CHAPTER I

INTRODUCTION

This chapter presents: (1) background; (2) the problems of the study; (3) the objective of the study; (4) the significance of the study.

1.1 Background

English is one of languages used for communication all over the world. In other words, English has become a global language (Crystal, 2003, p.1). In addition, Nga (2008, p.261) adds that English dominates as a global language because English is used as an official or semiofficial language. It is the main language of books, newspapers, airports and air-traffic control, international business and academic conferences, science, technology, medicine, diplomacy, sports, international competitions, pop music, and advertising.

In learning English, there are basic skills which are very important to be mastered. Brown (2000, p. 232) says that English has four skills- reading, listening, speaking, and writing. Reading and listening are receptive, while speaking and writing are productive. To develop English skills, students are required to improve the receptive one , in which people extract meaning from the discourse they see or hear, so the other skills (productive) can be achieved. These skills are needed in order to be successful in learning English.

Reading as one of English skill is very important in daily life as it has many roles in learning language. According to Collins and Collins (2002, p. 8), reading may be defined as recognizing words in print, combining the meanings of words with relevant prior knowledge, and thinking about the collective meaning of

information. According to Pang, Muaka, Bernhardt, and Kamil (2003, p.6), reading is about understanding written text. In other words, reading activity is an activity to understand a text, where there is an interaction between the readers and the text when they are reading. In addition, Khand (2004, p. 43) state that reading is a receptive language process. According to Kathy and Harste (1996, p. 506), reading is an active process in which the reader constructs meaning from a text.

Reading is also a good way to find out about new ideas, fact, and experience. It is essential to success in school and in an information-driven society (Collins and Collins, 2002, p. 2). Patel and Jain (2008, p. 113) describe that reading is the most useful and important skill for people. From the definition above, the purpose of reading is to get something from what the readers have read by understanding the meaning of the words.

In Alqur'anulkarim, it is stated on surah al Alaq 1-5 that:

اِقْرَاْ بِسْمِ رَبِّكَ الَّذِيْ خَلَقَۚ خَلَقَ الْاِنْسَانَ مِنْ عَلَقٍۚ اِقْرَأْ وَرَبُّكَ الْاَكْرَمُۙ الَّذِيْ عَلَّمَ بِالْقَمِۙ

عَلَّمَ الْاِنْسَانَ مَا لَمْ يَعْلَمْۗ

Which means that "*Read! In the name of your Lord, who has created, has created man from a clot. Read! And your Lord is the most generous, who has taught by the pen, has taught man that which he knew not"*. (Haleem, 2005, p. 428)

The message of this verse of al Qur'an indicates that Allah tells everybody to read as much as possible to help them get more information and knowledge which they have not known yet. Reading allows someone to get meaning from the interaction of his prior knowledge to comprehend the text. According to Mekulecky (2008, p. 1) reading is essential for success in acquiring a second

language, because reading is the basis of instruction in all aspects of language learning: using textbooks for language course, writing, revising, developing vocabulary, acquiring grammar, editing and using computer-assisted language learning programs.Therefore, reading is one of the language skills that should be mastered when learning a language.

In addition, Patel and Jain (2008, p. 114) also state that reading is certainly an important activity for expanding knowledge of a language. Moreover, according to Anderson (2003, p. 2), reading is an essential skill for learners of English. According to Bharuthram (2012, p. 205) Reading is one of the most important academic tasks encountered by students. In fact, reading is the essence of all formal educational "literacy in academic settings exists within the context of a massive amount of print information" (Grabe, 1991 P. 389) and students access this information primarily through reading. Harmer (1998, p. 68) explains some reasons why reading is really important. First, many learners relize that reading is important for their careers, study purposes, and pleasure. Then, any exposure which anables studnets to understand more is good for language learners. The third reason is by reading, learners can access opportunities to learn language aspects such as vocabulay, grammar, puctuation, sentence, paragraphs, and text building. Finnaly from a good reading text, learners have access to some interesting topic, start discussion, and respond with their imagination. People cannot be separated from the reading skill because they do reading every day in their daily life. Liao (2011, p. 202) states that reading is a basic skill to gain

information. On the other hand, at school, students are instructed to add their knowledge in many ways. One of the ways is through reading.

However comprehending a reading text is not an easy activity. Some facts reveal that reading ability of Indonesia's students was not good enought yet. It indicates that Indonesian students have problems in reading. Acording to Guria (2015, p. 5) The data taken from the OECD Pisa (2015) shows that Indonesia was in the 64th position from 65 countries included on the survey reading. Based on the Progress in International Reading Literacy Study (PIRLS) conducted in 2015, it was revealed that out of a total of 45 countries surveyed, Indonesia ranked 42nd in students' literacy rate. According to the PIRLS, Indonesian students scored an average of 405 in reading literacy, far below the mean international score of 500. In the other hand, the students need the strategy to increase their reading comprehension achievement.

Reading strategies are divided into two: metacognitive and cognitive strategies. According to Emily R. Lai (2011, p. 2) metacognition is defined simply as "thinking about thinking." Metacognition is the knowledge that people possess about their own cognitive processes and products and any other information relevant for learning (Flavell, 1976, p. 232). Metacognition consists of two components: knowledge and regulation. According to Louca (2003, p. 14) ; (1) Metacognitive knowledge includes knowledge about oneself as a learner and the factors that might impact performance, knowledge about strategies, and knowledge about when and why to use strategies; (2) Metacognitive regulation is the monitoring of one's cognition and includes planning activities, awareness of

comprehension and task performance, and evaluation of the efficacy of monitoring processes and strategies.

Metacognitive awareness strategy is important in reading comprehension because metacognitive help the students to use the appropriate strategy in comprehend the texts and also help the students to control and evaluate their own learning process. Self-knowledge (awareness of one's own habits and dispositions) is an aspect of metacognition (Baker 1989, p. 779)

Based on preliminary study at SMA N 1 SP Padang, the researcher found that the eleventh grade students had difficulties in reading text. The first difficulty in reading was students' ability to relate or to connect their experiences with the ideas presented in the text, determine the generic structure of the texts, and find out the main idea, cause-effect, detail information, and inference. Furthermore, they did not have any exact strategies that might improve their reading comprehension. They only focus on some questions present in the text without comprehending the text overall. They also have not understood about reading strategies, which is important for them to make their learning easier, more enjoyable, and more effective and they do not know how to control and evaluated their reading. (See appendix A)

Furthermore, this situation is supported by Purwanti (2016) who found that there was a significant correlation between students' metacognitive awareness and their reading comprehension in narrative text at State Islamic Junior High School Bukit Raya Pekanbaru. Karami and Hashemian (2012) also investigated The Relationship between Metacognitive Strategies and Reading Comprehension

in Iranian Female L2 Learners. The results indicated that there was a significant positive correlation between metacognitive strategy use and reading comprehension achievement. From both researchers result, there was positive correlation between metacognitive awareness strategy and reading comprehension achievement although in different text genre. Therefore in this study the researcher focuses on the relationship between metacognitive awareness strategy and reading comprehension achievement, especially to the eleventh grades of SMA N 1 SP Padang.

