

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING METACOGNITIVE STRATEGY
ON THE STUDENTS READING COMPREHENSION
AT THE TENTH GRADERS
OF MADRASAH ALIYAH (MA) MUHAMMADIYAH METRO**

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English Education Department



**STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) OF METRO
1438 H / 2017 M**

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Presented as a Partial Fulfillment of the Requirements
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In English Department

By:
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1438 H / 2017 M**



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APPROVAL PAGE

The Title : THE INFLUENCE OF USING METACOGNITIVE STRATEGY ON THE STUDENTS READING COMPREHENSION AT TENTH GRADERS OF MADRASAH ALIYAH (MA) MUHAMMADIYAH METRO

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ABSTRACT

THE INFLUENCE OF USING METACOGNITIVE STRATEGY ON THE STUDENTS READING COMPREHENSION AT THE TENTH GRADERS OF MADRASAH ALIYAH (MA) MUHAMMADIYAH METRO

By:
WIJI LESTARI

Reading is one of the language skills that should be mastered by the students in learning English. In the fact, many students who do not understand the content, intent and purpose of the text they read. It caused the students just skim and not read in detail the student should be able to understand what is read as it aims for students to obtain information from the text by using metacognitive strategy. Metacognitive strategy involve knowing about learning and controlling learning through planning, monitoring, and evaluating.

Furthermore, the researcher conducted quantitative research with the true experimental design, by applying pre-test and post-test as the instrument. The data was analyzed by using *t-test* formula that enable to investigate a positive influence from the traetment by investigating the differences between the experimental class which received the treatment (Metacognitive strategy) and the control class which didn't receive the treatment. Beside that, the researcher also analyzed the data by using *Chi-Square* formula to investigate a significant influence from the treatment by investigating the significant differences of students pre-test and post-test score (before and after the treatment) in experimental class.

Finally, the result of data analysis from t-test formula illustrates that $t_{observed} = 10.36$ is higher than t_{table} with the significant level of 5% = 2.71156 and 1% = 2.42857. Thus, it can be inferred that there is a positive ifluence. Then, the result of data anlysis from *Chi-Square* formula illustrates that $\chi^2_{observed} = 12.982$ is higher than χ^2_{table} with the significant level of 5% = 5.99 and 1% = 9.21. It means that there is a significant influence. Therefore, the Alternative Hypothesis (H_a) is accepted. With the result that there is a positive and significant influence of using Metacognitive Strategy on the students reading comprehension at the tenth graders of Madrasah Aliyah (MA) Muhammadiyah Metro.

Keyword : Metacognitive Strategy, Reading Comprehension

ABSTRAK

PENGARUH PENGGUNAAN STRATEGI METAKOGNITIF PADA KEMAMPUAN PEMAHAMAN MEMBACA SISWA DI KELAS X MADRASAH ALIYAH (MA) MUHAMMADIYAH METRO

**Oleh :
WIJI LESTARI**

Membaca adalah salah satu keterampilan bahasa yang harus dikuasai oleh siswa dalam mempelajari Bahasa Inggris. Pada kenyataannya, banyak siswa yang tidak memahami isi, maksud dan tujuan dari teks yang mereka baca. Hal ini menyebabkan para siswa hanya membaca dan tidak membaca secara detail siswa harus mampu memahami apa yang dibaca karena bertujuan bagi siswa untuk mendapatkan informasi dari teks dengan menggunakan strategi metakognitif. Strategi Metakognitif melibatkan pengetahuan tentang pembelajaran dan mengendalikan pembelajaran melalui perencanaan, pengamatan dan mengevaluasi.

Peneliti melaksanakan penelitian kuantitatif (Penelitian Murni) dengan menerapkan *pre-test* dan *post-test* sebagai instrumen. Data di analisis dengan menggunakan rumus *t-test* ($t_{\text{observasi}}$) yang memungkinkan untuk mengetahui pengaruh positif dari perlakuan dengan menemukan perbedaan antara kelas eksperimen yaitu kelas yang mendapatkan perlakuan (strategi metakognitif) dan kelas control yang tidak mendapatkan perlakuan. Disamping itu, peneliti juga menganalisa data dengan rumus *Chi-Square* (χ^2_{observed}) untuk mengetahui pengaruh signifikan dari perlakuan dengan menemukan perbedaan signifikan dari nilai *pre-test* dan *post-test* siswa (sebelum dan sesudah perlakuan) di kelas eksperimen.

Akhirnya, hasil analisa data dari rumus *t-test* menunjukkan bahwa $t_{\text{observasi}} = 10.36$ lebih tinggi dibandingkan dengan t_{table} dengan taraf signifikan 5% = 2.71156 dan 1% = 2.42857. Dengan demikian, dapat diartikan bahwa terdapat pengaruh positif. Kemudian, hasil analisa data dari rumus *Chi-Square* menunjukkan bahwa $\chi^2_{\text{observed}} = 12.982$ lebih besar dari pada χ^2_{table} dengan taraf signifikan 5% = 5.99 and 1% = 9.21. Dapat diartikan bahwa terdapat pengaruh signifikan. Oleh karena itu, Alternatif Hipotesis (H_a) diterima. Dengan hasil akhir bahwa ada pengaruh positif dan signifikan dari penggunaan teknik strategi metakognitif terhadap kemampuan pemahaman membaca siswa di kelas X Madrasah Aliyah (MA) Muhammadiyah Metro.

Kata Kunci : Strategi Metakognitif, Kemampuan Pemahaman Membaca



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NOTA DINAS

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Of Wiji Lestari

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to the research which is written by:

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Madrasah Aliyah (MA) Muhammadiyah Metro.

It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the munaqosah. Thank you very much.

Wassalmu'alaikum Wr.Wb

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Saudari Wiji Lestari

Assalamu'alaikum, Wr. Wb

Setelah kami membaca dan mengadakan bimbingan serta perbaikan seperlunya, maka Skripsi penelitian yang disusun oleh:

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Sudah dapat kami setuju dan dapat diajukan untuk dimunaqosahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Wassalmu'alaikum Wr.Wb

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RATIFICATION PAGE

No: ln.28/PTK/D/S/0050/2017

An Undergraduate thesis entitled: THE INFLUENCE OF USING METACOGNITIVE STRATEGY ON THE STUDENTS READING COMPREHENSION AT THE TENTH GRADERS OF MADRASAH ALIYAH (MA) MUHAMMADIYAH METRO, written by WIJI LESTARI, student number 13108757, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, July 7th, 2017 at 08.00-10.00 a.m.

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STATEMENT OF RESEARCH ORIGINALITY

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The Researcher



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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya, kecuali bagian-bagian tertentu yang di rujuk dari sumbernya dan disebutkan dalam daftar pustaka.

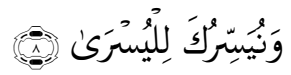
Metro, 6 Juni 2017

Yang menyatakan



WIJI LESTARI
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MOTTO



“And we shall make easy for you the easy way”

(Qs: Al-A’laa: 8)

“Knowledge is the passport to happiness in worldly life and hereafter”

(Dedi Irwansyah)

DEDICATION

"I highly dedicate this undergraduate thesis to my beloved family, especially for my parents, Mr. Tumijan and Mrs. Herowati, S.Pd.I who always contribute their support and advice for my life and study, thanks a lot for your everlasting love and incessant prayer and my beloved Almamater IAIN Metro Lampung."

DEDICATION

"I highly dedicate this undergraduate thesis to my beloved family, especially for my parents, Mr. Tumijan and Mrs. Herowati, S.Pd.I who always contribute their support and advice for my life and study, thanks a lot for your everlasting love and incessant prayer and my beloved Almamater IAIN Metro Lampung."

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Praise thanks to Allah who has been giving His blessing and mercy to the researcher to complete a research entitled “The Influence of Using Metacognitive Strategy on the Students Reading Comprehension at the Tenth Graders of Madrasah Aliyah (MA) Muhammadiyah Metro”. Sholawat and Salam are being upon our prophet Muhammad SAW, the great leader of moral awakening in the world.

First of all, the researcher would like to express this thank fullness to the Sponsor, Mrs. Dra. Umi Yawisah, M.Hum and Co-Sponsor Mr. Ahmad Subhan, M.Pd. May Allah SWT give them His better reward for their spending time to support and guide during research writing process. The researcher also gives her thanks to all of her family and friends who have given support and spirit, so the researcher could finish this a research.

The researcher do apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research.

Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, June 6th 2017

WIJI LESTARI

ST.ID.13108757

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A. Research Instrument

Instrument of this research consist of :

1. Syllabus
2. Lesson Plan
3. Students Score of Pre-Survey
4. Students Attendance List
5. Instrument Pre Test
6. Instrument Post Test

B. Research Data

Research Data consist of :

1. The result of pre test and post test
2. The photos of the students activity in the class

C. Research Letter

Research Letter consist of :

1. The Pre survey license letter
2. The assignment letter from the chief of IAIN Metro
3. The research license letter
4. The assignment from MA Muhammadiyah Metro
5. The thesis guide letter
6. The thesis consultation

CHAPTER I

INTRODUCTION

A. Background of Study

Language is the human capacity for deriving and applying complex systems of communication. It serves as way to interect, to cooperate, and to connect among human with a language. As already know that there are diverse languages in the world. One of the languages which will be studied in this research is English. English is an international language that is almost employed by all countries as the first or the second language. Moreover, English has been stated as a formal language on international language for many years. The students are also aware of English is an important to get more advanced knowledge, if they do not master English they will be left behind and also be difficult to get a job. In learning English they are obliged to achieve the four skills, such as: listening, speaking, reading, and writing.

Reading is the skill that the students should master. Consequently, the students who have mastered reading skill will be easy to get information and knowledge. Therefore, reading comprehension is important because it can help the learners to acquire skills such as making generalizations based on what they read and noting details that support the main idea. Comprehension is one of the ways to make the readers get understanding when they are

reading something. Comprehension has the real correlation in reading, because in comprehension we get the point from what we read.

Nevertheless, the students have difficulties in getting the gist of a story, the students have lack predicting about the topic, the students have lack understanding about the strategies of reading comprehension, the students have difficulties in analyzing the word structure, so they do not grasp the word meaning. As a consequence, they encounter difficult in getting the point of what the outhor's aim. The longest text makes them difficult to find the main idea of the text. Lack of mastering vocabulary also makes them difficult to recognize the word meaning. For those reasons they are not interested in reading text. The following table indicates that the students' learning disabilities.

Table 1
The pre-survey on November 7th, 2016 at the first semester of the tenth graders of Madrasah Aliyah (MA) Muhammadiyah Metro

Interval	Frequency	Percentages	Explanation
≥ 75	4	20%	Good
65-74	3	15%	Fair
55-64	13	65%	Bad
Total	20	100%	

Source: The result of the teacher archives

A pre-survey has done on November 7th, 2016 there are 20 students at the Tenth Graders of Madrasah Aliyah (MA) Muhammadiyah Metro. The English minimum passing grade in this school is 75. In other word, the

students who gain the score under 75, they do not pass the examination. Practically, there are 4 students who got score ≥ 75 or 20%, 3 students got score 65-74 or 15%, and 13 students got score 55- 64 or 65%. It can be concluded that students reading comprehension is still low.

In addition, a pre-survey indicated that students still encounter many matters in English learning, especially in reading comprehension. Among the noticeable problems are; the students have difficulties in getting the gist of a story, the students have lack predicting about the topic, the students have lack understanding about the strategies of reading comprehension, the students have difficulties in analyzing the word structure, so they do not grasp the word meaning and the students have low score in reading comprehension.

One of the possible and plausible ways to cope the problems above is by using metacognitive strategy in order to help the students' reading comprehension. Metacognitive strategy is the strategy that believed able to aid the students enhance their knowledge about texts, knowledge of language structures, support them in predicting about the topic, can be active reading strategies, and be activation of prior knowledge and motivation in reading. Based on the explanation above, the writer will investigate the influence of using metacognitive strategy on the students reading comprehension.

