEGIES

Name : Nabila Aulia Misollah

NIM : 226121138

Class : PBI 2D

Pilih salah satu opsi angka mengenai strategi membaca yang anda terapkan dengan memberi tanda checklist (√) dengan keterangan sebagai berikut:

- 1 : Tidak pernah atau hampir tidak pernah
- 2 : Jarang
- 3 : Kadang-kadang
- 4 : Sering
- 5 : Selalu atau hampir selalu

No	Pernyataan	Skala				
		1	2	3	4	5
1.	Saya memiliki tujuan dalam pikiran ketika saya membaca.					✓
2.	Saya membuat catatan saat membaca untuk membantu saya memahami apa yang saya baca.				✓	
3.	Saya menggunakan pengetahuan saya sebelumnya untuk membantu saya memahami apa yang saya baca.					✓
4.	Saya mencari garis besar isi keseluruhan teks untuk melihat tentang apa teks itu sebelum membacanya.					✓
5.	Ketika teks menjadi sulit dipahami, saya membaca dengan keras untuk membantu saya memahami apa yang saya baca.				✓	
6.	Saya berpikir tentang apakah isi teks yang saya baca sesuai dengan tujuan membaca saya.					✓
7.	Saya membaca dengan perlahan dan hati-hati untuk memastikan bahwa saya mengerti apa yang saya baca.					✓
8.	Saya meninjau teks terlebih dahulu dengan memperhatikan karakteristiknya seperti panjang teks dan organisasi.				✓	
9.	Saya mencoba untuk membaca kembali jalur awal ketika saya kehilangan konsentrasi.					✓
10.	Saya menggarisbawahi dan menandai informasi dalam teks untuk membantu saya mengingatnya.				✓	
11.	Saya menyesuaikan kecepatan membaca saya dengan apa yang saya baca.					✓

No	Pernyataan	Skala				
		1	2	3	4	5
12.	Saat membaca, saya memutuskan apa yang harus dibaca dengan cermat dan apa yang harus diabaikan.					✓
13.	Saya menggunakan bahan referensi (misalnya kamus) untuk membantu saya memahami apa yang saya baca.					✓
14.	Ketika teks menjadi sulit, saya memperhatikan lebih cermat apa yang saya baca.				✓	
15.	Saya menggunakan tabel dan gambar dalam teks untuk meningkatkan pemahaman saya.				✓	
16.	Saya berhenti membaca dari waktu ke waktu dan memikirkan apa yang sedang saya baca.					✓
17.	Saya menggunakan petunjuk konteks untuk membantu saya memahami apa yang saya baca dengan lebih baik.					✓
18.	Saya memparafrasekan (menyatakan kembali gagasan dengan kata-kata saya sendiri) untuk lebih memahami apa yang saya baca.					✓
19.	Saya mencoba untuk menggambarkan atau memvisualisasikan informasi untuk membantu mengingat apa yang saya baca.					✓
20.	Saya menggunakan fitur tipografi seperti huruf tebal dan huruf miring untuk mengidentifikasi informasi penting.			✓		✓
21.	Saya menganalisis dan mengevaluasi secara kritis informasi yang disajikan dalam teks.				✓	
22.	Saya membaca ulang teks untuk menemukan hubungan gagasan-gagasan dalam teks.					✓
23.	Saya mengecek pemahaman saya ketika saya menemukan informasi baru.				✓	
24.	Saya mencoba menebak tentang apa isi teks tersebut ketika saya membaca.					✓
25.	Ketika teks menjadi sulit, saya membacanya kembali untuk meningkatkan pemahaman saya.					✓
26.	Saya bertanya pada diri sendiri pertanyaan-pertanyaan yang ingin saya jawab dalam teks.					✓
27.	Saya memeriksa untuk melihat apakah tebakan yang saya pikirkan tentang teks itu benar atau salah.					✓
28.	Ketika saya membaca, saya menebak arti kata atau frasa yang tidak diketahui.				✓	
29.	Saat membaca, saya menerjemahkan teks dari bahasa Inggris ke dalam bahasa asli saya.					✓
30.	Saat membaca, saya memikirkan informasi dalam bahasa Inggris dan bahasa ibu (bahasa asli) saya.					✓

*The Questionnaire of Respondent 2

**Answer Sheet of Reading Comprehension Test of Second Semester Students in UIN
Raden Mas Said Surakarta**

Name : Nabila Aulia Musollah
NIM : 226121138
Class : PBI 2D
No HP: 0812 8218 8429

Please follow the directions on the exam question sheet. Choose the correct answer by giving the mark (X) on the point a, b, c, d, or e!

