

**THE CORRELATION BETWEEN STUDENTS METACOGNITIVE
AWARENESS TOWARD THEIR READING COMPREHENSION
IN RECOUNT TEXT AT THE TENTH GRADE
OF SMAN 2 BANGKO**



UIN SUSKA RIAU

BY

MELZA FITRIYANI

SIN. 11513203486

UIN SUSKA RIAU

**FACULTY OF EDUCATION TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**

PEKANBARU

1444 H / 2023 M

- Hak Cipta Diindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**THE CORRELATION BETWEEN STUDENTS METACOGNITIVE
AWARENESS TOWARD THEIR READING COMPREHENSION
IN RECOUNT TEXT AT THE TENTH GRADE
OF SMAN 2 BANGKO**



UIN SUSKA RIAU

By

MELZA FITRIYANI

SIN. 11513203486

A Thesis

Submitted as partial fulfillment of the Requirements
for Bachelor Degree of English Education
(S. Pd)

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1444 H / 2023 M**



© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang menjiplak sebagian atau seluruh karya tulis ini tanpa mengacuhkannya dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

STATEMENT OF AUTHENTICITY

: Melza Fitriyani
 : 11513203486
 : 082285657292
 : melzafitriyani1@gmail.com
 : English Education
 : Education and Teacher Training
 : State Islamic University Sultan Syarif Kasim Riau

I certify that this skripsi entitled **“The Correlation Between Students’ Metacognitive Awareness Toward Their Reading Comprehension in Recount Text at The Tenth Grade of MAN 2 Bangko”** is certainly my own work and it does not consist of other, people work. I am entirely responsible for the content of this *skripsi*. Others’ opinion finding include in this *skripsi* quoted in accordance with ethical standards.

Pekanbaru, January 11st 2023




Melza Fitriyani

11513203486

UIN SUSKA RIAU



Hak Cipta Dilindungi Undang-Undang

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

SUPERVISOR APPROVAL

The thesis entitled *The Correlation Between Students' Metacognitive Awareness Toward Their Reading Comprehension in Recount Text at The Tenth Grade of SMAN 2 Bangko* was written by Melza Fitriyani, SIN. 11513203486. It had been accepted and approved to be examined on the final examination of an undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.


Pekanbaru, Jumadil Akhir, 19th 1444 H
January, 11th 2023 M

Approved by,

Head of Department of
English Education

Supervisor


Dr. Faurina Anastasia, S. S. M. Hum.
 NIK. 19810611 200801 2 017


Zelly Putriani, M.Pd
 NIK. 130117078

UIN SUSKA RIAU



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

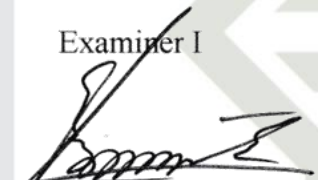
EXAMINER APPROVAL

The thesis entitled *The Correlation Between Students' Metacognitive Awareness Toward Their Reading Comprehension in Recount Text at The Tenth Grade of SMAN 2 Bangko* is written by Melza Fitriyani, SIN. 11513203486. It has been examined and approved by the final examination committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on Jumadil akhir 19th, 1444 H/ January 11th, 2023 M. It is submitted as one of the requirements for bachelor degree (S.Pd) in English Education Departement.


Pekanbaru, Jumadil Akhir, 19th 1444 H
January, 11th 2023 M

Examination Committee

Examiner I


Abdul Hadi, MA., Ph.D
 NIP. 197301182000031001


Examiner II


Rizki Amelia, M.Pd
 NIK. 130117073

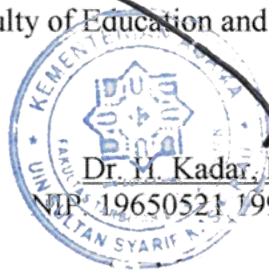
Examiner III

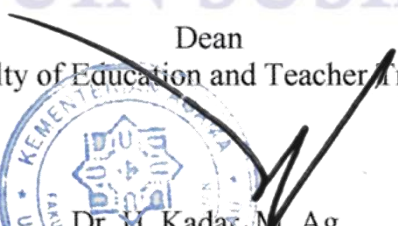

Dr. Dodi Setiawan, M.Pd
 NIK. 130117072

Examiner IV


Kurnia Budiyantri, M.Pd
 NIK. 130117076

Dean
 Faculty of Education and Teacher Training




Dr. M. Kadar, M. Ag.
 NIP. 196505211994021001


Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

ACKNOWLEDGEMENT



In the name of Allah, the most Gracious and Merciful. All praise belongs to Allah Almighty, who has given the researcher guidance and blessing to accomplished the thesis entitled *The Correlation Between Students' Metacognitive Awareness Toward Their Reading Comprehension in Recount Text at the Tenth Grade of SMAN 2 Bangko* academic requirement to finish the bachelor degree. Shalawat and salam always be presented to the noble prophet Muhammad SAW who has inspired and lightened many people up all around the world.

The researcher truly grateful also for the endless support, love, and care of her beloved parents (Zulkifli and Eva royani). They are the reason for me to keep the spirit in completing my education. May Allah SWT always bestow grace, health, and blessings in the world and in the hereafter for the kindness that has been given to the researcher.

The deepest gratitude also goes to those who helped the researcher in finishing this thesis, among others:

1. Prof. Khairunas, M.Ag., the Rector of State Islamic University of Sultan Syarif Kasim Riau, Prof. Dr. Hj. Helmiati., as Vice of Rector I, Dr. H. Mas'ud Zein, M.Pd., as Vice of Rector II, Prof. Edi Erwan, S.Pt., M.Sc., Ph.D., as Vice of Rector III and all staff. Thanks for kindness and encouragement.
2. Dr. H. Kadar, M.Ag., the Dean of Faculty of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau, Dr. H. Zarkasih, S. Ag., M. Ag., the Vice Dean I, Dr. Zubaidah Amir, M.Z., M.Pd., the Vice Dean II, Dr. Amirah Diniaty, M.Pd. Kons., the Vice Dean III and all staff. Thanks for kindness and encouragement.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

4. Dr. Faurina Anastasia., S.S., M.Hum., the chairperson of Department of English Education for his guidance to the students in writing thesis.
5. Dr. Nur Aisyah Zulkifli M.Pd., the Secretary of English Education who has given me correction, suggestion, support, advice and guidance in finishing this thesis.
6. Zelly Putriani M.Pd., the researcher supervisor. Gratefully thank you for her correction, suggestion, support, advice, and guidance in completing this thesis.
6. Abdul Hadi, S.Pd., MA., Ph.D., the writer's academic supervisor. Gratefully thank you for his guidance in completing researcher study in English Education Department.
7. All lecturers of English Education Department of State Islamic University of Sultan Syarif Kasim Riau, who have given knowledge, information, motivation, support, and help for the researcher during her study at English Education Department.
8. Sumartono, S.Pd., the Headmaster of State Senior High School 2 Bangko and the English Teacher who have given time and place to the researcher to conduct this research. For all teachers and all staffs who helped during the completion of the data for the research. Also all students who helped the researcher to be the sample in this research.
9. My beloved brother Kiki Herrdianto S.Pd. and M. Zulian Zaqqi,; my my beloved aunt Ida, Irus, Ita, Nana, Mak Yung, Iy'ah and Ilin; My beloved uncle Hasan Basri; my beloved causin Zahra Amira Rahmani, Sahkia Ramela Stanggi and Annisa. Thank you for always giving me support and being my mood boosters.
10. Special thanks to my dearest friend Nurul Huda Sulaiman S.Pd., Afrina Saulaka S.Farm., Sovi Analisa, Edi Supriadi, Tia yunita, Novika Losari..
1. Special thanks to my beloved Muhammad Arief S.Sos., who always given support, care and motivation from the beginning until completion.
2. For all people who have prayed and helped the researcher to finish her study, thank you for you all.

The perfection only belongs to Allah. Therefore critics, comment and suggestion are really appreciated to improve the thesis. May Allah Almighty, the Lord of universe bless us all. Aamiin.

Pekanbaru, October 31st, 2022.

The researcher

Melza Fitriyani
SIN. 1151320486

UIN SUSKA RIAU

- Hak Cipta Dilindungi Undang-Undang**
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

ABSTRACT

Melza, (2022) : The Correlation between Students' Metacognitive Awareness toward Their Reading Comprehension in Recount Text at The Tenth Grade of SMAN 2 Bangko

The purpose of this research was to determine whether there was a correlation between students' metacognitive awareness toward their reading comprehension in recount text at the tenth grade of SMAN 2 Bangko or not. The sample of this research was 32 students, which were taken by using simple random sampling technique. Method of this research used quantitative method and the design used in this research was a correlational design. The researcher assessed the level of students' awareness by using questionnaire, which consisted of 15 questions from Vandergrift, et al (2012). Meanwhile, the research assessed students' reading comprehension in recount text by using multiple choice test which was constructed based on the indicators of reading comprehension in recount text, consisted of 20 questions. At that time, in analyzing the data, the researcher utilized Person Product Moment Correlation Coefficient through SPSS 20 Version. The findings showed that sig. (2-tailed) Value = 0.024 which was smaller than $P\alpha = 0.05$ and the person correlation was $0.399 > 0.349$ (5%). It means that H_a was accepted, or there was a significant correlation. The researcher also found that 15.92% of reading comprehension in recount text of the Tenth Grade Students of SMAN 2 Bangko influenced by metacognitive awareness. Then, the other 84.08% influenced by other factors.

ABSTRAK

Melza, (2022) : Hubungan antara Kesadaran Pemikiran Siswa Terhadap Pemahaman Membaca Teks Recount Kelas X SMAN 2 Bangko

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada hubungan antara kesadaran metakognitif siswa terhadap pemahaman membaca dalam teks recount di kelas sepuluh SMAN 2 Bangko atau tidak. Sampel penelitian ini adalah 32 siswa yang diambil dengan menggunakan teknik simple random sampling. Metode penelitian ini menggunakan metode kuantitatif dan desain yang digunakan dalam penelitian ini adalah desain korelasional. Peneliti menilai tingkat kesadaran siswa dengan menggunakan kuesioner yang terdiri dari 15 pertanyaan dari Vandergrift, et al (2012). Sementara itu, penelitian ini menilai pemahaman membaca siswa dalam teks recount dengan menggunakan tes pilihan ganda yang disusun berdasarkan indikator pemahaman membaca dalam teks recount, terdiri dari 20 soal. Pada saat itu, dalam menganalisis data, peneliti menggunakan Koefisien Korelasi Person Product Moment melalui SPSS Versi 20. Temuan menunjukkan bahwa sig. (2-tailed) Nilai = 0.024 yang lebih kecil dari $P\alpha = 0.05$ dan korelasi orang $0.399 > 0.349$ (5%). Artinya H_0 diterima atau terdapat korelasi yang signifikan. Peneliti juga menemukan bahwa 15,92% pemahaman membaca teks recount siswa kelas X SMAN 2 Bangko dipengaruhi oleh kesadaran metakognitif. Kemudian, 84,08% lainnya dipengaruhi oleh faktor lain.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

ملخص

ميلزا، (٢٠٢٣): ارتباط بين وعي فكر التلاميذ وفهم قراءة النص القصصي في الصف العاشر بالمدرسة الثانوية الحكومية ٢ بانجكو

الهدف من هذا البحث معرفة ما إذا كان هناك ارتباط بين وعي فكر التلاميذ وفهم قراءة النص القصصي في الصف العاشر بالمدرسة الثانوية الحكومية ٢ بانجكو. وعدد عيناته ٣٢ تلميذا، تم الحصول عليها من خلال استخدام تقنية العينات العشوائية البسيطة. وطريقة مستخدمة في هذا البحث طريقة البحث الكمي، وتصميم مستخدم فيه تصميم الارتباط. قامت الباحثة بتقييم مستوى وعي التلاميذ باستخدام استبيان يتكون من ١١ سؤالاً من فاندريغريفت وآخرون (٢٠١٢). وقامت الباحثة بتقييم استيعاب التلاميذ للقراءة في النص القصصي باستخدام اختبار الاختيار من متعدد الذي تم ترتيبه بناء على مؤشرات فهم القراءة في النص القصصي، والاختبار يتكون من ٢٠ سؤالاً. وفي تحليل البيانات، استخدمت الباحثة معامل ارتباط ضرب العزوم لبيرسون من خلال استخدام برنامج الحزمة الإحصائية للعلوم الاجتماعية لإصدار ٢٠. ونتيجة البحث دلت على أن قيمة سيغ. (٢ ذيل) = ٠.٠٢٤ وهي أصغر من $P\alpha = ٠.٠٥$ ، وارتباط المفرد (٠.٣٩٩ < ٠.٣٤٩ (%٥). وذلك بمعنى أن الفرضية البديلة مقبولة أي أن هناك ارتباطاً هاماً. ووجدت الباحثة أيضاً أن ١٥.٩٢٪ من فهم قراءة النص القصصي لدى تلاميذ الصف العاشر بالمدرسة الثانوية الحكومية ٢ بانجكو أثر عليه الوعي ما وراء المعرفي. وأما الباقي ٨٤.٠٨٪ فأثر عليه متغيرات أخرى.