B. Problem Identification

Based on the background above, the writer could identify the problem as follows:

1. The students have difficulties in getting the gist of a story.
2. The students have lack predicting about the topic.
3. The students have less understanding about strategies of reading comprehension.
4. The students have difficulties in analyzing the word structure, so they do not grasp the word meaning.
5. The students have low score in reading comprehension.

C. Problem Limitation

Limitation is very useful for the researcher to determine the focus point of problem that will be analyzed. So, this research will be up of standard the maxim of quantity that means the elaborations are not out of the context.

In this case, the researcher focuses on the fifth problem that the students have low score in reading comprehension.

D. Problem Formulation

Based on the background problem above, the writer formulates the research problem as follows:

“Is there any positive and significant influence of using metacognitive strategy on the students reading comprehension at the tenth graders of Madrasah Aliyah (MA) Muhammadiyah Metro?”

E. Objective and Benefit of Research

1. Objective of research is:

The objectives of this research is aimed to know whether there is a positive and significant influence of Using Metacognitive Strategy on the students reading comprehension of Madrasah Aliyah Muhammadiyah (MA) Metro.

2. Benefits of the research are:

a. For students

- 1) The students should know how to use an effective and efficient strategy in order they can comprehend an English text.
- 2) To increase students motivation in reading comprehension.

b. For the English Teacher's

To make the teacher realize that metacognitive strategy can be an effective to increase the students reading skill.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading Comprehension

1. Definition of Reading

Anthony and H. Pearson assume that reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation.¹

Meanwhile, Widdowson has defined reading as 'the process of getting linguistic information via print'.²

Reading is comprehending, that is, the construction of meaning. Readers construct meaning by interacting with the text. The importance of prior knowledge in reading has been demonstrated through research based on schema theory. According to schema theory, readers understand what they read only as it relates to what they already know. That is, their existing knowledge about a particular topic influences the extent to which they understand what they read about that topic. Because text is not fully explicit, readers must draw from their existing knowledge in order to understand it.³

¹ Thomas S. C. Farrel, *A Strategic Approach to Teaching Reading*, (Singapore: National Institute of Education, 2002), P. 137

² Sandy Urquhart and C.J. Weir, *Reading in a Second Language: Process, Product and Practice*, (London and New York: Routledge, 2013), P. 17

³ Anna P. Sweet, *Ten Proven Principles for Teaching Reading*, (U.S. Department of Education, 1993), P.5

Than, Birch and Rumelhart defines that reading is an *interactive process* that takes place between the text and the reader's processing strategies and background knowledge. To read, we need to master a set of word-level skills, which we will call *bottom-up skills*. These skills combine to allow us to be able to decode connected text. These are represented in the Birch reading Model as language Processing strategies and language knowledge.⁴

Moreover, Adams exerts that "Reading depends on a system of skills whose components must mesh properly." Understanding how print works and that it has predictable patterns help children learn to embrace print as enjoyable and helpful.⁵

In addition, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. Strategic reading is defined as the ability of the reader to use a wide variety of reading strategies to accomplish a purpose for reading. Good readers know what to do when they encounter difficulties. Fluent reading is defined as the ability to read at an appropriate rate with adequate comprehension.⁶

Based on the definitions above, it can be inferred that reading is a process undertaken to reduce uncertainty about meanings a text conveys.

⁴ Kristin Lems, *Teaching Reading to English language Learners*, (New York: The Guilford press, 2010), P. 33

⁵ Karen Tankersley, *The Treads of Reading Strategies for Literacy Development*, (Virginia USA: Association for Supervision and Curriculum Development Alexandria, 2003), P.12

⁶ David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003), First Edition, P. 68

The process results from a negotiation of meaning between the text and its reader.

2. Definition of Comprehension

Applebee assumes that comprehension is the interpretation of the information in the text, the use of prior knowledge to interpret this information and ultimately the construction of coherent representation or picture in the reader's mind of what the text is about.⁷ In others word, comprehension is process of reading activity to get new information of what the readers read.

Meanwhile, comprehension in contrast is a complex skill that depends on a variety of factors, contexts, and reading goals.⁸

Based on the definitions above, it can be inferred that comprehension is an ability to understand the meaning of a concept or an action.

3. Definition of Reading Comprehension

Anderson and Hiebert assume that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.⁹

⁷ Danielle S. McNamara, *Reading Comprehension Strategies*, (New York London: Lawrence Erlbaum Associates, 2007), P. 28-29

⁸ Scott G. Paris, *Children's Reading Comprehension and Assessment*, (London: Lawrence Erlbaum Associates, 2005), P 83

⁹ Janette K. Klingner, *Teaching Reading Comprehension to Students with learning Difficulties*, (New York: The Guilford Press, 2007), P. 2

Meanwhile, Kintsch states that reading comprehension is the product of processes that operate during reading to create a mental representation of the situation described by the text, referred to as a situation model.¹⁰

Reading comprehension is usually taught in school in one of two ways. One method is to have students read a text, and then read comments or answer questions about the text.¹¹

Based on the explanation above, reading can be defined as specific learning goals, along with the tasks that help students reach those goals. By reading, the students can improve their ability, mind and information that all can be get from reading something. In other words, it is basic skill that learners of English need to gain.

4. Models of Reading Comprehension

a. Top-down model

According to Ahmadi, Hairul, and Pourhossein, the top-down model emphasizes on reading skills like prediction, and summarizing as well as anticipating from texts.

According to Farrell, top-down process is able to clarify as follows: the first the readers look at a phrase or a text (what the reader brings in a text, like a prior knowledge and adventured). After reading the title, the direction and subdirection, the readers reads the text to searching

¹⁰ Kristi L. Santi and Deborah K. Reed, *Improving Reading Comprehension of Middle and High School Students*, (New York: Springer, 2015), P. 2

¹¹ Allan Collins and Edward E. Smith, *Teaching the Process of Reading Comprehension*, (Champaign: Illinois, 2007), P. 2

information about the topic. Because of that, the readers fit the text into knowledge and experiences which are already completed. It means that this model is accent what the reader brings in a text, like a prior knowledge and adventure and the comprehension start in the think of the reader.

b. Bottom-up model

The bottom-up model is a reader reads the words or sentences and looks at the formation of the text (without connecting it to prior knowledge and adventure) in order to arrange meaning from what was written in the text-meaning depends both on knowledge of vocabulary additional linguistic. In other word, in this model is accent the written or printed text, the comprehension are started by processing the smallest linguistic unit or phoneme, and working toward larger units (Syllables, words, phrases, sentences).

The bottom-up model focuses on the text, teachers, readers begin reading by understanding the words, the letters and gradually improve toward larger linguistic chunks to sentences, and actually ending in meaning.

c. Interactive model

The interactive model is defined as a combination of the both bottom-up and top-down models and emphasizes the interrelationship between a reader and the text. It is now commonly accepted as the most conclusive picture of the reading process for both L1 and L2

readers. Furthermore, the interactive model suggests that there is an interaction between the bottom-up and top-down processes and this model indicates that neither bottom-up or top-down models can by themselves describe the whole reading process. In this model identifies the interaction of bottom-up and top-down processes with together during the reading process.¹² In other words, two models it can be combine in reading process.

5. Types of Reading Comprehension

There are two types of reading:

1. Extensive Reading

It refers to describe “skimming and scanning activities,” others associate it to quantity of material. However, Hedge argues that one is not sure whether Krashen’s comprehensible input hypothesis “facilitates intake” in SL learners since “it is difficult to know exactly how any learner use the input available. Hedge briefs the advantages of extensive use in the following lines:

“Lerners can build their language competence, progress in their reading ability, become more independent in their studies, acquire cultural knowledge, and develop confidence and motivation to carry on learning.”

2. Intensive Reading

In intensive (or creative) reading, students usually read a page to explore the meaning and to be acquainted with writing mechanism.

¹² Thomas S. C. Farrel, *A Strategic Approach*., P. 134

Hedge argues that it is “only through more extensive reading that learners can gain substantial practice in operating these strategies more independently on a range of materials. In intensive reading activities learners are in the main exposed to relatively short texts which are used either to exemplify specific aspects of lexical, syntactic or discoursal system, etc.”¹³

Based on the explanations above, the types of reading comprehension is divided into two types namely extensive reading and intensive reading. Every types have the characteristic it self and also different one anothers.

6. Strategies of Reading Comprehension

For most second language learners who are already literate in previous language, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-up procedures, and other enhance the top-down processes. Following are ten such strategies, each can be applied to the classroom techniques.

a. Identify the purpose in reading

Efficient reading consists of clearly identifying the purpose in reading something. By doing so, you know what you’re looking for and can weed out potential distracting information. Whenever you are teaching a reading technique, make sure students know their purpose in reading something.

¹³ *Ibid.*, P 142

- b. Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners)

At the beginning levels of learning English, one of the difficulties students encounter in learning to read is making the correspondences between spoken and written English. In many cases, learners have become acquainted with oral language and have some difficulty learning English spelling conventions.

- c. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

If you are teaching beginning level students, this particular strategy will not apply because they are still struggling with the control of a limited vocabulary and grammatical pattern.

- d. Skim the text for main ideas

Skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas.

- e. Scan the text for specific information

The second in the most valuable category is scanning, or quickly searching for some particular piece or pieces of information in a text. The purpose of scanning is to extract specific information without reading through the whole text.

f. Use semantic mapping or clustering

The strategy of semantic mapping or grouping ideas into meaningful clusters, helps the reader to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a productive group work technique as students collectively induce order and hierarchy to a passage.

g. Guess when you aren't certain

This is an extremely broad category. Learners can use guessing to their advantage to; guess the meaning of a word, guess a grammatical relationship, etc.

h. Analyze vocabulary

Several techniques are useful here:

- 1) Look for prefixes (*co-*, *inter*, *un*, *etc*) that may give clues.
- 2) Look for suffixes (*-tion*, *-tive*, *-ally*, *etc*) that may indicate what part of speech it is.
- 3) Look for grammatical context that may signal information
- 4) Look at the semantic context (topic) for clues.

i. Distinguish between literal and implied meanings

This requires the application of sophisticated top-down processing skill. The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface structure makes special demands on readers.

j. Capitalize on discourse markers to process relationship

Many discourse markers in English signal relationship among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of such markers can greatly enhance learners' reading efficiency.¹⁴

Therefore, the writer draws an inference from the theoretical foundation above that in reading comprehension there are ten strategies which is able to be applied by a reader in comprehending a text. The strategies are able to assist a reader in comprehending a passage due to get an author's point.

7. Teaching Reading Comprehension

Reading comprehension is usually taught in schools in one of two ways. One method is to have students read a text, and then read comments or answer questions about the text. The comments and questions can range over a variety of topics, from what particular words mean to the main point of the whole text. This method stresses important components of reading comprehension, but treats them purely as products rather than as processes.

The other common method for teaching reading comprehension is the reading group. In reading group, children take turns reading aloud. The teacher usually helps out when the student has difficulties, and sometimes comments or asks a question about the text. This method goes

¹⁴ Douglas Brown, *Teaching by Principles: An Alternative Approach to Language Pedagogy*, (New York : Addison Wesley, 2001), Second Edition, P. 306-310.

some way toward teaching the process of reading comprehension, but typically the teacher deals only with low-level difficulties (word and parsing difficulties) and asks questions only about interpretations.¹⁵

Based on the explanations above, the teacher can use many methods or strategies to help the student comprehending the text in teaching reading comprehension.

