THE CORRELATION BETWEEN METACOGNITIVE STRATEGIES AND STUDENTS' READING COMPREHENSION AT SMPN 35 MAKASSAR

SKRIPSI

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2017

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Submitted to the Faculty of Teacher Training and Education in Partial Fulfillment of the Requirments for the Sarjana Degree

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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul **"*The Correlation Between Metacognitive Strategies and Students' Reading Comprehension at SMPN 35 Makassar*"** beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya orang lain ataupun plagiat. Saya siap menanggung resiko atau sanksi apabila tenyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, March 2017

Yang Membuat Pernyataan

Ravael R. Beribe

MOTTO AND DEDICATION

Life Was Hard

But My Struggle & Spirit Also Hard To Brake Too

"Life is like a riding a bicycle. To keep your balance, you must keep moving."

-Albert Einstein-

This skripsi dedicated to:

1. **My beloved Parents**
2. **My beloved Families**
3. **All my Lecturers and Teachers**
4. **All my Friends**

Who had love, teach, guide, help, advice me with full of love, mercy, care, and with beautiful way.

ABSTRACT

RAVAEL R. BERIBE. **2017**. *The Correlation between Metacognitive Strategies and Students' Reading Comprehension at SMPN 35 Makassar 2016/2017* (supervised by Hj. St. Haliah Batau and Ulfah Syam).

The objective of this research was to know wheater or not there is correlation between metacognitive strategies and the reading comprehension recount text of second year students at SMPN 35 Makassar.

This research conducted at SMPN 35 by chose class VIII as population and choose class VIII.3 as the sample which consist 29 students. Technique of collecting data was done by giving written test and questionary. The data analyzed by using SPSS.16 windows program to find out the level of correlation between metacognitive strategies and the reading comprehension in recount text. Basically this research categorized into quantitative correlation research.

The result of data analysis showed that students' ability in usage metacognitive strategies at SMPN 35 reach 37,93% in good level and the students ability in understanding reading comprehension in recount text reach 62, 06% in a good precentage level and as well high level. When calculated the correlation between metacognitive strategies and the reading comprehension in recount text used SPSS 16, so the result got 0,675 which categorized into good level and if compare with r-table with level of significant 1% (0,487) so R count (correlation metacognitive and students' reading comprehension in recount text) 0,675 was greater than r-table 0,487. Based on the research can be conclude there was a significant correlation between metacognitive strategies and reading comprehension in recount text class VIII.3 SMPN 35 Makassar because the result was positive (+).

Keywords: Correlation, metacognitive strategies, reading comphension, recount text.

ABSTRAK

RAVAEL R. BERIBE. **2017.** *The Correlation Between Metacognitive Strategies and Students' Reading Comprehension at SMPN 35 Makassar* (dibimbing oleh Hj. St. Haliah Batau and Ulfah Syam).

Tujuan penelitian ini adalah untuk mengetahui apakah ada korelasi antara strategi metacognitive dan pemahaman membaca pada recount text di kelas dua SMPN 35 Makassar.

Penelitian ini dilaksanakan di SMPN 35 Makassar dengan menentukan kelas VIII sebagai populasi dan memilih kelas VIII.3 sebagai sample penelitian ini yang berjumlah 29 siswa. Teknik pengumpulan data dilakukan melalaui tes tertulis dan pemberian Angket. Data dianalisis menggunakan SPSS 16 program windows untuk melihat tingkat korelasi antara strategi metacognitive dan Pemahaman membaca pada recount text. Pada dasarnya metode penelitian yang digunakan ini adalah penelitian Quantitative korelasi.

Hasil analisis data angket menunjukkan kemempuan penggunaan Strategi Metacognitive pada siswa kelas VIII-3 di SMPN 35 berada pada 37,93% dengan tingkat baik dan kemampuan dalam memahami Recount Text mencapai 62,06% pada level yang tinggi pula. Ketika dihitung Korelasi antara strategi Metacognitive dan Pemahaman Membaca pada Recount Text dengan menggunakan SPSS 16, maka hasil yang diperoleh 0,675 yang tergolong pada kategori baik dan jika dibandingkan pula dengan r-table dengan level significant 1% (0,487) maka, hasil hitungan R-count (strategi metacognitive dan pemahaman membaca pada recount text) 0,675 lebih besar dari r-table 0,487. Berdasarkan hasil penelitian tersebut,dapat disimpulkan bahwa terdapat tingkat korelasi signifikan antara strategi metacognitive dan pemahaman membaca recount text pada siswa kelas VIII-3 SMPN 35 Makassar karena hasilnya positive (+).

Kata kunci: Correlation, metacognitive strategies, reading comphension, recount text.

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Praise to God the most merciful and the compassionate that always give the strength and health to the writer so he could complete this skripsi, with title “The Correlation Between Metacognitive Strategies and Students’ Reading Comprehension at SMPN 35 Makassar” .

The writer would like to express his thanks and deepest gratitude to Dr. Mas’ud Muhammadiah, M.Si as the Dean of Faculty of Teacher Training and Education in Bosowa University of Makassar. His great gratitude also to Hj. St. Haliah Batau, S.S., M.Hum as the first supervisior and Ulfah Syam, S.S., M.Pd as the second supervisior for their unlimited help, advice, guide, comments, and correcting on his skripsi, as well as for their encourangement toward to complection of his study. This work would not be completed without a great deal of help from them.

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As a human being, the writer realized that what he presents in this skripsi is still far from perfection. Therefore, correction and suggetion will surely be appreciated. Finally, the writer prays may the almaighty God bless all of them.

Makassar, February 2017

Rafael R. Beribe

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CHAPTER I

INTRODUCTION

In this chapter the writer will explain about the background, problems statements, objective of the research, significance of the research, scope of the research.

A. Background

Language is very important instrument in our daily life because we always used it in our activity to communicate and express what we feel with each other people so that the person or people that we communicate with will understand. In this modern era we use English as a one instrument of language for communication with other people even country, there are many countries in this world that use English as their second language to communicate.

Indonesia is one of the country that used english language not for a first or second language but as a foreign. As a foreign language and an international language teaching English subject as a foreign language is very important in Indonesia. It is taught to every educational institusion as an obligatory subject. Since the English language had become more important in educational so there are four way to mastering english there are (listening, speaking, reading and writing), among the skills Reading skill is most important because this help the students to effectively understand other's idea delivered in written language.

Every human even since children express their thought by speaking but sometimes it is hard to express so they use another way like writing so finally they can fulfill to express what they are thinking. In our life when peoples sometimes express their idea in written text we must have a capability to understand what are they express in the text by reading. Since we were in elementary school a reading lesson had been an important lesson for us, in case for knowing and developing our knowledge the only key is through reading a book.

Since the reading les son had been a important leson in this modern era, reading also had a special skills for students especially when they learning englis in junior high school that discuss about kinds of, such as: recount text, narrative text, procedure text, descriptive text, news item, etc. Each of them was learned in junior high school to introduce the text. Recount text is one of them that the students will learn. When we talk about learnig reading it will be proper and suitable if we offer a reading text that stimulate their enthusiasm to learn more deeply also countinual with their life context in english subject, which by using a recount text with the use of it they not only read but also learn how to apply it. Students will consider that the materials are very close with their life because it Imprint in their life experience. Reading is not only about reading the text, but also understanding the meaning of the text. Reading without good comprehension is meaningless. Students can not take or fully understans the contents of the book or the writer’s idea.

Reading Comprehension is not just reading with a loud voice but also estabilsh and understand the meaning of words, sentences, and paragraph sense the relationship among the ideas, Thinker in Nanna (2006: 12). Reading is a purposeful and active process. A reader reads to understand, to remember what is understood and put the understanding to use.

A reader can read a text to learn, to find out information, enrich their knowledge or to be entertained. The ability in understanding and using the information in these texts are the key to the students in getting success, but not all students can fully understand, master and elaborate what the meaning in one reading text or a main idea in the text. However, the problems that occur in schools are the students difficult to read properly or they difficulty to get the main idea from the reading text, even to answer a reading text it will be possible to get a correct answer because the level of understanding the text is very low.

In the other hand the problem not also come from the students itself, but the suitable method, strategies and material learning that presents by a teacher will affect the proces and result of learning itself, this show that in reading every text students never apply some kinds of strategies It caused them tend to have overview and link already known text in centering their learning. Therefore in reading it is not just reading a text and it is done but it have a deep meaning in how to extract the main ideas and and understand it fully by using a precise strategies. It is about how to

manage our own planning, self regulation, and a proper preparation that such as in a metacognitive strategies.

Metacognitive strategies refer to the conscious monitoring of one's cognitive strategies to achieve specific goals, for example when learners ask themselves questions about the work and then observe how well they answer these questions (Flavell, 1981: 273). This strategy is defined as important strategy related to academic performance in the class room, reading activity because it can be applied and supprt to all of aspect understand a text like finding the topic, main idea, general information and specific information.

Metacognitive strategies help students to focus their attention, in an understanding of the content, to make connection between past knowledge and new information (Paris & Jocobs, 1984: 2083-2093). The aim of metacognitive strategies is to teach students how to set objectives and how to be effective and independent. Beside that, this strategy is suitable to be given to students. The reason metacognitive will make the students be more confidence in faced the written test in case reading activity and to continue in higher academic studies.

So based on the problem and definiton before, the writer offer a suitable solution to overcome the problem with finding "The Correlation Between Metacognitive Strategies and Students' Reading Comprehension at SMPN 35 Makassar. With uses of Recount text as a Reading comprehension tool to analyze the correlation.

B. Problem Statement

Based on the previous description, the writer would like to formulate a problem statement; Is there any correlation between used Metacognitive strategies and students' reading comprehension on second year students at SMPN 35 Makassar ?

C. Objective of the Research

As the writer states to do, the main objective of this research is to know wheather or not a correlation between metacognitive strategies and the reading comprehnsion on second year students at SMPN 35 Makassar.

D. The Significance of the Research

It was very important for us to know the significance of the research. The writer hopes that this research would be conribute some benefits as fallows:

1. For Students

It can increase and develop the students' reading comprehension.

2. For Teacher

To enrich the treasure of teacher in teaching strategies and method of reading comprehension, so the reading will be more creative and not bored for students.

3. For Further Researcher

To other researchers the writer hopes that this material will be useful for them in their study.

E. Scope of the Research

The research limited the scope just focus on the correlation just between metacognitive strategies and reading comprehension. This research was applyed only on second year students on SMPN 35 Makassar in academic year 2016/2017.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will discuss about Previous of Related Studies, Some Partinent Ideas, What is Reading Comprehension, Function of Reading Comprehension, Level of Comprehension, The Reading Principal, Process of Reading, Types of Reading**,** Metacognitive Starategis, Strategies within Metacognitive Strategies, Conceptual Framework.

A. Previous of Related Studies

Some related studies that had been conducted from the writer s and experts about the study of correlation metacognitive strategies and reading comprehension as fallows.

Munasifah (2015) with a title “A Correlative Study Between The Usage Of Metacognitive Strategy Toward Students’ Reading Comprehension Recount Text In The Tenth Grade Of Mayajri Payaman Magelang In Academic Year Of 2015/2016”.

In her research concluded that the score of the usage of metacognitive strategy of the Tenth grade of Mayajri Payaman Magelang in Academic year of 2015/2016 have good level and there is a significant correlation between metacognitive strategies and reading comprehension.

Nofiyantomi (2015) with title of the rersearch “The Correlation Between Metacognitive Strategies To The Students’ Reading Comprehension of Eleventh SMK PGRI Kediri 2 Academic Year

2015/2016". In her research concluded that there is a significant correlation between metacognitve strategies and reading comprehension of Eleventh SMK PGRI Kediri 2 Academic Year 2015/2016.