UIN SUSKA RIAU

- Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

LIST OF CONTENTS

SUPERVISOR APPROVAL	i
EXAMINER APPROVAL	ii
ACKNOWLEDGMENT	iii
ABSTRACT	vi
ABSTRAK	vii
ملخص	viii
LIST OF CONTENTS	ix
LIST OF TABLES	xi
LIST OF APPENDICES	xiii
CHAPTER I INTRODUCTION	
A. Background of the Study	1
B. Problem	6
1. Identification of the Problem	6
2. Limitation of the Problem	6
3. Formulation of the Problem	7
C. Objective and Significance of the Research	7
1. Objective of the Research	7
2. Significance of the Research.....	7
D. Definition of the Term	8
1. Metacognitive Awareness	8
2. Reading Comprehension	8
CHAPTER II LITERATURE REVIEW	
A. Theoretical Framework	9
1. Nature of Reading Comprehension	9
2. Assessment of Reading Comprehension	11
3. Nature of Metacognitive Awareness	14
4. Nature of Recount Text	15
5. Correlation Between Metacognitive Awareness and Reading Comprehension.....	19

- Hak Cipta Dilindungi Undang-Undang**
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

B. Relevant Research	21
C. Operational Concept	23
D. Assumption and Hypothesis of the Research.....	25
1. Assumption	25
2. Hypothesis.....	25

CHAPTER III METHOD OF RESEARCH

A. Design of Research	27
B. Time and Location of the Research	28
1. Time of the Research.....	28
2. Location of the Research.....	28
C. Subject and Object of the Research	28
D. Population and Sample of the Research.....	28
1. Population of the Research.....	28
2. Sample of the Research.....	29
E. Technique of Data Collection	30
1. Questionnaire	30
2. Test	31
F. Technique of Data Analysis	32

CHAPTER IV FINDING AND DISCUSSION

A. Finding	35
B. Discussion	57

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....	59
B. Suggestion.....	60

REFERENCES

APPENDICES

CURRICULUM VITAE



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

LIST OF TABLES

Table III.1	The Total of Population at the Tenth Grade at SMAN 2 Bangko	29
Table III.2	The Total of Sample at the Tenth Grade at SMAN 2 Bangko .	30
Table III.3	Blue Print of Metacognitive Awareness	31
Table III.4	Likert Scale for Questionnaires.....	31
Table III.5	Blue Print of Reading Comprehension.....	32
Table III.6	The Scale of Metacognitive Awareness	33
Table III.7	The Scale of the Students’ Reading Comprehension in Recount Text	33
Table III.8	Table of Interpretation Correlation Coefficient Product Moment.....	34
Table IV.1	I Ask Myself Periodically if I’m Meeting My Goals	36
Table IV.2	I Think About What I Really Need to Learn Before I Begin a Task	36
Table IV.3	I Set Specific Goals Before I Begin a Task	37
Table IV.4	I Enjoy Meeting People Who Speak Foreign Language.....	37
Table IV.5	I Thinkl of Several Ways to Solve and Choose The Best One.....	38
Table IV.6	I Consider Several Alternatives to a Problem Before I Answer.....	38
Table IV.7	I Know How Well I Did Once I Finish A Test.....	39
Table IV.8	I Ask Myself if I Have Considered All Options When Solving A Problem.....	39
Table IV.9	I Ask Myself Questions About The Material Before I Begin ...	40
Table IV.10	I Summarize What I Have Learned After I Finish..	40
Table IV.11	I Ask Myself How Well I Accomplish My Goals Once I’m Finished	41
Table IV.12	I Read Instructions Carefully Before I Begin a Task	41
Table IV.13	I Organize My Time to Best Accomplish My Goals.....	42



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Table IV.14	I Find Myself Analyzing The Usefulness of Strategies While I Study	42
Table IV.15	I Find Myself Pausing Regularly to Check My Comprehension.....	43
Table IV.16	The Score of Students' Metacognitive Awareness.....	44
Table IV.17	The Frequency Distribution of Students' Metacognitive Awareness.....	45
Table IV.18	The Frequency Distribution of Students' Score Metacognitive Awareness.....	46
Table IV.19	The Score of Students' Reading Comprehension in Recount Text.....	47
Table IV.20	The Frequency Distribution of Students' Reading Comprehension in Recount Text.....	48
Table IV.21	The Frequency Distribution of Students' Score Reading Comprehension in Recount Text.....	49
Table IV.22	The Recapitulation Score of Students' Metacognitive Awareness and Their Reading Comprehension in Recount Text.....	50
Table IV.23	The Descriptive Statistic for Normality Test of Metacognitive Awareness Data.....	51
Table IV.24	The Descriptive Statistic for Normality Test of Reading Comprehension in Recount Text Data	52
Table IV.25	The Descriptive Statistic of Students' Metacognitive Awareness.....	53
Table IV.26	The Descriptive Statistic of Students' Reading Comprehension in Recount Text.....	54
Table IV.27	The Correlation Table Between Students' Metacognitive Awareness and Their Reading Comprehension in Recount Text.....	55

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

LIST OF APPENDICES

Appendix 1	Instrument Instrument of Students' Metacognitive Awareness Instrument of Students' Reading Comprehension
Appendix 2	Recommendation Letters Supervisor Renewal Certificate Student Guidance Activities (Proposal) Attachment to the Minutes of the Proposal Exam Validation of the Improvement of the Proposal Exam Student Guidance Activities (Thesis) Permission to do Pre-research From the Faculty Permission to do Pre-research From the School Recommendations for Research Implementation by the Riau Provincial Government Certificate of Having Carried Out Research by the School (SMAN 2 Bangko)
Appendix 3	Documentation

CHAPTER I INTRODUCTION

A Background of the Study

Reading can influence the other skills of English in certain purposes. For instance, when someone wants to write something it is necessary to get some references, sources, and information either it is to support the ideas or to perceive the ideas itself. Indeed, such things cannot be done without reading books, journals, articles or other sources, because reading necessarily should be perceived to get knowledge and information (Eskey, 2005). In other case, when someone who want to express ideas which is related to academic purposes, it should be possessed by getting the information, and ideas needed in order to make the ideas valuable.

Reading comprehension is not only the ability which is necessarily obtained by English learners but also it is essential skill for success in all educational contexts (Brown, 2000). In order to read, the students must be able to decode the words or sentences in a passage and also comprehend what they read. Therefore teaching reading is very important for students at senior high school as expected that they can be able to master the reading comprehension well.

In order to accomplish student's needs toward reading, 2013 Curriculum provides reading as one of the skills in mastering English that must be taught and learned in senior high school. SMAN 2 Bangko is one of the schools that also using 2013 Curriculum since 2014/2015 academic year.



Based on the obligation of ministry of culture and education no. 158 in 2014 which explains the concept and implementation of the curriculum at the school. In addition SMAN 2 Bangko using moving class system. It is a teaching and learning system that is characterized by students who came to the teacher in the classroom. The concept of moving class refers to the learning child-centered classrooms to provide a dynamic environment in accordance with the lessons learned. English is taught 4 hours in a week. It is divided into compulsory and talent. Both compulsory and talent are taught for 2 hours every weeks. There are six english teachers who teach at SMAN 2 Bangko every grades are taught by two english teachers.

The basic competence stated in the syllabus for the tenth grade of senior high school is the students are able to comprehend short functional text and simple monologue text such as recount text, narrative text, and procedure text in daily life context. Based on the syllabus, the score cumulative minimum standard (KKM) that has to be achieved by the students for English in SMAN 2 Bangko is 85.

Regarding with the description above, it is obvious enough that students in senior high school especially students in SMAN 2 Bangko should be able to master reading comprehension well. Yet, through this research will just focus on researching students reading comprehension in recount text. In fact, it is not as expected that some of the students are not able to read comprehensibly well.

Based on the preliminary study, the researcher did interview to two

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



English teachers of SMAN 2 Bangko. There are some problems encountered through conversation as mentioned above.

The phenomena are the problems which are possessed by some of the students in SMAN 2 Bangko. Firstly, Some of the students are still lack of vocabulary, so they get difficulties in answering questions. The teacher often found in many meetings that it is clear enough the students need to improve their vocabulary mastery, by watching english movie, listening to the music, or reading an english book which are interesting for them, in one condition that the students should analyze the word which they do not know and look up dictionaries. Secondly, some of the students have low motivation in reading English text. If the students read english book regularly, write some notes of the text, have curiosity of the text that they do not now yet, it is totally will improve their comprehension in reading for sure. Third, some of the students looked at reading as a bored thing in learning english while it is not taught with appropriate strategy.

It is obviously proven while the teacher treat the students in old style of teaching, the teacher sometimes ask the students to read a text then, ask them to answer the following questions, there will be just few of the students who do the task well, meanwhile the others will look at their friends, it will be different when the teacher treat them by games or another strategies such giving reward as score on the whiteboard. Fourth, there is no significant symptoms which show that the students who do monitoring strategy while

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

reading a text, their scores are significantly different with the students who possess monitoring strategy. The last, some of the students did not evaluate their reading process.

Regarding with the following problems above, there are some gaps between the theory which have been stated by the experts with the reality or the facts in the learning process. In line with this statement, in essence successful readers appear to use more strategies than less successful ones (O'Malley and Chamot,1990). The students should be necessarily aware of what they are reading about, and also how they are doing their reading process. The students who is made aware that the thinking process requires the use of metacognitive awareness can develop strategic reading skills and think about the process of learning (O'Malley *et al*, 1990).

Yet, in the reality the researcher enountered some contraditive syptoms, such there is no significant differences between students who possess strategies and the students who do not. For strengthening the statements Brown et al,1986 said that successful readers monitor their reading, they use the strategies, do some efforts appropriately, and evaluate the success of their ongoing efforts to understand, while this idea has the same sound with some of the linguist that the good readers can be determined through some indicators of metacognitive awareness such as planning, monitoring, and evaluating (O'Malley & Chamot 2005; Paris & Winograd, 1990 ; Flavell, 1979; Wade, Trathen, & Schraw,1990 ; Fogarty, 1994).



Metacognitive awareness are related to how we think and learn (Ashman & Conway, 1993). According to Flavell (1979), metacognition is a knowledge and control over his or her own thinking process and learning activities, including reading. Moreover, the concept of metacognition includes thinking about thinking process, self-awareness, understanding, and memory techniques and learning characteristics (Paris & Jacobs, 1984). The students are necessary need to know how to improve and use their planning, monitoring and evaluation before starting to read by using reading comprehension. Reading comprehension is not only the ability which is necessarily obtained by English learners but also it is essential skill for success in all educational contexts (Brown, 2000). In order to read, the students must be able to decode the words or sentences in a passage and also comprehend what they read. So that, teaching reading is very important for students at senior high school as expected that they can be able to master the reading comprehension well.