8. The Measurement of Reading Comprehension

There are the measurements of reading comprehension according to Camille Blachowicz and Donna Ogle, as follows:¹⁶

Table 2

The Measurement of Reading Comprehension

Number	Letter	Categories	Description Criteria
80-100	A	Very Good	<ol style="list-style-type: none"> 1. A good reader does not only have a good understanding, they also will be able put him/her selves into the text and will try to live the story. 2. A good reader will let the concentration mingle with the book, not only understand the deeper meanings of the text. 3. A good reader will not only be fluent in reading, but he or she would show certain

¹⁵ Allan Collins and Edward E. Smith, *Teaching the Process.*, P 2-3

¹⁶ Collin Haison, “*Understanding Reading Delopment*”, London: SAGE Publication, 2004 P. 64

			<p>personal qualities in reading.</p> <p>4. A good reader would love to share what he or she has read, always confident, dedicated and carefully, and be willing to read back when needed.</p>
66-79	B	Good	<p>1. A good reader does not only have a good understanding, they also will be able to put him/her selves into the text and will try to live the story (an error).</p> <p>2. A good reader will let the concentration mingle with the book, and not only understand the deeper meanings of the text (an error)</p> <p>3. A good reader will not only be fluent in reading, but he or she would show certain personal qualities in reading.</p> <p>4. A good reader would love to share what he or she has read, always confident, dedicated and carefully, and be willing to read back when needed.</p>

56-65	C	Fair	<ol style="list-style-type: none"> 1. A good reader does not only have a good understanding, they also will be able to put him/her selves into the text and will try to live the story (an error). 2. A good reader will let the concentration mingle with the book, and not only understand the deeper meanings of the text (an error). 3. A good reader will not only be fluent in reading, but he or she would show certain personal qualities in reading. 4. A good reader would love to share what he or she has read, always confident, dedicated and carefully, and be willing to read back when needed.
40-55	D	Poor	<ol style="list-style-type: none"> 1. A good reader only have a good understanding, they also will not be able to put him/her selves into the text and will try to live the story (an error). 2. A good reader does not let the concentration mingle

			<p>with the book, and not only understand the deeper meanings of the text (an error).</p> <p>3. A good reader only be fluent in reading, but he or she will not show certain personal qualities in reading.</p> <p>4. A good reader would love to share what he or she has read, always confident, dedicated and carefully, and be willing to read back when needed.</p>
30-39	E	Very Poor	<p>1. A good reader does not only have a good understanding, they also will not be able to put him/her selves into the text and will try to live the story (an error).</p> <p>2. A good reader will not let the concentration mingle with the book, and not only understand the deeper meanings of the text (an error).</p> <p>3. A good reader will not be fluent in reading, but he or she will not show certain personal qualities in</p>

			reading.
			4. A good reader do not love to share what he or she has read, always confident, dedicated and carefully, and be willing to read back when needed.

B. The Concept of Metacognitive Strategy

1. Definition of Metacognitive Strategy

Flavell assumes that metacognitive is a wide variety of cognitive enterprises occurs through the actions of and interactions among metacognitive knowledge, metacognitive experiences, goals (or tasks), and actions (or strategies).¹⁷

Meanwhile, Veenman *et al.* explain that metacognition refers to the declarative knowledge of, and the regulatory control over one's cognitive system. Than Baker and Brown already noticed that metacognition is relevant to reading comprehension. Reading not only pertains to studying texts and textbooks, as reading activities are omnipresent in various school tasks. Many students, however fail to adequately regulate and control their reading processes.¹⁸

Moreover, John Flavell suggest that metacognition refers among other thing to the active monitoring and consequent regulation and

¹⁷ Elena Railean, *Metacognition and Successful Learning Strategies in Higher Education*, (United States of America: IGI Global, 2017), P. 5

¹⁸ Kouider Mokhtari, *Improving Reading Comprehension through Metacognitive Reading Strategies Instruction*. (New York: Rowman & Littlefield, 2017), P. 51

orchestration of these processes usually in service of some concrete goal or objective.¹⁹

Then, Brown et al. assume that metacognitive strategy as involving planning, monitoring, and checking the outcomes of learning.²⁰

In addition, the term *metacognition* has been used to describe self regulatory utilization of thought processes since the late 1800's. Until today the idea sustains that students can be taught to independently employ specific reading strategies during the reading processes. Hyde and Bizar write that "metacognitive processes are those processes in which the individual carefully considers thoughts in problem solving situations through the strategies of self-planning, self monitoring, self-regulating, self-questioning, self-reflecting and self reviewing."²¹

Therefore, in Anderson theory metacognitive strategies involve knowing about learning and controlling learning through planning, monitoring, and evaluating. Anderson describes metacognitive activities such as selective attention, or attending to special aspects of the input, and monitoring, or analyzing ongoing comprehension related to the task demands. Monitoring has been described elsewhere as the key process that distinguishes good learners from poor learners. Metacognitive strategies are generally considered to be applicable across a variety of

¹⁹ Donna Wilson and Marcus Conyers, *Teaching Students to Drive their Brains; Metacognitive Strategies, Activities, and Lesson Ideas*, (U.S: ASCD, 2016), P. 25

²⁰ J. Michael O'Malley and Anna Uhl Chamot, *Learning Strategies in Second Language Acquisition*, (New York: Press Syndicate of the University of Cambridge, 1990), P. 144

²¹ Auflage, *Teaching Metacognitive Reading Strategies to Second Language Learners in a Classroom Setting*, (Germany: GRIN Verlag, 2009), P. 2

tasks, whereas cognitive strategies may be more tailored to specific learning activities.²²

Based on the explanations above, the metacognitive strategy can be defined as "thinking about thinking." Good readers use metacognitive strategy to think about and have control over their reading. Before reading, they might clarify their purpose for reading and preview the text. During reading, they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text and "fixing" any comprehension problems they have. After reading, they check their understanding of what they read.

2. The Model of Metacognitive Strategy

The metacognitive strategies divided into two separate, but interrelated parts;

a. Metacognitive Knowledge

Metacognitive knowledge is knowledge that we hold our own thinking, and the thinking of other people. There are three types of metacognitive knowledge that each play a role in learning and problem solving:

- Declarative knowledge: "knowing what"-knowledge of one's own learning processes, and about strategies for learning
- Procedural knowledge: "knowing how"-knowing what skills and strategies to use how to apply them

²² J. Michael O'Malley, *The Role of Learning Strategies in Second Language Acquisition: Strategy Use by Students of English*, (America: Army Research Institute, 1987), P. 4

- Conditional knowledge: “knowing when”-knowledge about why and when various learning strategies should be used.

b. Self-regulation

Self-regulation on the other hand, refers to a set of activities that help learners to control their learning. At the heart of self-regulation are three essential skills:

- *Planning* involves working out how a task might be approached before you do it. For example you make prediction before reading and select strategy before tackling a problem, etc.
- *Monitoring* refers to the pupil’s on-task awareness of progress, comprehension and overall performance. Monitoring ability is slow to develop and even adults find it difficult, but it can be improved with training and practice.
- *Evaluation* requires the student to review the outcomes and efficiency of the learning experience. Evaluation includes revisiting goals and conclusions, deciding how to improve next time, and examining learning from another person’s perspective to diagnose problems.²³

Based on the explanations above, the model of metacognitive strategy divided into two separate there are metacognitive knowledge and self-regulation. Metacognitive knowledge refers about the own

²³ Sarah McElwee, *Metacognition for the Classroom and Beyond: Differentiation and Support for Learners*, (Oxford: Version, 2009), P. 6-7

thinking and self-regulation refers to a set of activities that help learners to control their learning.

3. The procedure of Metacognitive Strategy

The metacognitive processes the reader uses are those involved in monitoring understanding, selecting what to remember, and regulating the strategies used when reading. The metacognitive strategies the reader uses include rehearsing, example; (repeating information to enhance recall), reviewing, note taking, and checking understanding.²⁴

There are many procedure of metacognitive strategies are:

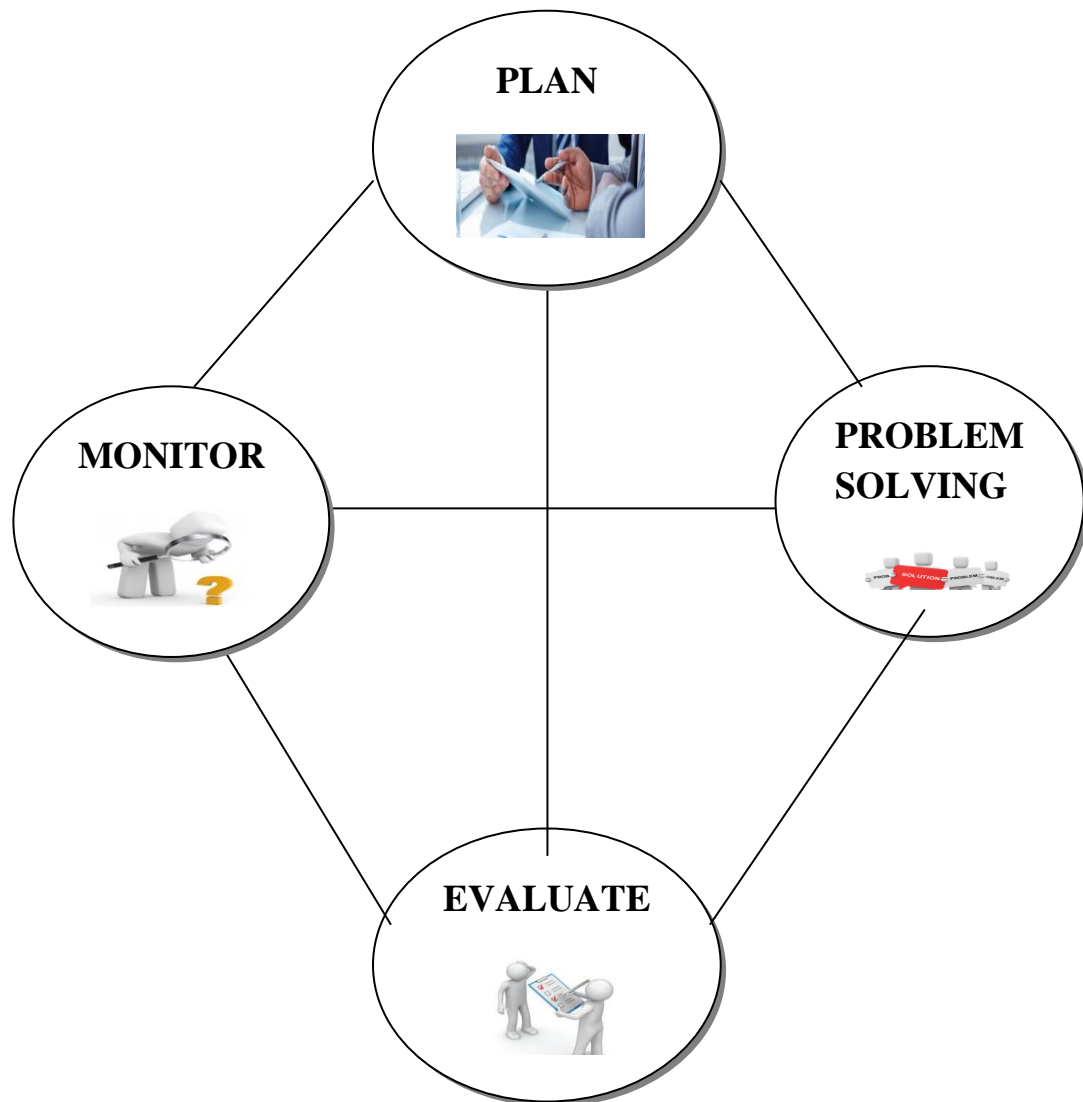
- a. Planning consist of previewing main ideas, making plans to accomplish a task, paying attention to key information and seeking out and arranging for conditions to promote successful learning.
- b. Monitoring consist of self-checking ones comprehension.
- c. Evaluating consist of developing the ability to determine how well one has accomplished the task.²⁵

Moreover, according to Chamot, in metacognitive consists of four processes are; planning, monitoring, problem solving and evaluating that can be illustrated the nature of metacognitive strategy as follows;