Karami & Hashemian (2012) with title of researcher "The Relationship between Metacognitive Strategies and Reading Comprehension in Iranian Female L2 Learners" . Conclude that the data obtained from the young group resulted in a significant relationship between reading comprehension and metacognitive reading strategy use.

B. Some Pertinent Ideas

In this part the reseacher discusses about Theories of reading and Theories of Metacognitive and Definition of Recount Text.

1. Theories of Reading

a. What is Reading?

Mansur (2000: 23) define reading as active cognitive process of interraction with print and monitoring comprehension of establish meaning, the readers from a preliminary expection about the material, the select, the fewest, most productive cues necessary to confirm or reject this expectation. This is a sampling process in which the reader takes adventure of this knowledge of vocabulary, syntax, and discourse.

Cooper (2006: 12) states that reading is a develop task: reading changes from what primarily considered word recognition, through develop of sight and meaning vocabulary and several method of word attack,

through different type of comprehension, to nature acts involving most of the higer mental process.

Readers use a variety of reding strategies to assist with decoding (to translate into sound or visual representations of speech) and comprehension. Readers may use morpheme, semantics, syntax, and context clauses to identify the meaning of unknown words. Readers integrate the words they have read into their existing framework of knowledge or scheme (schemata theory).

Charles in Hamkah (2005: 23) stated that reading was a transition of information process where the author was regarded as the information and the reader. On the other hand, receiver during reading process the reader interacted with the author directly. Other types of reading are not speech based writing systems, such as music notation or pictograms. The commons link the interpretation of symbols to extract the meaning from the visual notation.

So the writer can conclude that reading is cognitive process that readers or students through to gain or collect information in a written text.

b. What is Comprehension?

Comprehension as it currently viewed as a process by which reader construct by interacting with the text (Anderson and pearson, 2006: 255). The understanding a reader achives during reading from the accumulated experience of the reader, experiences that are triggered as the reader decodes the author, words, sentences, paragraph, and ideas.

Niles (2001: 60) defines comprehension as a process of integrating new sentences with antecedent information in extraessential structure.

From the definition above the writer can conclude that comprehension is understands of the content and idea of that passage. Knowing what the author wants to tell their readers.

c. Level of Comprehension

Fairbairn and Winch cited Husnaini (2012: 8) divided the level of comprehension into three categories:

1. Literal Comprehension

Literal comprehension is skill that directed at the actual words written by the author such as selecting the topic, sentences or paragraph, identify the supporting detail of passage and determine the meaning of words by context. Literal comprehension is skill of setting the primary direct literal meaning of words, ideas, or sentences in context. At this level, teacher ask students to find information and ideas that are explicitly stated in the text.

2. Inferential or Interpretative Comprehension

Inferental comprehension is a skill which are related bedrock of comparison written by author such as recognize the antecendents for pronoun, figure out the meaning of unknown words from context clue, provides details about the setting, provides the explanation for events or ideas are present in the text and offer conclusion from fact presented in

the text. At this level, the teacher can ask more challenging question such as asking students to do as following:

a) Rearrange the ideas or topic discussed the text.
b) Explain the author's purpose of writing in the text
c) Summarize the main idea when this is not explicitly stated in the text
d) Select conclusion, which can be deduced from the text.

3. Critical comprehension

Critical comprehension is a skill which is direct at the reasoning employed by the reader to go beyond the ideas of passage and make a certain inference or conclusion about them. Some of the recognizing the author purpose, identifying the author overall, organization of pattern, drawing logical inference and conclusion, distinguishing between fact and opinion, recognizing explicit or implicit relationship between words, phrase and sentences. At this level the author need to choose words, phrase and sentence which appear the students's of critical.

d. What is Reading Comprehension?

Nowdays reading comprehension has various definitions it's according to variety of people points of view. Some of the definitons are as fallows:

Thinker in Nana (2006: 12) states that reading comprehension is not just reading with loud voice but also to estabilish and understand the

meaning of the words, sentences, and paragraph sense the relationship among the ideas. As it is, if a students just reads loudy, but can not understand the content of the passages, it means the students fails in comprehending the passage.

Heilman (2009: 6) states that reading is a complex activity that involves both preception and thought. It consist of two related processes: word recognition and comprehension. Word recognition refers to the process of prereciving how written symbols correspond to one spoken language. Comprehension is the process of making sense of words, sentences, and connected text.

Wilhelm in Rusdi (2005: 46) states that reading comprehension is defined as understanding written that is read, or the process of constructing meaning from written material. This process is often complex and can be difficult for some people, especially people with a specific learning disability or intelectual impairment.

Smith and Robinson (2002: 8) defined that reading comprehension means understanding evaluating, utilizing of information and ideas gained through an interaction between author and readers.

Based on the definiton before the writer conclude that reading comprehension is a process which receive or getting a massage from a written text that aquired a knowledge to translate a symbol into meaning that can be understand.

e. Function of Reading Comprehension

There are two functions of reading comprehension as follows:

1. Reading Comprehension as Language of Communication Tools.

In acquiring language skill, we usually through an orderly sequence relationship: early childhood, we learn listen, then speak after that we learn to read and write. Listening and talking we learned before entering school, while reding and writing to learn in school. The fourth skill is basically a whole

2. Reading Comprehension as English Learning.

Reading and writing is an activity that is unique and complex, so that can not do without studing. For some people such as reading and writing is a worthwhile activity. Skill in reading and writing is the basic for the child to master a variety of subjects. So instead of that, the child must learn to read properly. Read properly need to master the technique of lerning to read, which is the correct sitting posture, and the location of the reading books straight to the corresponding book between 25-30 cm, Depdiknas (1995: 22).

Students reading skill acquire at the begining stages of reading will be very unfluential in the advance capabality in a higer class. As the capabilities of the underlying subsequent ability. At this stage students should really get the attention of the teacher, if the base was not strong then the reading stages advanced students will find it difficult to study other fields, Wahyuni (2009: 2)

Reading is an activity that we do to get the information. Through these activities, we are require to capture not only the origin of ideas and reading aloud. That is why there are problem associate with reading text after we read a discourse. These issues conduct to test wheather we have understand the reading well or not.

f. Process of Reading

Wood in Lyznayati (2005: 10) the process of reading covers with three process that is:

1. Reading is very complex process,
2. Reading is purposeful process and
3. Reading is thingking process

Gray in Fatmawati (2009: 12) identifies four reading process they are:

1. Preception is the ability to pronounce the word as a meaningful unit.
2. Comprehension is the ability to make individual words construct useful ideas as they are read in context.
3. Reaction is a judgments action a fell about what the author has said.
4. Integration is the ability assimilates the ideas or concept into one's background experince.

There are five process in reading according to carrel and Patricia (1996: 16) as fallows:

1. Recognition- initation

The brain must be recognize a graphic display in the visual fields as a written language and initate reading. Normally this would occur once in each reading activity, through it is possible for reading to be interrupted by other activities. Examing pictures for example and them to be initiated.

2. Prediction

The brain is always anticipating and predicting as it seek other and significance in sensory inputs.

3. Confirmation

If the brain predict, is much also seeks the variety it is prediction. So it monitors to confirm or disconfirm with subsequent input what it expected.

4. The brain

processes when it find inconsistencies or it is prediction are disconfirmed.

5. Termination

The brain terminates the reading when the reading text is completed but termination may accurate for the reason. The text is not productive in little meaning is being constructed or the meaning is already known, or the story is interesting or the readers find inappropriate is already known or the story is interesting or the reader finds it inappropriate for the particular purpose.

So it can be conclude that in reading process, reader must be optimize their brain in recognition, anticipating or predicting, confirm,

correcting and gain the massage or information as the final result when terminating of a reading text.

h. Types of Reading

Wood in Nanna (2006: 7) indicated the types of reading are important categories as fallow:

1. Skimming

The eyes run quickly when readers read over the text to discover what is about the main idea and the gist. This skimming occurs when the reader looks quickly at the contents page of a book, or at the chapter headings, subheadings, etc. This is sometimes called previewing. When the readers glances quickly through a newspaper to see what the main items of the day are, this will often mean just glancing at headlines. What the readers goes through a particular passage such as a newspaper articel marely to get the gist.

2. Scanning

The readers will find out a particular item that they belives in text. The scanning can be done to fine name, date, static or fact in writing. The eyes start quickly at the lines of writing.

3. Intensive reading

It is also called study reading this involves close study of the text. As the amount of comprehension should be high speed of reading is correspondingly slower.

2. Metacognitive Strategies.

Metacognitive strategies are the most important strategies that can be use for readers because in this strategies that include of selective attention to the task, planning self-monitoring, and self-evaluating. As applied to reading, these metacognitive strategies entail specifying purpose for reading, planning how the text will be read, self-monitoring for errors in reading comprehension, and self-evaluating how well the overall objectives are being fulfilled, which allows for taking corrective measures if comprehension is not being achieved.

Metacognitive plays an important role in reading. From this appears to be a strong relationship between reading comprehension used by readers, metacognitive awareness, and reading proficiency. Readers appear to use more strategies than less successful ones and also appear to use them more frequently.

a. The Definotion of Metacogniton

The term of metacognitive are first coined by Jhon flavell in the late 1970s wich mean “cogniton about cognition phenomena“ or more simply we know as “thinking about thinking” (1979: 906). Or he more empasis it with flavell (1976: 232) metacognition refers to ones knowledge concering one’s own cognition pocess and products or anything that related to them.

The term metacognitive literally means “thinking about thinking”. It is refers to being aware of language learning behaviors and progress, self monitoring, and planning (Leaver, 2005: 58). Khun and Dean (2004: 270)

define metacogniton as a awareness and management of one's thought. Martines (2006: 696) defined the monitoring and control of thought.

Beyer (1987: 24) states that Some researchers describe metacognitive as the highest, most sophisticated level of thinking. Many conceive of it as the executive function of the mind that functions by which individuals manage and control how they go about using their minds.

Thus, metacognitive relates to thinking deeply about one's thoughts while performing cognitive processes and active control over the cognitive processes. "Awareness of one's own thinking, awareness of the content of one's conceptions, an active monitoring of one's cognitive processes, an attempt to regulate one's cognitive processes in relationship to further learning, and an application of a set of heuristics as an effective device for helping people organize their methods of attack on problems in general Hennessey (1999: 3)

b. Components of Metacognitive

According to Flavell (1979: 259), metacognitive consists of metacognitive knowledge and metacognitive experiences.

a. Metacognitive Knowledge

The knowledge that can be use to control cognitive processes and is divided into three categories Flavell (1979: 259): they are knowledge of person variables, task variables, and strategy variables.

1) Knowledge of Person Variables

The knowledge of person involves general knowledge about how one learns and processes information or in other words knowledge of one's own learning processes. For instance, one knows that one can study better in a quiet library than at home where one would probably watch Television or face many distractions.

2) Knowledge of Task variables

Refers to knowledge about the nature of the task, for example, one may need more time to comprehend a science text as compared to a novel.

3) Knowledge of Strategy Variables

Refers to knowledge of both cognitive and metacognitive strategies as well as knowledge about when and where to use such strategies appropriately. Therefore, metacognitive knowledge refers to the knowledge of person, task and strategy variables.

b. Metacognitive Experiences or Regulation

Which refer to the individual's mental or emotional responses pertaining to any cognitive activity. Nelson also emphasis (1992: 1) states that metacognitive experiences refer to the ongoing monitoring of one's own cognition and the ongoing control of one's own cognition. Metacognitive experiences are the actions of monitoring and controlling which are the processes of metacognitive strategies. So metacognitive strategies are the action of metacognitive experiences.

c. The Goals

Tasks which refer to the purpose or objective of any cognitive undertaking.

d. The Actions

strategies which refer to activities carry out by learners to fulfill their purpose or metacognitive. However, since metacognitive is a construct, even though Flavell divides it into two components ***(metacognitive knowledge and metacognitive experiences***), some educators such as Beyer (1987: 192), Matlin (2002: 175), Dror (2007: 1), still use metacognition as a general term covering metacognitive knowledge and metacognitive experience or metacognitive strategies.

c. Elements of Metacognitive Strategies

Metacognitive strategies refer to the conscious monitoring of one's cognitive strategies to achieve specific goals, Metacognitive strategies are sequential processes that one uses to control cognitive activities, and to ensure that a cognitive goal in understanding a text will be fullfil. In the view metacognitive strategies will be a decisions for learners make before, during and after the process of learning. There are various metacognitive strategies aimed at developing learners' metacognition.