In the conclusion the researcher is interested in doing a research entitled "***The correlation between metacognitive awareness and reading comprehension achievement of the eleventh grade students of SMA N 1 SP Padang.***

1.2 Problems of the study

The statements of the problem are formulated into the following questions:

1) Is there any significant correlation between metacognitive awareness and reading comprehension achievement of the eleventh grade students of SMA N 1 SP Padang?
2) Does metacognitive awareness significantly influence reading comprehension achievement of the eleventh grade students of SMA N 1 SP Padang?

1.3 Objective of the Study

The objectives of the study are formulated as follows:

1) To find out whether or not there is a significant correlation between metacognitive awareness and reading comprehension achievement of the eleventh grade students of SMA N 1 SP Padang.
2) to find out whether or not metacognitive awareness strategy significantly influences reading comprehension achievement of the eleventh grade students of SMA N 1 SP Padang

1.4 Significance of Study

The results of this study will hopefully bear some contributions to those in the field of education especiall in the field of English language teaching and learning which are as follows:

1. For English teacher, Metacognitive awareness strategy hopefully help the teachers develop better teaching approaches and pedagogies in students to cope with difficulties in teaching reading English texts.
2. For the students, it is hoped that this study gives information for the students to increase their metacognitive awareness and motivate the students to be interested in reading.
3. For the other researchers, it hoped that this research will be beneficial as a reference for conducting another research especially in relation to metacognitive awareness strategy and reading comprehansion achievement.

4. For the researcher, this study will improve her English and give her some experiences of conducting in educational research. The result of this study can be useful and be her reference for teaching later especially in teaching reading.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) correlational study; (2) the concept of metacognitive awareness strategy; (3) the concept of reading comprehension; (4) previous related studies; (5) hypotheses; (6) criteria of testing hypotheses.

2.1 Correlation Study

Johnson and Christensen (2012, p. 44) state that in correlational research is the studies the relationship between one or more quantitative independent variables and one or more quantitative dependent variables. There is correlation coefficient, which is a numerical index that provides information about the strength and direction of the relationship between two variables. It provides information how variables are associated. More specifically correlation coefficient is a number that can range from -1 to 1, with zero standing for no correlation at all. If the number is greater than zero, there is a positive correlation. If the number is less than zero, there is a negative correlation. If the number is equal to zero, there is no correlation between the two variables. If the number is equal to +1.00 or equal to -1.00, the correlation is called perfect. Positive correlation is present when scores on two variables tend to move in the same direction while negative correlation is present when score on two variables tend to move in opposite direction – as one variable goes up, the other tends to go down, and vice versa.

The meaning of a given correlation coefficient can be seen below based on Cohen Manion and Marrison (2007, p. 536):

Table 1:

Correlation Coefficient

Interval Coefficient	Level of Correlation
0.20 – 0.35	Weak
0.35 – 0.65	Fair
0.65 – 0.85	Strong
Over 0.85	Very Strong

There are two primary types of correlational research design; explanation and prediction (Creswell, 2005, p. 326). The explanatory research design is a correlational design in which the researcher is interested in the extent to which two variables (more) co-vary, that is, where changes in one variable are reflected in changes in the other. Explanatory design consists of a simple association between two variables or more than two. Creswell (2005, p. 327) shows that the characteristics of this design are that the researchers correlate two or more variables, collect data at one point in time, analyse all participants as a single group, obtain at least two scores for each individual in the group—one for each variable, report the use of the correlation statistical test (or an extension of it) in the data analysis, and make interpretations or draw conclusions from the statistical test results.

Johnson and Christensen (2012, p. 339) add that in an explanatory study, all the data on both variables will usually be collected within a fairly short time. Often, the instruments used are administered in a single session, or in two sessions—one immediately after the other.

In a prediction design, researcher seeks to anticipate outcomes by using certain variables as predictors. This design is useful because it helps anticipate or forecast future behaviour. The purpose of this design is to identify variables that will positively predict an outcome or criterion. In this form of research, the investigator identifies one or more predictor variables and a criterion (or outcome) variable. A predictor variable is the variable used to make a forecast about an outcome in correlational research while criterion variable is the outcome being predicted. Creswell (2005, p. 328) shows that the characteristics of this design are that the researchers typically include the word "prediction" in the title or research questions, measure the predictor variable(s) at one point in time and the criterion variable at a later point in time, and forecast future performance.

In addition, the minimum acceptable sample size for a correlational study is considered by most researchers to be no less than 30 (Fraenkel, Wallen & Hyun, 2012 p. 338; and Creswell, 2005, p. 150).

2.2 The Concept of Metacognitive Awareness Strategy

Metacognition is the process of analyzing our own comprehension processes, or "thinking about thinking" (Peregoy, 2008, p. 289). According to Lauca (2003, p. 9) Metacognition' is a concept that has been used to refer to a

variety of epistemological processes. Metacognition essentially means cognition about cognition; that is, it refers to second-order cognitions: thoughts about thoughts, knowledge about knowledge or reflections about actions. So if cognition involves perceiving, understanding, remembering, and so forth, then metacognition involves thinking about one's own perceiving, understanding, remembering, etc. These various cognitions about cognitions can be labelled 'metaperception', 'metacomprehension' and 'metamemory' with 'metacognition' remaining the superordinate term.

According to Louca (2003, p. 14) metacognitive devide in to two part, metacognitive knowledge and metacognitive experience.

1. Metacognitive knowledge

   This referes to the segment of a quired world knowledge that has to do with cognitive matters. It is the knowledge or beliefs ccumulated through experiences and stored in long-term memory that concern the human mind and it's doing.

2. Metacognitive experiences

   Metacognitive experiences can be fully or less fully conscious and verbalizeble, brief or legthy, simpe or complext in context. Metacognitive experiences are especially likely to occur in situation that stimulate a lot of careful, highly conscious thingking, and provide many opportunities for thoughts and feelings about your own thinking to arise.

Metacognition combines various attended thinking and reflective processes. It can be divided into five primary components: (1) preparing and

planning for learning, (2) selecting and using learning strategies, (3) monitoring strategy use, (4) orchestrating various strategies, and (5) evaluating strategy use and learning. Teachers should model strategies for learners to follow in all five areas. (Anderson, 2002, p. 3)

Metacognition involves active monitoring and consequent regulation and orchestration of cognitive processes to achieve cognitive goals. *Metacognition*—sometimes used as a synonym for comprehension monitoring, it involves an awareness of both purpose and performance; that is, the reader thinks about why he is reading and how well he is making sense of what is being read (Collins and Collins, 2002, p. 112). this strategy refers to the knowledge and control that we have over our cognitive process (Karbalaei, 2011, p. 6)

Oxford (2012, p. 165) states metacognitive strategies go beyond the cognitive mechanism and give learners to coordinate their learning. This helps them to plan language learning in an efficient way. When new vocabulary, rules, and writing system confuse the learner, these strategies become vital for successful language learning. Three sets of strategies belong to this group and they are: Centring Your Learning, Arranging and Planning Your Learning, and Evaluating Your Learning.

Table 2

Metacognitive Strategy

Metacognitive	A. Centering your learning	1. Overview and linking with already known material
		2. Paying attention
		3. Delaying speech production
	B. Arranging and planning your learning	1. Finding out about language learning
		2. Organizing
		3. Setting goals and objectives
		4. Identifying the purposes of a language task
		5. Planning for a language task
		6. Seeking practices opportunities
	C. Evaluating your learning	1. Self – monitoring
		2. Self – evaluating

Adapted from: Brown, 2007, p. 142

Oxford (2003, p. 12) mention that metacognitive strategies (e. g., identifying one's own learning style preferences and needs, planning for a language learning task, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, and evaluating task success, and evaluating the success of any type of learning strategy are employed for managing the learning process overall.