²⁴ Janette K. Klingner, *Teaching Reading.*, P 11-12

²⁵ David Nunan, *Practical English.*, P 271

Figure 1
Metacognitive Learning Strategy²⁶



a. Planning

Planning strategies helps people develop and use thinking. They encourage thinking so that students reflect before embarking on the task rather than dive into the activities

²⁶ Anna Uhl Chamot, *The Learning Strategies: Handbook*. (New York: Longman, 1999), P. 6

prepared and with little thought about what would happen. During the planning process, good students think about how they will approach and carry out the task. They set a goal to think about their goals for the task, and they come with the plan of strategies to help them through assignments so that they will meet those purposes. They decided to focus their attention on the task and ignore distractions. Learners are well thought of what they already know about the duties and related topics and then predict what they may need to do based on this information. It means that goal setting involves understanding the task and deciding what students should get out of it.

b. Monitoring

After good students have prepared an approach. They use a monitoring strategy to measure the effectiveness of their current task. Students monitor their comprehension and production with the thought of whether they understand when reading. They also think about how the information they receive or producing fits in with their knowledge of the world based on their own experiences. The following are monitoring strategies to help students organize their learning. In other words, this strategy involves checking the students' understanding by asking themselves.

c. Evaluating

After completing part or all the task, good students reflect how well it went. This process allows them to see if they carry out their plans and to examine how well a strategy helps. They evaluate their suitability predictions and guesses. If that was not true, the good students think about how they can learn to make better next time. Regardless of whether positive or negative self-evaluation, it is important for students to learn from it so that they can make improvements on the next task.

d. Problem solving

When students have difficulty either at any time during the task, they chose the strategy of the problem-solving process. For example, if they do not know the meaning of a word, they make an educated guess based on all available information. They use any resource available to them to solve the problem, whether it comes from within themselves, through reference materials, or from anyone else. Students who are actively and appropriately involved in problem solving is more successful at learning the task. It means that this strategy involves substituting known words or phrases when the students do not know or cannot remember a specific word or phrase.

Moreover, Chamot states that examples of metacognitive strategy process in reading are when a student begins to read the story in the

target language, he **plans** to set his goals or thinking about what he wants out of the story and make predictions about the story based on the title and the prior of knowledge about the topic. Then he moved to the **monitoring** process as he read and check whether the story is plausible. However, when he read he decided that, based on new information in the story, he had to go back and revise some plans. He may decide to change the predictions, bringing new background knowledge, or even change the destination. He kept reading and then decided to stop and **evaluate** himself after completing only the first part of the story. If he feels she does not understand about the important ideas, he may have to go the **problem-solving** process as required for the task, although not always in order.²⁷

Based on the explanations above, there are four procedure of using metacognitive strategy such as; planning, monitoring, evaluating and problem solving. It can helps student to comprehend the text.

4. Advantages and Disadvantages of Metacognitive Strategy

Metacognitive processing tend to spontaneously occur during cooperative learning. Students discuss the advantages and disadvantages of different structures, they discuss what concepts to include and exlude, and they self-regulate their attempts to meet the criteria identified above. Once their graphic organizers are completed, the group show their graphic organizers to the other groups which give feedback based on the criteria

²⁷ *Ibid.*, P. 7

identified above. Therefore, the application of metacognitive approaches, for instance, self-monitoring or awareness helps in developing self-learners who have the ability to plan on their studies for the rest of their learning periods. Metacognition can also affect learners negatively. For instance, metacognition affects self-esteem of students. Ideally, poor metacognition makes students unable develop proper self-esteem.²⁸

Based on all concept above writer conclude that advantages and disadvantages using metacognitive strategy. There are;

- 1) The advantages of using metacognitive strategy are;
 - Metacognition enhances and enriches the learning experience.
 - Applying metacognitive strategies such as self-awareness and self monitoring is to develop independent learners who can control their own learning and learn how to learn for life.
 - Metacognition develops higher learning and problem solving skill.
- 2) Disadvantages of poor metacognitive strategy
 - Poor self-esteem
 - Difficulty in problem solving
 - Difficulty in obtaining success in society

²⁸ Hope J. Hartman, *Metacognition in learning and Instruction; Theory, Research and Instruction*, (New York: Kluwer Academic Publisher, 2002), P. 51

C. Theoretical Framework and Paradigm

1. Theoretical Framework

They are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is Metacognitive Strategy and dependent variable (Y) is Reading Comprehension.

Reading comprehension is the important one in basic language skills, because we can get easily much information by reading. But in reality, to comprehend text is not easy. All language learners use language learning strategies either consciously or unconsciously when they begin processing new information and performing tasks in the language classroom.

We need special learning strategy in reading comprehension. That learning strategy form the specific actions, behavior, tactics, or techniques, facilitate the learning of the target language by the language learner.

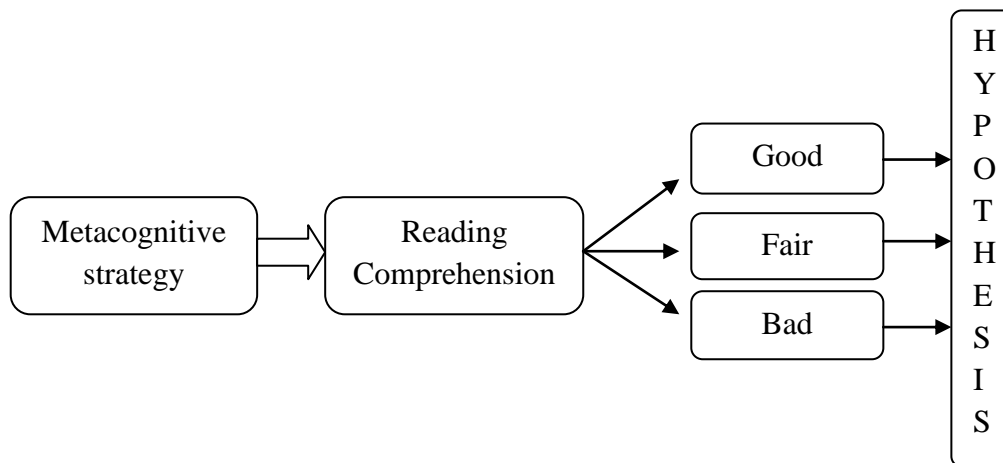
Based on explanation above, the researcher assumed that if the teacher used metacognitive strategy in teaching reading comprehension, the students will be easier in participate fully in the class. If metacognitive strategy is applied correctly, so the students reading comprehension will be good, on the contrary if metacognitive strategy does not apply correctly, so the students reading comprehension will be bad.

2. Paradigm

Paradigm is the correlation pattern at the variables which will be researched. Furthermore, based on theoretical framework above, the writer described the paradigm as follows;

Figure 2

The influence of using metacognitive strategy on the students
reading comprehension



Reffering to the table above, it can be seen that the metacognitive strategy is high and students' reading comprehension is good, so there is a positive and significant influence of using metacognitive strategy on the students reading comprehension. Conversely, if the metacognitive strategy is low and students reading comprehension is bad, so there is no a positive and significant influence of using metacognitive strategy on the students reading comprehension.

D. Hypothesis

1. Hypothesis Formulation

The research hypothesis are the hypotheses developed from observation, the related literature, and/or the theory described in the study. A research hypothesis states the relationship one expects to find as a result of the research.²⁹

Based on assumption above, hypothesis for this research can be formulated as follows:

a. Alternative Hypothesis (Ha)

There is a positive and significant influence of using Metacognitive Strategy on the students reading comprehension at the tenth graders of MA Muhammadiyah Metro.

b. Null Hypothesis (Ho)

There is no a positive and significant influence of using Metacognitive Strategy on the students reading comprehension at the tenth graders of MA Muhammadiyah Metro.

2. Statistical Hypothesis

Related to the concept of statistical hypothesis, Yogesh explains that “A hypothesis may be stated in the null form which is an assertion that no relationship or no difference exists between or among the variables. This form null hypothesis is a statistical hypothesis which is testable within the framework of probability theory. It is also a non- directional

²⁹ Donal Ary et al., *Introduction to research in Education*, (USA: Wadsworth Cengage Learning, 2010), 8th Edition, p. 91

form of hypothesis”.³⁰ This hypothesis is considered as an assumption about a population parameter.

The formulation of statistical hypothesis in this research are:

- a. If $t_o > t_{table}$ = H_a is accepted and H_o is rejected.
- b. If $t_o < t_{table}$ = H_a is rejected and H_o is accepted.

³⁰ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Ltd., Publishers, 2006), p.61

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Two common categories of research widely known are quantitative and qualitative. The purpose of both quantitative and qualitative researches is to attain a more comprehensive understanding about how the world works. Both categories of research are significantly making use of visual tool as well. Yet, quantitative research is the research which explaining phenomena by collecting numerical data that will analyze by using mathematically based on methods (in particular statistics).³¹

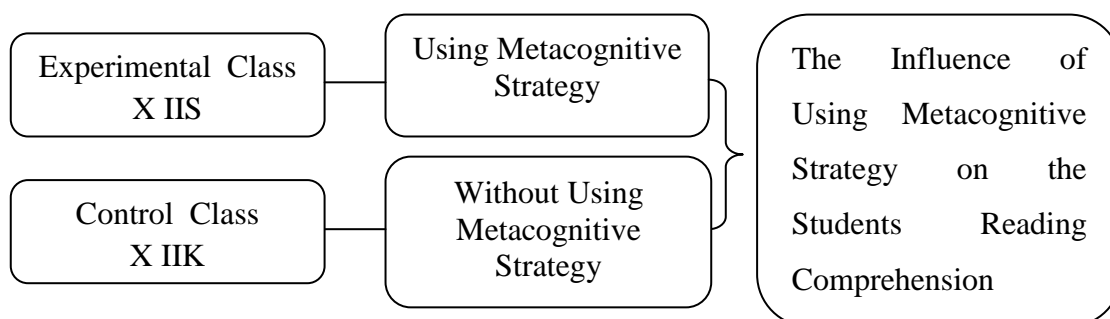
Actually, Daniel decided that there are two kinds of quantitative research design namely experimental design and non-experimental design. The experimental design is defined as a test under controlled conditions that is made to demonstrate a known truth or examine the validity of a hypothesis.³²

In this research, the researcher conduct the experimental design that use two classes namely X IIK as a control class that do not receive the treatment and X IIS as an experimental class that will receive the treatment that teaching by metacognitive strategy. The design is follows:

³¹Daniel Muijs, *Doing Quantitative Research in Education*, (London: Sage Publication, New Delhi: Thousand Oaks, 2004), p.1.

³²*Ibid.*, P. 13

Figure 3
The Influence of Using Metacognitive Strategy
In Experimental and Control Group



Firstly, both of groups received the pre-test before doing a treatment. Secondly, the experimental class (X IIS) got a treatment using metacognitive strategy and control class (X IIK) didn't get a treatment. Thirdly, both groups received the post-test with the same instrument in the pre-test. Finally, it could be found the influence of using metacognitive strategy on the students reading comprehension.

The description of sequence is:

Table 3
The True Experiment Design

Group	1. Pre-test	2. Treatment	3. Post-test
Experimental group	X	X	X
Control group	X		X

Following the post-test, the analyses of statistical are carried out to see whether the treatment has had an effect for experimental group.³³

³³ *Ibid*, P. 18

B. Population, Sample and Sampling Technique

1. Population

The Population is the group of individuals having one characteristic that distinguishes them from other groups.³⁴ Population or universe means the entire mass of observation, which is the parent group from which a sample is to be formed. It means that the population is all subject which presumed in this research.

Therefore, the population of this research is all of students at the tenth graders of Madrasah Aliyah (MA) Muhammadiyah Metro. There are two classes that consist of 36 students.