O'Malley (1985: 560) identify the processes in the case of language learning by saying "metacognitive strategies involve thinking about the learning process, planning for learning, monitoring of comprehension or production while it is taking place, and self-evaluation of learning after the

language activity is completed.” However, educators still do not agree on the elements that constitute metacognitive strategies. There are severel element and description in metacognitive strategies that had been divided by a educators as follows:

Table.2.1. Element of Metacognitive Strategies

Educators	**Element of metacognitive strategies**	**Description or strategies**
Livingston (1997)	1. Planing	Livingston did not describe the detail of this elements.
	2. Monitoring	
	3. Cheking	
Marzano (1988:14-15)	1. Evaluation	Assessing one’s current knowledge state which occurs both at the beginning and ending points of a task
	2. Planning	Selecting strategies to fulfill specific goals
	3. Regulation	Checking one’s progress toward the goals and subgoals identified in order to check how close to the identified goals one is
Chamot (1999:11)	1.Planning	Setting goals according to the aims of the task and thinking about strategies that are appropriate to the task in order to reach the goals
	2. Monitoring	Checking whether one uses the appropriate strategies in the learning task and monitoring their comprehension as well as their production to determine if they are making sense

	3. Problem solving	Choosing a particular strategy when facing difficulty whilst working on the task
	4. Evaluating	Evaluating whether one has reached her/his goals and how much the strategies have helped
O'Malley (1985:560)	1.Planning for learning	O'Malley did not describe the detail of these elements.
	2.Monitoring of comprehension	
	3.Self evaluation of learning	

As we can see in the table Educators have been summarized the elements of metacognitive with various way. Livingston (1997), Marzano (1988), Chamot. (1999), O'Malley. (1985) include planning as an element of metacognitive strategies. The **Planning** relates to setting a goal and determining how to approach that goal as well as selecting strategies to fulfill specific goals. This emphasizes the importance of knowing the strategies to be used for any specific task and how or when to use them.

O'Malley (1985), Livingston (1997), Chamot (1999), include monitoring as a part of the metacognitive strategies. **Monitoring** involves checking one's progress toward the goals and subgoals identified. This is to check how close to the identified goals the learner is and when to move on to the next step of doing the task. Marzano used the term 'regulation' to describe this proces

O'Malley (1985), Livingston (1997), Chamot (1999), include monitoring as a part of the metacognitive strategies. Monitoring involves

checking one's progress toward the goals and subgoals identified. This is to check how close to the identified goals the learner is and when to move on to the next step of doing the task. Marzano . used the term 'regulation' to describe this process.

Evaluating or Assessing means making judgment of the learning achievement and appropriateness of strategies used. Chamot (1999), O'Malley (1985), include evaluation as another element of metacognitive strategies. They describe that after one completes a learning task, one should assess whether one has reached her or his goals and to what extent the strategies have helped. Marzano. (1988) state that this process of assessing our current knowledge stage can occurs both at the beginning and ending points of a task.

Chamot (1999: 11) include problem-solving as a part of metacognitive strategies. This process relates to choosing a particular strategy to overcome a problem when facing difficulty whilst working on the task. So students or reader will be more aware while reading in next time.

According to the literature presented above, the major elements of metacognitive strategies are planning, monitoring, and evaluating. However when one monitors one's own action and finds some problems, one always attempts to solve that problem. Thus, problem-solving is included as another element of the metacognitive strategies

d. Strategies within Metacognitive Strategies

There is a common ground on which researchers in reading agree that metacognitive strategies in general relate to planning, monitoring, and assessing. However, the present study included problem-solving as another part of metacognitive strategies. This enables one to plan, to monitor, to solve problems and to evaluate one's own reading processes. But, what exactly do readers do when they use such metacognitive strategies in the reading processes?

Chamot (1999: 11) have specifically identified what is involved in the major metacognitive strategies which can also be used in reading. Chamot (1999: 11) propose strategies under each element of the recursive model as follows:

a. Planning Strategies

These strategies help learners develop their thoughts and think before doing the learning task and in this way help learners become self-regulated**.** Good learners think in advance how they can get through the learning task. They will set goals according to the aims of the task. Then, they will think about strategies that are appropriate to the task in order to reach their goals Chamot (1999:14-18). The planning strategies consist of six sub-strategies they are:

1) Set Goal

Show understanding of the task and decide what you can get from it or identify your aims.

2) Active Backgound Knowledge

Think about and use what you already know to help you do the task. This helps you get familiar or ready for the task

3) Predict

Think of any related information that would be encountered. This gives you direction for doing the task

4) Organizational Planning

Plan how you can reach your goal and content sequence. When organizing and thinking beforehand, you will be ready to do the task.

More specifically to reading, learners set goals to comprehend the given reading decide to concentrate on that reading text and think about how they can complete the reading task. They will predict what the story is and try to think about relevant schema to the story they are going to read so that they would be prepared for that reading.

b. Monitoring Strategies

After formulating the plan, learners must check whether they use in the appropriate strategies in the learning task. They monitor their comprehension as well as their production to determine if they are making sense. Good learners will encourage themselves by thinking of their strategies when they get confused whilst working on the learning task. They will interact with others in order to complete the task Chamot (1999: 20).

According to him there are several way in order to complete the task. They are:

1) Selectively Attend

Focus on key words, phrases, and ideas in order to concentrate only on the particular task and ignore distractions.

2) Deduction or Induction

Apply the rule of the language so that you can produce the language accurately.

3) Take Notes

Write down down key words and concepts so that you can remember and understand better.

4) Use Imagery

Create an image to represent information.

5) Cooperate

Work with classmates to complete, give or receive feedback so that you can do better on the task.

While reading the story, readers may question if the meaning of the lexical item they have guessed is correct. They may focus on key words or phrases to help them understand the gist of the story. If they do not understand some lexical items, good readers will encourage themselves such as by making positive statements to reduce their anxiety.

c. Problem Solving Strategies

Good learners when facing difficulty will choose a particular strategy from the problem solving process whilst working on the task. They will guess or use any resource to help them complete the task Chamot (1999: 25) and they are:

1) Inference

Guess unfamiliar words from contextual clues which will help you solve the problem quickly.

2) Substitute

Use a synonym or descriptive phrase for unknown words.

3) Ask Questions to Clarify

Ask others for explanation and examples.

4) Use Resources

Use dictionaries, textbooks, computer program, CD- ROMs, and the internet when no one can help you at the moment.

When readers realize that they can not understand what they are reading, they try to find ways or use strategies to overcome that problem. These ways or strategies include guessing based on schema, using context clues, using a synonym for unknown words, consulting others, or looking it up in the dictionary.

d. Evaluating Strategies

After completing the tasks, good learners must evaluate whether they have reached their goals and how much the strategies have helped. If they

find something wrong, they will think of how to improve it for the next task Chamot (1999: 27). According to Chamot there are ways to improve someone test text and they are:

1) Verify Predictions and Guesses.

Check whether your guesses are correct so that you will know how well you have related your experiences to new information.

2) Summarize

Create a mental, oral or written summary of information so that you will know how well you understood the text.

3) Check Goals

Decide whether you have already met your goal.

4) Evaluate Yourself

Check how well you understood or performed so that you can identify your strengths and weaknesses so as to do better next time.

5) Evaluate Your Strategies.

Judge how well you applied the strategies to the task so that you can choose the most appropriate ones in the future.

After reading part of the story or finishing the story, readers can check whether their understanding is correct. They may summarize the story to assess how well they understood and verify whether their use of strategies helped them complete the reading material.

3. Recount Text.

1. Definition of Recount Text

Recount text is one of common text types that used in writing. It is the unfolding of a sequence of events over time and reconstruct past experience Derewianka (1946: 14). Or Recount text is a text written to retell for information or entertainment Ratmoko (2006: 1).

2. Types of Recount

Sudarwati (2007: 56) devided Recount text into two types, there are:

a. Personal Recount

Retelling of an activity that the writer or speaker has been personally involved in (examples: oral anecdote, diary entry)

b. Factual Recount

Recording the particulars of an incident (report of a science experiment, police report, news report, historical account).

3. Generic Structure of Recount Text

a. Personal recounts :

1) Orientation (who are involved in the story, when, and where)
2) Events (tell what happened in a chronological order)
3) Evaluation (comments of the writer/speaker about the experience)
4) Re-orientation (optional, the conclusion of the experience)

b. Factual recounts :

1) Orientation (who are involved in the story, when, and where)
2) Events (tell what happened in a chronological order)

4. Language Feature of Recount Text

a. General

1) Specific participants , examples : John, I, his, we.
2) Use of past tense, examples : I went for a trip to the beach
3) Use of action verbs, examples : went, played, ate
4) Use of time conjunction, examples: and, but, the, finally.

b. Personal Recount

1) Use of first person pronoun.
2) Included personal responses to the events, particularly at the end.
3) Details are often chosen to add interest or humour.

c. Factual Recount

1) Use of third person pronoun.
2) Details are usually selected to help the reader reconstruct the activity or incident accurately.
3) Sometimes the ending describe the outcome of the activity.
4) Mention of personal feelings is probably not appropriate.
5) Details of time, place and manner may need to be precisly stated.
6) Descriptive details may also be required to provide precise information
7) The passive voice may be use.
8) It may be appropriate to include explanation and justification.

C. Conceptual Framework

The conceptual framework of this research will be illustrated as fallows:

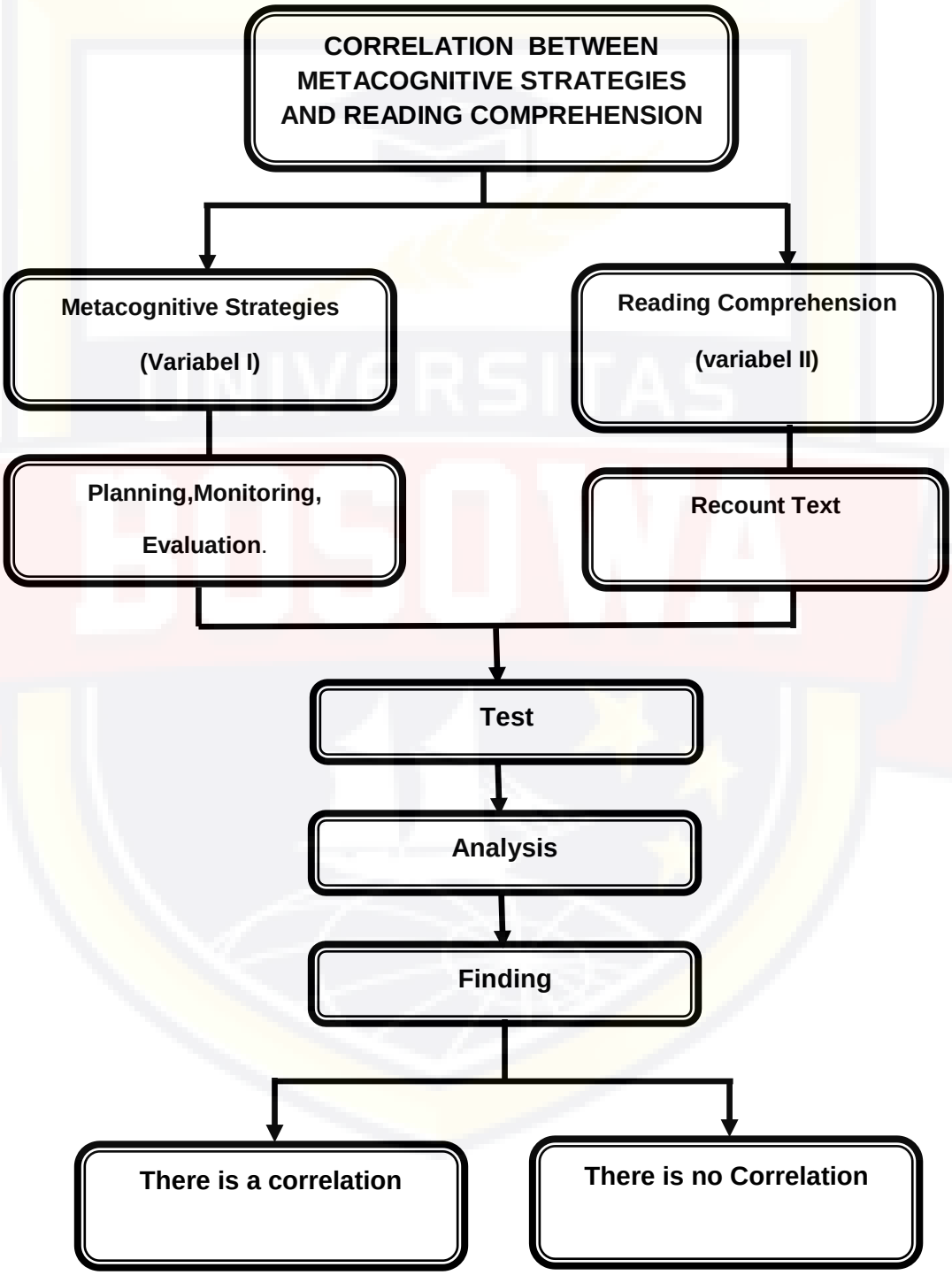


Figure. 2.2. the Conceptual Framework.

From the previous figure the reseacher had describe the concept of the research, with the main topic in this research are correlation between metacognitive strategies and reading comprehension. The researcher will start to divide the topic into two part of variable. The first variable is metacognitive strategies where include (planning, monitoring, and evaluation). The second variable is reading comprehension which use recount text as a reading instrumenta after that reseacher will start with test where in the test will be a written test (to measure how good students in reading text) and questionare test (to know students do when they read a text). When the test is done the reseacher will analyzing the data and the last is finding (there is correlation or no correlation in the research).

D. Hypothesis

Based on the literature review and the conceptual framework above,the hypothesis is formulated as follow:

Ho = there is no correlation between metacognitive strategies and students' reading comprehension

H1 = there is correlation between metacognitive strategies and students' reading comprehension

In this research, the alternative hypothesis is used. It is needed to test in order to prove the notion about the correlation between metacognitive strategies and students reading comprehension at SMPN 35 Makassar.

CHAPTER III

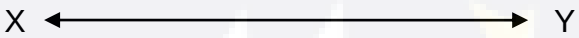
METHOD OF THE RESEARCH

This chapter deals with the Research Design, Variabel of the Research, Population and Sample, Location of the Reseacrh, Instrument of Research, Technique of Collecting Data and Data Analysis.

A. Research Design

In this research the writer used a quantitative approach. According to Aliaga and Gunderson in Muijs (2004: 1) quantitative research is explaining phenomena by collecting numerical data that are analysis using mathematically based (methods in particular). It means that explaine the result of this research by collect the numerical data.

That can be ilustrated as fallows:



Metacognitive Strategies Reading Comprehension

B. Variable of the Research

The variable of this research were independent and dependent variable. The independent variable was used metacognitive strategy (symbolized by X). The dependent variable was students' reading comprehensionon (symbolized by Y).

The type of this research was a correlation research. A correlation research was to detected the correlation between one variable and others

based on the variable correlation coefficient (Suryabrata, 2009: 82). In this research, the writer researched to find the correlation about metacognitive strategies toward reading comprehension.

C. Population and Sample

1. Population

The population of this research were the students from the second year of SMPN 35 Makassar in year 2016/2017. The total of population were 270 students, with nine classes that each class consist of 30 students.

2. Sample

This research applyed total sampling technique. The writer chosed class VIII-3 as the sample. Total of the sample were 29 students

D. Location of the Research

The research conducted at SMPN 35 Makassar in 2016/2017 academic year. The research was held on January 2017.

E. Instrument of the Research

This research used written test and questionaire as instruments in this research.

1. Written test.

The written test used to know how far the students' score in reading comprehension. The test consist of 20 questions, 10 questions about

reading comprehension and 10 questions about understanding structure and language feature. The test was taken from electronic school book that published by DEPDIKNAS cited in Munasifah 2015 and (*sumber: detik-detik UN Bahasa Inggris; 2005/2006; Intan Pariwara)*

2. Questionare.

Questionare used to know how far the students' score by using metacognitive strategies. The questionare consists of 30 statements. The questions were devided into 3 parts: before reading (10 statements), while reading (10 statements), and after reading (10 statements). The writer took from journal electronic written by Lian Zhang. The instrument had some alternative options based on the Scale: never or almost never true, sometimes, often, usually, always or almost always true.

Table.3.1. Scale for Alternative Options

No.	Alternative options	score
1.	Never or almost never true	**1**
2.	Sometimes (less than 50%)	**2**
3.	Often (about 50%)	**3**
4.	Usually (more than 50%)	**4**
5.	Always or almost true	**5**

(Lian Zhang, 2013)

F. Technique of Collecting Data

To make this research easier the technique of collecting data divided into two parts:

a. Written Test

This research used the test as the instrument. In this case, the writer given written test to get the data or information about students "reading comprehension on a text

b. Questionare

The questionare was the main instrument to collected the data. This was a list of statements about the usage of metacognitive strategies that given to the students of SMPN 35 Makassar in second year. In this questionare there consist of 30 questions.

G. Data Analysis

After the data had collected, the data analyzed by using statistical and logical approach. The final result used to answer the research question. To calculate the data obtain, the writer used the data as follows:

1. To calculate the score of metacognitive strategy, the writer applyed the following formula

$$P = \sum \frac{X}{N} x\ 100\ \%$$

Note :

P = percentage

∑X = the sum of Metacognitive Strategy

N = number of the sample

2. To calculate the score of students' reading comprehension in text, the writer applyed the following formula:

$$\mathbf{P= \sum \frac{Y}{N} x\ 100\ \%}$$

Note :

P = percentage

∑Y = the sum of reading comprehension text

N = number of the sample

3. To calculate correlation between metacognitive strategy and students' reading comprehension, the writer used SPSS.16 windows. Where the usage of metacognitive strategy was symbolized by X and students" reading comprehension on reading was symbolized by Y. If correlation betweeen metacognitve srategies and reading comprehension or we can say r count > r tabel, it meant there was a correlation between both and conversely. The writer used Pearson Product Moment to measure how far correlation both. The formula was:

$$r=\frac{N\ .\Sigma XY-(\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2-(\Sigma X)^2][N\Sigma Y^2-(\Sigma Y)^2]}}$$

Sudijono (2006: 209)

Details :

r = correlation coefficient of each question

n = sum of respondens

X = sum of quesionnare score

Y = sum of written test score

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the writer described about the findings, discussion and hypotesis test.

A. Findings

1. The Usage of the Metacognitive Strategies

The writer collected the data by using metacognitive strategies as the X variable. The writer conducted the test to know the score of students' metacognitive strategy. The test was taken in questionnaire form.

Table 4.1

Score of Students' Metacognitive Strategies

No.	**Student's**	**Score**	**Qualification**
(1)	**(2)**	**(3)**	**(4)**
1.	ASS	84	Fair
2.	AA	100	Good
3.	AW	121	Exellent
4.	AS	112	Good
5.	BLL	83	Fair
6.	DF	83	Fair
7.	EM	124	Excellent
8.	EUS	110	Good
9.	E	87	Fair
10.	FWS	127	Excellent
11.	HPA	70	Fair

To be countinued

Countinuation

(1)	(2)	(3)	(4)
12.	MR	91	Good
13.	MWJ	128	Excellent
14.	MF	104	Good
15.	M	133	Excellent
16.	N	72	Fair
17.	NU	86	Fair
18.	NHR	69	Fair
19.	P	117	Good
20.	R A	84	Fair
21.	RAP	107	Good
22.	RNP	133	Excellent
23.	SK	127	Excellent
24.	SNF	98	Good
25.	ST	111	Good
26.	SSM	126	Excellent
27.	SY	98	Good
28.	ZDH	114	Good
29.	APF	84	Fair

Source: SMPN 35 makassar

Scale for metacognitive strategies questionary:

1- 30 : Very poor

31- 60 : Poor

61- 90 : Fair

91- 120 : Good

121- 150 : Excellent

As mentioned in chapter III the writer calculated the precentages of students' metacognitive strategies and the result were:

a. As we can see the total students that having excellent qualification were eight students and the precentage as following:

$$P= \frac{8}{29} x\ 100\ \% = 27.5\%$$

b. The total numbers of the usage of metacognitive strategies that having good qualification were 11 students. The percentage was as the following:

$$P= \frac{11}{29} x\ 100\ \% = 37.93\ \%$$

c. The total numbers of the usage of metacognitive strategies that having fair qualification were 10 students. The percentage was as the following:

$$P= \frac{10}{29} x\ 100\ \% = 34.4\%$$

The precentage above show that students with excellent score were 8 students (27.5%), with good score were 11 students (37.93%) and with fair score were 11 students (34.4%). The data show that the highest percentage was 37.93 % in good qualification. It means that the students in class VIII 3 SMPN 35 had a good level in the usage of metacognitive strategies.

2. Students' Reading Comprehension on Recount Text

The writer collected data on students' reading comprehension on recount text as Y. The writer conducted the test to know the score of students' reading comprehension on recount text. The score was in the

table: **Table 4.2**

Score of Students' reading comprehension on recount text

No.	**Student's**	**Score**	**Qualification**
(1)	**(2)**	**(3)**	**(4)**
2.	AA	75	Good
3.	AW	80	Good
4.	AS	75	Good
5.	BLL	50	Fair
6.	DF	75	Good
7.	EM	80	Good
8.	EUS	60	Fair
9.	E	75	Good
10.	FWS	80	Good
11.	HPA	55	Fair
12.	MR	70	Good
13.	MWJ	85	Good
14.	MF	65	Fair
15.	M	85	Good
16.	N	55	Fair
17.	NU	65	Fair
18.	NHR	70	Good
19.	P	75	Good
20.	R A	65	Fair
21.	RAP	65	Fair
22.	RNP	80	Good
23.	SK	70	Good
24.	SNF	55	Fair
25.	ST	75	Good
26.	SSM	85	Good
27.	SY	60	Fair
28.	ZDH	80	Good
29.	APF	65	Fair

Source: SMPN 35 Makassar

Based on the chapter III, the writer calculated the percentage of

students' reading comprehension on recount text, those result were:

a. The total numbers of the students' reading comprehension on recount text that having good qualification were 18 students. The percentage was as the following:

$$P=\frac{18}{29}x\ 100\ \% = 62.06\ \%$$

b. The total numbers of the students' reading comprehension on recount text that having fair qualification were 11 students. The percentage was as the following:

$$P=\frac{11}{29}x\ 100\ \% = 37.93\ \%$$

In this reading comprehension precentage there is no student have a very good qualification, but students that have a good score were 18 (62.06%), and with fair score were 11 students (37.93%). The highest percentage was 62.06 % in good qualification from the above result which mean that the students had an good level in reading comprehension on recount text.