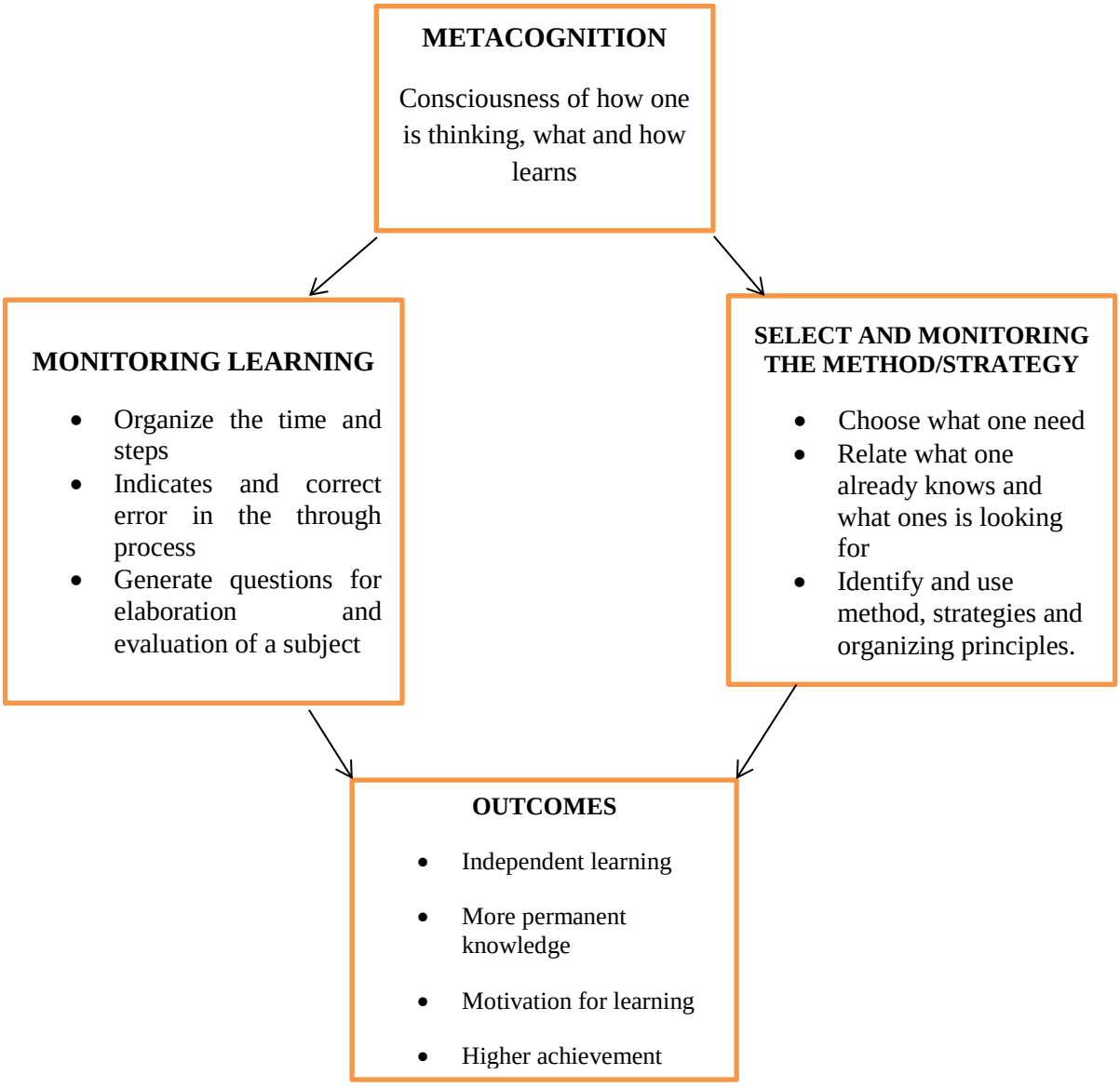


Figure 1. Component of the concept of metacognition. (Source: koutselini, 1995, p. 51).

2.3 The Classification of MARSI Questionnaire

Metacognitive Awareness Reading Strategy Inventory developed by Mokhtari and Riechard (2002) consisted of 30 items with three subscale; global reading strategies, problem solving strategies, and supot reading strategies.

2.3.1 Global Reading Strategies

Global Reading Strategies possess consisted of 13 items and are those purposeful intently planned techniques by which learners are taught how to informant or manage their reading It refers to pre reading activities such as having a purpose in mind before reading and thinking about what one already knows about the material before reading

2.3.2 Problem Solving Strategies

Problem-Solving Strategies contain 8 items; it includes functions and manners that readers use when they meet difficulties in comprehending textual information. It refers to functions like as rereading hard to understand text and adapting one's reading rate to the difficulty level of what they’re reading

2.3.3 Support Reading Strategies

Support Reading Strategies comprises 9 items; ELLs need to know that there are other support materials available to them, further to the teacher and the text. It presents the use of producing outside reference materials from the text such as notes in the margins, summarizing, or simple underlining of important information.

2.4 The Concept of Reading Comprehension

According to Collins and Collins (2002, p. 8), reading may be defined as recognizing words in print, combining the meanings of words with relevant prior knowledge, and thinking about the collective meaning of information. According to Grabe and Stoller (2002, p. 9), reading processes refers to cognitive activity involving skills, strategies, attentional resources, knowledge resources, and integration. The term abilities are used as a general term that covers comprehension skills, strategies, and knowledge resources available to the reader**.**

Moreover, Snow (2002, p. 11) states that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. They also add the use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.

Reading comprehension is "a complex cognitive ability requiring the capacity to integrate text information with the knowledge of the listener/reader and resulting in the elaboration of a mental representation" (menneghetti, Carretti, & De-Beni, 2006 p. 291).

Brown (2000, p. 306-308) also points out some principle strategies for reading comprehension :

1) Identify the purpose in reading text,
2) Apply spelling rules and conventions for bottom-up decoding,
3) Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning,
4) Guess at meaning (of words, idioms, etc.) when you aren't certain,

5) Skim the text for the gist and main ideas,

6) Scan the text for specific information (names,dates,keywords),

7) Use silent reading techniques for rapid processing.

According to Day and Park (2005, p. 65), reading comprehension is an active process that involves these strategies and behaviors. And there are six types of comprehension as follows:

1. Literal comprehension

   Literal comprehension to an understanding of the straight forward meaning of the text, such as facts, vocabularies, dates, time, and locations. Question of literal comprehension can be answer directly and explicitly from the text in our experiences working with teachers, we have found that they often check on literal comprehension first to make sure that their students have understood the basic or surface meaning of the texts.

2. Reorganization

   It is based on a literal understanding of the text; students must use information from varies part of the text and combine them for additional understanding. For example, we might read at the beginning of a text that a woman named Maria Kim was born in 1945 and then letter at the end of the text that she dead in 1990. In order to answer the question '*how old was Maria Kim when she died?'* the student has to put together to pieces of information that are from different parts of the text.

3. Inference

   It involves more than a literal understanding. Students may initially have a difficult time answering inference questions because the answers are based on material that is in the text but not explicitly understanding of the text with their own knowledge and intuitions.