2. Sample

Sample is “the part of population that will be researched.”³⁵ The sample is part of the population to be taken as a source of data can represent all population. Therefore, The researcher used the simple random sampling, and decide that class XIIS as an experiment class and class XIJK as a control class. The researcher choosed class XIIS as an experimental class because in this class the students got low score in reading result.

Based on the definition of research method above, this research used the quantitative research. In this research used experimental research. And the total of students is presented bellow:

³⁴John W. Creswell, “*Educational ResearchPlanning, Conducting and Evaluating Quantitative and Qualitative Research*”, (United States of America:Pearson, 2012), Fourth Edition, P 381.

³⁵ L.R. Gay, *Educational Research-Competencies for Analysis and Application*, (New York: Mc millan publishing company,1990), Second Edition, p. 102

Table 4

The Total Students used in Sample

NO.	Class	Gender		Total
		Male	Female	
1	X IIS (Experimental Class)	7	13	20
2	X IIK (Control Class)	5	11	16

Experiment class as the class that uses metacognitive strategy in reading comprehension and control class as the class that does not use metacognitive strategy in reading comprehension and all of this action is to know whether metacognitive strategy has some influences on the students reading comprehension.

3. Sampling Technique

Sampling refers to the process of selecting the individuals who will participate in a research study. In this research, the researcher will use simple random sampling to analyst the statistic specific. Random sampling is the process of selecting sample in such an away that all individuals in the defined population have an equal and independent change of being selected for the sample.³⁶

Based on the statement above, because total subjects are less than 100 people the samples of the research are the students of tenth graders

³⁶ *Ibid.*, P. 104

which consist of 36 students. Therefore all of the population become sample. It can be considered that is population research.

C. The Operational Definition of Variable

In quantitative research, operational definitions are used to specify how variables will be measure in the study. By using operational definitions, researcher can proceed with investigations that might not otherwise be possible. There are two kinds of variables, namely:

1. Independent Variable

Independent variable is the element that the researcher believes may in some way relate to, or influence, the dependent variable.³⁷ We can conclude that the independent variable is the primary variable, selected, manipulated, and measured by writers.

Independent variable of this research is metacognitive strategy (X). Metacognitive is strategy that has a goal to improve reading comprehension.

There are some indicators that indicate the students be able to master the objective of this strategy example as follows:

- a. The students are able to make a plans by setting they goals in reading a text.
- b. The students are able to monitor when they read text.

³⁷ Graeme Keith Porte, *Appraising Research in Second Language Learning (A practical approach to critical analysis of quantitative research)*, (Amsterdam: John Benjamin Publishing Company, 2002), P 23

- c. The students are able to make a problem-solving when they find a problem in a text.
- d. The students are able to evaluate what the problem in text.

2. Dependent Variable

The dependent variable is the major variable that measured or observed to determine how, and if, it is affected by the presence of the independent variable.³⁸ Dependent variable of this research is the variable which is observed and measured to determine the effect of the independent variable. Dependent variable of this research is reading comprehension that can be defined as knowledge of student in identification the text such as; main idea, topic, etc. To measure students reading comprehension, the researcher given the test in form the explanation of the students.

Table 5

The Measurement of Reading Comprehension

Number	Letter	Categories	Description Criteria
80-100	A	Very Good	<p>5. A good reader does not only have a good understanding, they also will be able put him/her selves into the text and will try to live the story.</p> <p>6. A good reader will let the concentration mingle with the book, not only</p>

³⁸ Ibid. P 23

			<p>understand the deeper meanings of the text.</p> <p>7. A good reader will not only be fluent in reading, but he or she would show certain personal qualities in reading.</p> <p>8. A good reader would love to share what he or she has read, always confident, dedicated and carefully, and be willing to read back when needed.</p>
66-79	B	Good	<p>5. A good reader does not only have a good understanding, they also will be able to put him/her selves into the text and will try to live the story (an error).</p> <p>6. A good reader will let the concentration mingle with the book, and not only understand the deeper meanings of the text (an error)</p> <p>7. A good reader will not only be fluent in reading, but he or she would show certain personal qualities in reading.</p> <p>8. A good reader would love</p>

			to share what he or she has read, always confident, dedicated and carefully, and be willing to read back when needed.
56-65	C	Fair	<p>5. A good reader does not only have a good understanding, they also will be able to put him/her selves into the text and will try to live the story (an error).</p> <p>6. A good reader will let the concentration mingle with the book, and not only understand the deeper meanings of the text (an error).</p> <p>7. A good reader will not only be fluent in reading, but he or she would show certain personal qualities in reading.</p> <p>8. A good reader would love to share what he or she has read, always confident, dedicated and carefully, and be willing to read back when needed.</p>
40-55	D	Poor	5. A good reader only have a good understanding, they

			<p>also will not be able to put him/her selves into the text and will try to live the story (an error).</p> <p>6. A good reader does not let the concentration mingle with the book, and not only understand the deeper meanings of the text (an error).</p> <p>7. A good reader only be fluent in reading, but he or she will not show certain personal qualities in reading.</p> <p>8. A good reader would love to share what he or she has read, always confident, dedicated and carefully, and be willing to read back when needed.</p>
30-39	E	Very Poor	<p>5. A good reader does not only have a good understanding, they also will not be able to put him/her selves into the text and will try to live the story (an error).</p> <p>6. A good reader will not let the concentration mingle with the book, and not only understand the deeper</p>

			<p>meanings of the text (an error).</p> <p>7. A good reader will not be fluent in reading, but he or she will not show certain personal qualities in reading.</p> <p>8. A good reader do not love to share what he or she has read, always confident, dedicated and carefully, and be willing to read back when needed.</p>
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The indicators of dependent variable (Y) are:

- a. Students can find some detailed information (specific information)
- b. Students can find information explicit (reference) and implicit (inference)
- c. Students can find interpret words, phrases or sentences in the text.

D. Data Collection Technique

The researcher used some technique to obtain the accurate data at Madrasah Aliyah (MA) Muhammadiyah Metro. In collecting the data, the writer used the technique such as:

1. Test

According to Donald Ary, a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.³⁹ Test is a way that is used to measure a person ability or knowledge in a given domain.

a. Pre-test

The pre-test was held in the first meeting before doing treatment in order to know the ability of the students before doing the action research.

b. Post-test

The post-test was held in the last meeting after doing treatments to find out whether the treatment gives any contribution to the students' achievement in the class.

Therefore, the researcher was used the test to get the data of the students reading comprehension. The reading comprehension test was used the essay question. This test was given to the tenth graders of Madrasah Aliyah (MA) Muhammadiyah Metro.

2. Documentation

The writer was used English teacher's documentation who competences to collect the data and to get detail information about students' English result in reading comprehension among the tenth graders of Madrasah Aliyah (MA) Muhammadiyah Metro.

³⁹DonalAry, et al., *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning, 2010), Eight Editio, P. 67

E. Research Instrument

The research instrument in this research is the tests which will be describe as follow:

1. Instrument Blueprint

Research instrument which was used in this research are:

- a. The instrument which was used to measured students reading comprehension which has a person or group is test. Kind of test is essay test there are consist of 10 questions.
- b. The instruments which used for documentation method such as; documentation about the school history, condition, quantity of the students and about the location sketch of Madrasah Aliyah (MA) Muhammadiyah Metro.

The instrument in this research designed and adjust with the indicators which has specify. Moreover, research instrument which ias used in this research is essay questions that consisted of 10 questions. The higher score was 80-100 and the lower score was 40-55.

Table 6

Students Reading Comprehension

No	Variable	Variable Indicator	Item Number	Item Total	Form of the Test
1.	Independent Variable (X) Metacognitive Strategies	a. The students are able to make a plans by setting their goals in reading a text.	1-5	5	

		b. The students are able to monitor when they read a text. c. The students are able to make a problem-solving when they find a problem in a text. d. The students are able to evaluate what the problem in text.			Essay
2.	Dependent Variable (Y) Reading Comprehension	a. Students can find some detailed information (specific information) b. Students can find information explicit (reference) and implicit (inference) c. Students can find interpret words, phrases or sentences in the text	1,4,5 3 2	3 1 2	Essay

	Total			10	
--	-------	--	--	----	--

2. Instrument Calibration

In this research a test by using essay. For reading comprehension test which consist of 5 items that use to comprehend of a text. Furthermore, several question to measure a metacognitive strategy the researcher was used test. The researcher used the instrument by using the pre-test and post-test. Pre-test used to got the score before treatment conducted. This test used to determine the student's knowledge in reading comprehension. The post-test used to got the score after the treatment conducted. This test used to determine any significant before and after treatment. The researcher was used the objective tests.

F. Data Analysis Technique

In data analysis technique, the researcher was used two formulas. Firstly, to investigate whether there is any positive influence of using metacognitive strategy on the students reading comprehension at the tenth graders of Madrasah Aliyah (MA) Muhammadiyah Metro, the researcher was used the true experiment in the form of paired t-test by using control group pretest-posttest design. The formulate of t-test:⁴⁰

⁴⁰ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), p. 133

$$t = \frac{M_X - M_Y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_X + N_Y - 2} \right) \left(\frac{1}{N_X} + \frac{1}{N_Y} \right)}}$$

Where:

M : The Mean of score each group

N : Subjects in the sample

X : Deviation of each X2 and X1

Y : Deviation of each grade Y2 and Y1

Secondly, to investigate whether there is any significant influence of using metacognitive strategy on the students reading comprehension at the tenth graders of Madrasah Aliyah (MA) Muhammadiyah Metro, the researcher was used the Chi-Square formula.

According to Donal Ary, when dealing with nominal data, the most widely used tests of significance are the Chi-Square tests. They compare observed frequencies and expected frequencies. It is used to examine the significant differences between observed frequencies and expected frequencies in this research, the researcher uses Chi-Square formula. The formula of Chi-Square:⁴¹

$$\chi^2 = \sum \frac{(f_o - f_h)^2}{f_h}$$

⁴¹ Donal Ary, *Introduction to Research*, p. 188

Where:

χ^2 : Chi-Square obtained

f_o : observed frequency

f_h : expected frequency

CHAPTER IV

THE RESULT OF RESEARCH

A. Description of Data

1. Research Setting

- a. The Brief History about the Establishment of MA Muhammadiyah Metro

Madrasah Aliyah Muhammadiyah Metro was established from the existence of the Teachers of Religious Education (PGA) for 6 (six) years that existed before 1982. Meanwhile, MA Muhammadiyah Metro is the only one state senior high school in Metro, which was built in April 25th 1984 based on the regent decree of Central Lampung Number: 15/MA/84. The school location is on Jl. KH. Ahmad Dahlan 1 Imopuro Kota Metro Lampung.

In addition, Madrasah Aliyah Muhammadiyah Metro has been integrated with Darul Arqom Islamic Boarding School Muhammadiyah Metro which emphasizes the ability in the field of tahfidz, the science of jurisprudence, and become preachers.

The orientation of MA Muhammadiyah Metro is the official management. The school consists of four classes, teacher room, official employee room, library, computer laboratory, mosque, canteen, toilet, and parking area.

The principle is a person who has the high status in coordinator all of duty in school activity. To do it, the principal of MA

Muhammadiyah Metro is helped by school committee, official employee, the head vice of student, the head vice of general, and the head vice of curriculum. Therefore, the principal of MA Muhammadiyah metro in the Academic Year of 2016/2017 is Ahmad Kholil, S.H.I.

b. Vision, Mission, and Purpose of MA Muhammadiyah Metro

1) Vision

To create a graduates who are religious, intelligent and virtuous.