3. Correlation Between the Usage of Metacognitive Strategies and Students' Reading Comprehension on Recount Text

To calculate the correlation between the usage of metacognitive strategies and students' reading comprehension on recount text in SMPN 35 Makassar the writer used SPSS 16.0 windows program to analyzed it

where the usage of metacognitive strategy was symbolized by X and students' reading comprehension on recount text was symbolized by Y. The result of the data in the following table:

Table 4.3

The Accumulation Data of the Students' Metacognitive Strategies (X) and Students' Reading Comprehension on Recount Text (Y)

No.	Student's	Metacognitive Strategies Questionary (X)	Reading comprehension on recount text (Y)
(1)	(2)	(3)	(4)
2.	AA	100	75
3.	AW	121	80
4.	AS	112	75
5.	BLL	83	50
6.	DF	83	75
7.	EM	124	80
8.	EUS	110	60
9.	E	87	75
10.	FWS	127	80
11.	HPA	70	55
12.	MR	91	70
13.	MWJ	128	85
14.	MF	104	65
15.	M	133	85
16.	N	72	55
17.	NU	86	65
18.	NHR	69	70
19.	P	117	75
20.	R A	84	65
21.	RAP	107	65
22.	RNP	133	80
23.	SK	127	70
24.	SNF	98	55

To be countinued

Continuation

(1)	(2)	(3)	(4)
25.	ST	111	75
26.	SSM	126	85
27.	SY	98	60
28.	ZDH	114	80
29.	APF	84	65
N:29	TOTAL	2983	1975

Source : SMPN 35 makassar

After that the writer analyzed the data from metacognitive strategies (X) and the reading comprehension on recount (Y) by using SPSS 16.0 windows program, the result as follows:

Table 4.4 The correlation between variable X and Y

Correlations

[DataSet0]

Correlations

		metacognitive	reading
metacognitive	Pearson Correlation	1	.675**
	Sig. (2-tailed)		.000
	N	29	29
reading	Pearson Correlation	.675**	1
	Sig. (2-tailed)	.000	
	N	29	29

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

Note :

Pearson correlation : the score of coefficient correlation between variable x and y.

Sig. (2-tailed) : the significance test of coefficient correlation.

N : the number of sample.

The result of calculation above showed the validity of deviation. It calculated by using Pearson correlation. Because the respondents were 29, R-count = 0.675 > r table were calculted from value with the degree of freedom (df) 29 (N-2)= 0.487 (1%). It meant there was a correlation between the usage of metacognitive strategies and students' reading comprehension on recount text was significant. The level of the significant r value and r table can be seen in the following table:

Table 4.5 The interpretetion table of R valuae

The " r " value	Interpretation
0.0 – 0.20	There is very week correlation
0.20 – 0.40	There is week correlation
0.40 – 0.70	**There is an enough correlation**
0.70 – 0.90	There is high correlation
0.90 – 1.00	There is very high correlation

(Sari, 2012: 62)

Table 4.6 The r- table

N= 27, from r table

Tabel r

N	Taraf Signif 5%	Taraf Signif 1%	N	Taraf Signif 5%	Taraf Signif 1%	N	Taraf Signif 5%	Taraf Signif 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	0444	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			

Sumber: Sugiyono (1999). Metode Penelitian Bisnis. Bandung: Alfabeta

We can see that result of calculation of the correlation between the usage of metacognitive strategies and reading comprehension on recount text showed that R-count = 0.675 *so that there is a enough correlation between variable X and Y.* It can be seen in the table above in the "r" value the result was lies between 0.40 – 0.70. And if the result the correlation was consulted to the r table value with the degree of freedom (df) 29 (N-2), at the level of significant 1 %, the R-count (0.675) was

greater than r table (0.487) It means that hypothesis was accepted. In other words threre is significant correlation between correlation the usage of metacognitive strategies and students' reading comprehension on recount text. So the correlation is positive, it means that metacognitive strategies influece the students' reading comprrehension in reount text.

B. Discussion

This section presents the discussion as an interpretation of the result of the data analysis. This section discusses about score of students' in metacognitive strategies, score of students' reading comprehension in recount text and the correlation between metacognitive strategies and students' reading comprehension on recount text.

a. Score of Students' Metacognitive Strategies

As we can see in table 4.1 the students had categories into three qualification.

1). Students that categories into excellent qualification were 8 students with presentage 27.5%

2). Students that categories into good qualification were 11 students with precentage 37.93%

3) students that categories into fair qualification were 10 students with precentage 34.4%

From the previous qualification result and students'precentage class VIII .3 SMPN 35 Makassar can be conclude that the students had a good metacognitive strategies in reading because 11 students achived a good qualification in precentage 37.93% more higest than the other precentage.

b. Reading comprehension in recount text

As we can see in table 4.2 the students had categories into two qualification and there is no student in written test have very good qualification.

1) Students that categories into good qualification were 18 students with presentage 62.06%.
2) Students that categories into fair qualification were 11 students with presentage 37.93%

From the result above students class VIII.3 SMPN 35 Makassar can be concluded that the students had a good level in reading comprehension recount text because there were 18 students achived a good qualification in precentage 62.06% more higest than the other precentage.

c. Correlation between metacognitive strategies and students' reading comprehension on recount text.

After analyzed the precentage the metacognitive strategies and students reading comprehension in class VIII.3 SMPN 35 Makassar the writer calculated the correlation metacognitive startegies (variable X) and

reading comprehension in recount text (variable Y) using SPSS 16 windows program and the result can be seen in table 4.4.

The result from SPSS 16 windows program showed the calculated data by using person correlation with sample of the respondent were 29 students in class VIII.3 SMPN 35 Makassar so the R-count from result variable X and Y was = 0.675. If we see the value of the R-count from the variable X and Y in table 4.5 the R-count categoies into enough correlation where the score was lies between 0.40-0.70 and if the R-count compared with the r table with the degree of freedom (df) 29 (N-2)=(29-2) (df)=27 in significant correlation level 0.01 or 1% was 0.487 that can be seen in the table 4.6 table r.

From the result above can be seen that the correlation between metacognitive strategies and reading comprehension in recount text students' class VIII.3 SMPN 35 makassar, the R-count was 0.675 which categoried into enough correlation where it lies between 0.40-0.70 and if the R-count compared with the r table in (df) 27 at level of significant 1% (0.01) the r table was 0.487. This show that the R-count were more greater than r table (0.675 > 0.487).

C. Hypotesis Test

Based on the chapter II, the writer had hypothesis. The writer stated that there was significant correlation between the usage of metacognitive

strategy toward students' reading comprehension at SMPN 35 Makassar 2016/2017 (**H1)**.

As described in previos findings R-count was 0.675 the calculate result of SPSS 16.0 windows program and it is categoried into *Enough Correlation*. Beside that after categoried into Enough correlation the writer compared R- count with the r -table to see the significant correlation in the r table in 1 % (0.487). The R- count had a grater result (0.675) than the r table. In this case because the R- count was cotegoried into enough correlation(0.40 – 0.70) and R- count > r table (0.675 > 0.487) the writer concluded that HI was accepted and H0 was rejected in this research.

CHAPTER V

CONCLUSSION AND SUGGESTION

In this chapter, the writer described some conclusions and suggestions.

A. Conclusion

Based on the data analysis on the previous chapter, the writer concluded the result of those analyses. The were three major points of conclusions presented based on the three problems of the research. Firstly the writer concerns with the score of the usage of metacognitive strategies, secondly the writer concerns with the score of students' reading comprehension on recount text, and the last the writer concerns about the correlation between the usage of metacognitive strategies toward students' reading comprehension on recount text.

Based on the result of the study, the writer concludes:

1. The score of the usage of metacognitive strategies

a. The score of the usage of metacognitive strategies that have excellent qualification are 27.5 %

b. The score of the usage of metacognitive strategies that have good qualification are 37.93 %

c. The score of the usageof metacognitive strategy that have fair qualification are 34.4 %

From the result of the analysis above, the writer concluded that the usage of metacognitive strategies of the VIII.3 grade of SMPN 35 Makassar in Academic year of 2016/2017 have good level generally.

2. The score of the students' reading comprehension on recount text

a. The score of the students' reading comprehension on recount text that have good qualification are 62.06%

b. The score of the students' reading comprehension on recount text that have fair qualification are 37.93 %

From the result of the analysis above, the writer concluded that the students' reading comprehension on recount text of the VIII 3 grade of SMPN 35 Makassar in Academic year of 2016/2017 have good level generally.

3. The correlation between the usage of metacognitive strategy and students' reading comprehension on recount text.

It can be seen from the level of significant that 1 % (0.01) which is 0.487. The R-count > r table which r count is 0.675. It meant that there was an enough correlation between the usage of metacognitive strategies and students' reading comprehension on recount text. Because of the R-count > r table so H0 is rejected and H1 is accepted.

It meant that there is a significant correlation between the usage of metacognitive strategies and students' reading comprehension on recount text because the result is positive (+).

The writer also concludes that the students' reading comprehension are influenced by the usage of metacognitive strategies. If the students use metacognitive strategies, their reading comprehension will increase, instead if the students did not use the metacognitive strategies in reading their reading comprehension in text were low or unpredictable in english.

B. Suggestion

Based on the conclusion above, there are suggestions about metacognitive strategies and reading comprehension on recount text:

1. For the Teacher

This research result can be used as an information to the teacher about the usage of metacognitive strategies and students' reading comprehension levels, so the teacher can modify the reading strategy in students to increase their reading ability more better than before or usually.

2. For the Students

The result of this research can motivate the students to use metacognitive strategies to increase their reading comprehension. This

research provides a lot of information about metacognitive strategies. From the previous result we can see that a enough correlation between metacognitve strategies and reading comprension in recount text. The more students in used strategy in their reading will affect positvely their result.

It means that the better students in understanding the metacognitive strategies the better it will affect to result in students' reading comprehension in recount text. So it will be a good solution for students in understanding their reading comprehension text in english language.

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APPENDICES

APPENDIX 1. RESEARCH INSTRUMENT

NAME :

CLASS :

NUMBER. REG :

A. Read the text and choose the correct answer of the following questions.

MY DAY

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off . Then, I was in sich hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn‟t have enough money.

Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

(sumber: Depdiknas ; 2015; Munasifah)

1. What happened to the writer yesterday?
   a. He has a terrible day.
   b. He gets a terrible day.
   c. He had a terrible day.
   d. He got a terrible day.

2. Why did he wake up an hour late?
   a. Because he didn't set alarm clock.
   b. Because the alarm clock didn't go off.
   c. Because he didn't see alarm clock.
   d. Because his alarm clock didn't work

3. What did he do after having breakfast?
   a. He got dressed so quickly that he forgot to wear socks.
   b. He wear socks so quickly that he forgot to get dressed.
   c. He ran out of the house trying to get the 9:30 bus.
   d. He burned his hand when he was making breakfast.

4. How far did the writer walk?
   a. He walked fo two miles.
   b. He walked fo three miles.
   c. He walked fo four miles.
   d. He walked fo five miles.

5. What does the writer hope?

   a. The writer hopes to discover that it was Sunday.
   b. The writer hopes to take a taxi.
   c. The writer hopes he never had a day like yesterday.
   d. The writer hopes that yesterday will be better.

6. What is the kind of recount text above?

   a. Factual recount text.
   b. Imaginatif recount text.
   c. Personal recount text.
   d. Orientation recount text.

7. Which is the paragraph in the text that indicate orientation?

   a. Paragraph one.
   b. Paragraph two.
   c. Paragrapah three.
   d. Paragrapah one and two.

8. What Is the re-orientation in the text?

   a. I had a terrible day yesterday.
   b. late because my alarm clock didn't go off.
   c. I hope I never have a day as the one I had yesterday.
   d. Making my breakfast.

9. Which one from this option that not include as a action verb?

   a. Woke up.

   b. Burned.

   c. Walked.

   d. Making.