4. Prediction

   It involves students using both their understanding of the passage and their own knowledge of the topic and related meters in a systematic potion to determine what might happen next or after a story end.

5. Evaluation

   It requires the learner to give a global or comprehensive judgment about some aspect of the text.

6. Personal response

   The sixth types of comprehension; personal response, requires readers to response with their feeling for the text and the subject.

2.5 Previous Related Studies

In this study, there are some studies which are related to this study. The first study was written by Purwati (2016) entitled the relationship between metacognitive awareness and narrative reading comprehension achievement of state Islamic junior high school student from Pekanbaru ,Indonesia. Dealing with this study, purposive sampling was applied, and it involved 30 students from 280 total of population. The data were collected by distributing two sets of

questionnaire sheets and giving reading comprehension test. Statistical formula was used In order to find out whether there was a significant correlation between students' metacognitive awareness and their reading comprehension in narrative text. The result showed that there was positive correlation between metacognitive awareness strategies and reading comprehension.

The second study was written by Alici and Ismail (2015) researched the correlation between metacognitive awareness of reading strategies and success of science of Giresun, MuĢ and Bitlis, Turkey. In this study, method of descriptive statistics including: frequency, percentage and averaging analysis, t-test, anova and sceffe tests for the detection of the differences between independent variables, and Pearson correlation analysis to determine the level and direction of the relationship between the two variables were performed. As a result of analysis, it was found that students have moderate levels of metacognitive awareness about each reading strategies.

The third study was written by Tavakoli (2012) entitled the effectiveness of metacognitive strategy awareness in reading comprehension: the case of Iranian University EFL students. This study employs both quantitative and qualitative data analyses. And the results showed that listeners' metacognitive awareness had a positive relationship with the listening test performance.

Based on previous related study above, it can be concluded that there are similarities and differences between three previous studies and the researcher's study. The similarity between those is the using of metacognitive strategy. And the difference is the kind of text, the skill and also the methodology. In the first

study the text is narrative and purposive sampling was used. And the last study was use the listening skill and has four aims purpose.

2.6 Hypotheses

According Fraenkel, Wallen and Hyun (2012, p. 83), a hypotheses is a prediction of the possible outcomes of a study. The hypotheses of this study are formulated into the following statements.

1) **(H_o):** There is no correlation between students' metacognitive awareness strategy and their reading comprehension achievement of the eleventh grade students of SMA N 1 SP Padang

   (H_a): There is correlation between students' metacognitive awareness strategy and their reading comprehension achievement of the eleventh grade students of SMA N 1 SP Padang

2) **(H_o):** Metacognitive awareness strategy does not influence reading comprehension achievements of the eleventh grade of SMA N 1 SP Padang

   (H_a): Metacognitive awareness strategy influences reading comprehension achievements of the eleventh grade of SMA N 1 SP Padang.

2.7 Criteria of Testing the Hypotheses

In testing hypotheses, there are some criteria. Those are in the following: (Creswell, 2011, p. 188-189, Fraenkel, wallen & Hyun, 2012, p. 228-229; Cohrn, Manion, & Marrison, 2007, p. 519-520)

1. If p-value is higher than 0, 05(p>0, 05), the level of significance is 5% Ho is accepted and Ha is rejected.
2. If p-value is lower than 0,05(p<0.05), the level of significance is 5% Ha is accepted and Ho is rejected.

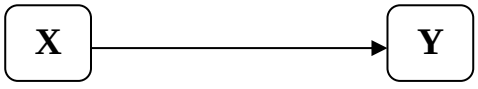
CHAPTER III

METHOD AND PROCEDURES

This chapter presents: (1) research design; (2) variables of study; (3) operational definitions; (4) subject of the study; (5) data collection; (6) data instrument analysis, and (7) analyzing the data.

3.1 Research Design

In this study, a correlaional research in terms of explanatory research design was used to find out the correlation among variables and explain and interpret the result. Creswel (2012, p. 338) states correlation is a statistical test to determine the tendency or pettern for two (or more) variables or two sets of data to very consistently. The procedure were that, first; the researcher identified the metacognitive awareness strategy by using questionnaire. Second, by using reading test, the students' reading comprehension achievement was obtained. The third, the researcher found if there was the correlation between variables through SPSS based on the results of the questionnaire and students' reading test. The next step, the contribution of metacognitive awareness strategy to the reading comprehension achievement was analyzed. Last, explanation and interpretation of the results were discussed. The research design was as follows:



Where:

X: Metacognitive Awareness Strategy

Y: Students' Reading Comprehension Achievement

3.2 Variables of the study

A variable is any characteristic or quality that varies among the members of a particular group (Fraenkel, et. al., 2011, p. 48). In this study, there are two variables, such independent variable (X) and dependent variable (Y). Creswel (2012, p. 115-116) states an independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable while a dependent variable is an attribute or characteristic that is dependent or influenced by independent variable. The independent variable of this research was metacognitive awareness strategy while the dependent variable was students' reading comprehension achievements.

3.3 Operational Definitions

In this study, it is believed that it will be necessary to present the operational definitions to avoid the misunderstanding.

The title of this study is "The correlation between metacognitive awareness strategy and students' reading comprehension achievements for the eleventh grade of SMA N 1 SP Padang". In this research, the correlation means the connection between metacognitive awareness and reading comprehension achievement.

Metacognitive awareness strategy is the awareness of one's thinking and the strategies one is using. Students can enhance their learning by becoming aware of that their own thinking as they read. MARSI questionnaire (2002) developed by Mokhtari & Riechard was used to identify the students' metacognitive awareness.

Reading comprehension achievement refers to the students' ability to read text, process it, and understand its meaning. In this study reading comprehension measure by reading test in the form of multiple choices which consisted of narrative, report and analytical exposition which were appropriate to the reading lesson for eleventh grade students.

3.4 Subject of the Study

3.4.1 Population

The term population, as used in research, refers to all members of a particular group. It is the group of interest to the researcher, the group to whom the researcher would like to generalize the results of the study (Fraenkel, et. al., 2011, p. 105). The population of this study was the eleventh grade students of SMA N 1 SP Padang. The population of this study consisted of 193 students from six classes. There were 110 students from science classes and 83 students from social classes.

Table 3

The Population of Eleventh Grade Students of SMA N 1 SP Padang

No	Class	Total students
1	XI IPA 1	37
2	XI IPA 2	37
3	XI IPA 3	36
4	XI IPS 1	28
5	XI IPS 2	27
6	XI IPS 3	28
Total		**193**

(Source :Staff Administration of SMA N 1 SP Padang in year 2016/2017)

3.4.2 Sample

A sample is any part of a population on individuals on whom information is obtained (Fraenkel, et. al., 2011, p. 105). Sample can be defined as a group of people drawn from a population. According to Creswell (2012, p.142), a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.

To get the sample, convenience sampling technique was used. According to Fraenkel, et. Al (2012, p. 99), convenience sampling is a group of individuals who (conveniently) are available for study. The researcher used convenience sampling because these classes were recommended by the English teacher of the eleventh grade students of SMA N 1 SP Padang. The teacher provided three classes (XI IPA 1, XI IPA 2 and XI IPA 3) with the total number of 110 students.

