

ABSTRACT

The objective of the study were to find out whether or not there was a significant correlation between metacognitive awareness strategy and reading comprehension achievement of the eleventh grade students of SMA N 1 SP Padang, and to find out whether or not metacognitive awareness influenced students' reading comprehension achievement of the eleventh grade students of SMA N 1 SP Padang. This study was quantitative research in term of correlational research. The population of this study was all the eleventh grade students of SMA N 1 SP Padang consisted of 193 students. 110 students took part in the study as the sample. The method used in this study was convenience sampling. MARSII questionnaire developed by Mokhtari and Reichard (2002) and reading comprehension test developed by the researcher were given to collect the data. For analyzing the data SPSS 16 was used. Pearson product-moment was used to find out the correlation between variable. The result showed that there was significant correlation between metacognitive awareness strategy and students reading comprehension achievement that can be seen from the r -obtained 0.220. It means that the more metacognitive awareness the students have the better understanding they have in reading comprehension. In addition, regression analyses was used to know the influence of metacognitive awareness strategy to reading comprehension achievement. The result showed that metacognitive influenced 4.8% to the rading comprehension achievement. Therefore, the teachers should pay attention more to the students' reading strategy to increase their reading comprehension achievement.

Key words: *metacognitive awareness, reading comprehension achievement*