Regarding with the explanation of the problems above, the researcher is interested in analyzing whether there is significant correlation between metacognitive strategies and reading comprehension. Then, the researcher is going to conduct a research entitled **“The Correlation Between Students’ Metacognitive Awareness Toward Their Reading Comprehension in Recount Text at the Tenth Grade of SMAN 2 Bangko”**.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

B. Problem

1. Identification of the Problem

Based on the explanation above, the researcher identifies the problem as follows:

- a. Few of the students were not able to comprehend the content of the recount text.
- b. Few of the students were not able to identify specific information in recount text.
- c. Few of the students get difficulties in deciding key words to answer the questions.
- d. Some of the students are still lack of vocabulary, so they get difficulties in answering questions.
- e. Some of the students have low motivation in reading English text.
- f. Some of the students looked at Reading as a bored thing in English while it is not taught with appropriate strategy.

2. Limitation of the Problem

In relation to the identification of the problem occur in teaching and learning process of reading which is provided above, the problem of this research is necessary to be limited. Therefore, this research was only focused on the correlation of the student's metacognitive awareness and their reading comprehension in recount text.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3. Formulation of the Problem

The problem of this research can be formulated in the following Questions:

- a. How is students' metacognitive awareness at the tenth grade of SMAN 2 Bangko?
- b. How is students' reading comprehension in recount text at the tenth grade of SMAN 2 Bangko?
- c. Is there any significant correlation between students' metacognitive awareness toward their reading comprehension at the tenth grade of SMAN 2 Bangko?

C. Objective and Significance of the Research

1. Objective of the Research

- a. To find out students' metacognitive awareness at the tenth grade of SMAN 2 Bangko
- b. To find out students' reading comprehension in recount text at the tenth grade of SMAN 2 Bangko
- c. To examine whether there is any significant correlation between students' metacognitive awareness toward their reading comprehension at the tenth grade of SMAN 2 Bangko or not.

2. Significance of the Research

- a. Hopefully these research finding are able to benefit the researcher as a novice researcher in learning how to conduct research.
- b. These research finding are expected useful and valuable especially for



students and English teacher at SMAN 2 Bangko.

- c. These research finding are expected to be postive information, espescially for those who are aware teching and learning English as foreign language.
- d. These research finding are expected to be practical and theoritical information to the development of the theories on English language teaching.

D. Definition of the Term

In order to avoid miss understanding and miss interpreting of the terms used in this research, it is necessary to define the terms in this research as follows:

1. Metacognitive Awareness

According to O'Malley and Chamot in Keshavarz and Assar (1990), metacognitive awareness includes selective attention to the task, planning self-monitoring and self-evaluating.

2. Reading Comprehension

According to Reinking and Scenery in Hamka (2006) they stated that reading comprehension is understanding what has been read.it is an active thinking process that depends not only on comprehension skill but also the students experience and prior knowledge comprehensions involve understanding vocabularies, seeing the relationship among words and concept.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengummumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. The Nature of Reading Comprehension

Since reading is one of the basic fundamental things which will be encountered by all of the students, so that is why, it is very important to be mastered by the students. Mastering reading comprehension should be achieved by practice for sure. There are many situations that will be met by the students related to reading itself, such as, mid-test, daily assignment, learning process, and final examination. By the needs of reading comprehension mentioned, the students should be able to master reading comprehension.

Regarding with this case, Klinger (2007, p. 89) stated that reading is the process of constructing meaning by coordinating a number of complex process that include word reading, knowledge, and fluency. So, by reading the students are expected to be able to comprehend the words both the pronuonciation and the meaning. In line with Klinger's statement, David Nunan (2003, p. 92) said that "reading is a fluent process of readers combining information from a text and their own knowledge to build meaning.

Reading can influence the other skills of English in certain purposes. For instance, when someone want to write something he/she must get some references, sources, and informations either it is to support



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

his/her ideas or to perceive the ideas itself. Indeed, such things can not be done without reading books, journals, articles or other sources, because reading necessarily should be perceived to get knowledge and information (Eskey, 2005).

On the other hand, reading comprehension can be defined as students' ability to demonstrate an overall understanding of the text, providing inferential as well as literal information, drawing conclusions, and making connections to their own experience (Buttler, 2002). The students need to activate their awareness and recognition while reading the text, because their experiences, their overall understanding of the text, and their ways or techniques in reading are involved. Briefly, reading is not a passive activity, although it is included as receptive skills (Saputra, 2014).

To understand the nature of the problems of reading comprehension, it requires to have available appropriate data identifying which readers can successfully undertake which activities with which texts. Moreover, students should be able to recognize the topic, to identify genre of the text, and to identify the purpose of the text, and the ideas of the author. Those are some primary things which should be achieved from their reading ability.

Based on the explanation above, reading skill is important to be mastered by students. They have to know the process to get the purpose and the meaning of the text.

According to Ruddell as cited in Apriani (2011), comprehension is



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a process in which a reader constructs meaning while, or after, interacting with text through the combination of prior knowledge and previous experience, information in text, reader takes in correlation to the text, and immediate, remember, or anticipated social interactions and communication.

2. The Assessment of Reading Comprehension

In assessing reading comprehension, understanding kinds of skills in reading comprehension should be considered. There are two kinds of skills which can represent the spectrum of possibilities for objectives in the assessment of reading comprehension: Microskills and macroskills (Brown, 2003).

In microskills, it emphasizes about discriminating among distinctive graphemes and orthographic patterns of English, retain chunks of language of diligent lengths in short-term memory, process writing at an efficient rate of speed to suit the purpose, recognize a core of words, and interpret word order patterns, etc.

Meanwhile, in macroskills discusses about recognizing the theoretical forms of written discourse and their significance for interpretation, recognizing the communicative functions of written texts,

according form and purpose, inferring context that is not explicit by using background knowledge etc.

Furthermore, Brown (2003, P. 45) explains that there are four types of reading performance which are typically identified, and these will serve

as organizers of various assessment tasks, such as Perceptive, selective, interactive, and extensive. Perceptive in which emphasize letters, words, punctuation, and other graphemic symbols. Selective, it is focus on ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, such as picture cued-task, matching, true/false, and multiple choice. Then, in Interactive, stretching of language of several paragraphs or more in which the reader must, in a psycholinguistic sense. Meanwhile, in extensive, applies to texts of more than a page, up to and including professional articles, essays, books, etc. According to Brown (2000) there are many kinds test to measure students reading comprehension as follow:

a. Reading Aloud

The test taker sees separate letters, words, and/or short sentences and read since in reading comprehension may recognize marks the completion of the correct answer.

b. Written response

The same stimulation are presented and the test takers' task is to reproduce the probe in writing. Because of the transfer across different skills here evaluation of the test takers response must be carefully treated. If an error occurs make sure you determine its source; what might be assumed to be writing error for example, may actually be a reading error and vice versa.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

c. Multiple choice

Multiple-Choice responses are not only a matter of choosing one of four or five possible answers. Other formats, some of which are especially useful at the low levels of reading, include same or different circle the answer true or false, choose the letter, and matching. Here are some possibilities.

d. Picture-cued task

Test-takers are shown a picture, such as the one on the next page, along with a written text and are given one of a number of possible tasks to perform.

e. Matching Tasks

The test-takers' task is simply to respond correctly, which makes matching an appropriate format. The most frequently appearing criterion in matching procedure is vocabulary.

f. Editing Tasks

Editing for grammatical or rhetorical errors is a widely used test method for assessing linguistic competence in reading. The TOEFL and many other tests employ this technique with the argument that it not only focuses on grammar but also introduces a stimulation of the authentic task of editing, or discerning errors in written passages. Its authenticity may be supported if you consider proof reading as a real word skill that is being tested. Here is a typical set of examples of editing.

By understanding the guidelines and kinds of how to assess students reading comprehension above, the teachers can assess students' reading comprehension well. The teachers necessarily should have guidelines to assess students' reading comprehension for sure, in order to get better process and product.

3. The Nature of Metacognitive Awareness

According to O'Malley (1990) in (Keshavarz and Assar) metacognitive strategies include selective attention to the task, planning self-monitoring and self-evaluating. As applied in reading, these metacognitive strategies entail specific 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. Metacognition plays an important role in reading. There appears to be a strong correlation between reading strategies used by readers, metacognitive awareness, and reading proficiency. In essence, successful readers appear to use more strategies than less successful ones and also appear them more frequently.

According to Jansiewicz (2008, P.16) metacognitive strategies are techniques to increase an individual's awareness of their thought process and actions while completing tasks. In this sense, they can be seen as the behavioral output of executive functions. The executive function of working memory is seen in metacognitive terms as individuals being able

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

to monitor how well they are keeping information in memory.

Anderson (2002) in Rezvani mentioned that metacognitive awareness is monitoring and regulating of strategies while reading. It is considered as the main factor for proficient strategic reading since learners with metacognitive awareness could consciously use strategies effectively while reading and they can access and apply these strategies to future reading tasks easily.

According to Ridley (1992) in Kemal (2010), the metacognitive learning strategies which are autonomous learners can use including to take conscious control of learning, planning and monitoring learning strategies and progress, correcting errors, reflecting on the effectiveness of learning strategies, and making changes to learning behaviors and strategies accordingly. The control an autonomous learner exerts over his learning demonstrates his capacity to take control of his own learning (Benson, 2001).

The explanation above show that metacognitive awareness which is owned by the students supposed to be crucial to their success in academic learning. If students have good metacognitive awareness, they are supposed get better results of their study, in this case including reading comprehension.

4. The Nature of Recount Text

According to Anderson (2010, P.62), a recount is speaking or writing about past events or a piece of text that retells past events, usually

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

in the order which they happened. The aim of the text is retell the past event or to tell someone's experience in chronological order.

Recount text is a text written to retell for information or entertainment (Wikipedia, free encyclopedia, 2010). This type of text is not only used at school but also at other media written and electronic, it is used in many real social contexts. For example is used in diary, blog, letter, biography, travel report, police report, sport report etc. According Barwick (1999) there are different types of recounts with varying levels of language and content according to the audience and purpose.

a. Types of Recount Text

1) Personal Recount

A personal recount retells an activity that the Researcher or speaker has experienced. It has personal and emotive comments and anecdotes added and may take the form of an oral story, a letter or a diary entry. It is written in the first person using personal pronouns, I and we. Details of who, what, when, where and sometimes why are included but the sequence of recounting may change.

2) Factual Recount Text

A factual recount is a series of events sequentially and evaluates their significance. This can be presented as a historical recount, science experiment, traffic report, sport report or in film, television and video. Appropriate technical language, precise

details of time, place and manner and retelling with appropriate explanations and justifications assists readers to accurately reconstruct what happened. The focus is on language that shows time sequence (before shifting, while they were, after a number) using evaluative language (importance, significance, influence, achievement) and emphasizing assessment language (amazing, successes influence, achievement). This recount is usually written in third person using pronouns he, she and they. It may be written in the passive voice.

3) Imaginary recount

The imaginary details of a literary or story recount are placed in a realistic context. Character development is emphasized with the narrator responding emotively to the events. The sequence of details may be changed but who, what, when and where are still included. The literary recount is generally written in the first person using me or us, establishing a relationship between the Researcher and reader or speaker and listener, for example my diary as a child in space.

b. Procedural Recount

Procedural recounts record, in an oral or written form, the sequential steps needed to achieve a result. This is written after the completion of a procedure. Procedural recounts are found in information books, television, films and books that explain how things were made.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The focus is on the accurate order of sequence, the selection of the correct language for the topic and the use of time conjunctions. Diagrams and drawings are often included to assist with the clarification of the stages

c. Critical Recount

A critical recount looks at an issue and comments and evaluates negative and positive aspects. Selected details are included to suit the argument, but this recount may not be sequenced chronologically. It is generally written in the first or third person using me or we but may be written in the passive voice. For example, a recount of exploration in Antarctica may critically assess the damage caused to the environment and ecosystem by this exploration.

d. Generic Structure Of Recount Text The recount text has three parts:

1) Orientation

Orientation takes in the first paragraph that give background information about who, what, where and when.

2) Event

Tell what happened and in what sequence. A record of events usually recounted in chronological order, named; event 1, event 2, event 3.

3) Re-orientation

Consist of optional-closure of events ending. In this part fulfilled by the end of the event, yet, this part can be exist or not.