Table 4
The Samples

No	Class	Number of studentStudents
1.	XI IPA 1	37
2.	XI IPA 2	37
3.	XI IPA 3	36
Total		**110**

3.5 Data Collection

In collecting the data, two instruments were used. The instruments consisted of one questionnaire and one reading test. The questionnaire was MARSI questionnaire version 1.0, while the test is in the form of multiple choices

reading test which was related to the eleventh grade senior high school students' lesson.

3.5.1 MARSI Questioners

Questionnaire is a form used in survey designs that participant. To obtain the information about students' metacognitive awareness the researcher used ready-made questionnaire namely MARSI (metacognitive awareness of reading strategies inventory) develop by Reichard and Mokhtari (2002). The questioners consisted of 30 Likert-type items and consist of 5 Likert-scale ranging from 1 "almost never" to 5 "almost always" used the strategy. There were 3 subscales in the questionnaire; first, global reading strategy (13 items), problem solving strategy (8 items) and support reading strategy (9 items). The questionnaire was responded by the students in about 45 minutes. The specification of the MARSI questionnaire is described in table 5.

Table 5

MARSI Questionnaire Specification

No	Metacognitive awareness strategy	Items in the Questionnaire
1	Global Reading Strategies	1,3,4,7,10,14,17,19,22,23,25,26,and 29
2	Problem Solving Strategies	8,11,13,16,18,21,27, and 30
3	Support Reading Strategies	2,5,6,9,12,15,20,24, and 28

3.5.2 Reading Comprehension Test

Then, to obtain the students' reading achievement, the writer used reading test in form of multiple choice. Test is an examination of person's knowledge or ability. The purpose of the test was to measure the students' reading comprehension achievement. The researcher used objective test type which was in the form of multiple choices. There were 60 questions of multiple choices in reading test before try out. The alternatives include one correct answer and four wrong answers. And the writer gave 1, 7 point for a correct answer and 0 point for the wrong one. So, the total for correct answer was 100 point.

3.6 Data Instrument Analysis

Before the real test was administered, the researcher tried out the instruments (test) to analyze validity and reliability. In this part, the researcher tried out the instruments to the other students (non sample) of SMA N 1 SP Padang who have the same level as the sample to know whether the instruments were valid and reliable or not. The items were tried out to the students of SMA N 1 SP Padang XI IPS.

3.6.1 Test Validity

Validity is a matter of degree and discussion focused on how valid a test is not whether is valid or not. According to Fraenkel, et. al. (2012, p.147), Validity refers to the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researchers makes. In conducting this study, the researcher used three kinds of validity, those are:

3.6.1.1 Construct Validity

According to Fraenkel, et. al. (2012, p.148), construct validity refers to the nature of the psychological construct or characteristic being measured by the instrument. The validator checked both questioner and reading comprehension test.

The researcher asked the lecturers of UIN Raden Fatah Palembang as validator. There were some characteristics for expert judgements or validator, such as: (1) English educational background, (2) lecturer of English, and (3) score TOEFL >525. They measure things like the clarity of printing, size of type, adequacy of work space (if need), clarity of directions, and translation. From the three validators, the result of the questionare and reading test were B. It means that both instruments could be used with slight revision. Based on the result, the instrumenta were appropriate to be used for reseach (see appendix B)

3.6.1.2 Content Validity

Fraenkel, et. al. (2012, p. 148) state that content validity is refers to the content and format of the instrument. A content validity is very important since it is an accurate measure of what it is supposed to measure. In order to judge whether or not a test has content validity, a specification of the skills or structures should be made based on the curriculum and syllabus. The test specification table including: objective of the test, test material, indicator, number of items, total, type of the test, answer key. The result of content validity is explained in table 6.

Table 6
Reading Test Specification

Objectives	Test Materials	Indicators	Number of Items	Total	Type of Test	Answer key
Understanding short functional written text and simple essay in the form of report, narrative, and analytical exposition in daily life and to access knowledge.	• report, narrative, and analytical exposition text	The students are able to: • Identify main idea • Identify vocabulary • Identify Reference • Identify cause and effect • Identify detail information • Identify goals communicative and finding concluding sentence	3,8,11, 23, 37 5,4,9,14,15,18,27, 32 2,10,13,16,21,26,28 33 1,5,6,12,17,19,20,22,24,25,29,31,34,35,38,39,40 7, 30,36	40	Multiple Choice	B,A, B, C C,C,C,D,C,C, B, C A,A,B,C,A,E, C D D,C,C,A,C,A, B,B,B,D,A,A, E,E, A,C,D, C, D,C

3.6.1.3 Validity of Each Question Item

Validity of each question item test is used to indicate whether the test item of eachinstrument is valid or not. To find out the validity of the test question items, the researcher analyzed the items of the test by doing try-out. The try-out of the test was carried out on 15 january 2017. the instrument was tested to 28 students (XI IPS 1) of the eleventh grade students at SMS N 1 SP Padang. The result of he test was analyzed by using SPSS Statistic Program Version 16 with the correct answer was labeled 1 and the wrong answer was labeled 0.

According to Basrowi and Sugiyono (2007, p. 24), if the result of the test shows tha r_{output} is higher than r_{table} (0,374), it means that the item is valid. From *Pearson Correlation* formula, there were 42 questions considered valid. They were 2, 3, 4, 6, 8, 9, 10, 11, 12, 13, 14, 16, 17, 19, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 34, 35, 36, 37, 39, 40, 42, 44, 45, 47, 49, 50, 52, 54, 55, 56, 57, and 58. The researcher only took 40 valid. (See appendix C).

3.6.1.4 Validity of Each Questionnaire

in this study researcher used ready-made questionnaire from Reichard and Mokhtari (2002). The questionnaire has been validated by Reichard and Mokhtari, these 40 items contituted the initial form of the metacognitive awareness 10 items were eliminated . The result was 30 items. Thus, it do not need to be try out.

3.6.2 Test Reliability

Realibility is another measurement to measure whether the test is good enough or not to be tested to the students. A test were perfectly realible, the coefficient would be 0.70.

3.6.2.1 Reliability of Reading Comprehension

To know the test used is realible or not, 40 questions of valid questions was calculated by SPSS 16 programme (Statistical Package for The Social Sciences) using *split-half method with spearman-brown formula* in internal consistency realibility, because this method was suitable for multiple choice items. Split-half procedures involves scoring two halves (usually odd items versus even item) of a test separately for each person and then calculating a correlation coefficient for the two sets of scores by using spearman-brown formula.

Spearman-brown formula was used to obtain a correlation coefficient by comparing one half of the test items to the other half. Therefore, it could be stated that this reading instrument was considered reliable for this study, because the p-output of *Guttman Split-half Coefficient* is 0.863. The result of the realibility test is explained in the Table 8.

Table 8
Reliability Statistic

Cronbach's Alpha	Part 1	Value	.682
		N of Items	20[a]
	Part 2	Value	.465
		N of Items	20[b]
	Total N of Items		40
Correlation Between Forms			.777
Spearman-Brown Coefficient	Equal Length		.874
	Unequal Length		.874
Guttman Split-Half Coefficient			.863

3.6.2.2 Tes Reliability of Questionnaire

Riechard and mokhtari (2002) used test-retest reliability technique which was brough out by using spss to find out the internal consistenc reliability of the questionnaire. Cronbach alpha of .93 was obtained. Since result higher than 0.70 it mens that the questionnaire was reliable.