10. which word is the conjuction from the text?

   a. Ran.

   b. After.

   c. Woke up.

   d. Discover

B. Read the second text and choose the correct answer to the following questions.

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted,"It's two minutes past twelve! The clock has stopped!"
I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

(sumber: detik-detik UN Bahasa Inggris; 2005/2006; Intan Pariwara)

1. When did the clock stopped?
   a. At 5.12
   b. At 11.55
   c. At 12.00
   d. At 12.02

2. Why did the people gather under the Town Hall clock?
   a. To welcome the New Year
   b. To see the newly bought clock
   c. To strike the laughing people
   d. To stop people who shouted

3. Based on the text, where was the writer?
   a. At the center of the town
   b. At home

c. At the beach

d. At the market

4. When did the event happen?

a. In the middle of the year

b. The end of the year

c. Christmas celebration

d. At the weekend as usual

5. Which of the following is not true according to the text?

a. The writer was waiting to celebrate the New Year.

b. The writer brought a watch.

c. The writer was very happy.

d. The writer celebrated the New Year with his family.

6. What probably happened when someone shouted that the clock stopped?

a. Everybody directly celebrated the New Year

b. Everybody sings and laugh.

c. Everybody looked for a watch.

d. Everybody shouted too.

7. What does the first sentence tell you?

a. The problem that the writer met

b. The funny thing in the story

c. The opening of the story

d. The past event

8. “It would strike twelve in twenty minutes’ time.” The underlined word refers to …

   a. The clock
   b. Author’s watch
   c. The town
   d. The place

9. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. What is the closest meaning of the underlined word?

   a. Mass
   b. Big
   c. Many
   d. Lots of

10. “The big clock refused to welcome the New Year” What is the synonym of the word ….

   a. Reject
   b. Accept
   c. Admit
   d. Hate

NAME :

CLASS :

NUMBER REG :

Metacognitive Strategy Questionnaire (MSQ) for Reading

Directions:

In this part, you will find the statements about reading. When you read a text, think about what kind of things you did before, during, and after reading. Take time carefully examine each item and check the responses by ticking (√) in the box that best indicates how well the statement describes you.

1 = Never or almost never true

2 = sometimes (less than 50%)

3 = often (about 50%)

4 = Usually (more than 50%)

5 = Always or almost always true

Example: Consider the following item and choose the response by ticking (√) in the box.

Item	Contents	Never 1	Sometimes 2	Often 3	Usually 4	Always 5
1.	Before beginning to read, I go to the library and surf the internet to get information concerning the topic.					✓

Explaination:

- If you go to the library or surf in the Internet to get the information concerning the topic before you begin to read if you do it all the time or almost always, please tick 5.

- It is important to answer in terms of how well each statement describes you, NOT in terms of what you think you should do, or what other people do. THIS IS NOT A TEST. There is no right or wrong response to these statements. The score you obtain will not affect your grade.

Depending on your language learning ability and proficiency, you may be using different types of strategies. The metacognitive reading strategies presented here are general. Not everyone needs the same kind of strategies. A “low” score does not mean you are a bad learner.

Part 1: The following statements tell what you do before you read the text.

Activity I do before I started reading an English text

1	2	3	4	5	6	7
Items	**Contents**	**Never 1**	**Sometimes 2**	**Often 3**	**Usually 4**	**Always 5**
1.	I tried to predict the contents of the text from the title.(Saya mencoba untuk memprediksi isi teks dari judul.)					
2.	I prefer to find a source of reading and make a preparation before start reading task. (saya lebih suka mencari sumber bacaan dan membuat persiapan sebelum membaca)					
3.	I previewed the questions or the instructions, so I could understand what to do. (Saya meninjau Pertanyaan atau petunjuk, jadi saya bisa memahami apa yang harus dilakukan.)					
4.	I scanned the text first and concentrated on what I will read.					

To be countinued

Continuation

1	2	3	4	5	6	7
	(saya membaca cepat teksnya kemudian fokus pada apa yang saya baca)					
5.	I consider the previous success with the similar tasks and identify the purpose of the assigned tasks. (Saya menganggap keberhasilan sebelumnya dengan tugas yang sama dan mengidentifikasi tujuan dari tugas yang diberikan)					
6.	I read the task before reading the text.(Saya Membaca tugas sebelum membaca teks.)					
7.	I read the text before I read the task that given. (saya membaca text sebelum saya membaca tugas yang diberikan)					
8.	I planned before I read because I think it was helpful. (saya membuat perencanaan					

To be countinued

Continuation

1	2	3	4	5	6	7
8.	dalam membaca karena saya berpikir itu dapat membantu)					
9.	I search for a task question In a spesific paragraph because thought it was easier. (saya mencari Tugas pertanyaan dalam paragraf tertentu karena menurut saya itu lebih membantu)					
10.	I could come up with a list of reading strategies I would probably use to help me while reading (saya akan menyediakan daftar Strategi membaca yang mungkin membantu saya dalam membaca)					

Part 2: The following statements tell what you do ***during*** reading the text.

Activity While I reading an English text

1	2	3	4	5	6	7
Items	**Contens**	**Never 1**	**Sometimes 2**	**Often 3**	**Usually 4**	**Always 5**
11.	I underlined the difficult sentences and words, and tried to understand them. (Saya menggaris bawahi kalimat sulit dan kata-kata,dan men-coba untu me-mahaminya)					
12.	I first read the general ideas of the text. (pertama saya membaca ide-ide umum dari teks)					
13.	I paid selective attention to the information predicted and required in the task. (saya menaruh perhatin penuh Dengan informasi yang diprediksi dan yang dibutuhkan dalam tugasnya.)					

To be countinued

Continuation

1	2	3	4	5	6	7
14.	I skipped words or sentences I did not understand. (Saya melewatkan kata-kata atau kalimat yang saya tidak mengerti)					
15.	I translated the sentence by sentence whilereading. (saya menerjemah-kan kalimat demi kalimat saat membaca.)					
16.	I kept reading even I had difficulty and constantly checked my understanding of the text. (Saya terus membaca bahkan saya mengalami kesulitan dan terus memeriksa pemahaman saya tentang teks yang ada.)					
17.	I searched for the answers for the task questions.					

To be countinued

Continuation

1	2	3	4	5	6	7
	(saya mencari jawaban untuk pertanyaan tugas.)					
18.	I considered whether I understood the beginning and the ending of the text correctly. (Saya mem-pertimbangkan apakah saya memahami awal dan akhir dari teks dengan benar)					
19.	I used picture or title of the text to help comprehend reading text. (Saya menggunakan gambar atau judul teks untuk membantu memahami teks bacaan.)					
20.	I verified my inference of the previous paragraph and predicted what would come in the next paragraph. (saya menarik kesimpulan dari paragraf sebelumnya dan memprediksi					

To be countinued

Continuation

1	2	3	4	5	6	7
	apa yang akan muncul di paragraf berikutnya.)					

Part 3: The following statements tell what you did to help improve your reading after you read it.

After reading an English text,

1	2	3	4	5	6	7
Items	**Contents**	**Never 1**	**Sometimes 2**	**Often 3**	**Usually 4**	**Always 5**
21.	I checked to see if my reading strategies were helpful for The text comprehension. (Saya memeriksa untuk melihat apakah strategi membaca saya membantu untuk memahami teks.)					
22.	I spent time reflecting on my reading performance. (saya menghabiskan waktu merenungkan kinerja membaca saya.)					

To be countinued

Continuation

1	2	3	4	5	6	7
23.	I spent time to motivate myself to improve the reading even I found that I do a poor job. (saya menggunakan waktu untuk memotovasi diri sendiri walaupun saya mendapatkan hasil yang kurang memuaskan)					
24.	I used my own reading plan for judging how the result going. ((Saya menggunakan rencana bacaan saya sendiri untuk menilai bagaimna hasilnya.)					
25.	I realized that my major concern is coming with the better understanding by accomplish-ing the task. (saya menyadari bahwa munculnya persoalan utama dalam memahami adalah dengan mengerjakan tugas.)					

To be countinued

Continuation

1	2	3	4	5	6	7
26.	I enjoyed discussing with my classmates for the difficult points and exchanging the reading experience.(saya menikmati ber-diskusi dengan teman kelas saya dlm kesulitan mem-baca dan bertukar pengalaman membaca					
28.	I summerized the reding text to see if it might keep or change my reading experience (Saya meringkas teks bacaan untuk melihat apakah itu mungkin membuat atau mengubah pengalaman membaca saya					
29.	I set a higher reading goal Such as comprehension level. **(**Saya menetapkan tujuan membaca yang lebih tinggi seperti tingkat pemahaman.)					

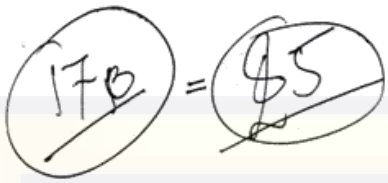
To be countinued

Continuation

1	2	3	4	5	6	7
30.	I referred to reading goal to evaluate if I achieve it. (saya mengarahkan tujuan membaca untuk mengevaluasi pencapaian saya)					

(Lian Zhang, 2013)

APPENDIX 2. STUDENTS ANSWER SHEETS



NAME : Maxdalena Widra Julianti

CLASS : VIII-3

NUMBER. REG : 13

A. Read the text and choose the correct answer to the following questions.

MY DAY

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off . Then, I was in sich hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn"t have enough money.

Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

(sumber: Depdiknas ; 2015; Munasifah)

1. What happened to the writer yesterday?
a. He has a terrible day.
b. He gets a terrible day.
c. He had a terrible day.
d. He got a terrible day.

2. Why did he wake up an hour late?
a. Because he didn't set alarm clock.
b. Because the alarm clock didn't go off.
c. Because he didn't see alarm clock.
d. Because his alarm clock didn't work

3. What did he do after having breakfast?
a. He got dressed so quickly that he forgot to wear socks.
b. He wear socks so quickly that he forgot to get dressed.
c. He ran out of the house trying to get the 9:30 bus.
d. He burned his hand when he was making breakfast.

4. How far did the writer walk?
a. He walked fo two miles.
b. He walked fo three miles.
c. He walked fo four miles.
d. He walked fo five miles.

5. What does the writer hope?
a. The writer hopes to discover that it was Sunday.
b. The writer hopes to take a taxi.
c. The writer hopes he never had a day like yesterday.
d. The writer hopes that yesterday will be better.

6. What is the kind of recount text above?
a. Factual recount text.
b. Imaginatif recount text.
c. Personal recount text.
d. Orientation recount text.

7. Which is the paragraph in the text that indicate orientation?
a. Paragraph one.
b. Paragraph two.
c. Paragrapah three.
d. Paragrapah one and two.

8. What Is the re-orientation in the text?

a. I had a terrible day yesterday.

b. late because my alarm clock didn't go off.

c. I hope I never have a day as the one I had yesterday.

d. Making my breakfast.

9. Which one from this option that not include as a action verb?

a. Woke up.

b. Burned.

c. Walked.

d. Making.

10. which word is the conjuction from the text?

a. Ran.

b. After.

c. Woke up.

d. Discover

B. Read the second text and choose the correct answer to the following questions.

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted,"It's two minutes past twelve! The clock has stopped!"
I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

(sumber: detik-detik UN Bahasa Inggris; 2005/2006; Intan Pariwara)

1. When did the clock stopped?

a. At 5.12

b. At 11.55

c. At 12.00

d. At 12.02

2. Why did the people gather under the Town Hall clock?

a. To welcome the New Year

b. To see the newly bought clock

c. To strike the laughing people

d. To stop people who shouted

3. Based on the text, where was the writer?

a. At the center of the town

b. At home

c. AT the beach

d. At the market

4. When did the event happen?

a. In the middle of the year

b. The end of the year

c. Christmas celebration

d. At the weekend as usual

5. Which of the following is not true according to the text?

a. The writer was waiting to celebrate the New Year.

b. The writer brought a watch.

c. The writer was very happy.

d. The writer celebrated the New Year with his family.