5. The Correlation between Metacognitive Awareness and Reading Comprehension

Reading comprehension has led to an increasing emphasis on the role of metacognitive awareness of one cognitive and motivational process while reading (Alexander & Jetton, 2000, Guthrie & Wigfield, 1999, Pressley, 2000). Metacognitive processes have been understood to play an essential part in achieving comprehension (Phan, 2006). The use of metacognitive strategies in the reading process has been generally supported as a valuable aid for its cognitive, social, linguistic benefit. Many studies (Carrell, 1995; Wenden, 2001; Chamot, 2005) have addressed the positive correlation between the metacognitive strategies in the reading process. They illustrate the positive correlation between the metacognitive strategies and reading comprehension. Indeed, researchers agree that awareness and monitoring of one's comprehension processes are critically important aspects of skilled reading. Such awareness and monitoring processes are often referred to in the literature as metacognition, which can be thought of as a knowledge of the readers' cognition about reading and self-control mechanisms they exercise when monitoring and regulating text comprehension (Mokhtari & Reichard, 2000).

Flavell (1979) described the process of cognitive monitoring occurring through the actions and interactions of four classes or interrelated phenomena: Metacognitive knowledge, metacognitive experiences, goals (or tasks), and action (or strategies). Other researchers

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

(Wade, Trathen, & Schraw, 1990) have used examples of students' reflection about their thinking while reading to illustrate what they do when they read. Readers' reflections show how they plan, monitor, evaluate, and use information available to them as they make sense of what they read.

Paris and Winograd (1990) maintained that metacognitive can promote academic learning and motivation. The idea is that the students can enhance their learning by becoming aware of their own thinking as they read, write and solve problems at school. They also argued that such "Consciousness-raising" has twin benefits: (a) it transfers responsibility for monitoring learning from teachers to the students themselves and (b) it promotes positive self-perceptions, affect, and motivation among students. In this manner, metacognitive provides personal insights into one's own thinking and fosters independent learning.

Shih (1992) in Keshavarz and Assar states that employing reading strategies requires thought and practice in content approach. It seems when a student tries to think with a content-based strategy, they increase their metacognitive control over reading and studying process, so that they can use these strategies in academic content classes. However, the students' metacognitive control over reading comprehension process, even when they read texts of the same academic contents, differ greatly from one student to another.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Metacognitive plays an important role in reading. There appears to be a strong correlation between reading strategies used by readers, metacognitive awareness and students' reading comprehension. In sense, successful readers tend to use more strategies than less successful ones and also appear to use them more frequently (Eskey, 2005).

Metacognitive strategies are related to how we think and learn (Ashman & Conway, 1993). Metacognitive strategies include three skill techniques: planning, monitoring and evaluation (Cross & Paris, 1988). Before begin reading assignment, students must be informed on how to use their planning, monitoring and evaluation skills. It is very important to improve the questioning skills of students in the process of teaching metacognitive strategies (Hutt, 1997).

Studies on metognitive and reading comprehension reveal the strong relation between the uses of strategies, awarness and reading comprehension. Succesfull reader are more familiar with strategic reading and they use strategic reading techniques. The awareness and reading skills of students who are trained on meta-cognitive strategies improve their reading comprehension (Garner,1987).

B. Relevant Research

To avoid plagiarism from previous research, there are some researches that have been conducted relates to this research as follows:

Martinez (2011), she researched on the correlation between metacognitive awareness and reading English as a foreign language. This study investigated



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

the correlation between spanish university students' metacognitive conceptualization about reading in English and their reading in that language.

One group of 66 native speakers of spanish studying the first year of teacher training at the university of oviedo participated in the experiment. A questionnaire was developed to obtain relevant information about their perceived reading awareness judgment about silent reading strategies in that language. She found a significant correlation between reading ability awareness and reading comprehension performance. Moreover, the more subject tend to agree that strategies are effective for reading, the better their reading performance.

Second, in south East Asian context especially in Indonesia Ratnawati (2005) the research will give some useful information about vocabulary achievement and reading comprehension achievement. This research will also present the description and correlation between the mastery of vocabulary and the ability of reading comprehension among the seventh grade students of SMPN 13 Semarang in academic year 2005/2006.

Third, Desita, Khairul and Septy (2016) this research was aimed to find out a correlation between students' vocabulary mastery and their reading habits toward their ability to comprehend an analytical exposition text of senior high school English lesson materials at SMAN 7 Padang. The hypothesis of this research was that if there was a significant correlation between students' vocabulary mastery and their reading habits toward their ability to comprehend an analytical exposition text at SMAN 7 Padang.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Meanwhile, my research focuses on correlation between students' metacognitive awareness and their reading comprehension in recount text at SMAN 2 Bangko. In this research will find out how is the students metacognitive awareness, how is the students reading comprehension in recount text and is there any significant correlation between students' metacognitive awareness and their reading comprehension in recount text

C Operational Concept

Operational concept is a concept used to clarify the theories used in research to avoid misunderstanding. This study is a correlation research that focused on gaining the correlation between students' metacognitive awareness toward their reading comprehension in recount text. This operational concept will be classified into two variables. Variable X is independent variable and variable Y is dependent variable. Variable X is Students' Metacognitive awareness, Variable Y is Students' Reading Comprehension.

The indicator of metacognitive can be seen as follows (O'Malley & Chamot 2005).

1. Planning

Good readers plan before reading, and the students must learn the steps needed to accomplish these task. There are some indicators which show that the students has planning before their read:



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- a. Think about the text's topic.
- b. Think about how text features can help in understanding the topic.
- c. Read the title and author, look at the front and back of the cover, and table of the contents.
- d. Study illustrations, photos, and graphic, including labels and captions.
- e. Skim for boldfaced words, headings and subheadings, and summaries.
- f. Think about what they know, what connections they can make, and what questions they might want answer.
- g. Think about the way the text might be organized, such as: cause and effect, compare and contrast, sequence of events, problems and solution, and description.

2. Monitoring During Reading

Good readers take charge of their reading by monitoring their own comprehension. The indicators are provided below:

- a. The Students will ask to their ownself by such question: Do I understand what i have just read?
- b. During reading the students predict about the text.
- c. The students make connections and inferences of every sentences or paragraph while they are reading.
- d. The students use context clues, and graphic organizers to pinpoint particular types of text information.
- e. The students will write some notes such as write comments or questions on self-stick notes or in the margins.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3. Evaluating

The students reflect on the strategies they used to determine whether their plan worked or whether they should try something else next time.

Variable Y: Students' reading comprehension in recount text.

There are some indicators of this reading variable are from syllabus of school.

- a. The students' can identify the ideas or information explicitly in reading text.
- b. The students' can determine the main idea of the text.
- c. The students' can find specific information from recount text.
- d. The students' can understand the meaning of phrases and words in a sentence of recount text.
- e. The students' can determine the information provided either it is correct or incorrect according to the text.

D. Assumption and the Hypothesis of the Research

1. Assumption

The assumption of this research: if the students have good metacognitive awareness, their reading comprehension in recount text will be improved.

2. Hypothesis

H₀: There is no significant correlation between students' metacognitive awareness and their reading comprehension in recount text.

Ha: There is a significant correlation between students' metacognitive awareness and their reading comprehension in recount text.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER III

METHOD OF RESEARCH

A. Design of Research

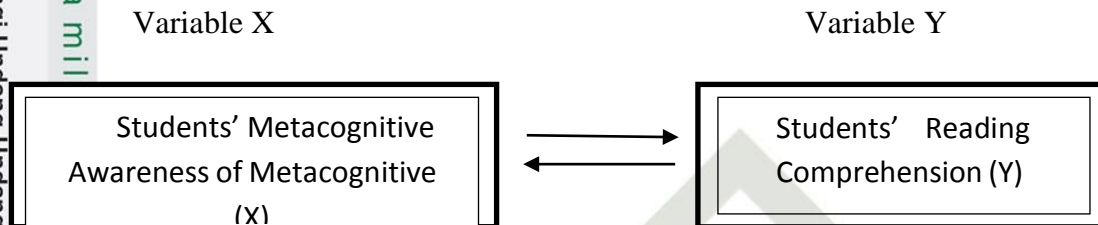
The Approach of this research was quantitative research. While the design of the research is two tailed correlational study which is intended to find out the correlation between students' metacognitive awareness toward their reading comprehension in recount text. Hartono (2008, p.75) said that corelation is correlation between two variables (variable I and variable II). This statement also supported by Creswell (2008), he stated that two tailed correlation design are procedures in quantitative research in which investigators measure the degree of association or correlation between two or more variables using the statistical procedure of two tailed correlation analysis. This degree of association expressed as a number, indicates whether the two variables are related or whether one can predict another. Meanwhile Ary (2010) stated that two tailed correlation research is a technique that is used to analysis two or more variables in only one of topics. It means that by using a two tailed collection research, the researcher was interested in knowing about correlation between variables in a research. So, two tailed correlation research is one of the designs of the research to know the correlation between two or more variables.

The students' metacognitive awareness which is symbolized by "X" is a independent variable, and first, dependent variable is the students' Reading comprehension in recount text which is symbolized by "Y". The design of the research is pictured by the following diagram:

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Figure III. 1
Variable X Students' Metacognitive Awareness and Variable Y Students' Reading Comprehension



B. The location and the time of the research

The research was conducted on August 2022 at SMAN 2 Bangko, Rokan Hilir Regency.

C. Subject and Object of the Research

The subject of this research was the tenth grade students of SMAN 2 Bangko. While the object of this research was the correlation between students' metacognitive awareness toward their Reading comprehension in recount text at the tenth grade in SMAN 2 Bangko.

D. Population and Sample of the research

1. Population of the research

According to Cresswell (2012) "population is a group of individuals who have the same characteristic". Meanwhile Gay and Airasian (2000, p. 121-122) stated that population is the group of interest to the researcher, the group which she or he would like the results of the study to be generalizable. It is supported by Syafi'i (2018, p. 107) reveals population refers to total number of subjects (source of data)

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The target population of this research was the tenth grade students at SMAN 2 Bangko. Below was the total of population at the tenth grade at SMAN 2 Bangko.

Table III.1
The Total of Population at the Tenth Grade at SMAN 2 Bangko

No	Class	Total Population
1	X IPA 1	34
2	X IPA 2	33
3	X IPA 3	33
4	X IPS 1	29
5	X IPS 2	28
6	X IPS 3	29
7	X IPS 4	29
	Total	215

According to Arikunto (2006, p. 134) if the population is more than 100 persons, the sample is taken between 10-15%. In this research paper, the researcher took 32 students or 15% of total population focused on the social classes which were 215 students since science and social classes were taught by different teachers.

2. Sample of the research

Sampling is the process of selecting a number of individual for study in such a way that represents the larger group which they were selected (Gay 2000). Sample is a sub group of population. This group represented the characteristics of the population. Below was the total of sample in this research.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Table III.2
The Total of Sample at the Tenth Grade at SMAN 2 Bangko

No	Class	Total Students	Sample
1	X IPA 1	34	5
2	X IPA 2	33	5
3	X IPA 3	33	5
4	X IPS 1	29	5
5	X IPS 2	28	4
6	X IPS 3	29	4
7	X IPS 4	29	4
	Total	215	32

In this research, the researcher used random sampling technique. The Researcher applied simple random sampling technique to get the data from the population. It was included to sampling Teeler (2000) because it does not give equal chance to the population to be the sample. The Researcher chose 15% from total of the sample with the total student was 32 students.

E. Technique of Data Collection

There were two kinds of techniques used for collecting the data as bellow:

1. Questionnaire

The first technique, the researcher used questionnaire. The questionnaire contained a 15 number of questions for respondents about students' metacognitive awareness. Which include planning, monitoring, problem solving, evaluating. The researcher gave a questionnaire to the students', which contains 15 items. It is taken from Vandergrift, et al (2012).

A questionnaire and test were used as the research instruments of this study. A questionnaire, which consisted of 15 Items, used to collect data about students' metacognitive awareness. This questionnaire included several

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

subschemas assessing cognition (declarative knowledge, procedural knowledge, conditional knowledge) and regulation of knowledge (planning, information management strategies, monitoring, debugging strategies and evaluation). Then, the researcher used the Likert Scale. According to Croasmun and Ostrom (2011), Likert scales provide a range of responses to a statement or series of statements. Usually, five response categories range from 5 = Strongly Agree to 1 = Strongly Disagree. The questionnaires given to the students were to obtain their metacognitive awareness. At the same time, tests were assessment instruments that pose problems for students to solve.