3.7 Readability Test

Readability test is done to know the levels of reading texts are appropriate for students' class level in comprehending the reading texts. The name of application is Readability Formulas. Readability Formulas test can be measured using online readability test which can be accessed from http//www.readabilityformula.com. In this study, there were six texts that related

to the eleventh grade students. The texts were ranged from the easier to difficult. The first text was the Ali Baba and the forty thieves which the reading ease (94.2), fluffy bunny rabbit(88.1), the third was what are thunder and lightning (80) gorillas (65.3),thanks giving day (42,2) and the last was the deforestation (47.9).

Table9

The Result for Readability Test of Researcher' Instruments

No	Reading Text Title	Text Statistics			Flash Reading Ease	Text Category
		Character per word	Syllable per word	Words per sentence		
1	Ali Baba and the Forty Thieves	3.8	1.0	9	94.2	Very easy to read
2	Fluffy Bunny Rabbit	4.0	1.0	12	88.1	Very easy to read
3	What are Thunder and Lightning?	4.4	1.0	12	80	Easy to read
4	Gorillas	4.6	2.0	11	65.3	Standard
5	Thanks Giving Day	4,8	2.0	25	42,2	Difficult to read
6	Deforestation	5,2	2	19	47,9	Difficult to read

3.8 Data Analysis

After distributing the questionnaire and reading test, the writer checked and analyzed the data.

3.8.1 Data Description

3.8.1.2 Distribution of Frequency Data

In distribution of frequency data, the score from metacognitive awareness strategy questionnaire and reading comprehension achievement were analyzed. SPSS statistics program was used to get the result of frequency data.

3.8.1.3 Descriptive Statistics

In descriptive statistic, number of sample, the score of minimal, the score of maximal, mean, standard deviation, and standard error of mean were obtained. Descriptive statistics have got from the scores of questionnaire and reading comprehension achievement. Then, SPSS Statistic Program was used to get the result of analysis.

3.8.2 Pre-requisite Analysis

In term of correlation and regression, it was necessary to know wheter the data was normal for each variable and linear between two variable**.**

3.8.2.1 Normality Test

Normality test is used to see if the distribution of all data are normal; the data from questionnaire and test. The data can be classfied into normal when the p-output is higher than 0.05 level (Basrowi, 2007, p. 85). In analyzing the normality test, *1-Sample Kolmogorov-Smirnov Test* was used.

3.8.2.2 Linearity Test

Linearity test is used to see if the data from tests are linear. The data can be classified into linear when the p-output is higher than 0.05 level (Basrowi and Soenyono, 2005, p. 106). To find out the linearity from both questionnaire and test, *Test for Linearity* in Statistical Package for Social and Science (SPSS) was used.

3.8.3 Instrument Analysis

3.8.3.1 Questionnaire Analysis

The questionnaire determining the students 'metacognitive awareness in reading ware checked manually and were then grouped into 3 categories; high 3.5or higher, medium 2.5-3.4, and 2.4 or lower indicated low. There was no right or wrong answers to these statements. The samples are asked to number the statements based on how well the statement describes them. 1. means "I never or almost never do this." 2. means "I do this only occasionally." 3. means "I usually do this." 4. means "I usually do this." 5. means "I always or almost always do this**."** The scoring and and categories are described in the Table 10 and 11.

Table 10.
The Scoring of the Questionnaire

Statement	Score
Almost never	1
Only occasionaly	2
Sometimes	3
Usually	4
Almost always	5

Source : Reichard and Mokhtar (2002)

Table 11

The Categories of Metacognitive Awareness Strategy

Score interval	Category
3.5 or higher	High
2.5-3.4	Medium
2.4 or lower	Low

Source : Reichard and Mokhtar (2002)

3.8.3.2 Reading Comprehension Test Analysis

The students' reading achievement test was analyzed by reading comprehension test in form of multiple choices which 40 questions. The alternatives included one correct answer and four wrong answers. And the writer gave 2.5 for correct answer and 0 point for the wrong one. After that, their score were classified in cased analyzing frequency and percentage.

Table 12
Reading Test Score

Score	**Category**
91-100	Excellent
81-90	Very good
71-80	Good
61-70	Fair
<60	Poor

(Source :Staff Administration of SMA N 1 SP Padang in year 2016/2017)

3.8.4 Hypotheses Testing

3.8.4.2 Correlation Analysis

After getting the result of MARSI questioner and reading comprehension test, the researcher used Pearson Product Moment Correlation Coefficient. To find out whether or not there was a correlation between metacognitive awareness strategy and reading comprehension achievement of the eleventh grade students of SMA N 1SP Padang. The correlation coefficient could be significant if the *r* table in the level of significance of 5 percent showed less than *r* data. Then, if the result got negative *r* value, there might be a significant negative correlational.

3.8.4.3 Regression Analysis

In order to know the contribution of metacognitive awareness strategy to reading achievement of the eleventh grade students of SMA N 1 SP Padang, regression analysis was applied to the study. Simple regression analysis was used to measure two variable. In the correlational study, the analysis estimeted a statistical process of the correlation between variables or between one or more predictor variables and the criterion variable. Then, the result of the analysis indicated the percentage of the predictor variables that contributed to the criterion scores. In addition, to all statiscally calculation above will be completedd by SPSS (Statistical Package for Sosial Science) computer progrem version 16.

CHAPTER IV
FINDING AND INTERPRETATIONS

This chapter presents (1) research finding, (2) statistical analyses, and (3) interpretations.

4.1. Research Findings

There are two kinds of research findings in this study: (1) the result of students' metacognitive awareness strategy and (2) the result of students' reading comprehension achievement.

4.1.1 Results of Metacognitive Awareness Strategy (MARSI)

The total active students in the eighth grade science students of SMA N 1 SP. Padang was 110 students. All of the students participated in this study. The 30 items of Metacognitive Awareness Strategy (MARSI) were used to investigate the students' metacognitive awareness reading strategy. In answering each question in the questionnaire, the samples are asked to number the statements based on how well the statement describes them. 1. means "I never or almost never do this." 2. means "I do this only occasionally." 3. means "I sometimes do this." 4. means "I usually do this." 5. means "I always or almost always do this.**"** After the students responded to the questionnaire, the results were analyzed by adding up the answers and wrote the total.

The results analyses of descriptive statistics of students' metacognitive awareness reading strategies are described in Table 13.

Table 13
Descriptive Statistics of Metacognitive Awareness Strategy

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Metacognitive awareness strategy	110	44.00	82.00	62.4818	9.52422
Valid N (list wise)	110				

In descriptive statistics of metacognitive awareness strategy, it is shown that the total number of participants were110 students. The maximum score was 82.00, and the lowest score was 44.00. The mean of the metacognitive awareness strategy for the participants 62.4818 and the standard deviation was 9.52422.

Furthermore, it was revealed that from the questionnaire that not all three levels of metacognitive awareness strategy were all perceived by the students. The details are described in Table 14.

Table 14
Distribution of Metacognitive Awareness Reading Strategy

Scores	Frequency	Category	Frequency	Percentage
3.5	Usually used	High	-	0 %
2.5 to 3.4	Sometimes used	Medium	9	8.18 %
2.4	Generally not used	Low	101	91.81%
Total			110	100 %

Based on the result analysis of MARSI questionnaire score, it was found that one hundred and one students got score 2.4 (91.81%), nine students got score between 2.5 and 3.4 (8.18 %), and no students got in the high category. It means that most of the students not use metacognitive awareness strategy while reading. Those result showed that most of the students were in low category for their used of metacognitive awareness strategy.

