

**THE CORRELATION BETWEEN METACOGNITIVE STRATEGIES  
AND STUDENTS READING COMPREHENSION OF THE ELEVENTH  
GRADE STUDENTS OF SMA AISYIYAH 1 PALEMBANG**

**THESIS**

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**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSTAS MUHAMMADIYAH PALEMBANG  
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**THESIS**

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## SURAT PERNYATAAN

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Menyatakan bahwa skripsi berjudul :

*The Correlation Between Metacognitive Strategies and Students Reading Comprehension of the Eleventh Grade Students of SMA Aisyiyah 1 Palembang* beserta seluruh isinya benar merupakan hasil karya saya sendiri dan tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dan masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan atas itu, apabila dikemudian hari ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap skripsi saya.

Palembang, April 2024

Yang menyatakan,



Nadila Agustina

## MOTTO AND DEDICATION

### **Motto:**

*“Nothing is impossible”*

### **Dedication:**

*I would like to dedicate this thesis for people who always be Special in my heart and who always there for me, they are:*

- ❖ *My beloved parents, Suwono and Supriyati, who never stop giving endless support, pray direction and motivations. Thanks you so much for everything. I love you very much.*
- ❖ *My beloved older sister, Wulan Susi Lestari. Who always give me support. Thank you for everything.*
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## ABSTRACT

Agustina, Nadila, 2024. *The Correlation Between Metacognitive Strategies and Students Reading Comprehension of the Eleventh Grade Students of SMA Aisyiyah 1 Palembang*. Thesis, English Education Study Program, Sarjana Degree (S1). Faculty of Teacher Training and Education, *Universitas Muhammadiyah Palembang*. Advisors (1) Asti Gumartifa, S.Pd., M.Pd., (2) Dian Septarini, S.Pd., M.Pd.

Keywords: Correlation, Metacognitive Strategies, and Reading Comprehension.

The objective of this research was to find out whether or not there was a significant correlation between metacognitive strategies and students reading comprehension of the eleventh grade students of SMA Aisyiyah 1 Palembang. The method used in this research was correlational design. The total population and sample were 42 students. The data were collected through two instruments. The first one was through a questionnaire. The second, reading test was analyzed by SPSS 26.00 version. The results showed that there was a correlation coefficient ( $r$ -obtained) of 0.466 was higher of the product moment table ( $r_{table}$ ) of 0.304 which meant that the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. In conclusion, there was an average significant correlation between metacognitive strategies and reading comprehension.

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The researcher realizes that this thesis is far from being perfect. Therefore, any criticism, ideas and suggestions for the improvement of this thesis are highly appreciated. The researcher accepts that this thesis could give a contribution for the readers and beneficial for the English teaching and learning process.

Palembang, April 2024

The researcher,

NA

## TABLE OF CONTENTS

<b>TITLE PAGE</b> .....	<b>ii</b>
<b>AGREEMENT PAGE</b> .....	<b>iii</b>
<b>APPROVAL PAGE</b> .....	<b>iv</b>
<b>SURAT PERNYATAAN</b> .....	<b>Error! Bookmark not defined.</b>
<b>MOTTO AND DEDICATION</b> .....	<b>vi</b>
<b>ABSTRACT</b> .....	<b>vii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>viii</b>
<b>TABLE OF CONTENTS</b> .....	<b>x</b>
<b>LIST OF TABLE</b> .....	<b>xii</b>
<b>LIST OF APPENDICES</b> .....	<b>xiii</b>

### CHAPTER I INTRODUCTION

A. Background of the Research.....	1
B. Formulation of the problem.....	4
C. Objective of the Research.....	4
D. Significance of the Research.....	5
E. Hypothesis of the Research.....	5

### CHAPTER II LITERATURE REVIEW

A. Reading Comprehension .....	<b>Error! Bookmark not defined.</b>
1. Types of Reading .....	<b>Error! Bookmark not defined.</b>
2. Purposes of Reading.....	<b>Error! Bookmark not defined.</b>
3. Element of Reading Comprehension .....	<b>Error! Bookmark not defined.</b>
2. Level of Reading Comprehension .....	<b>Error! Bookmark not defined.</b>
3. Reading Strategies .....	<b>Error! Bookmark not defined.</b>
B. Metacognitive Strategies .....	<b>Error! Bookmark not defined.</b>
1. Metacognitive Reading Strategy.....	<b>Error! Bookmark not defined.</b>
C. The Relationship between Metacognitive and Reading Comprehension .....	<b>Error! Bookmark not defined.</b>
D. Previous Related Studies.....	<b>Error! Bookmark not defined.</b>

### CHAPTER III RESEARCH METHODELOGY

A. Method of the Research .....	<b>Error! Bookmark not defined.</b>
B. Research Variables .....	<b>Error! Bookmark not defined.</b>