**Table III.3
Blue Print of Metacognitive Awareness**

Kinds of Questions	Items numbers
Planning	1, 3, 5, 7, 9
Monitoring	2, 4, 6, 8, 10
Evaluating	11, 12, 13, 14, 15

**Table III.4
Likert Scale for Questionnaires**

Category	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

2. Test

This instrument was used to find out the students' score in reading comprehension in recount text. Therefore, the researcher used test as an instrument. According to Brown (2003), test is a method of measuring a person's ability, knowledge, or performance in a give domain. The researcher gave twenty questions to the students in a form of multiple choices.

State Islamic University of Sultan Syarif Kasim Riau

Then, to get the students' reading comprehension in recount text, the researcher used multiple-choice in a reading comprehension test. There were 20 questions of multiple choices in recount text.

Table III.5
Blue Print of Reading Comprehension

Kinds of the question	Number of the question
Identify the ideas or information explicitly in reading text	1, 2, 6, 7,
Determine the main idea of the text	3, 4, 17, 19
Find specific information from recount text	5, 8, 11, 12
Understand the meaning of phrases and words in a sentence of recount text	9, 10, 13, 14
Determine the information provided either it is correct or incorrect according to the text	15, 16, 18, 20

F. Technique of Data Analysis

For the technique of data analysis, the researcher applied a quantitative analysis. According to Nunan (2002), quantitative research describes a research problem through a description of trends or a need for an explanation of the relationship among variables by collecting numeric data from a large number of people using instruments with preset questions and responses.

Furthermore, to find out whether there was a significant correlation between students' metacognitive awareness toward their reading comprehension in recount text. The data was analyzed by using statistical formula. The researcher used the score of questionnaire of variable X and the score of test of variable Y.

To analyze the data of the students' metacognitive awareness, the researcher used the following formula (Sudijodo, 2011) :

$$P = \frac{f}{N} \times 100\%$$

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Where:

P = Number of percentage

F = Frequency

N= Number of sample

Table III.6
The Scale of Metacognitive awareness

No.	Score	Category
1	90-100	Very high
2	75-89	High
3	60-74	Average
4	45-59	Low
5	30-44	Very low

For the data of reading comprehension, the score was score by using formula below:

$$\frac{\text{Number of correct answer}}{\text{number of items}} \times 100$$

Table III.7
The scale of the Students' Reading Comprehension in Recount Text

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

(Arikunto, 2006, p245)

Furthermore, The researcher used the data which was analyzed by statistical method. This score was analyzed statistically. There was significant correlation or there was no significant correlation between two or more variables that could be analyzed by using product moment correlation SPSS version 20, because likert scale was an interval data, sugiyono (2014). The formula is:

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

$$Df = N - nr$$

Where: N = Number of cases

Nr = Number of variable

Comparing r_o (r observasi) with the r_t (r table) by determinate:

If $r_o \geq r_t$, is accepted, H_o is rejected.

If $r_o < r_t$, is accepted, H_o is rejected.

In the following table is the category of correlation coefficient, Hartono (2008).

Table III.8
Table of Interpretation Correlation Coefficient Product Moment

R Product Moment	Interpretation
0.00-0.200	Very low
0.200-0.400	Low
0.400-0.700	Medium
0.700-0.900	Strong
0.900-1.000	Very strong

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to find out whether there was a significant correlation between students' metacognitive awareness toward their reading comprehension in recount text at the tenth grade of SMAN 2 Bangko or not. Based on what has been discussed, presented and analyzed in the previous chapters, the researcher could conclude that:

1. The percentage score of students' metacognitive awareness at the tenth grade students of SMAN 2 Bangko was 68.09%. It is categorized as "Average" level.
2. The mean score of students' reading comprehension in recount text at the tenth grade students of SMAN 2 Bangko is 57.66%. it is categorized as "Enough" level
3. There was a correlation between students' between students' metacognitive awareness toward their reading comprehension in recount at the tenth grade students of SMAN 2 Bangko, with the sig-t was 0.024 that is smaller than 0.05 (sig-t < 0.05). and the person correlation was $0.399 > 0.349$ (5%) which means categorized as "Low" level.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Suggestion

1. For the Teacher

The researcher suggested that the teacher should pay attention to every student. Because, to create metacognitive awareness in learning process is very important to help them to increase their ability in comprehending reading text especially for reading recount text. Besides, the teacher should also consider the strategy and the way to teach recount text which is suitable in the classroom especially in reading comprehension purpose.

2. For the Students

For language learners, the researcher suggests to enrich vocabulary in order to be able to comprehend what the texts tell about, whereas, learners should be self-confidence in doing reading text especially in recount text.

3. Other Researchers

It is important to know the students' metacognitive awareness in the learning process. The researcher recommends to carry out metacognitive awareness as investigation for the next research to complete and to be better than this research.

Hak Cipta Dilindungi Undang-Undang

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

REFERENCES

- Brown, A. L. (1975). The development of memory: Knowing, knowing about knowing, and knowing how to know. In W. R. Hayne (Ed.), *Advances in Child Development and Behavior* (Vol. Volume 10, pp. 103-152): JAI.
- Brown, A. L. (1992). Design experiments: Theoretical and methodological challenges in creating complex interventions in classroom settings. *The Journal of the Learning Sciences*, 2(2), 141-178.
- Brown, A. L., Armbruster, B. B., & Baker, L. (1986). The role of metacognition in reading and studying. In J. Orasanu (Ed.), *Reading comprehension: From research to practice* (pp. 49-75). New Jersey: Lawrence Erlbaum Associate, Inc., Publishers.
- Brown, H. Douglas.(2000). *Language Assessment Principles and Classroom Practices*. Longman : New York.
- Celce-Murcia, Marianne. (2001). *Teaching English as a Second Language or Foreign Language*. California : Heinle & Heinle.
- Chellamani, K (2013). *Activtating Metacognitive Strategies on Enhancing Reading Skill among High School Students*. *International Journal of Education*. 5(2) 159-162.
- Creswell, John W. (2008). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Pearson Education.
- Eiders, H. L., & Pinkley, C. (2006). Metacognitive strategies help students to comprehend all text. . *Reading Improvement*, 43(1), 13-29.
- Fagg, Z., & Cox, B. E. (1999). Emergent Metacognition: A Study of Preschoolers' Literate Behavior. *Journal of Research in Childhood Education*, 13(2), 175 -187.
- Flavell, J. H. (1979). Metacognitive aspects of problem solving. In L. B. Resnick (Ed.), *The Nature of Intelligence*. New York: Lawrence Erlbaum Associates.
- Harmer, Jeremy. (2000). *The Practical of English Language Teaching*. Malaysia.
- Hasnato. (2008). *Statistik Untuk Penelitian*. Yogyakarta: Pustaka Belajar.
- Harrison, Colin. (2004). *Understanding Reading Development*. London . SAGE
- Jacobs, J. E., & Paris, S. G. (1987). Children's metacognition about reading: issues



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

in definition, measurement, and instruction. *Educational Psychologist*, 22(3), 255 - 278.

Keshavarz, Muhammad Hossein & Mojan Assar. *Reading Comprehension Ability and Metacognitive Awareness Of Reading Strategies among High, Mid, and Low Ambiguity Tolerance EAP Students*. Teacher Training University Iran: Khatam University Iran

Klinger, Jannette K. (2007). *Teaching Reading Comprehension To Students With Learning Difficulties*. New York : The Guilfield Press.

Martinez, Ana Christina Lahuerta. (2011). *The Relationship Between Metacognitive Awareness and Reading in English As a Foreign Language*. Universidead de Ohio

Mokhtari, K., & Reichard, C. A. (2002). *Assessing students' Metacognitive Awareness of Reading Strategies*. *Journal of Educational Psychology*, 94(2), 249-259.

Nunan, David.(2005). *Practical English Language Teaching: Young Learners*. Newyork: McGraw-Hills Companies, Inc

Oakhill, J., Hartt, J., & Samols, D. (2005). Levels of comprehension monitoring and working memory in good and poor comprehenders. *Reading and Writing*, 18(7), 657-686. doi: 10.1007/s11145-005- 3355-z

Paris, S. G., Lipson, M. Y., & Wixson, K. K. (1983). Becoming a strategic reader. *Contemporary Educational Psychology*, 8(3), 293-316. doi: Doi: 10.1016/0361-476x(83)90018-8

Paris, Scott G Steven A Stahl. (2005). *Children's Reading Comprehension and Assessment*. City: Publizes

Ruddell, M. R.-H. (1991). *Students' metacognitive response to ambiguous literacy*

Saputra, Idham. (2014). *Teaching Receptive Skill*. Suska Press : Pekanbaru.

Schmitt, J. T. (1990). *A questionnaire to measure children's awareness of strategic reading processes*. *The Reading Teacher*, 43(7), 454-461.

Schraw, G., & Dennison, R. S. (1994). *Assessing metacognitive awareness*. *Contemporary Educational Psychology*, 19(4), 460-475. doi: DOI: 10.1006/ceps.1994.1033

Se, H. S. (2009). *The relationship between the use of metacognitive strategies and reading comprehension*. *Procedia - Social and Behavioral Sciences*, 1(1), 2301-2305. doi: DOI: 10.1016/j.sbspro.2009.01.404



Hak Cipta Dilindungi Undang-Undang

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Senay, H. (2009). *The relationship between the use of metacognitive strategies and reading comprehension*. World Conference Education Science January 2, 2009.

Wernke, S., Wagener, U., Anschuetz, A., & Moschner, B. (2011). Assessing cognitive and metacognitive learning strategies in school children: Construct validity and arising questions. *The International Journal of Research and Review*, 6(2), 19-38.

Westwood, Peter. (2001). *Reading and Learning Difficulties : Approaches to Teaching and Assessment* . Sidney : Acer Press.

Yang, Y.-F. (2006). Reading strategies or comprehension monitoring strategies? *Reading Psychology*, 27(4), 313 - 343. Yau, J. I. C. (2009). Reading characteristics of Chinese-English adolescents: knowledge and application of strategic reading. *Metacognition and Learning*, 1-19.

Zhang, L. J. (2010). A dynamic metacognitive systems account of Chinese university students' knowledge about EFL reading. *TESOL Quarterly*, 44(2), 320-353. Zinar, S. (2000). The relative contributions of word identification skill and comprehension-monitoring behavior to reading comprehension ability. *Contemporary Educational Psychology*, 25(4), 363-377. doi: DOI: 10.1006/ceps.2000.1024

http://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1314&context=reading_horizons

<http://www.caramudahbelajarbahasainggris.net/2015/04/contoh-dan-soal-recount-text-beserta-jawabannya.html>

<http://www.belajarbahasainggrisku.com/2015/04/contoh-dan-soal-recount-text-terbaru-beserta-jawaban.html>

<http://fagamlovers.blogspot.co.id/2014/09/designing-and-constructing-instruments.html>

<http://www.sekolahbahasainggris.com/kumpulan-contoh-soal-recount-text-beserta-kunci-jawaban-terbaru/>

UIN SUSKA RIAU

Appendix 1
Research Instrument

Questionnaire of Students' Metacognitive Awareness

Name : _____

This questionnaire is written for collecting data and research purpose only. You are required to give (√) to one answer describing yourself in the option column provided: Strongly Agree, Agree, Neutral, Disagree, or Strongly Disagree!

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I ask myself periodically if I'm meeting my goals					
2.	I consider several alternatives to a problem before I answer					
3.	I think about what I really need to learn before I begin a task					
4.	I know how well I did once I finish a test					
5.	I set specific goals before I begin a task					
6.	I ask myself if I have considered all options when solving a problem					
7.	I enjoy meeting people who speak foreign language					
8.	I ask myself questions about the material before I begin					
9.	I think of several ways to solve and choose the best one					
10.	I summarize what I have learned after I finish					
11.	I ask myself how well I accomplish my goals once I'm finished					
12.	I read instructions carefully before I begin a task					
13.	I organize my time to best accomplish my goals					
14.	I find myself analyzing the usefulness of strategies while I study					
15.	I find myself pausing regularly to check my comprehension					

--Good Luck--

KUESIONER KESADARAN / KEMAMPUAN SISWA

Nama : *Aca*

Kuesioner ini ditulis untuk mengumpulkan data dan tujuan penelitian hanya anda yang diminta untuk memberikan (✓) untuk jawaban yang benar berdasarkan diri anda dalam beberapa pilihan : sangat setuju, setuju, netral, tidak setuju dan sangat tidak setuju.