4.1.2 Result of Students' Reading Comprehension Achievement

The result analyses of descriptive statistics of students' reading comprehension achievement are described in Table 15.

Table 15
Descriptive statistics of students' reading comprehension achievement

	N	Minimum	Maximum	Mean	Std. Deviation
RCA	110	20	85	56.38	16.70229
Valid (listwise)	110				

It is shown that the total number of sample (N) was 110 students. The minimum score was 20, the maximum score was 85, the mean score was 56.39, and the standard deviation was 16.70229.

In distribution of data frequency, the result of the students' reading comprehension achievement was described in Table 16.

Table 16
Distribution of Students' Reading Comprehension Achievement

Range	Categories	Frequency	Percentage
91- 100	Excellent	-	0 %
81- 90	Very good	5	4.5 %
71- 80	Good	24	21.8 %
61- 70	Fair	19	17.2 %
< 60	Poor	62	56.3 %
Total		110	100%

Based on the result analysis of students' reading comprehension achievement score, it was found sixty two students (56.3 %) got the score less than 60, nineteen students (17.2%) got score between 61-70, twenty four students (21.8%) got score between 71-80, five students (4.5%) got score between 81-90,

and no students got score between 91-100. In short, most of the students were in poor category for their abilities in reading comprehension.

4.2 Statistical Analyses

There were three statistical analyses that the researcher applied in this study. They were: (1) The statistical analysis of normality and linearity; (2) The statistical analysis of correlation analysis between students' metacognitive awareness strategy and their reading comprehension achievement in all participants; and (3) The statistical analysis of correlation analysis between students' metacognitive awareness strategy and their reading comprehension achievement in all participants

4.2.1. Normality test and Linearity test

Normality test and linearity test were conducted prior to data analysis through SPSS 16th version for windows. As parametric statistics, in term of correlation and regression were used in this research, it was fundamental to see if the distribution of data were normal for each variable and linear between variables.

4.2.1.1 The Result of Normality Test

The data are interpreted normal if $p > 0.05$. If $p < 0.05$, it means the data are not normal. Kolmogorov-smirnov was used to see the normality. The results of normality test are shown in table 17.

Table 17
Normality Test by Using One-Sample Kolmogorov-Smirnov Test

		Metacognitive awareness strategy	Reading comprehension achievement
N		110	110
Normal Parameters[a]	Mean	62.4818	56.3864
	Std. Deviation	9.52422	16.70229
Most Extreme Differences	Absolute	.122	.111
	Positive	.079	.075
	Negative	-.122	-.111
Kolmogorov-Smirnov Z		1.284	1.161
Asymp. Sig. (2-tailed)		.074	.135

a. Test distribution is Normal.

From the table of normality test above, it was found that the significant of normality test from students' metacognitive awareness strategy was .074 and their reading comprehension achievement was .135. From the scores, it can be stated that the obtained data were categorized normal since they were higher than .05.

Furthermore, the normal Q-Q plot of each variable is illustrated in the following figures

Figure 1. Distribution of Metacognitive Awareness Strategy Data
Normal Q-Q Plot of metacognitive awareness strategy

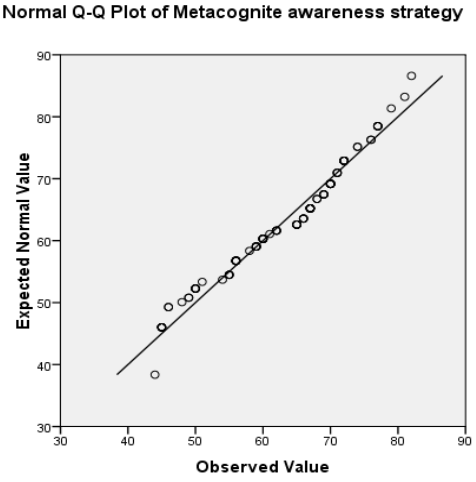
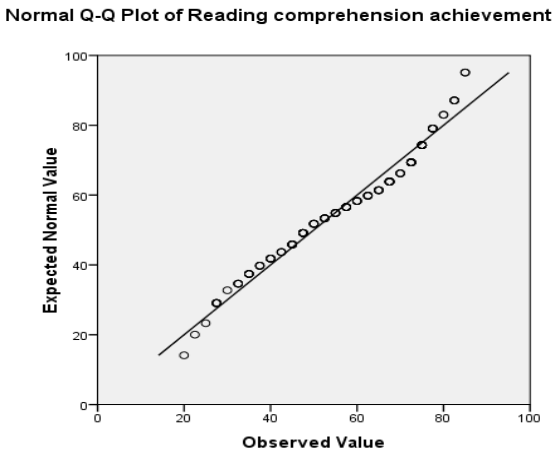


Figure 2. Distribution of Reading Comprehension Achievement Data
Normal Q-Q Plot of Reading Comprehension Achievement



4.2.1.2 The Result of Linearity Test

For linearity test, deviation of linearity was obtained. If probability is more than .05, the two variables are linear. The result of linearity test between MARSI questionnaire and reading comprehension achievement were figured out in Table 18.

Table 18
Linearity Test

			Sum of Squares	Df	Mean Square	F	Sig.
Reading comprehension achievement * Metacognitive awareness strategy	Between Groups	(Combined)	7977.221	28	284.901	1.029	.444
		Linearity	1473.163	1	1473.163	5.320	.024
		Deviation from Linearity	6504.058	27	240.891	.870	.649
	Within Groups		22430.108	81	276.915		
	Total		30407.330	109			

Based on the result, the statistics was found that the (F) 0.870 was lower than F-table (F=1.39), and the significance level was (Sig.) 0.649. The distribution showed that the significance level was higher than 0.05. It means that the variables were linear. The linearity found whenever the p-output was higher than 0.05, and F-value was lower than F-table. From the result of the significance level, it can be assumed that the data from MARSI questionnaire and reading comprehension achievement were linear

4.3 Correlation between Students' Metacognitive Awareness Strategy and Their Reading Comprehension Achievement

This section answers the first research problem, by analysing the result of descriptive statistics for the MARSI questionnaire and reading achievement.

Based on Pearson Product Moment Correlation Coefficient, the result indicated that there was significant correlation between metacognitive awareness strategy and reading comprehension achievement. The result of Pearson Product Moment Correlation Coefficient is described in Table 19.

Table 19
The Result of Correlation Analysis between metacognitive awareness strategy and reading comprehension achievement

		Metacognitive awareness strategy	Reading comprehension achievement
Metacognitive awareness strategy	Pearson Correlation	1	.220*
	Sig. (2-tailed)		.021
	N	110	110
Reading comprehension achievement	Pearson Correlation	.220*	1
	Sig. (2-tailed)	.021	
	N	110	110

*. Correlation is significant at the 0.05 level (2-tailed).

Based on the statistical analysis, it was found that the correlation coefficient of metacognitive awareness strategy and reading comprehension achievement was (r) 0. 220. It indicates that there was weak correlation between the variables. It was also found that there was correlation between students' metacognitive awareness strategy and reading comprehension achievement at Sig. 0.021. Since the p-output was lower than 0.05. This indicates that the first hypothesis is accepted.