1.	A	B	C	<input checked="" type="checkbox"/>	E
2.	A	B	C	D	<input checked="" type="checkbox"/>
3.	<input checked="" type="checkbox"/>	B	C	D	E
4.	A	B	C	<input checked="" type="checkbox"/>	E
5.	A	B	C	<input checked="" type="checkbox"/>	E
6.	A	B	C	D	<input checked="" type="checkbox"/>
7.	A	B	C	D	<input checked="" type="checkbox"/>
8.	A	B	<input checked="" type="checkbox"/>	D	E
9.	<input checked="" type="checkbox"/>	B	C	D	E
10.	<input checked="" type="checkbox"/>	B	C	D	E
11.	A	B	C	<input checked="" type="checkbox"/>	E
12.	<input checked="" type="checkbox"/>	B	C	D	E
13.	A	B	C	D	<input checked="" type="checkbox"/>
14.	A	<input checked="" type="checkbox"/>	C	D	E
15.	A	B	C	<input checked="" type="checkbox"/>	E

S = 3

B = 12

$$N = \frac{12}{15} \times 100 = 80$$

***The Filtering Test Result of Respondent 2**

**Answer Sheet of Reading Comprehension Test of Second Semester Students in UIN
Raden Mas Said Surakarta**

Name : Nabila Aulia Musollah
NIM : 226121138
Class : PBI 2D

Please follow the directions on the exam question sheet. Choose the correct answer by giving the mark (X) on the point a, b, c, d, or e!

1.	A	<input checked="" type="checkbox"/>	C	D	E
2.	A	B	<input checked="" type="checkbox"/>	D	E
3.	<input checked="" type="checkbox"/>	B	C	D	E
4.	A	B	C	<input checked="" type="checkbox"/>	E
5.	A	B	C	<input checked="" type="checkbox"/>	E
6.	A	B	C	<input checked="" type="checkbox"/>	E
7.	A	<input checked="" type="checkbox"/>	C	D	E
8.	A	B	C	D	<input checked="" type="checkbox"/>
9.	A	<input checked="" type="checkbox"/>	C	D	E
10.	<input checked="" type="checkbox"/>	B	C	D	E
11.	A	<input checked="" type="checkbox"/>	C	D	E
12.	A	B	C	<input checked="" type="checkbox"/>	E
13.	A	B	C	<input checked="" type="checkbox"/>	E
14.	<input checked="" type="checkbox"/>	B	C	D	E
15.	<input checked="" type="checkbox"/>	B	C	D	E

S = 1

B = 24

$$N = \frac{24}{25} \times 100 = 96$$

16.	A	B	<input checked="" type="checkbox"/>	D	E
17.	<input checked="" type="checkbox"/>	B	C	D	E
18.	A	B	C	<input checked="" type="checkbox"/>	E
19.	A	B	C	<input checked="" type="checkbox"/>	E
20.	A	B	<input checked="" type="checkbox"/>	D	E
21.	A	B	<input checked="" type="checkbox"/>	D	E
22.	<input checked="" type="checkbox"/>	B	C	D	E
23.	A	<input checked="" type="checkbox"/>	C	D	E
24.	A	B	C	<input checked="" type="checkbox"/>	E
25.	<input checked="" type="checkbox"/>	B	C	D	E