C. Operational Definitions .....	<b>Error! Bookmark not defined.</b>
D. Population and Sample .....	<b>Error! Bookmark not defined.</b>
E. Techniques for Collecting the Data .....	<b>Error! Bookmark not defined.</b>
1. Questionnaire .....	<b>Error! Bookmark not defined.</b>
2. Reading Test.....	<b>Error! Bookmark not defined.</b>
F. Validity and Reliability.....	<b>Error! Bookmark not defined.</b>
G. Technique for Analyzing the Data .....	<b>Error! Bookmark not defined.</b>

#### **CHAPTER IV FINDINGS AND INTERPRETATIONS**

A. Research Findings.....	<b>Error! Bookmark not defined.</b>
1. The Result of Student Metacognitive Strategies ....	<b>Error! Bookmark not defined.</b>
2. The Result of Reading Comprehension .....	<b>Error! Bookmark not defined.</b>
3. Statistical Analysis .....	<b>Error! Bookmark not defined.</b>
a. Correlation between Metacognitive Strategies and Reading Comprehension...	<b>Error! Bookmark not defined.</b>
<b>Bookmark not defined.</b>	
B. Interpretation of the Result .....	<b>Error! Bookmark not defined.</b>

#### **CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion.....	<b>Error! Bookmark not defined.</b>
B. Suggestion.....	<b>Error! Bookmark not defined.</b>

#### **REFERENCES**

#### **APPENDICES**

## LIST OF TABLE

<b>Table</b>	<b>Pages</b>
1. Population and Sample of the Research.....	20
2. The Options in Questionnaire.....	20
3. The Indicator of Questionnaire.....	21
4. The Indicator of Reading Comprehension.....	21
5. The Table of r value Interpretation.....	23
6. The Result of Metacognitive Strategies.....	24
7. The Descriptive Statistics Metacognitive Strategies.....	25
8. The Result of Reading Comprehension.....	25
9. The Descriptive Statistics Reading Comprehension.....	26
10. The Correlation between Metacognitive Strategies and Reading Comprehension.....	27

## **LIST OF APPENDICES**

### **Appendices**

1. Usulan Judul Skripsi
2. Surat Tugas Pembimbing Proposal Skripsi
3. Surat Undangan Ujian Seminar Proposal
4. Surat Tugas Penguji Seminar Proposal
5. Daftar Hadir Dosen Penguji Seminar Proposal
6. Daftar Hadir Simulasi Proposal Mahasiswa
7. Lembar Persetujuan Perbaikan Seminar Proposal
8. Surat Keputusan (SK) Dosen Pembimbing
9. Kartu Laporan Kemajuan Bimbingan Skripsi
10. Surat Permohonan Riset ke SMA Aisyiyah 1 Palembang
11. Surat Keterangan Penelitian dari SMA Aisyiyah 1 Palembang
12. Surat Permohonan Ujian Skripsi
13. Surat Persetujuan Ujian Skripsi
14. Surat Undangan Ujian Skripsi
15. Surat Tugas Penguji Skripsi
16. Daftar Hadir Dosen Penguji Skripsi
17. Bukti Perbaikan Skripsi Hasil Ujian
18. Questionnaire
19. Reading Test
20. Documentation
21. Curriculum Vitae



## **CHAPTER I**

### **INTRODUCTION**

This chapter consists of; (1) Background of the Research, (2) Formulation of the Problem, (3) Objective of the Research, (4) Significance of the Research, (5) Hypothesis of the Research

#### **A. Background of the Research**

Reading is very important for human life. The activity of reading books is a cognitive activity that includes the process of knowledge, understanding, analysis and evaluation (Metsäpelto et al., 2017). For language learner to succeed in the classroom, reading is a crucial ability in the English language (Nasri & Biria, 2016).

According UNESCO data, interest in Indonesian reading is a total of only 0.001%. It means only 1 out 1,000 Indonesian regularly do regular reading. Another study from central statistic in 2022 shows that the level of interest in reading the whole of Indonesian is 59.52 with reading durations at 4-5 o'clock in weeks and 4 to 5 books per quarter.

Providing meaningful word from reading help students finish from their education because reading helps them reflect on and comprehend what they read (Suyitno, 2017). Through the reading process, students could obtain knowledge and information for education that is useful for completing their assignments. Reading ability is an important skill that can impact student's success in learning and in life. Although students read English text quite often, there is still a problem whether they understand the text they read or not (Suyitno, 2017). Many such students cannot understand the text, even if they can determine the meaning of the text (Hacker, 2010). Reading is one of the language skills required by students learning English as a foreign language. The ability to read English as a foreign language is very important for students in schools at every level because it would affects

their learning abilities such as writing and speaking. Therefore, many studies have focused on improving students reading comprehension.