2) Mission

- Organizing education and learning activities based on Islamic values;
- Prepare intelligent and disciplined graduates in their scholarship and compete in the modern era in accordance with the times;
- Prepare the graduates in order to have a noble personality and a big heart;
- Prepare disciplined graduates in worship and discipline in learning; Making MAM Metro an educational and learning center based on Islamic values;
- Improving the quality management and education services in line with the development of Science and Technology;

3) Purpose

- a) Realizing MAM Metro graduates who are intelligent and disciplined in their scholarship and propagate in the modern era.
- b) Realizing to have personalized self in discipline and discipline in learning.
- c) Realizing MAM Metro as a center of Islamic Religious Education and centered on inclusion of Islamic law and mergers.
- d) The birth of graduates who have the ability of management and leadership of Islamic character.

c. School Identity of MA Muhammadiyah Metro

Number of School	: 201120901001
Name of School	: Madrasah Aliyah Muhammadiyah Metro
Address	: Jl. KH. Ahmad Dahlan 1 Imopuro Kota Metro Lampung
Postal Code	: 34100
Phone	: 081287376819
E-mail	: Info@mammetro.sch.id
Website	: Mammetro.sch.id

d. The Conditions of MA Muhammadiyah Metro

1) Buildings of MA Muhammadiyah Metro

This school has following buildings: 1 Principal's room, 1 Teacher's room, 1 Administration's room, 1 Living room, 4 Classroom, 1 Library, 4 Laboratory, 1 Mosque, 1 Canteen, and 1 parking area.

2) Conditions of Teachers and Official Employers in MA Muhammadiyah Metro

Conditions of teacher and official employers in MA Muhammadiyah Metro have been good enough for learning process. The numbers of teacher and official employers in MA Muhammadiyah Metro can be identified as follows:

Table 7

Teachers Educational Background

MA/SMA	S1	S2
9	14	2

3) Number of Students at MA Muhammadiyah Metro

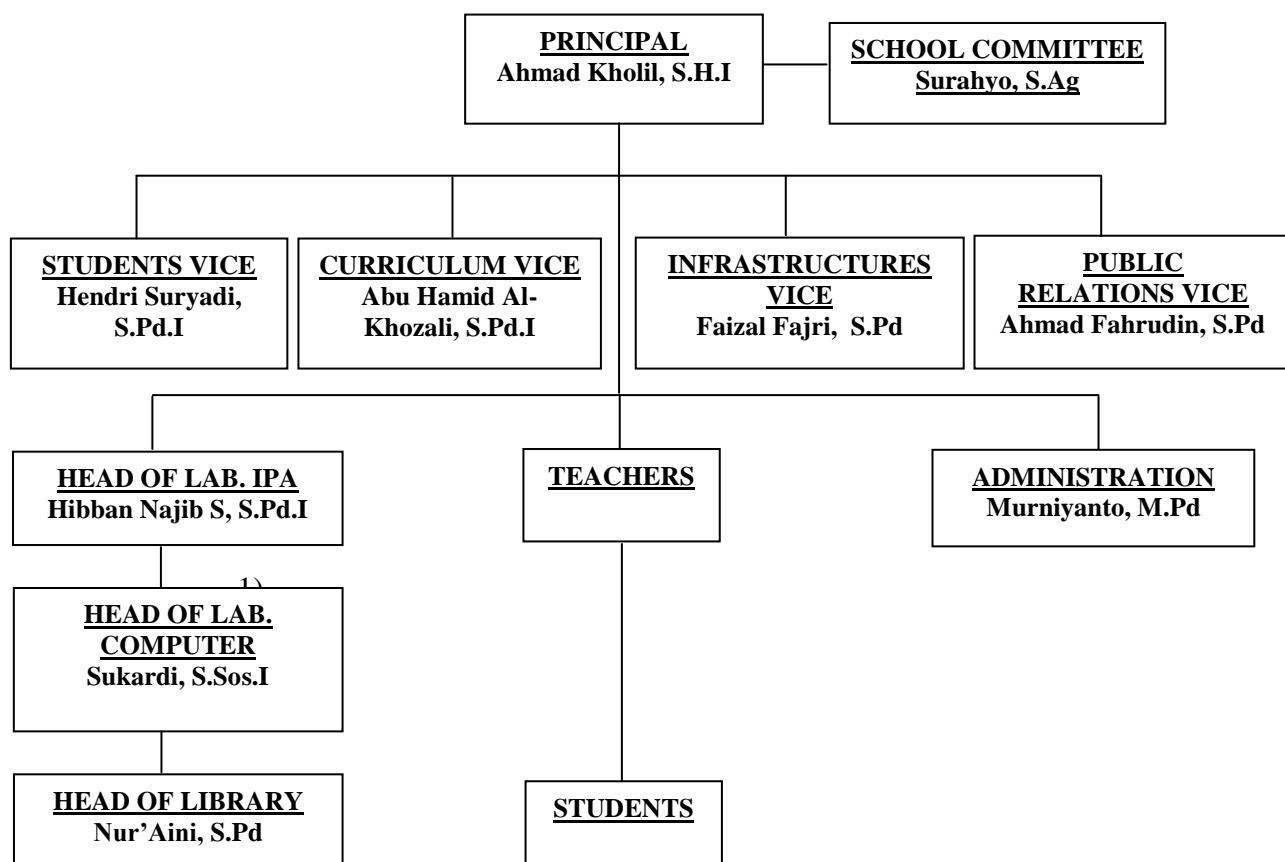
The number of students in MA Muhammadiyah Metro is 8 that can be identified as follows:

Table 8
The Number of Students in MA Muhammadiyah Metro

No	Class	Male	Female	Total
1	X	12	23	35
2	XI	11	12	22
3	XII	7	12	19
Total		30	47	76

e. Organization Structure of MA Muhammadiyah Metro

Figure 4
The Organization Structure of
MA Muhammadiyah Metro



2. Research Data

a. The Result of the Students' Pre-Test

The researcher conducted pre-test in the first meeting of the research in order to find out the initial different between the classes who have similar level. The Result of Students' Experimental Class Pre-Test can be identified as follows:

Table 9
The Pre-test Result of the Experimental Class at the Tenth Graders of
MA Muhammadiyah Metro

No	Name	Category				
		Very Good	Good	Fair	Poor	Very Poor
		80-100	66-79	56-65	44-55	30-39
1.	AAM		78			
2.	AA				55	
3.	ATP			58		
4.	AA		68			
5.	AHS			58		
6.	AM			64		
7.	CR			56		
8.	EW		72			
9.	EM			65		
10.	FMS				50	
11.	IAEP	80				
12.	LA		78			

13.	MYS				48	
14.	QHA			65		
15.	RINF		66			
16.	RFY				55	
17.	S		68			
18.	TH			64		
19.	WS		78			
20.	ZAY				53	
Total						1279
Average						63,95
The Highest Score						80
The Lowest						48
The Number of the Students who got 75 or more						4

Source: The Result of Students' Experimental Class Pre-Test on May 26th, 2017.

Based on the table above, the researcher measured the class interval as follows:

R = the highest score – the lowest score

$$= 80 - 48$$

$$= 32$$

K = $1 + 3.3 \log n$

$$= 1 + 4.493 = 5.493$$

$$= 6$$

P = $\frac{R}{K}$

$$= \frac{32}{5}$$

$$5$$

= 6

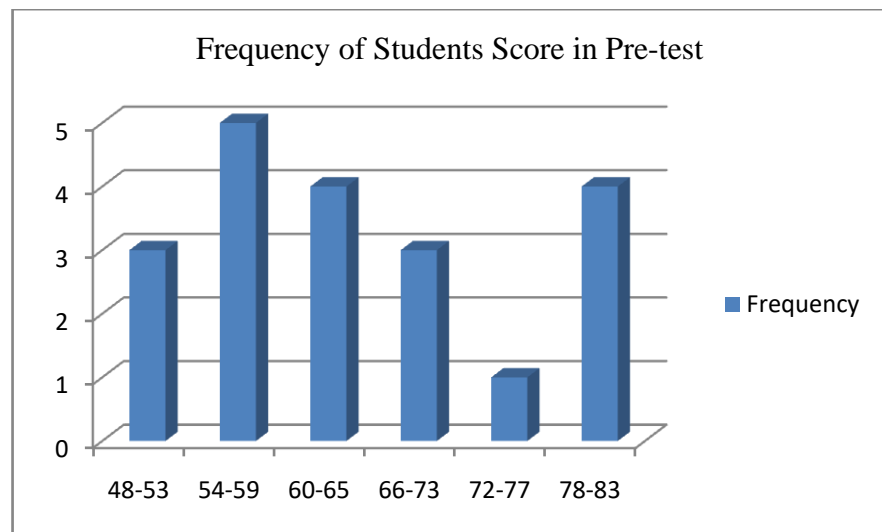
After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:

Table 10
Frequency Distribution as the Result of Experimental Class Pre-Test
at the Tenth Graders of MA Muhammadiyah Metro

Interval	Frequency	Category	Percentages %
48-53	3	Bad	15%
54-59	5	Bad	25%
60-65	4	Bad	20%
66-73	3	Fair	15%
72-77	1	Good	5%
78-83	4	Good	20%
	20		100%

Based on the table of frequency distribution above, it can be inferred there was four students who passed from 75 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students reading comprehension is very low.

Graph 1



The graph of table frequency distribution above described that the result of the students' score of pre-test (experimental class). There were 3 (15%) students got score 48-53. Furthermore, there were 5 (25%) students who got score 54-59, 4 (20%) students who got score 60-65, 3 (15%) students who got score 66-73, 1 (5%) students who got score 72-77, and 4 (20%) students got score 78-83. From the data above, it can be seen that students reading comprehension in pre-test was unsatisfied.

Furthermore, The Result of Students' Control Class Pre-Test can be identified as follows:

Table 11
The Result of Students' Control Class Pre-Test at the Tenth Graders of
MA Muhammadiyah Metro

No	Name	Category				
		Very Good	Good	Fair	Poor	Very Poor
		80-100	66-79	56-65	44-55	30-39
1.	AHN		75			
2.	AHD				54	
3.	AR		75			
4.	AAN			64		
5.	AAR		72			
6.	AR		68			
7.	DAS			64		
8.	HKW		76			
9.	KN				52	
10.	LTR		72			
11.	NWS		76			
12.	PIW		68			
13.	RCA		76			
14.	SA			60		
15.	SM		78			
Total						1030
Average						68,66
The Highest Score						78

The Lowest	52
The Number of the Students who got 75 or more	6

Source: The Result of Students Control Class Pre-Test on May 26th, 2017.

Based on the table above, the researcher then measured the class interval as follows:

R = the highest score – the lowest score

$$= 78 - 52$$

$$= 26$$

K = $1 + 3.3 \log n$

$$= 1 + 4.881 = 5.881$$

$$= 6$$

P = $\frac{R}{K}$

$$= \frac{26}{5}$$

$$= 5.2$$

$$= 5$$

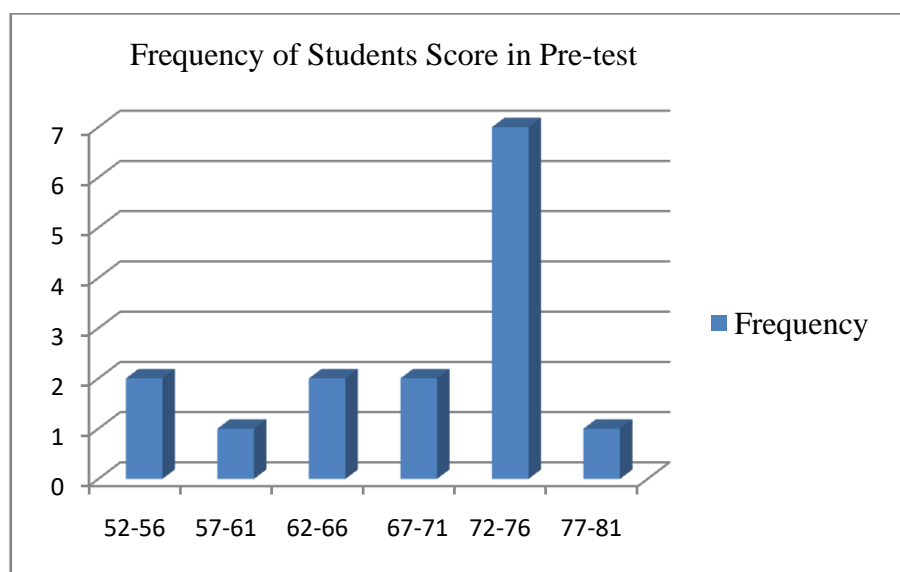
Table 12

Frequency Distribution as the Result of Control Class Pre-Test at the Tenth Graders of MA Muhammadiyah Metro

Interval	Frequency	Category	Percentages %
52-56	2	Bad	13,33%
57-61	1	Bad	5%
62-66	2	Bad	13,33%
67-71	2	Fair	13,33%
72-76	7	Good	35%
77-81	1	Good	5%
	15		99,97%

Based on the table of frequency distribution above, it can be inferred that there were only 6 (40) students who passed from 75 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be inferred that the students reading comprehension is low.