No	Pernyataan	Pilihan				
		Sangat Setuju	Setuju	Netral	Tidak Setuju	Sangat Tidak Setuju
1	Saya bertanya pada diri sendiri secara berkala apakah saya memenuhi tujuan saya		✓			
2	Saya mempertimbangkan beberapa alternative untuk suatu masalah sebelum saya menjawab			✓		
3	Saya memikirkan apa yang benar-benar perlu saya pelajari sebelum saya memulai tugas	✓				
4	Saya tahu seberapa baik saya melakukannya setelah saya menyelesaikan tes	✓				
5	Saya menetapkan tujuan tertentu sebelum saya memulai tugas			✓		
6	Saya bertanya kepada diri sendiri apakah saya mempertimbangkan semua pilihan ketika memecahkan masalah		✓			
7	Saya senang bertemu dengan orang-orang yang berbicara Bahasa asing		✓			
8	Saya bertanya pada diri sendiri tentang materi sebelum saya mulai	✓				
9	Saya memikirkan beberapa cara untuk memecahkan dan memilih yang terbaik		✓			
10	Saya merangkum apa yang telah saya pelajari setelah saya selesai	✓				
11	Saya bertanya pada diri sendiri seberapa baik saya mencapai tujuan saya setelah saya selesai			✓		
12	Saya membaca intruksi dengan seksama sebelum saya memulai tugas		✓			
13	Saya mengatur waktu saya untuk mencapai tujuan terbaik saya	✓				
14	Saya menemukan diri saya menganalisis kegunaan strategi saat saya belajar	✓				
15	Saya menemukan diri saya berhenti secara teratur untuk memeriksa pemahaman saya		✓			

KUESIONER KESADARAN / KEMAMPUAN SISWA

Nama : Panisia

Kuesioner ini ditulis untuk mengumpulkan data dan tujuan penelitian hanya anda yang diminta untuk memberikan (✓) untuk jawaban yang benar berdasarkan diri anda dalam beberapa pilihan : sangat setuju, setuju, netral, tidak setuju dan sangat tidak setuju.

No	Pernyataan	Pilihan				
		Sangat Setuju (5)	Setuju (4)	Netral (3)	Tidak Setuju (2)	Sangat Tidak Setuju (1)
1	Saya bertanya pada diri sendiri secara berkala apakah saya memenuhi tujuan saya		✓			
2	Saya mempertimbangkan beberapa alternative untuk suatu masalah sebelum saya menjawab		✓			
3	Saya memikirkan apa yang benar-benar perlu saya pelajari sebelum saya memulai tugas	✓				
4	Saya tahu seberapa baik saya melakukannya setelah saya menyelesaikan tes	✓				
5	Saya menetapkan tujuan tertentu sebelum saya memulai tugas			✓		
6	Saya bertanya kepada diri sendiri apakah saya mempertimbangkan semua pilihan ketika memecahkan masalah		✓			
7	Saya senang bertemu dengan orang-orang yang berbicara Bahasa asing		✓			
8	Saya bertanya pada diri sendiri tentang materi sebelum saya mulai	✓				
9	Saya memikirkan beberapa cara untuk memecahkan dan memilih yang terbaik		✓			
10	Saya merangkum apa yang telah saya pelajari setelah saya selesai	✓				
11	Saya bertanya pada diri sendiri seberapa baik saya mencapai tujuan saya setelah saya selesai			✓		
12	Saya membaca intruksi dengan seksama sebelum saya memulai tugas		✓			
13	Saya mengatur waktu saya untuk mencapai tujuan terbaik saya	✓				
14	Saya menemukan diri saya menganalisis kegunaan strategi saat saya belajar	✓				
15	Saya menemukan diri saya berhenti secara teratur untuk memeriksa pemahaman saya		✓			

KUESIONER KESADARAN / KEMAMPUAN SISWA

Nama : *Zinca Rizqulha*

Kuesioner ini ditulis untuk mengumpulkan data dan tujuan penelitian hanya anda yang diminta untuk memberikan (✓) untuk jawaban yang benar berdasarkan diri anda dalam beberapa pilihan : sangat setuju, setuju, netral, tidak setuju dan sangat tidak setuju.

No	Pernyataan	Pilihan				
		Sangat Setuju	Setuju	Netral	Tidak Setuju	Sangat Tidak Setuju
1	Saya bertanya pada diri sendiri secara berkala apakah saya memenuhi tujuan saya			✓		
2	Saya mempertimbangkan beberapa alternative untuk suatu masalah sebelum saya menjawab		✓			
3	Saya memikirkan apa yang benar-benar perlu saya pelajari sebelum saya memulai tugas		✓			
4	Saya tahu seberapa baik saya melakukannya setelah saya menyelesaikan tes		✓			
5	Saya menetapkan tujuan tertentu sebelum saya memulai tugas		✓			
6	Saya bertanya kepada diri sendiri apakah saya mempertimbangkan semua pilihan ketika memecahkan masalah			✓		
7	Saya senang bertemu dengan orang-orang yang berbicara Bahasa asing		✓			
8	Saya bertanya pada diri sendiri tentang materi sebelum saya mulai			✓		
9	Saya memikirkan beberapa cara untuk memecahkan dan memilih yang terbaik		✓			
10	Saya merangkum apa yang telah saya pelajari setelah saya selesai			✓		
11	Saya bertanya pada diri sendiri seberapa baik saya mencapai tujuan saya setelah saya selesai		✓			
12	Saya membaca intruksi dengan seksama sebelum saya memulai tugas			✓		
13	Saya mengatur waktu saya untuk mencapai tujuan terbaik saya		✓			
14	Saya menemukan diri saya menganalisis kegunaan strategi saat saya belajar		✓			
15	Saya menemukan diri saya berhenti secara teratur untuk memeriksa pemahaman saya			✓		

KUESIONER KESADARAN / KEMAMPUAN SISWA

Nama : Syaskia A

Kuesioner ini ditulis untuk mengumpulkan data dan tujuan penelitian hanya anda yang diminta untuk memberikan (✓) untuk jawaban yang benar berdasarkan diri anda dalam beberapa pilihan : sangat setuju, setuju, netral, tidak setuju dan sangat tidak setuju.

No	Pernyataan	Pilihan				
		Sangat Setuju	Setuju	Netral	Tidak Setuju	Sangat Tidak Setuju
1	Saya bertanya pada diri sendiri secara berkala apakah saya memenuhi tujuan saya	✓				
2	Saya mempertimbangkan beberapa alternative untuk suatu masalah sebelum saya menjawab		✓			
3	Saya memikirkan apa yang benar-benar perlu saya pelajari sebelum saya memulai tugas		✓			
4	Saya tahu seberapa baik saya melakukannya setelah saya menyelesaikan tes			✓		
5	Saya menetapkan tujuan tertentu sebelum saya memulai tugas			✓		
6	Saya bertanya kepada diri sendiri apakah saya mempertimbangkan semua pilihan ketika memecahkan masalah			✓		
7	Saya senang bertemu dengan orang-orang yang berbicara Bahasa asing			✓		
8	Saya bertanya pada diri sendiri tentang materi sebelum saya mulai			✓		
9	Saya memikirkan beberapa cara untuk memecahkan dan memilih yang terbaik			✓		
10	Saya merangkum apa yang telah saya pelajari setelah saya selesai			✓		
11	Saya bertanya pada diri sendiri seberapa baik saya mencapai tujuan saya setelah saya selesai	✓				
12	Saya membaca intruksi dengan seksama sebelum saya memulai tugas		✓			
13	Saya mengatur waktu saya untuk mencapai tujuan terbaik saya			✓		
14	Saya menemukan diri saya menganalisis kegunaan strategi saat saya belajar			✓		
15	Saya menemukan diri saya berhenti secara teratur untuk memeriksa pemahaman saya			✓		

KUESIONER KESADARAN / KEMAMPUAN SISWA

Nama : NURDEA

Kuesioner ini ditulis untuk mengumpulkan data dan tujuan penelitian hanya anda yang diminta untuk memberikan (✓) untuk jawaban yang benar berdasarkan diri anda dalam beberapa pilihan : sangat setuju, setuju, netral, tidak setuju dan sangat tidak setuju.

No	Pernyataan	Pilihan				
		Sangat Setuju	Setuju	Netral	Tidak Setuju	Sangat Tidak Setuju
1	Saya bertanya pada diri sendiri secara berkala apakah saya memenuhi tujuan saya			✓		
2	Saya mempertimbangkan beberapa alternative untuk suatu masalah sebelum saya menjawab			✓		
3	Saya memikirkan apa yang benar-benar perlu saya pelajari sebelum saya memulai tugas		✓			
4	Saya tahu seberapa baik saya melakukannya setelah saya menyelesaikan tes			✓		
5	Saya menetapkan tujuan tertentu sebelum saya memulai tugas			✓		
6	Saya bertanya kepada diri sendiri apakah saya mempertimbangkan semua pilihan ketika memecahkan masalah		✓			
7	Saya senang bertemu dengan orang-orang yang berbicara Bahasa asing			✓		
8	Saya bertanya pada diri sendiri tentang materi sebelum saya mulai			✓		
9	Saya memikirkan beberapa cara untuk memecahkan dan memilih yang terbaik		✓			
10	Saya merangkum apa yang telah saya pelajari setelah saya selesai		✓			
11	Saya bertanya pada diri sendiri seberapa baik saya mencapai tujuan saya setelah saya selesai		✓			
12	Saya membaca intruksi dengan seksama sebelum saya memulai tugas			✓		
13	Saya mengatur waktu saya untuk mencapai tujuan terbaik saya		✓			
14	Saya menemukan diri saya menganalisis kegunaan strategi saat saya belajar			✓		
15	Saya menemukan diri saya berhenti secara teratur untuk memeriksa pemahaman saya		✓			

READING COMPREHENSION TEST

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro. On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated. On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed. In the evening we left for Jakarta by wisata bus.

1. The text above mainly discusses about.....
 - a. the writer's trip to Yogyakarta
 - b. the writer's first visit to Prambanan
 - c. the writer's impression about the guide
 - d. the writer's experience at Yogya Kraton
 - e. the writer's impression about Borobudur
2. The text is written in the form of a/an.....
 - a. Recount
 - b. Narrative
 - c. Report
 - d. Anecdote
 - e. spoof
3. The purpose of the text is to.....
 - a. tell past events
 - b. entertain readers
 - c. describe the smugglers
 - d. report an event to the police
 - e. inform readers about events of the day
4. What are the big temples in Prambanan?
 - a. angkor wat, syiwa, and sudra temples
 - b. paria, brahmana, and temples
 - c. brahmana, syiwa, and wisnu temples
 - d. wisnu, syiwa, and borobudur temples
 - e. borobudur, syiwa, and brahmana temples
5. When did they go home?
 - a. On Saturday morning
 - b. On Friday evening
 - c. On Thursday evening
 - d. On Friday afternoon
 - e. On Saturday evening

6. Why did they only visit Brahmna and Syiwa temples?
- a. because there was no wisnu temple
 - b. because wisnu temple was amazing
 - c. because wisnu temple was too small
 - d. because wisnu temple was being repaired
 - e. because wisnu temple was being destroyed

Text 2

The police thought that two burglars started the robbery at 151 Pattimura street on Sunday afternoon. The burglars broke into the students' room while they were going to a football game. They never thought that while they were away, burglars would break into their boarding house.