4.4. The influence of metacognitive awareness strategy to the reading comprehension achievement

This section answered the second research problem. By analyzed the result of descriptive statistic for metacognitive awareness reading strategy inventory (MARSI) and reading comprehension achievement.

In addition, since there was a significant correlation between the metacognitive awareness reading strategy and reading comprehension achievement, it can be inferred that student's metacognitive awareness influence on their reading comprehension achievement. However, regression analysis was still used to find out if students' metacognitive awareness influences their reading comprehension achievement.

The results indicated that the students' metacognitive awareness influenced reading comprehension achievement significantly with v_{alue} (2.345) was higher than t_{able} (1.984) with sig. value (.021) was lower than probability (.05). Therefore, there was a significant influence between students'

metacognitive toward their reading comprehension achievement of SMA N 1 SP Padang. It means that there was a significant influence of students' metacognitive awareness on their reading comprehension achievement. The result of regression analysis described in table 20.

Table 20
The regression analysis of Metacognitive Awareness Strategy and Reading Comprehension Achievement

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	32.269	10.403		3.102	.002
	Metacognitive awareness strategy	.386	.165	.220	2.345	.021

a. Dependent Variable: Reading comprehension achievement

In addition, to know the percentage of metacognitive awareness influence on reading comprehension achievement, R-Square was obtained. The result of analysis revealed that the R-Square (R^2) was .048. It means that students' metacognitive awareness strategy gave influence in the level of 4.8% toward reading comprehension achievement, and 95.2% was unexplained factors value. Table 21 is shown as the result of Model Summary.

Table 21
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.220[a]	.048	.040	16.36792

a. Predictors: (Constant), Metacognitive awareness strategy

4.5. Interpretation

Based on the analysis of the correlation between metacognitive awareness strategy and reading comprehension achievement above, it was found that r-obtained 0.220 and p-output (Sig.2- tailed) 0.021. This meant that there was correlation between metacognitive awareness strategy and reading comprehension achievement. The students were aware of the reading achievement so that they used reading strategies to have good result in their reading achievement. In addition, metacognitive was contribute significantly to reading comprehension achievement. Metacognitive strategy allows the students to have plan and clear goals. They plan themselves how to read well, in order to find the generic structure of the text, the important goals from the text, and try to understand the reading text easily. Also the students have some clear goals such they can determine some reading aspects; main idea, supporting details, reference, vocabularies, cause and effect, and conclusion.

Furthermore, in this study most of the students' metacognitive awareness strategies are categorized in low and medium. And also with the student' reading achievement was in low and medium level. It means that the students are only aware of the strategies; while they do not apply the strategies when they are reading. The students who usually used reading strategy perhaps better in reading comprehension. And the students who seldom or never used reading strategies got poor in reading achievement. In this study the correlation coefficient was categorized in very weak correlation. It meant that metacognitive awareness

strategy used was not only the main factor in determining the success of reading comprehension.

According to Yang (2016, p. 586), that there are three elements of successful reading comprehension: conceptual understanding, automated basic skills and strategies. Conceptual understanding includes knowledge of topics, text schemata and vocabulary. Automated basic skills include word decoding skills and the ability to construct propositions from strings of words. Strategies include varying one's approaches to reading depending upon one's goal and monitoring one's comprehension. The result of reading test showed that fifty six point three percent out of one hundred and ten students that got the score under the passing grade. It means that the students need more focused on their reading strategies to achieve and increase their reading achievement.

The metacognitive awareness strategies contribute four point eight percent to reading achievement. This finding shows that metacognitive awareness strategies can influence performance in reading. It is also strengthened by Zhang and Seepho (2013, p. 60) metacognitive strategy and the reading comprehension achievement were significantly and positively correlated. It means that the students who used more metacognitive strategies tended to score higher on the reading comprehension test, whereas the students who used fewer metacognitive strategies were likely to get low scores. It means that the more the students used metacognitive strategies, the more likely they were to obtain higher scores on the reading comprehension test. Readers with metacognitive strategies have definite reading goals and know how to accomplish them. They can insist on

implementing their plans for reading activities and make appropriate adjustments when necessary, get timely feedback on their reading performance through self-assessment on their own initiative, and take remedial actions accordingly. Therefore, readers with metacognitive strategies are able to read effectively and metacognitive strategies constitute an important factor of reading efficiency.

Furthermore, Negin and Muhammadaali (2014, p. 114) found that there was a significant relationship between using metacognitive reading strategies and reading comprehension among ESL college learners. Research indicates that metacognitive reading strategy awareness promotes both performance and understanding of one's reading comprehension. Students at college level sometimes implement reading strategies in reading tasks. Correlation between ESL students reading comprehension and the Metacognitive reading strategy is significant at the level of 0.01 that means these variables closely dependent to each other. In other words, whatever the students' metacognitive awareness is higher, their reading comprehension performance is better and they have significant correlation to each other. Another finding shows that the students' metacognitive awareness strategies influenced reading comprehension achievement. Sari, Qomariah, and Zahra (2016) found that there was significant correlation between metacognitive awareness and reading comprehension achievement. Metacognitive awareness plays the important role to help the students to manage their learning process, support students' reading awareness in order to increase students reading achievement.

Finally, this study was success in investigating the correlation and the influence between students' metacognitive awareness strategy and their reading comprehension achievement of the eleventh grade students of SMA N 1 SP Padang.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

From all the description and explanation discussed in the previous chapter, this chapter draws the conclusion and offers some suggestion.

5.1 Conclusions

Based on the result of the study, the researcher concluded that there was significant correlation between metacognitive awareness strategy and reading comprehension achievement of the eleventh grade students of SMAA N 1 SP Padang since the correlation coefficient or r-obtained (0. 220) was higher than r-table (.187), and p (.021) was lower than .05. The category of correlation was weak. Additionally, the linear regression analysis showed that students' metacognitive awareness strategy (4.8%) significantly influenced their reading comprehension achievement. The finding of the present study also have implications for students that better their awareness of metacognitive strategy in reading is, the better their reading comprehension achievement will be.

5.2 Suggestions

Considering the result of the study, the researcher offered some suggestions that are addressed to students, teachers and other researchers. The student of SMA N 1 SP Padang should develop their awareness in using reading strategies by using MARSI and it is better for them to use metacognitive as the

first important step to help them increase awareness of their own reading strategies.

Next, the teacher can help the students to be aware of metacognitive awareness. The teacher can get the information about the type of metacognitive awareness used by students with monitoring by using the MARSI. Besides, the teacher can support them to increase their reading comprehension by using metacognitive awareness strategy.

Last, a further study on relation between metacognitive awareness strategy and reading comprehension achievement is suggested this study give beneficial as a reference for conducting another research especially in relation to metacognitive awareness strategy and reading comprehansion achievement.

Due to the fact that the limitation of the study was the small number of samples, it is recomended that future research be conducted by considering more samples than the researcher present study in order for the results of the study can be more representative. Next, future research may also consider conducting an interview to the samples to dig more information on their metacognitive awareness strategy and reading comprehension. Next, future research should also consider to find the the correlation between metacognitive awareness strategy and reading comprehension in each subscale; global reading strategies, problem-solving strategies, and support reading strategis to know each scale thal usefull for the students.

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