6. What probably happened when someone shouted that the clock stopped?

a. Everybody directly celebrated the New Year

b. Everybody sings and laugh.

c. Everybody looked for a watch.

d. Everybody shouted too.

7. What does the first sentence tell you?

a. The problem that the writer met

b. The funny thing in the story

c. The opening of the story

d. The past event

8. "It would strike twelve in twenty minutes' time." The underlined word refers to ...

a. The clock

b. Author's watch

c. The town

d. The place

9. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. What is the closest meaning of the underlined word?

a. Mass

b. Big

c. Many

d. Lots of

10. "The big clock refused to welcome the New Year" What is the synonym of the word ....

a. Reject

b. Accept

c. Admit

d. Hate

10 = 50

NAME : Brigita Leja L.

CLASS : VIII.3 (delapan tiga)

NUMBER. REG : 05

A. Read the text and choose the correct answer to the following questions.

MY DAY

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off . Then, I was in sich hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn"t have enough money.

Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

(sumber: Depdiknas ; 2015; Munasifah)

1. What happened to the writer yesterday?
a. He has a terrible day.
b. He gets a terrible day.
c. He had a terrible day.
d. He got a terrible day.

2. Why did he wake up an hour late?
a. Because he didn't set alarm clock.
b. Because the alarm clock didn't go off.
c. Because he didn't see alarm clock.
d. Because his alarm clock didn't work

3. What did he do after having breakfast?
a. He got dressed so quickly that he forgot to wear socks.
b. He wear socks so quickly that he forgot to get dressed.
c. He ran out of the house trying to get the 9:30 bus.
d. He burned his hand when he was making breakfast.

4. How far did the writer walk?
a. He walked fo two miles.
b. He walked fo three miles.
c. He walked fo four miles.
d. He walked fo five miles.

5. What does the writer hope?
a. The writer hopes to discover that it was Sunday.
b. The writer hopes to take a taxi.
c. The writer hopes he never had a day like yesterday.
d. The writer hopes that yesterday will be better.

6. What is the kind of recount text above?
a. Factual recount text.
b. Imaginatif recount text.
c. Personal recount text.
d. Orientation recount text.

7. Which is the paragraph in the text that indicate orientation?
a. Paragraph one.
b. Paragraph two.
c. Paragrapah three.
d. Paragrapah one and two.

8. What Is the re-orientation in the text?
a. I had a terrible day yesterday.
b. late because my alarm clock didn't go off.
c. I hope I never have a day as the one I had yesterday.
d. Making my breakfast.

9. Which one from this option that not include as a action verb?
a. Woke up.
b. Burned.
c. Walked.
d. Making.

10. which word is the conjuction from the text?
a. Ran.
b. After.
c. Woke up.
d. Discover

B. Read the second text and choose the correct answer to the following questions.

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted,"It's two minutes past twelve! The clock has stopped!"
I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

(sumber: detik-detik UN Bahasa Inggris; 2005/2006; Intan Pariwara)

1. When did the clock stopped?
   a. At 5.12
   b. At 11.55
   c. At 12.00
   d. At 12.02

2. Why did the people gather under the Town Hall clock?
   a. To welcome the New Year
   b. To see the newly bought clock
   c. To strike the laughing people
   d. To stop people who shouted

3. Based on the text, where was the writer?
   a. At the center of the town

b. At home

c. AT the beach

d. At the market

4. When did the event happen?

a. In the middle of the year

b. The end of the year

c. Christmas celebration

d. At the weekend as usual

5. Which of the following is not true according to the text?

a. The writer was waiting to celebrate the New Year.

b. The writer brought a watch.

c. The writer was very happy.

d. The writer celebrated the New Year with his family.

6. What probably happened when someone shouted that the clock stopped?

a. Everybody directly celebrated the New Year

b. Everybody sings and laugh.

c. Everybody looked for a watch.

d. Everybody shouted too.

7. What does the first sentence tell you?

a. The problem that the writer met

b. The funny thing in the story

c. The opening of the story

d. The past event

8. "It would strike twelve in twenty minutes' time." The underlined word refers to ...

a. The clock

b. Author's watch

c. The town

d. The place

9. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. What is the closest meaning of the underlined word?

a. Mass

b. Big

c. Many

d. Lots of

10. "The big clock refused to welcome the New Year" What is the synonym of the word ....

a. Reject

b. Accept

c. Admit

d. Hate

SCORE = 128

NAME	: Maxdalena widra Julianti
CLASS	: VIII.3.
NUMBER REG	: 13

Metacognitive Strategy Questionnaire (MSQ) for Reading

Directions:

In this part, you will find the statements about reading. When you read a text, think about what kind of things you did before, during, and after reading. Take time carefully examine each item and check the responses by ticking (√) in the box that best indicates how well the statement describes you.

1 = Never or almost never true

2 = sometimes (less than 50%)

3 = often (about 50%)

4 = Usually (more than 50%)

5 = Always or almost always true

Example: Consider the following item and choose the response by ticking (√) in the box.

Item	Contents	Never 1	Sometimes 2	Often 3	Usually 4	Always 5
1.	Before beginning to read, I go to the library and surf the internet to get information concerning the topic.					✓

Explaination:

- If you go to the library or surf in the Internet to get the information concerning the topic before you begin to read if you do it all the time or almost always, please tick 5.

- It is important to answer in terms of how well each statement describes you, NOT in terms of what you think you should do, or what other people do. THIS IS NOT A TEST. There is no right or wrong response to these statements. The score you obtain will not affect your grade.

Depending on your language learning ability and proficiency, you may be using different types of strategies. The metacognitive reading strategies presented here are general. Not everyone needs the same kind of strategies. A "low" score does not mean you are a bad learner.

Part 1: The following statements tell what you do before you read the text.

Activity I do before I started reading an English text

1	2	3	4	5	6	7
Items	**Contents**	**Never 1**	**Sometimes 2**	**Often 3**	**Usually 4**	**Always 5**
1.	I tried to predict the contents of the text from the title.(Saya mencoba untuk memprediksi isi teks dari judul.)					✓
2.	I prefer to find a source of reading and make a preparation before start reading task. (saya lebih suka mencari sumber bacaan dan membuat persiapan sebelum membaca)			✓		
3.	I previewed the questions or the instructions, so I could understand what to do. (Saya meninjau Pertanyaan atau petunjuk, jadi saya bisa memahami apa yang harus dilakukan.)					✓
4.	I scanned the text first and concentrated on what I will read.					

To be countinued

Continuation

1	2	3	4	5	6	7
	(saya membaca cepat teksnya kemudian fokus pada apa yang saya baca)					✓
5.	I consider the previous success with the similar tasks and identify the purpose of the assigned tasks. (Saya menganggap keberhasilan sebelumnya dengan tugas yang sama dan mengidentifikasi tujuan dari tugas yang diberikan)			✓		
6.	I read the task before reading the text.(Saya Membaca tugas sebelum membaca teks.)					✓
7.	I read the text before I read the task that given. (saya membaca text sebelum saya membaca tugas yang diberikan)			✓		
8.	I planned before I read because I think it was helpful. (saya membuat perencanaan					✓

To be countinued

Continuation

1	2	3	4	5	6	7
8.	dalam membaca karena saya berpikir itu dapat membantu)					
9.	I search for a task question In a spesific paragraph because thought it was easier. (saya mencari Tugas pertanyaan dalam paragraf tertentu karena menurut saya itu lebih membantu)				✓	
10.	I could come up with a list of reading strategies I would probably use to help me while reading (saya akan menyediakan daftar Strategi membaca yang mungkin membantu saya dalam membaca)				✓	

Part 2: The following statements tell what you do ***during*** reading the text.

Activity While I reading an English text

1	2	3	4	5	6	7
Items	**Contens**	**Never 1**	**Sometimes 2**	**Often 3**	**Usually 4**	**Always 5**
11.	I underlined the difficult sentences and words, and tried to understand them. (Saya menggaris bawahi kalimat sulit dan kata-kata,dan men-coba untu me-mahaminya)					✓
12.	I first read the general ideas of the text. (pertama saya membaca ide-ide umum dari teks)				✓	
13.	I paid selective attention to the information predicted and required in the task. (saya menaruh perhatin penuh Dengan informasi yang diprediksi dan yang dibutuhkan dalam tugasnya.)				✓	

To be countinued

Continuation

1	2	3	4	5	6	7
14.	I skipped words or sentences I did not understand. (Saya melewatkan kata-kata atau kalimat yang saya tidak mengerti)					✓
15.	I translated the sentence by sentence whilereading. (saya menerjemah-kan kalimat demi kalimat saat membaca.)				✓	
16.	I kept reading even I had difficulty and constantly checked my understanding of the text. (Saya terus membaca bahkan saya mengalami kesulitan dan terus memeriksa pemahaman saya tentang teks yang ada.)					✓
17.	I searched for the answers for the task questions.					

To be countinued

Continuation

1	2	3	4	5	6	7
	(saya mencari jawaban untuk pertanyaan tugas.)					✓
18.	I considered whether I understood the beginning and the ending of the text correctly. (Saya mem-pertimbangkan apakah saya memahami awal dan akhir dari teks dengan benar)					✓
19.	I used picture or title of the text to help comprehend reading text. (Saya menggunakan gambar atau judul teks untuk membantu memahami teks bacaan.)					✓
20.	I verified my inference of the previous paragraph and predicted what would come in the next paragraph. (saya menarik kesimpulan dari paragraf sebelumnya dan memprediksi				✓	

To be countinued

Continuation

1	2	3	4	5	6	7
	apa yang akan muncul di paragraf berikutnya.)					

Part 3: The following statements tell what you did to help improve your reading after you read it.

After reading an English text,

1	2	3	4	5	6	7
Items	**Contents**	**Never 1**	**Sometimes 2**	**Often 3**	**Usually 4**	**Always 5**
21.	I checked to see if my reading strategies were helpful for The text comprehension. (Saya memeriksa untuk melihat apakah strategi membaca saya membantu untuk memahami teks.)					✓
22.	I spent time reflecting on my reading performance. (saya menghabiskan waktu merenungkan kinerja membaca saya.)					✓

To be countinued

Continuation

1	2	3	4	5	6	7
23.	I spent time to motivate myself to improve the reading even I found that I do a poor job. (saya menggunakan waktu untuk memotovasi diri sendiri walaupun saya mendapatkan hasil yang kurang memuaskan)					✓
24.	I used my own reading plan for judging how the result going. ((Saya menggunakan rencana bacaan saya sendiri untuk menilai bagaimna hasilnya.)			✓		
25.	I realized that my major concern is coming with the better understanding by accomplish-ing the task. (saya menyadari bahwa munculnya persoalan utama dalam memahami adalah dengan mengerjakan tugas.)					✓

To be countinued

Continuation

1	2	3	4	5	6	7
26.	I enjoyed discussing with my classmates for the difficult points and exchanging the reading experience.(saya menikmati ber-diskusi dengan teman kelas saya dlm kesulitan mem-baca dan bertukar pengalaman membaca			✓		
28.	I summerized the reding text to see if it might keep or change my reading experience (Saya meringkas teks bacaan untuk melihat apakah itu mungkin membuat atau mengubah pengalaman membaca saya					✓
29.	I set a higher reading goal Such as comprehension level. (Saya menetapkan tujuan membaca yang lebih tinggi seperti tingkat pemahaman.)				✓	

To be countinued

Continuation

1	2	3	4	5	6	7
30.	I referred to reading goal to evaluate if I achieve it. (saya mengarahkan tujuan membaca untuk mengevaluasi pencapaian saya)					✓

SCORE = 83

NAME	:	Brigita Lega. L.
CLASS	:	VIII. 3 (8.3)
NUMBER REG	:	05

Metacognitive Strategy Questionnaire (MSQ) for Reading

Directions:

In this part, you will find the statements about reading. When you read a text, think about what kind of things you did before, during, and after reading. Take time carefully examine each item and check the responses by ticking (√) in the box that best indicates how well the statement describes you.