Reading comprehension can be important because it has an impact on student's academic success (Wigfield et al., 2016). Good reading comprehension will also provide benefits for students in acquiring language (Intan Sari, 2016). They content that teaching pupil to read should be emphasized to assist them in honing their abilities and obtain wide range of knowledge since it help them comprehend the text content in addition to it is literal meaning. Therefore, the way to help students have good reading comprehension in English text is to apply metacognitive reading strategies.

Reading comprehension requires pupils to be able to question statement in the reading material, it is a pretty basic component of education pupils are individual who possess the capacity to proactively seek, analyze, create and utilize this information. (Supraningsih et al., 2019). Therefore, some students reading comprehension issues continue to be a major concern. Pupils lack comprehension of metacognitive technique for effective reading management.

Many English as a Foreign Language students have "great difficulty" with English reading comprehension even after many years learn English. This often results in when they face difficulties such as finding a job. They can read the text but are less able to understand. Reading comprehension is important factors will studying English as Foreign Language and should be improved in different levels of education, for example, reveals that area of concern and indeed one of the top priorities of English as Foreign Language students upon completion Basic English courses are a must comprehension (Reza Ahmadi et al., 2013).



Therefore, the problem often experienced by students is usually in terms of reading comprehension. A learning process will be successful if students can capture, remember and apply information appropriately. If students do not know what they read, then they cannot remember and apply the knowledge they gain in the learning process. While the metacognitive process is one way to make students aware of how they think. By using learning strategies that are in accordance with their own knowledge and criteria.

The immediate effect that metacognitive technique have on pupil are a major factor in why the majority of educator employ the in the classroom (Bentahar, 2012). Metacognitive strategies are from something more than just a desire to work together, namely the confidence and self-worth that come with being able to choose and assess one learning approach, as well as the importance of each strategy and the ensuing independence in learning (Boghian, 2016).

Metacognitive is related keeping an eye on and assessing how well the process of learning. Metacognitive reading strategies have three groups of metacognitive: planning includes first organizing, selective attention, and self-management. Self-evaluation, self-reflection, and self-assessment (Nazariah, 2016). Metacognitive strategies are strategies to help students develop awareness of their thinking processes as they learn. These strategies help students focus with greater intention, reflect on the knowledge they have and the information they still need to learn, recognize errors in their thinking and develop practices for more effective learning.

Based on the researcher interview teacher of English in SMA Aisyiyah 1 Palembang, her name was Endah Tri Utami, S.Pd), ), the researcher gave several related questions in English. In learning English, especially in the area of reading comprehension, certain students who still have difficulties, reaching 35%. Then, the strategy used for learning can be used, namely a strategy that uses ice breaking but uses English so

that it can be correlated with learning here, students can reach 60% who understand using ice breaking.

The researcher continued by interview students at SMA Aisyiyah 1 Palembang, the results of the interview showed that 40% of students had difficulty in reading comprehension of English and the strategy used in learning English reached 65%. After conducting interview with teacher and students of SMA Aisyiyah 1 Palembang, the researcher concluded that in reading comprehension students still have difficulties and still need to be improved and the strategy used still need to be improved because there are still many students who do not understand and still have difficulties. With this problem the researcher hopes that students can use effective strategies when reading text and appropriate reading strategies by students to improve reading comprehension are metacognitive. Based on the reason above, the researcher conducted research of SMA Aisyiyah 1 Palembang, with the title: *"The correlation between metacognitive strategies and students reading comprehension of the eleventh grade students of SMA Aisyiyah 1 Palembang"*.

## **B. Formulation of the problem**

Based on the limitation of the research, this research was formulated on the followed question: "was there any significant correlation between metacognitive strategies and reading comprehension of the eleventh grade students of SMA Aisyiyah 1 Palembang?"

## **C. Objective of the Research**

Based on the objective of the research was to found whether or not there was any significant correlation between metacognitive strategies and students reading comprehension of the eleventh grade students' of SMA Aisyiyah 1 Palembang.

#### **D. Significance of the Research**

The results of this research were expected to contribute to English language teaching and learning and provide information about learning and teaching English reading comprehension.

The significance of the research used for:

a. The researcher

For going researcher hopefully this research would be beneficial for other researchers to do on going this research related to the correlation between metacognitive strategies and students' reading comprehension as fundamental for research.

b. The teacher

It is hoped that using metacognitive strategies could be an appropriate way to teach English reading comprehension, especially for high school students and can open teacher insight to teach reading comprehension using metacognitive strategies.

c. The students

It is hoped that students could improve their reading comprehension by using metacognitive strategies and develop their thinking skills effectively.

#### **E. Hypothesis of the Research**

The hypothesis of this research was stated below:

a. The null hypothesis ( $H_0$ ): There was no any significant correlation between metacognitive strategies and students' reading comprehension of the eleventh grade students' of SMA Aisyiyah 1 Palembang.

b. The alternative hypothesis ( $H_a$ ): There was any significant correlation between metacognitive strategies and students' reading comprehension of the eleventh grade students' of SMA Aisyiyah 1 Palembang.

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