Graph 2



The graph of table frequency distribution above described that the result of the students' score of pre-test (control class). There were 2 (13,33%) students got score 52-56. Futhermore, there were 1 (5%) students who got score 57-61, 2 (13,33%) students who got score 62-66, 2 (13,33%) students who got score 67-71, 7 (35%) students who got score 72-76, and 1 (5%) students got score 77-81. From the data above, it can be conclude that students reading comprehension score in control class is better that experimental class.

b. The Result of the Students' Post-Test

The researcher conducted post-test in the last meeting of the research in order to compare the students report reading comprehension before and after a treatment was given. And the data of post-test score at the control class as follows:

Table 13

The Result of Students' Control Class Post-Test at the Tenth Graders of
MA Muhammadiyah Metro

No	Name	Category				
		Very Good	Good	Fair	Poor	Very Poor
		80-100	66-79	56-65	44-55	30-39
1.	AHN			64		
2.	AHD			56		
3.	AR		76			
4.	AAN		68			
5.	AAR		76			
6.	AR		68			
7.	DAS		68			
8.	HKW		72			
9.	KN			56		
10.	LTR		72			
11.	NWS		76			
12.	PIW		68			
13.	RCA		72			

14.	SA			64		
15.	SM		78			
Total						1034
Average						68,93
The Highest Score						78
The Lowest						56
The Number of the Students who got 75 or more						4

Source: The Result of Students' Control Class Post-Test on May 26th, 2017.

Based on the table above, the researcher then measured the class interval using as follows:

R = the highest score – the lowest score

$$= 78 - 56$$

$$= 22$$

K = $1 + 3.3 \log n$

$$= 1 + 4.88 = 5.88$$

$$= 6$$

P = $\frac{R}{K}$

$$= \frac{22}{6}$$

$$= 3.67$$

$$= 4$$

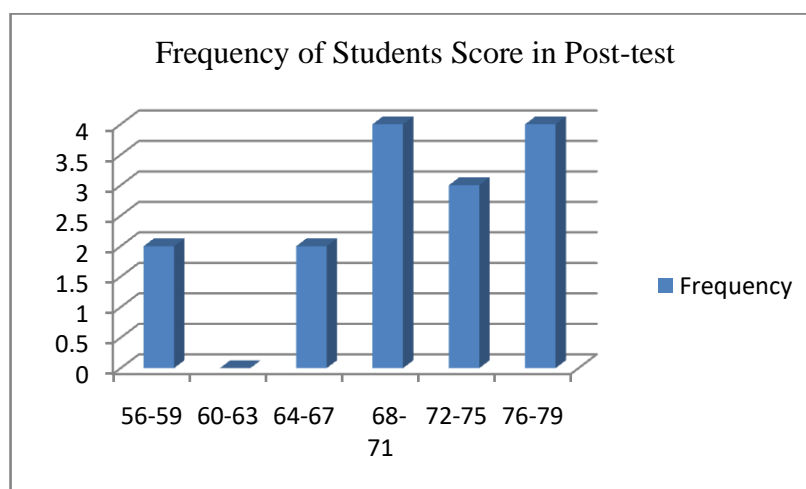
After knowing the interval class, the data is taken from interval above was put on the table of frequency distribution as follow:

Table 14
Frequency Distribution as the Result of Control Class Post-Test at
the Tenth Graders of MA Muhammadiyah Metro

Interval	Frequency	Category	Percentages %
56-59	2	Bad	13,33%
60-63	-	-	-
64-67	2	Bad	33,33%
68-71	4	Fair	26,66%
72-75	3	Good	15%
76-79	4	Good	26,66
	15		99,98%

Based on the table of frequency distribution above, it can be inferred that there were only 4 (26,66%) students who passed from 75 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students' report reading comprehension still low:

Graph 3



The graph of table frequency distribution above described that the result of the students' score of post-test (control class). There were 2 (13,33%) students got score 56-59. Futhermore, there were 0 (0%) students who got score 60-63, 2 (13,33%) students who got score 64-67, 4 (26,66%) students who got score 68-71, 3 (15%) students who got score 72-75, and 4 students (26,66%) got score 76-79. In short, it can be inferred that the students reading comprehension was good.

The researcher also conducted post-test for the experimental class. The result of the students' post-test at the experimental class can be identified as follows:

Table 15
The Result of Students' Experimental Class Post-Test at the Tenth
Graders of MA Muhammadiyah Metro

No	Name	Category				
		Very Good	Good	Fair	Poor	Very Poor
		80-100	66-79	56-65	44-55	30-39
1.	AAM	85				
2.	AA		76			
3.	ATP		68			
4.	AA		78			
5.	AHS		67			
6.	AM		76			
7.	CR			65		

8.	EW	80				
9.	EM			70		
10.	FMS			64		
11.	IAEP	88				
12.	LA	86				
13.	MYS			60		
14.	QHA		78			
15.	RINF		76			
16.	RFY			60		
17.	S	80				
18.	TH		72			
19.	WS			82		
20.	ZAY		70			
Total						1481
Average						74.05
The Highest Score						88
The Lowest						60
The Number of the Students who got 75 or more						11

Source: The Result of Students Experimental Class Post-Test on May 26th, 2017.

Based on the table above, the researcher measured the class interval as follows:

$$\begin{aligned}
 R &= \text{the highest score} - \text{the lowest score} \\
 &= 88 - 60 \\
 &= 28
 \end{aligned}$$

$$\begin{aligned}
 K &= 1 + 3.3 \log n \\
 &= 1 + 3.3 \log 28 \\
 &= 5.493 \\
 &= 6 \\
 P &= \frac{R}{K} \\
 &= \frac{28}{6} \\
 &= 4.666 \\
 &= 5
 \end{aligned}$$

After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:

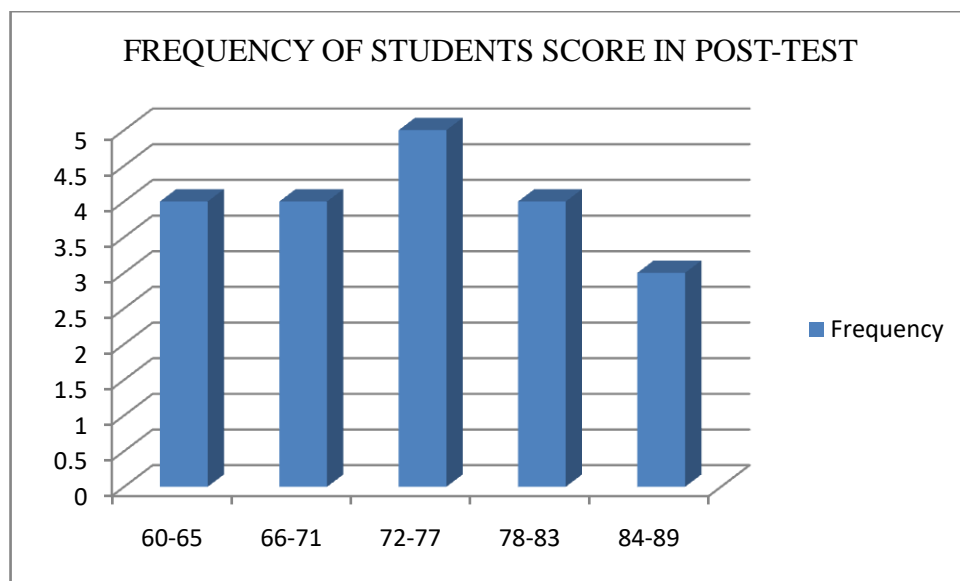
Table 16

Frequency Distribution as the Result of Experimental Class Post-Test at the Tenth Graders of MA Muhammadiyah Metro

Interval	Frequency	Category	Percentages %
60-65	4	Bad	20%
66-71	4	Fair	20%
72-77	5	Fair	25%
78-83	4	Good	20%
84-89	3	Good	15%
	20		100%

Based on the table of frequency distribution above, it can be inferred that there were 11 (55%) students passed from 75 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students' reading comprehension in post test was increased or good.

Graph 4



The graph of table frequency distribution above described that the result of the students' score of post-test (experimental class). There were 4 (20%) students got score 60-65. Futhermore, there were 4 (20%) students who got score 66-71, 5 (25%) students who got score 72-77, 4 (20%) students who got score 78-83, and 3 (15%) students who got score 84-89. In short, it can be inferred that the students reading comprehension was increased.

B. Hypothesis Testing

After applying the method, the researcher analyzed the data by using two formulas, as follows:

1. Analyzing the data by using t-test

The researcher used t-test in order to prove whether there is any positive influence between experimental class which received the treatment using Metacognitive Strategy and control class which didn't

receive treatment using Metacognitive Strategy at the tenth graders of MA Muhammadiyah Metro, as follows:

- a. Preparing the table in order to investigate the differences between experimental class and control class.

Table 17

The Authentic Table of the Differences between Experimental Class and Control Class at the Tenth Graders of MA Muhammadiyah Metro

NO	Control Class				NO	Experimental Class			
	Subject	Pre-Test (X1)	Post-Test (X2)	Difference (X)		Subject	Pre-Test (Y1)	Post-Test (Y2)	Difference (Y)
1.	AHN	75	64	0	1.	AAM	78	85	7
2.	AHD	54	56	2	2.	AA	55	76	21
3.	AR	75	76	4	3.	ATP	58	68	10
4.	AAN	64	68	4	4.	AA	68	78	10
5.	AAR	72	76	4	5.	AHS	58	67	9
6.	AR	68	68	0	6.	AM	64	76	12
7.	DAS	64	68	4	7.	CR	56	65	9
8.	HKW	76	72	-4	8.	EW	72	80	8
9.	KN	52	56	4	9.	EM	65	70	5
10.	LTR	72	72	0	10.	FMS	50	64	12
11.	NWS	76	76	0	11.	IAEP	80	88	8
12.	PIW	68	68	0	12.	LA	78	86	8
13.	RCA	76	72	-4	13.	MYS	48	60	12
14.	SA	60	64	4	14.	QHA	65	78	13

15.	SM	78	78	0	15.	RINF	66	76	10
16.					16.	RFY	55	60	5
17.					17.	S	68	80	12
18.					18.	TH	64	72	8
19.					19.	WS	78	82	4
20.					20.	ZAY	53	70	17
The Result		1030	1034	$\sum X = 18$	The Result		1279	1481	$\sum Y = 200$

b. Putting the data into t-test formula in order to get t_{observed} :

$$M_x = \frac{18}{15} = 1.2$$

$$M_y = \frac{200}{20} = 10$$

$$\begin{aligned}\sum x^2 &= \sum X^2 - \frac{(\sum X)^2}{N} \\ &= 132 - \frac{(18)^2}{15} \\ &= 132 - \frac{324}{15} \\ &= 132 - 21.6\end{aligned}$$

$$\begin{aligned}\sum y^2 &= \sum Y^2 - \frac{(\sum Y)^2}{N} \\ &= 2308 - \frac{(200)^2}{20} \\ &= 2308 - \frac{40000}{20} \\ &= 2308 - 2000\end{aligned}$$

$$\sum x^2 = 110.4$$

$$\sum y^2 = 308$$

Therefore the researcher counted by using the formula of t-test as follow:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$\begin{aligned}
 t &= \frac{1.2 - 10}{\sqrt{\left(\frac{110.4 + 308}{15 + 20 - 2}\right)\left(\frac{1}{15} + \frac{1}{20}\right)}} \\
 &= \frac{+8.8}{\sqrt{\left(\frac{418.4}{33}\right)\left(\frac{2}{35}\right)}} \\
 &= \frac{8.8}{\sqrt{(12.67 \times 0.057)}} \\
 &= \frac{8.8}{\sqrt{0.722}} = \frac{8.8}{0.849} = 10.36
 \end{aligned}$$

Moreover, after putting the data above into formula t-test, the researcher got t_{observed} is 10.36

2. Analyzing the data by using chi-square test

The researcher used chi-square test to prove whether there is any significant influence of using Metacognitive Strategy at the Tenth Graders of MA Muhammadiyah, as follows:

- a. Preparing the table distribution frequency of pre-test and post-test in experimental class (X IIS).