7. The communicative purpose of this text is.....
- a. to retell events for the purpose of informing
 - b. to present perspective points about an issue
 - c. to describe the way they are
 - d. to acknowledge readers about informative events
 - e. to share an amusing incident
8. The text is in form of a/an.....
- a. Description
 - b. Report
 - c. Anecdote
 - d. Recount
 - e. news item
9. Where did the robbery take place?
- a. at 151 Pattimura street
 - b. at 151 Gajahmada street
 - c. at 161 Pattimura street
 - d. at 212 Sisingamangaraja street
 - e. at 161 Sisingamangaraja street
10. When did the robbery happen?
- a. Sunday morning
 - b. Sunday afternoon
 - c. Saturday morning
 - d. Saturday afternoon
 - e. Monday evening
11. The lexico grammatical features are mostly written in.....
- a. passive voice
 - b. direct speech
 - c. reported speech
 - d. simple past tense
 - e. simple present tense

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.

12. When did the clock stopped?

- a. At 5.12
- b. At 11.55
- c. At 12.00
- d. At 12.02

12. 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

13. 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

14. 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

15. 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.

16. 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.

17. 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

18. "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

19. 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

20. "The big clock refused to welcome the New Year"

What is the synonym of the word

- a. Reject
- b. Accept
- c. Admit
- d. hate

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro. On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated. On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed. In the evening we left for Jakarta by wisata bus.

1. The text above mainly discusses about.....
 - a. the writer's trip to Yogyakarta
 - b. the writer's first visit to Prambanan
 - c. the writer's impression about the guide
 - d. the writer's experience at Yogya Kraton
 - e. the writer's impression about Borobudur
2. The text is written in the form of a/an.....
 - a. Recount
 - b. Narrative
 - c. Report
 - d. Anecdote
 - e. spoof
3. The purpose of the text is to.....
 - a. tell past events
 - b. entertain readers
 - c. describe the smugglers
 - d. report an event to the police
 - e. inform readers about events of the day
4. What are the big temples in Prambanan?
 - a. angkor wat, syiwa, and sudra temples
 - b. paria, brahmana, and temples
 - c. brahmana, syiwa, and wisnu temples
 - d. wisnu, syiwa, and borobudur temples
 - e. borobudur, syiwa, and brahmana temples
5. When did they go home?
 - a. On Saturday morning
 - b. On Friday evening
 - c. On Thursday evening
 - d. On Friday afternoon
 - e. On Saturday evening

6. Why did they only visit Brahmana and Syiwa temples?
- a. because there was no wisnu temple
 - b. because wisnu temple was amazing
 - c. because wisnu temple was too small
 - d. because wisnu temple was being repaired
 - e. because wisnu temple was being destroyed

Text 2

The police thought that two burglars started the robbery at 151 Pattimura street on Sunday afternoon. The burglars broke into the students' room while they were going to a football game. They never thought that while they were away, burglars would break into their boarding house.

7. The communicative purpose of this text is.....
- a. to retell events for the purpose of informing
 - b. to present perspective points about an issue
 - c. to describe the way they are
 - d. to acknowledge readers about informative events
 - e. to share an amusing incident
8. The text is in form of a/an.....
- a. Description
 - b. Report
 - c. Anecdote
 - d. Recount
 - e. news item
9. Where did the robbery take place?
- a. at 151 Pattimura street
 - b. at 151 Gajahmada street
 - c. at 161 Pattimura street
 - d. at 212 Sisingamangaraja street
 - e. at 161 Sisingamangaraja street
10. When did the robbery happen?
- a. Sunday morning
 - b. Sunday afternoon
 - c. Saturday morning
 - d. Saturday afternoon
 - e. Monday evening
11. The lexico grammatical features are mostly written in.....
- a. passive voice
 - b. direct speech
 - c. reported speech
 - d. simple past tense
 - e. simple present tense

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.

12. When did the clock stopped?

- a. At 5.12
- b. At 11.55
- c. At 12.00
- d. At 12.02

12. 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

13. 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

14. 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

15. 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.

16. 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.

17. 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

18. "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

19. 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

20. "The big clock refused to welcome the New Year"

What is the synonym of the word

- a. Reject
- b. Accept
- c. Admit
- d. hate

READING COMPREHENSION TEST

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro. On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmmana and Syiwa temples, because Wisnu temple is being renovated. On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed. In the evening we left for Jakarta by wisata bus.

1. The text above mainly discusses about.....
 - a. the writer's trip to Yogyakarta
 - b. the writer's first visit to Prambanan
 - c. the writer's impression about the guide
 - d. the writer's experience at Yogya Kraton
 - e. the writer's impression about Borobudur
2. The text is written in the form of a/an.....
 - a. Recount
 - b. Narrative
 - c. Report
 - d. Anecdote
 - e. spoof
3. The purpose of the text is to.....
 - a. tell past events
 - b. entertain readers
 - c. describe the smugglers
 - d. report an event to the police
 - e. inform readers about events of the day
4. What are the big temples in Prambanan?
 - a. angkor wat, syiwa, and sudra temples
 - b. paria, brahmmana, and temples
 - c. brahmmana, syiwa, and wisnu temples
 - d. wisnu, syiwa, and borobudur temples
 - e. borobudur, syiwa, and brahmmana temples
5. When did they go home?
 - a. On Saturday morning
 - b. On Friday evening
 - c. On Thursday evening
 - d. On Friday afternoon
 - e. On Saturday evening

6. Why did they only visit Brahmna and Syiwa temples?
- a. because there was no wisnu temple
 - b. because wisnu temple was amazing
 - c. because wisnu temple was too small
 - d. because wisnu temple was being repaired
 - e. because wisnu temple was being destroyed

Text 2

The police thought that two burglars started the robbery at 151 Pattimura street on Sunday afternoon. The burglars broke into the students' room while they were going to a football game. They never thought that while they were away, burglars would break into their boarding house.

7. The communicative purpose of this text is.....
- a. to retell events for the purpose of informing
 - b. to present perspective points about an issue
 - c. to describe the way they are
 - d. to acknowledge readers about informative events
 - e. to share an amusing incident
8. The text is in form of a/an.....
- a. Description
 - b. Report
 - c. Anecdote
 - d. Recount
 - e. news item
9. Where did the robbery take place?
- a. at 151 Pattimura street
 - b. at 151 Gajahmada street
 - c. at 161 Pattimura street
 - d. at 212 Sisingamangaraja street
 - e. at 161 Sisingamangaraja street
10. When did the robbery happen?
- a. Sunday morning
 - b. Sunday afternoon
 - c. Saturday morning
 - d. Saturday afternoon
 - e. Monday evening
11. The lexico grammatical features are mostly written in.....
- a. passive voice
 - b. direct speech
 - c. reported speech
 - d. simple past tense
 - e. simple present tense

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.

12. When did the clock stopped?

- a. At 5.12
- b. At 11.55
- c. At 12.00
- d. At 12.02

12. 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

13. 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

14. 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

15. 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.

16. 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.

17. 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

18. "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

19. 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

20. "The big clock refused to welcome the New Year"

What is the synonym of the word

- a. Reject
- b. Accept
- c. Admit
- d. hate

READING COMPREHENSION TEST

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro. On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated. On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed. In the evening we left for Jakarta by wisata bus.

1. The text above mainly discusses about.....
 - a. the writer's trip to Yogyakarta
 - b. the writer's first visit to Prambanan
 - c. the writer's impression about the guide
 - d. the writer's experience at Yogya Kraton
 - e. the writer's impression about Borobudur
2. The text is written in the form of a/an.....
 - a. Recount
 - b. Narrative
 - c. Report
 - d. Anecdote
 - e. spoof
3. The purpose of the text is to.....
 - a. tell past events
 - b. entertain readers
 - c. describe the smugglers
 - d. report an event to the police
 - e. inform readers about events of the day
4. What are the big temples in Prambanan?
 - a. angkor wat, syiwa, and sudra temples
 - b. paria, brahmana, and temples
 - c. brahmana, syiwa, and wisnu temples
 - d. wisnu, syiwa, and borobudur temples
 - e. borobudur, syiwa, and brahmana temples
5. When did they go home?
 - a. On Saturday morning
 - b. On Friday evening
 - c. On Thursday evening
 - d. On Friday afternoon
 - e. On Saturday evening

6. Why did they only visit Brahmana and Syiwa temples?
- a. because there was no wisnu temple
 - b. because wisnu temple was amazing
 - c. because wisnu temple was too small
 - d. because wisnu temple was being repaired
 - e. because wisnu temple was being destroyed

Text 2

The police thought that two burglars started the robbery at 151 Pattimura street on Sunday afternoon. The burglars broke into the students' room while they were going to a football game. They never thought that while they were away, burglars would break into their boarding house.

7. The communicative purpose of this text is.....
- a. to retell events for the purpose of informing
 - b. to present perspective points about an issue
 - c. to describe the way they are
 - d. to acknowledge readers about informative events
 - e. to share an amusing incident
8. The text is in form of a/an.....
- a. Description
 - b. Report
 - c. Anecdote
 - d. Recount
 - e. news item
9. Where did the robbery take place?
- a. at 151 Pattimura street
 - b. at 151 Gajahmada street
 - c. at 161 Pattimura street
 - d. at 212 Sisingamangaraja street
 - e. at 161 Sisingamangaraja street
10. When did the robbery happen?
- a. Sunday morning
 - b. Sunday afternoon
 - c. Saturday morning
 - d. Saturday afternoon
 - e. Monday evening
11. The lexico grammatical features are mostly written in.....
- a. passive voice
 - b. direct speech
 - c. reported speech
 - d. simple past tense
 - e. simple present tense

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.

12. When did the clock stopped?

- a. At 5.12
- b. At 11.55
- c. At 12.00
- d. At 12.02

12. 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

13. 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

14. 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

15. 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.

16. 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.

17. 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

18. 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

19. 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

20. "The big clock refused to welcome the New Year"

What is the synonym of the word

- a. Reject
- b. Accept
- c. Admit
- d. hate

Ramadhani E.W.P.

READING COMPREHENSION TEST

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro. On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmmana and Syiwa temples, because Wisnu temple is being renovated. On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed. In the evening we left for Jakarta by wisata bus.

1. The text above mainly discusses about.....
 - a. the writer's trip to Yogyakarta
 - b. the writer's first visit to Prambanan
 - c. the writer's impression about the guide
 - d. the writer's experience at Yogya Kraton
 - e. the writer's impression about Borobudur
2. The text is written in the form of a/an.....
 - a. Recount
 - b. Narrative
 - c. Report
 - d. Anecdote
 - e. spoof
3. The purpose of the text is to.....
 - a. tell past events
 - b. entertain readers
 - c. describe the smugglers
 - d. report an event to the police
 - e. inform readers about events of the day
4. What are the big temples in Prambanan?
 - a. angkor wat, syiwa, and sudra temples
 - b. paria, brahmmana, and temples
 - c. brahmmana, syiwa, and wisnu temples
 - d. wisnu, syiwa, and borobudur temples
 - e. borobudur, syiwa, and brahmmana temples
5. When did they go home?
 - a. On Saturday morning
 - b. On Friday evening
 - c. On Thursday evening
 - d. On Friday afternoon
 - e. On Saturday evening

6. Why did they only visit Brahmmana and Syiwa temples?
- a. because there was no wisnu temple
 - b. because wisnu temple was amazing
 - c. because wisnu temple was too small
 - d. because wisnu temple was being repaired
 - e. because wisnu temple was being destroyed

Text 2

The police thought that two burglars started the robbery at 151 Pattimura street on Sunday afternoon. The burglars broke into the students' room while they were going to a football game. They never thought that while they were away, burglars would break into their boarding house.

7. The communicative purpose of this text is.....
- a. to retell events for the purpose of informing
 - b. to present perspective points about an issue
 - c. to describe the way they are
 - d. to acknowledge readers about informative events
 - e. to share an amusing incident
8. The text is in form of a/an.....
- a. Description
 - b. Report
 - c. Anecdote
 - d. Recount
 - e. news item
9. Where did the robbery take place?
- a. at 151 Pattimura street
 - b. at 151 Gajahmada street
 - c. at 161 Pattimura street
 - d. at 212 Sisingamangaraja street
 - e. at 161 Sisingamangaraja street
10. When did the robbery happen?
- a. Sunday morning
 - b. Sunday afternoon
 - c. Saturday morning
 - d. Saturday afternoon
 - e. Monday evening
11. The lexico grammatical features are mostly written in.....
- a. passive voice
 - b. direct speech
 - c. reported speech
 - d. simple past tense
 - e. simple present tense

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.