1 = Never or almost never true

2 = sometimes (less than 50%)

3 = often (about 50%)

4 = Usually (more than 50%)

5 = Always or almost always true

Example: Consider the following item and choose the response by ticking (√) in the box.

Item	Contents	Never 1	Sometimes 2	Often 3	Usually 4	Always 5
1.	Before beginning to read, I go to the library and surf the internet to get information concerning the topic.					✓

Explaination:

- If you go to the library or surf in the Internet to get the information concerning the topic before you begin to read if you do it all the time or almost always, please tick 5.

- It is important to answer in terms of how well each statement describes you, NOT in terms of what you think you should do, or what other people do. THIS IS NOT A TEST. There is no right or wrong response to these statements. The score you obtain will not affect your grade.

Depending on your language learning ability and proficiency, you may be using different types of strategies. The metacognitive reading strategies presented here are general. Not everyone needs the same kind of strategies. A "low" score does not mean you are a bad learner.

Part 1: The following statements tell what you do before you read the text.

Activity I do before I started reading an English text

1	2	3	4	5	6	7
Items	**Contents**	**Never 1**	**Sometimes 2**	**Often 3**	**Usually 4**	**Always 5**
1.	I tried to predict the contents of the text from the title.(Saya mencoba untuk memprediksi isi teks dari judul.)					✓
2.	I prefer to find a source of reading and make a preparation before start reading task. (saya lebih suka mencari sumber bacaan dan membuat persiapan sebelum membaca)					✓
3.	I previewed the questions or the instructions, so I could understand what to do. (Saya meninjau Pertanyaan atau petunjuk, jadi saya bisa memahami apa yang harus dilakukan.)			✓		
4.	I scanned the text first and concentrated on what I will read.					

To be countinued

Continuation

1	2	3	4	5	6	7
	(saya membaca cepat teksnya kemudian fokus pada apa yang saya baca)	✓				
5.	I consider the previous success with the similar tasks and identify the purpose of the assigned tasks. (Saya menganggap keberhasilan sebelumnya dengan tugas yang sama dan mengidentifikasi tujuan dari tugas yang diberikan)		✓			
6.	I read the task before reading the text.(Saya Membaca tugas sebelum membaca teks.)	✓				
7.	I read the text before I read the task that given. (saya membaca text sebelum saya membaca tugas yang diberikan)					✓
8.	I planned before I read because I think it was helpful. (saya membuat perencanaan					

To be countinued

Continuation

1	2	3	4	5	6	7
8.	dalam membaca karena saya berpikir itu dapat membantu)					✓
9.	I search for a task question In a spesific paragraph because thought it was easier. (saya mencari Tugas pertanyaan dalam paragraf tertentu karena menurut saya itu lebih membantu)		✓			
10.	I could come up with a list of reading strategies I would probably use to help me while reading (saya akan menyediakan daftar Strategi membaca yang mungkin membantu saya dalam membaca)			✓		

Part 2: The following statements tell what you do ***during*** reading the text.

Activity While I reading an English text

1	2	3	4	5	6	7
Items	**Contens**	**Never 1**	**Sometimes 2**	**Often 3**	**Usually 4**	**Always 5**
11.	I underlined the difficult sentences and words, and tried to understand them. (Saya menggaris bawahi kalimat sulit dan kata-kata,dan men-coba untu me-mahaminya)					✓
12.	I first read the general ideas of the text. (pertama saya membaca ide-ide umum dari teks)		✓			
13.	I paid selective attention to the information predicted and required in the task. (saya menaruh perhatin penuh Dengan informasi yang diprediksi dan yang dibutuhkan dalam tugasnya.)	✓				

To be countinued

Continuation

1	2	3	4	5	6	7
14.	I skipped words or sentences I did not understand. (Saya melewatkan kata-kata atau kalimat yang saya tidak mengerti)	✓				
15.	I translated the sentence by sentence whilereading. (saya menerjemah-kan kalimat demi kalimat saat membaca.)		✓			
16.	I kept reading even I had difficulty and constantly checked my understanding of the text. (Saya terus membaca bahkan saya mengalami kesulitan dan terus memeriksa pemahaman saya tentang teks yang ada.)				✓	
17.	I searched for the answers for the task questions.					

To be countinued

Continuation

1	2	3	4	5	6	7
	(saya mencari jawaban untuk pertanyaan tugas.)					✓
18.	I considered whether I understood the beginning and the ending of the text correctly. (Saya mem-pertimbangkan apakah saya memahami awal dan akhir dari teks dengan benar)				✓	
19.	I used picture or title of the text to help comprehend reading text. (Saya menggunakan gambar atau judul teks untuk membantu memahami teks bacaan.)		✓			
20.	I verified my inference of the previous paragraph and predicted what would come in the next paragraph. (saya menarik kesimpulan dari paragraf sebelumnya dan memprediksi					

To be countinued

Continuation

1	2	3	4	5	6	7
	apa yang akan muncul di paragraf berikutnya.)				✓	

Part 3: The following statements tell what you did to help improve your reading after you read it.

After reading an English text,

1	2	3	4	5	6	7
Items	**Contents**	**Never 1**	**Sometimes 2**	**Often 3**	**Usually 4**	**Always 5**
21.	I checked to see if my reading strategies were helpful for The text comprehension. (Saya memeriksa untuk melihat apakah strategi membaca saya membantu untuk memahami teks.)	✓				
22.	I spent time reflecting on my reading performance. (saya menghabiskan waktu merenungkan kinerja membaca saya.)	✓				

To be countinued

Continuation

1	2	3	4	5	6	7
23.	I spent time to motivate myself to improve the reading even I found that I do a poor job. (saya menggunakan waktu untuk memotovasi diri sendiri walaupun saya mendapatkan hasil yang kurang memuaskan)			✓		
24.	I used my own reading plan for judging how the result going. ((Saya menggunakan rencana bacaan saya sendiri untuk menilai bagaimna hasilnya.)	✓				
25.	I realized that my major concern is coming with the better understanding by accomplish-ing the task. (saya menyadari bahwa munculnya persoalan utama dalam memahami adalah dengan mengerjakan tugas.)				✓	

To be countinued

Continuation

1	2	3	4	5	6	7
26.	I enjoyed discussing with my classmates for the difficult points and exchanging the reading experience.(saya menikmati ber-diskusi dengan teman kelas saya dlm kesulitan mem-baca dan bertukar pengalaman membaca					✓
28.	I summerized the reding text to see if it might keep or change my reading experience (Saya meringkas teks bacaan untuk melihat apakah itu mungkin membuat atau mengubah pengalaman membaca saya			✓		
29.	I set a higher reading goal Such as comprehension level. (Saya menetapkan tujuan membaca yang lebih tinggi seperti tingkat pemahaman.)		✓			

To be countinued

Continuation

1	2	3	4	5	6	7
30.	I referred to reading goal to evaluate if I achieve it. (saya mengarahkan tujuan membaca untuk mengevaluasi pencapaian saya)					

APPENDIX 3. STUDENT'S NAME AND SCORING OF TEST

The Accumulation Data of the Students' Metacognitive Strategies (X) and Students' Reading Comprehension on Recount Text (Y)

No.	Student's	Metacognitive Strategies Questionary (X)	Reading comprehension on recount text (Y)
(1)	(2)	(3)	(4)
1.	A. SILVI SILVANA	84	75
2.	ALFITO ALDO	100	75
3.	ANDI ANANDA WIRDRASISTA	121	80
4.	ARI AFANDI SAHID	112	75
5.	BRIGITA LEGA L.	83	50
6.	DHINI FIRDHASARI	83	75
7.	EJOTY MARSENDRA	124	80
8.	EUDIA ULPA SOGE	110	60
9.	EWIN	87	75
10.	FITRAH WIDYAN SARI	127	80
11.	HARLINA PUTRI ASTUTI	70	55
12.	M.RAFLI	91	70
13.	MAXDALENA WIDRA JULIANTI	128	85
14.	MUH. FADHIL	104	65
15.	MULIATI	133	85
16.	NAROTAMA	72	55
17.	NURFHIA	86	65
18.	NURUL HADIJAH RUSMAN	69	70
19.	PITRI	117	75
20.	REZA ABRIAN	84	65
21.	RISKY AMALIA PUTRI	107	65
22.	RUTH NATASIA PAYU	133	80
23.	SITI KADIJAH	127	70
24.	SITI NUR FATIMAH	98	55
25.	STEVANI TANDIKAMBAN	111	75
26.	SUFIAH SRI MULIAWATY	126	85
27.	SYAHRATUL AINI	98	60
28.	ZASKIA DWI HANIFA	114	80
29.	ATIKAKAH PUTRI FAUZYAH	84	65
N:29	TOTAL	2983	2050

UNIVERSITAS BOSOWA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Telp. 0411 452 901 – 452 789 Ext. 117,Faks. 0411 424 568
http://www.universitasbosowa.ac.id

Nomor : B. 008/FKIP/Unibos/I/2017 Makassar, 16 Januari 2017
Lampiran : -
Perihal : Permohonan Izin Penelitian

Kepada
Yth. : Kepala SMP Negeri 35 Makassar
di –
Tempat

Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi Program S1.

Nama : Rafael R. Beribe
NIM : 4512101049
Program Studi : Pendidikan Bahasa dan Sastra Inggris
Fakultas : Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar

Judul Penelitian :

The Correlation Between Metacognitive Strategies and students' Reading Comprehension at SMPN 35 Makassar 2016/2017

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian.

Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.

Dekan,
u.b. Wakil Dekan

Drs. Lutfi Ahmad, M.Hum.

Tembusan:
1. Rektor Universitas Bosowa Makassar.
2. Arsip.

PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN
SMP NEGERI 35 MAKASSAR

Alamat: Jl.Telegraf Utama No. 1 Komp. Telkomas ☎ (0411) 8959567 Makassar-90245.

KETERANGAN IZIN PENELITIAN
No : 800/495/SMP 35/I/2016

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 35 Makassar bahwa :

Nama	:	RAVAEL R. BERIBE
NIM	:	4512101049
Fakultas/Jurusan	:	FKIP/Bahasa Inggris
Pekerjaan	:	Mahasiswa
Alamat	:	Jl. Sukaria XI Makassar

Benar yang bersangkutan tersebut diatas telah selesai melakukan penelitian di SMP Negeri 35 Makassar dari tanggal 18 s.d. 20 Januari 2017 dengan JudulPenelitian :

"The Correlation Between Metacognitive Strategies And Students' Reading Comprehension at SMPN 35 Makassar".

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

Makassar, 20 Januari 2017
Kepala Sekolah,

PEMERINTAH KOTA MAKASSAR SMPN 35 DINAS PENDIDIKAN

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APPENDIX 6 : DOCUMENTATION

Picture 1. The researcher was explaining about the metacognitive strategies and recount text before test and questionary given.

Picture 2. Students were answering the Recount text test.

Picture 3.The researcher was explaining the way to answer the Metacognitive Questionary

Picture 4. Students were answering the Metacognitive Questionary

BIOGRAPHY

Ravael R. Beribe was born on Desember 4th, 1992 in Malaysia from the marriage of his parents Yohanes P. Beribe and Juliana G. Lein deceased. He was the second son from two brothers and three sisters.

He started his study at SD Chatolic Lewokluo in 1999 and graduated in 2005. Then continued his study at SMP Katholik Pati Beda in 2005 and graduated in 2008. After that, he continued his study at SMA Negeri 1 Larantuka in 2008 and graduated in 2011. In 2012 the writer continued his study at English Education Department Faculty of Teacher Training and Education at Bosowa University Makassar and graduated in 2017.