***The Reading Comprehension Test Result of Respondent 2**

QUESTIONNAIRE OF READING STRATEGIES

Name : Mauren Karna Nanda

NIM : 22091055

Class : 981 23

Pilih salah satu opsi angka mengenai strategi membaca yang anda terapkan dengan memberi tanda checklist (✓) dengan keterangan sebagai berikut:

- 1 : Tidak pernah atau hampir tidak pernah
- 2 : Jarang
- 3 : Kadang-kadang
- 4 : Sering
- 5 : Selalu atau hampir selalu

No	Pernyataan	Skala				
		1	2	3	4	5
1.	Saya memiliki tujuan dalam pikiran ketika saya membaca.				✓	
2.	Saya membuat catatan saat membaca untuk membantu saya memahami apa yang saya baca.				✓	
3.	Saya menggunakan pengetahuan saya sebelumnya untuk membantu saya memahami apa yang saya baca.					✓
4.	Saya mencari garis besar isi keseluruhan teks untuk melihat tentang apa teks itu sebelum membacanya.		✓			
5.	Ketika teks menjadi sulit dipahami, saya membaca dengan keras untuk membantu saya memahami apa yang saya baca.				✓	
6.	Saya berpikir tentang apakah isi teks yang saya baca sesuai dengan tujuan membaca saya.					✓
7.	Saya membaca dengan perlahan dan hati-hati untuk memastikan bahwa saya mengerti apa yang saya baca.					✓
8.	Saya meninjau teks terlebih dahulu dengan memperhatikan karakteristiknya seperti panjang teks dan organisasi.					✓
9.	Saya mencoba untuk membaca kembali jalur awal ketika saya kehilangan konsentrasi.					✓
10.	Saya menggarisbawahi dan menandai informasi dalam teks untuk membantu saya mengingatnya.					✓
11.	Saya menyesuaikan kecepatan membaca saya dengan apa yang saya baca.					✓

*The Questionnaire of Respondent 3

No	Pernyataan	Skala				
		1	2	3	4	5
12.	Saat membaca, saya memutuskan apa yang harus dibaca dengan cermat dan apa yang harus diabaikan.					✓
13.	Saya menggunakan bahan referensi (misalnya kamus) untuk membantu saya memahami apa yang saya baca.					✓
14.	Ketika teks menjadi sulit, saya memperhatikan lebih cermat apa yang saya baca.					✓
15.	Saya menggunakan tabel dan gambar dalam teks untuk meningkatkan pemahaman saya.			✓		
16.	Saya berhenti membaca dari waktu ke waktu dan memikirkan apa yang sedang saya baca.				✓	
17.	Saya menggunakan petunjuk konteks untuk membantu saya memahami apa yang saya baca dengan lebih baik.			✓		✓
18.	Saya memparafrasekan (menyatakan kembali gagasan dengan kata-kata saya sendiri) untuk lebih memahami apa yang saya baca.				✓	✓
19.	Saya mencoba untuk menggambarkan atau memvisualisasikan informasi untuk membantu mengingat apa yang saya baca.				✓	✓
20.	Saya menggunakan fitur tipografi seperti huruf tebal dan huruf miring untuk mengidentifikasi informasi penting.				✓	
21.	Saya menganalisis dan mengevaluasi secara kritis informasi yang disajikan dalam teks.					✓
22.	Saya membaca ulang teks untuk menemukan hubungan gagasan-gagasan dalam teks.				✓	
23.	Saya mengecek pemahaman saya ketika saya menemukan informasi baru.				✓	
24.	Saya mencoba menebak tentang apa isi teks tersebut ketika saya membaca.				✓	
25.	Ketika teks menjadi sulit, saya membacanya kembali untuk meningkatkan pemahaman saya.					✓
26.	Saya bertanya pada diri sendiri pertanyaan-pertanyaan yang ingin saya jawab dalam teks.					✓
27.	Saya memeriksa untuk melihat apakah tebakan yang saya pikirkan tentang teks itu benar atau salah.					✓
28.	Ketika saya membaca, saya menebak arti kata atau frasa yang tidak diketahui.					✓
29.	Saat membaca, saya menerjemahkan teks dari bahasa Inggris ke dalam bahasa asli saya.					✓
30.	Saat membaca, saya memikirkan informasi dalam bahasa Inggris dan bahasa ibu (bahasa asli) saya.					✓

Answer Sheet of Reading Comprehension Test of Second Semester Students in UIN
Raden Mas Said Surakarta

Name : Mauren Karna Hapla

NIM : 226121055

Class : PG 2B

No HP : 0891 3832 219

Please follow the directions on the exam question sheet. Choose the correct answer by giving the mark (X) on the point a, b, c, d, or e!