12. When did the clock stopped?

- a. At 5.12
- At 11.55
- c. At 12.00
- d. At 12.02

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

- To welcome the New Year
- b. To see the newly bought clock
- c. To strike the laughing people
- d. To stop people who shouted

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

- At the center of the town
- b. At home
- c. At the beach
- d. At the market

14. When did the event happen?

- a. in the middle of the year
- the end of the year
- c. Christmas celebration
- d. at the weekend as usual

15. 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.
- The writer celebrated the New Year with his family.

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

- a. Everybody directly celebrated the New Year
- b. everybody sings and laugh.
- everybody looked for a watch
- d. everybody shouted too.

17. 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

18. "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

19. 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

20. "The big clock refused to welcome the New Year"

What is the synonym of the word

- a. Reject
- b. Accept
- c. Admit
- d. hate

Appendix 2

Recommendation Letters



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/18277/2022
Sifat : Biasa
Lamp. : -
Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 31 Oktober 2022

Kepada
Yth. Zelly Putriani, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : MELZA FITRIYANI
NIM : 11513203486
Jurusan : Pendidikan Bahasa Inggris
Judul : The relationship between students' metacognitive awareness toward their reading comprehension in recount text at the tenth grade of SMAN 2 Bangko
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

W a s s a l a m
an. Dekan
Wakil Dekan I



Dr. Zarkasih, M.Ag.

NIP. 19721017 199703 1 004

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

1. Jenis yang dibimbing : Proposal
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Zelly Putriani M.Pd
 - a. Nomor Induk Pegawai (NIP) : 130117078
3. Nama Mahasiswa : Melza Fitriyani
4. Nomor Induk Mahasiswa : 11513203486
5. Kegiatan : Bimbingan.

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	19/04/2022	Background		
2.	03/05/2022	Problem		
3.	03/05/2022	Relevant.		
4.	05/06/2022	Operational concept.		
5.	06/06/2022	ACC.		

Pekanbaru.....2022
Pembimbing,

Zelly Putriani, M.Pd
NIP. 130117078



**LAMPIRAN BERITA ACARA
UJIAN PROPOSAL**

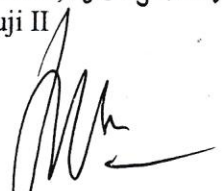
Nama : MEIZA FITRIYANI
Nomor Induk Mahasiswa : 11513203486
Hari/ Tanggal : Rabu / 08 Juni 2022
Judul Proposal Penelitian : The Relationship between Students' Metacognitive Awareness Toward Their Reading Comprehension in Recount Text at The Tenth Grade SMAN 2 Bangko.

NO	URAIAN PERBAIKAN
1.	Background of the problem (gramatical mistakes) - cara penulisan Quotation - setiap Definisi 3 expert. - Previous Research. - Research Gap - Preliminary Research. - closing Background dan judul penelitian.
2.	Definition of the Term, harus mencantumkan definisi kata yang ada di judul.
3.	Bab III : cara menjawab pertanyaan Research ↳ Instrument → teknik Pengumpulan data. ↳ Questionnaires → cantumkan blueprint. Penelitian Quantitative : pertanyaan Research "How".
4.	- Lokasi penelitian detail (alamat, jalan, dll). - estimasi waktu penelitian.

Penguji I


Dr. Faurina Anastasia, M.Hum

Pekanbaru, 08 Juni 2022.....
Penguji II


Hj. Harum Natasha, M.Pd.

Note:

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing



KEMENTERIAN AGAMA
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN



كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

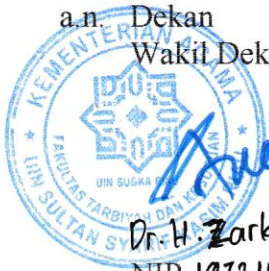
Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**PENGESAHAN PERBAIKAN
 UJIAN PROPOSAL**

Nama Mahasiswa : MELZA FITRIYANI
 Nomor Induk Mahasiswa : 11513203486
 Hari/Tanggal Ujian : Rabu, 08 Juni 2022
 Judul Proposal Ujian : The Relationship Between students' Metacognitive Awareness toward Their Reading Comprehension In recount Text at The Tenth Grade SMAN 2 Bangko.
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang
 Dalam Ujian proposal


No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dr. Faurina Anastasia, M.Hum	PENGUJI I		
2.	Hj. Harum Natasha, m.pd	PENGUJI II		

Mengetahui
 a.n. Dekan
 Wakil Dekan I



Dr. H. Zarkasih, M.Ag
 NIP. 197210171997031004

Pekanbaru, 16 Juni 2022
 Peserta Ujian Proposal


 MELZA FITRIYANI
 NIM. 11513203486



UIN SUSKA RIAU

**KEGIATAN BIMBINGAN MAHASISWA
 SKRIPSI MAHASISWA**

1. Jenis yang dibimbing : Skripsi
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : zely Putriani M.Pd
 - a. Nomor Induk Pegawai (NIP) : 130117078
3. Nama Mahasiswa : Meiza Fitriyani
4. Nomor Induk Mahasiswa : 11513203486
5. Kegiatan : Bimbingan

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	28/07/2022	Bimbingan Instrument		
2.	05/09/2022	Acc instrument.		
3.	25/09/2022	Data.		
4.	25/10/2022	.cheek		
5.	11/11/2022	Bimbingan Bab 4.5.		
6.	21/11/2022	ACC		

Pekanbaru, 2022
 Pembimbing,

NIP.



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN

SEKOLAH MENENGAH ATAS (SMA) NEGERI 2 BANGKO

Alamat : Jalan SMA Bagan Hulu Kode Pos : 28913
Email : smn2bangko@gmail.com Telp(Fax) : (0767) 21181
NSS : 301091002005 NIS : 300050 NPSN : 10403243



Akreditasi : B

Nomor : 421.3/SMA 02/06/2022/.....²⁴⁶
Lampiran :
Hal : Izin Pelaksanaan Pra Riset

Kepada Yth.

Bapak Dr.Amirah Diniaty, M. Pd. Kons
Wakil Dekan III Fakultas Tarbiyah dan Keguruan
UIN SUSKA Riau
Di
Pekanbaru

Dengan Hormat


Berdasarkan surat Fakultas Tarbiyah dan Keguruan UIN SUSKA Riau, Nomor : Un.04/F.II.4/PP.00.9/7070/2022, tentang permohonan izin melakukan Pra Riset.

Memenuhi maksud surat tersebut diatas kami dari pihak sekolah bersedia memberikan izin pelaksanaan Pra Riset mahasiswa Program Strata Satu (S1) Fakultas Tarbiyah dan Keguruan UIN Suska Riau atas nama :

Nama : MELZA FITRIYANI
NIM : 11513203486
Semester/Tahun : XIV/ 2022
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Demikian hal ini kami sampaikan, atas kerjasamanya kami ucapkan terima kasih

Dikeluarkan di : Bagansiapiapi
Pada Tanggal : 21 Juni 2022

Kepala SMA Negeri 2 Bangko

SUMARTONO, S. Pd
NIP. 19811124 200502 1 004



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPPTSP/NON IZIN-RISET/49135
TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/8335/2022 Tanggal 6 Juli 2022**, dengan ini memberikan rekomendasi kepada:

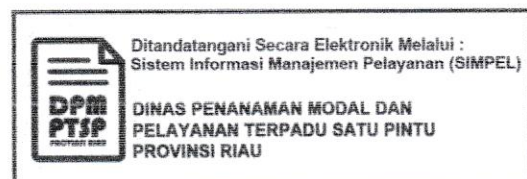
- | | | |
|----------------------|---|---|
| 1. Nama | : | MELZA FITRIYANI |
| 2. NIM / KTP | : | 115132034860 |
| 3. Program Studi | : | PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : | S1 |
| 5. Alamat | : | PEKANBARU |
| 6. Judul Penelitian | : | THE RELATIONSHIP BETWEEN STUDENTS METACOGNITIVE AWARENESS TOWARD THEIR READING COMPREHENSION IN RECOUNT TEXT AT THE TENTH GRADE OF SMAN 2 BANGKO |
| 7. Lokasi Penelitian | : | SMAN 2 BANGKO |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 12 Juli 2022



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/8335/2022
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru,06 Juli 2022 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : MELZA FITRIYANI
NIM : 11513203486
Semester/Tahun : XIV (Empat Belas)/ 2022
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Relationship Between Students' Metacognitive Awareness Toward Their Reading Comprehension In Recount Text At The Tenth Grade SMAN 2 BANGKO
Lokasi Penelitian : SMAN 2 BANGKO BAGANSIPIAPI ROKAN HILIR
Waktu Penelitian : 3 Bulan (06 Juli 2022 s.d 06 Oktober 2022)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



a.n. Rektor,
Dekan
Dr. H. Kadar, M.Ag. *ry*
NIP.19650521 1994021 001

Tembusan :
Rektor UIN Suska Riau



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 2 BANGKO
Alamat : Jalan SMA Bagan Hulu Kode Pos : 28913
Email : smn2bangko@gmail.com Telp(Fax) : (0767) 21181
NSS : 301091002005 NIS : 300050 NPSN : 10403243
Akreditasi : B



SURAT KETERANGAN

Nomor : 421.3/ SMA 02 / 11 / 2022/ .ACC

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Atas (SMA) Negeri 2 Bangko di Bagansiapiapi Kabupaten Rokan Hilir Propinsi Riau, menerangkan bahwa :

Nama : MELZA FITRIYANI
NIM : 11513203486
Jenjang : S1
Semester/Tahun : XIV (Empat Belas)/ 2022
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN SUSKA RIAU
Judul Penelitian : "The Relationship Between Students' Metacognitive Awereness Toward Their Reading Comprehension In Recount Text At The Tenth Grade SMAN 2 BANGKO"

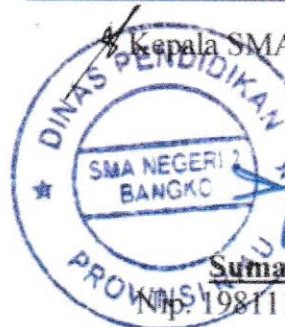
Telah melakukan penelitian di SMA Negeri 2 Bangko Bagansiapiapi Kabupaten Rokan Hilir, dari Tanggal 22 Agustus 2022 sampai selesai.

Demikianlah Surat Keterangan ini diberikan kepada yang bersangkutan untuk dapat dipergunakan seperlunya.

Dikeluarkan di : Bagansiapiapi
Pada Tanggal : 7 November 2022

Kepala SMA Negeri 2 Bangko

Sumartono, S.Pd
Np. 19811124 200502 1 004



Appendix 3

Documentation







Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CURRICULUM VITAE



Melza Fitriyani was born on May 15th, 1997 in Bagansiapiapi, Rokan Hilir. She is the second child of three children of the couple Mr. Zulkifli and Mrs. Eva Royani. She lives at Bagansiapiapi, Rokan Hilir. In 2009, she was graduated from State Elementary School 001 Bangko Bagansiapiapi.

Then she finished her study at State Junior High School 1 Bangko Bagansiapiapi in 2012. She continued her study at State Senior High School 1 Bangko Bagansiapiapi, and finished it in 2015.

On July 2015, she was accepted become one of the students in English Education Department, Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau. She has done KKN (Kuliah Kerja Nyata) in Sei Sialang Hulu village, Sei Siaang district, Rokan Hilir regency on July 2018. Then, on September 2018, she has done Pre-Service Teacher Training Practice at SMAN 1 Tambang, Riau.

Finally, she followed the final examination of her thesis entitled “The Correlation Between Students’ Metacognitive Awareness Toward Their reading Comprehension in Recount Text at The Tenth Grade of SMAN 2 Bangko”. Then, her thesis was finally accepted and approved by the final examination committee for the award of Bachelor Degree of Education on Desember 12th 2022. She successfully passed in the final examination with IPK 3.05 and appropriate to get Bachelor Degree (S.Pd.).