1.	A	B	C	<input checked="" type="checkbox"/>	E
2.	A	B	C	D	<input checked="" type="checkbox"/>
3.	<input checked="" type="checkbox"/>	B	C	D	E
4.	A	<input checked="" type="checkbox"/>	C	D	E
5.	A	B	C	<input checked="" type="checkbox"/>	E
6.	A	B	<input checked="" type="checkbox"/>	D	E
7.	A	B	C	D	<input checked="" type="checkbox"/>
8.	<input checked="" type="checkbox"/>	B	C	D	E
9.	<input checked="" type="checkbox"/>	B	C	D	E
10.	<input checked="" type="checkbox"/>	B	C	D	E
11.	A	<input checked="" type="checkbox"/>	C	D	E
12.	<input checked="" type="checkbox"/>	B	C	D	E
13.	A	B	C	D	<input checked="" type="checkbox"/>
14.	A	B	C	<input checked="" type="checkbox"/>	E
15.	A	B	C	<input checked="" type="checkbox"/>	E

$$S = 3$$

$$B = 13$$

$$N = \frac{13}{15} \times 100$$

$$= 83$$

*The Filtering Test Result of Respondent 3

Answer Sheet of Reading Comprehension Test of Second Semester Students in UIN
Raden Mas Said Surakarta

Name : Mauren Karna Hapla

NIM : 226121055

Class : PG 2B

Please follow the directions on the exam question sheet. Choose the correct answer by giving the mark (X) on the point a, b, c, d, or e!

1.	A	<input checked="" type="checkbox"/>	C	D	E
2.	A	B	<input checked="" type="checkbox"/>	D	E
3.	A	B	<input checked="" type="checkbox"/>	D	E
4.	A	B	C	<input checked="" type="checkbox"/>	E
5.	A	B	C	<input checked="" type="checkbox"/>	E
6.	A	B	C	<input checked="" type="checkbox"/>	E
7.	A	<input checked="" type="checkbox"/>	C	D	E
8.	A	B	C	D	<input checked="" type="checkbox"/>
9.	<input checked="" type="checkbox"/>	B	C	D	E
10.	<input checked="" type="checkbox"/>	B	C	D	E
11.	A	<input checked="" type="checkbox"/>	C	D	E
12.	A	B	C	<input checked="" type="checkbox"/>	E
13.	A	B	C	<input checked="" type="checkbox"/>	E
14.	<input checked="" type="checkbox"/>	B	C	D	E
15.	<input checked="" type="checkbox"/>	B	C	D	E
16.	A	B	<input checked="" type="checkbox"/>	D	E
17.	<input checked="" type="checkbox"/>	B	C	D	E
18.	A	B	C	<input checked="" type="checkbox"/>	E
19.	A	B	C	<input checked="" type="checkbox"/>	E
20.	A	B	<input checked="" type="checkbox"/>	D	E
21.	A	B	<input checked="" type="checkbox"/>	D	E
22.	<input checked="" type="checkbox"/>	B	C	D	E
23.	A	<input checked="" type="checkbox"/>	C	D	E
24.	A	B	C	<input checked="" type="checkbox"/>	E
25.	<input checked="" type="checkbox"/>	B	C	D	E

$$S = 2$$

$$B = 23$$

$$N = \frac{23}{25} \times 100$$

$$= 92$$

*The Reading Comprehension Test Result of Respondent 3



***The Observation Activity in the Reading Class**



***The Activity of Collecting the Data**