Table 18
Distribution Frequency of Pre-Test And Post-Test
In Experimental Class (X IIS)

Variables	Category			Total
	Good	Fair	Bad	
Pre-Test	4	3	13	20
Post-Test	7	9	4	20

Total	11	12	17	40
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b. Putting the data into Chi-Square analysis technique in order to get

χ^2_{observed} .

$$\chi^2 = \sum \frac{(f_o - f_h)^2}{f_h}$$

Table 19
Testing of The Data

Sel:	f_o	$f_h = \frac{Cn \times Rn}{N}$	$f_o - f_h$	$(f_o - f_h)^2$	$\frac{(f_o - f_h)^2}{f_h}$
1	4	5.5	-1.5	2.25	0.509
2	3	6	-3	9	1.5
3	13	8.5	4.5	20.25	4.482
4	7	5.5	1.5	2.25	0.509
5	9	6	3	9	1.5
6	4	8.5	-4.5	20.25	4.482
Σ	40	40	0	63	12.982

Moreover, after putting the data above into Chi-Square analysis,

the researcher got χ^2_{observed} is 12.982

C. Interpretations

Honestly, the researcher has formulated the alternative hypothesis (Ha)

and null hypothesis (Ho) are as follows:

1. Alternative Hypothesis (Ha)

There is a positive and significant influence of using Metacognitive Strategy on the students reading comprehension at the tenth graders of MA Muhammadiyah Metro.

2. Null Hypothesis (Ho)

There is no a positive and significant influence of using Metacognitive Strategy on the students reading comprehension at the tenth graders of MA Muhammadiyah Metro

Furthermore, after H_a and H_o has formulated, the researcher consulted t_{observed} to t_{table} and f_o to f_h as follows:

- c. If $t_{\text{observed}} > t_{\text{table}}$ and $\chi^2_{\text{observed}} > \chi^2_{\text{table}}$, So H_a is accepted and H_o is rejected.
- d. If $t_{\text{observed}} < t_{\text{table}}$ and $\chi^2_{\text{observed}} < \chi^2_{\text{table}}$, So H_a is rejected and H_o is accepted.

It means that if the t_{observed} is higher than t_{table} (there is a positive influence) and $\chi^2_{\text{observed}} > \chi^2_{\text{table}}$ (there is a significant influence), H_a is accepted and H_o is rejected. On the other way, if the t_{observed} is smaller than t_{table} (there is no a positive influence) and $\chi^2_{\text{observed}} < \chi^2_{\text{table}}$ (there is no a significant influence), H_a is rejected and H_o is accepted.

1. Interpretation of t_{observed}

After analyzing the data in hypothesis testing, the researcher found that the critical value of t_{observed} is 10.36. If the researcher interprets it base on the concept above. It can be infered that there is positie influence of

using Metacognitive Strategy on the students reading comprehension at the tenth graders of MA Muhammadiyah Metro.

a. Statistical Significance

The hypothesis applied in this present research is there is a positive influence of using Metacognitive Strategy on the students reading comprehension at the tenth graders of MA Muhammadiyah Metro.

To know the critical value of t_{table} , the researcher firstly counted degrees of freedom (d.f), as follows:

$$d.f = N_x + N_y - 2.$$

$$d.f = N_x + N_y - 2$$

$$= 20 + 20 - 2$$

$$= 38$$

The degrees of freedom (d.f) was 38, the researcher was able to find it in t-table. So, it is not done interpolation.

Table 20
Critical Value of t_{table}

	5%	1%
d.f 40	2.71156	2.42857

From all data analysis above, it can be known that:

$$t_{observed} = 10.36$$

$$t_{table} = 2.71156 (5\%) \text{ and } 2.42857 (1\%)$$

Furthermore, the data confirm that t_{observed} is higher than t_{table} , or it can be written as $2.71156 < 10.36 > 2.42857$. It means that there is a positive influence of using Metacognitive Strategy on the students reading comprehension at the tenth graders of MA Muhammadiyah Metro.

2. Interpretation of χ^2_{observed}

After analyzing the data in hypothesis testing, the researcher found that the critical value of χ^2_{observed} is 12.982. If the researcher interprets it based on the concept of hypothesis. It can be inferred that there is a significant influence of using Metacognitive Strategy on the students reading comprehension at the tenth graders of MA Muhammadiyah Metro.

b. Statistical Significance

The hypothesis applied in this present research is there is a significant influence of using Metacognitive Strategy on the students reading comprehension at the tenth graders of MA Muhammadiyah Metro.

To know the critical value of χ^2_{table} , the researcher firstly counted degree of freedom (d.f), as follows:

$$\text{d.f} = (\text{Column} - 1) (\text{Row} - 1)$$

$$\text{d.f} = (3 - 1) (2 - 1)$$

$$\text{d.f} = (2) (1) = 2$$

The degrees of freedom (d.f) was 2, the researcher was able to find it in χ^2_{table} .

Table 21
Critical Value of χ^2_{table}

	5%	1%
d.f 2	5.99	9.21

From all data analysis above, it can be known that:

$$\chi^2_{\text{observed}} = 12.982$$

$$\chi^2_{\text{table}} = 5.99 (5\%) \text{ and } 9.21 (1\%)$$

Furthermore, the data confirm that χ^2_{observed} is higher than χ^2_{table} or it can be written as $5.99 < 12.982 > 9.21$. There are high or significant difference between χ^2_{observed} and χ^2_{table} . It means that there is a significant influence of using Metacognitive Strategy on the students reading comprehension at the tenth graders of MA Muhammadiyah Metro.

Regarding to the all the finding above, the data confirm that t_{observed} is higher than t_{table} (there is a positive influence) and $\chi^2_{\text{observed}} > \chi^2_{\text{table}}$ (there is a significant influence). It means that H_a is accepted and H_o is rejected. On the other word, there is a positive and significant influence of using Metacognitive Strategy on the students reading comprehension at the tenth graders of MA Muhammadiyah Metro.

D. Limitations

However, after conducting the research and gaining the data from test and documentation, the researcher found some problems and limitations are as follows:

1. Problem in applying Metacognitive Strategy

In the first activity of the treatment, the researcher did not face difficulty to manage the class. Most of students are able to be active and participate fully during the lesson. However, at the end activity of the treatment, the researcher faced difficulty to manage the class because the students have lost their concentration or their focus. For example, when the researcher asked students to comprehend the text, most of students seemed very busy with their friends. Also, the class was a little noisy.

2. Students' problem in reading comprehension.

Some students did not care much about vocabulary. So, they have some difficulties in comprehending the text.

3. This research was conducted at the tenth graders of MA Muhammadiyah Metro.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data by using t-test formula, the researcher found that the critical value of t_{observed} is 10.36. Then, considering the t_{table} by using df.38, the researcher found it in the table. So it's not done interpolation, and as the result, from df 38, it can be known that the critical value of t_{table} for the 5% level is 2.71156 and for the 1% level is 2.42857. Beside that, after analyzing the data by using Chi-Square formula, the researcher found that the critical value of χ^2_{observed} is 12.982. Then, considering the χ^2_{table} by using df.2, the researcher found it in the table. The critical value of χ^2_{table} for the (5%) level is 5.99 and for the (1%) level is 9.21.

From those all of the data analysis, it can be seen that t_{observed} (10.36) is higher than t_{table} (5%=2.71156, 1%=2.42857), or it can be written as (2.71156<10.36>2.42857). It means there is a positive influence. Beside that, the data confirm that χ^2_{observed} is higher than χ^2_{table} or it can be written as 5.99 <12.982>9.21. There are high or significant difference between χ^2_{observed} and χ^2_{table} . It means that there is a significant influence.

Therefore, it can be inferred that H_a is accepted and H_o is rejected. It means that there is a positive and significant influence of using Metacognitive Strategy on the students reading comprehension at the tenth graders of MA Muhammadiyah Metro.

B. Suggestion

Based on the explanation above, the researcher suggests some points as follows:

1. For the Teachers

The teacher should choose a great strategy in teaching English especially in reading class in order that the students can more participate fully in the class and understand the material that is delivered by the teacher, because by a great strategy in teaching and learning, it can automatically improved the student motivation in learning process and try the best effort to accepting the material that is taught by the teacher.

2. For The Students

- a. The Students should be more active in learning English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teacher.
- b. The students should to care more about vocabulary and comprehension especially in reading comprehension.
- c. The students are suggested to improve their reading comprehension.

3. For The School

- a. The researcher greatly expects that this study can give contribution for the school, such as a good inspiration for further studies in reading comprehension.

- b. The school is recommended to make the further study in applying Metacognitive Strategy which is done by the teacher in learning readinga comprehension.

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APPENDICES

SILABUS MA MUHAMMADIYAH METRO
TAHUN PELAJARAN 2016 / 2017

Mata Pelajaran : **BAHASA INGGRIS - WAJIB**
Kelas : **X**
Kompetensi Inti :

- KI 1 :Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 :Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3 :Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 :Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1.Mensyuk	Teks	Mengamati	Kriteria	6 x 2	• <u>Audi</u>

<p>kuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.9. Menganalisis</p>	<p>naratif lisan dan tulis berbentuk legenda sederhana</p> <p>.</p> <p><i>Fungsi sosial</i></p> <p>Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.</p> <p><i>Struktur</i></p> <p>a. Pengenalan tokoh dan setting</p> <p>b. Kompleksitas terhadap tokoh utama</p> <p>c. Solusi dan akhir cerita</p>	<ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa mengamati keteladanan dari cerita legenda Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks 	<p>penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks naratif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk teks naratif dalam 	<p>JP</p>	<p>o CD/ VCD/ DVD</p> <ul style="list-style-type: none"> SUA RA GUR U Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource/files http://learnenglish.britishcouncil.org/en/
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<p>fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.13. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana</p>	<p><i>Unsur kebahasaan</i></p> <p>(1) Kata-kata terkait karakter, watak, dan setting dalam legenda</p> <p>(2) Modal auxiliary verbs.</p> <p>(1) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(6) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku</p>	<p>dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</p> <ul style="list-style-type: none"> Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membaca beberapa text legenda dari berbagai sumber. Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu Siswa melengkapi rumpang dari beberapa teks legenda sederhana Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut 	<p>kelompok / berpasangan/ didepan kelas</p> <ul style="list-style-type: none"> Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta 		
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	<p>dan nilai-nilai luhur dan budaya.</p>	<ul style="list-style-type: none"> Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyampaikan informasi fungsi sosial, struktur, dan unsure kebahasaan yang ditemukan setelah membaca teks 	<p>damai, dalam melakukan Komunikasi</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan strategi dalam membaca Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif Kumpulan karya siswa yang mendukung proses 		
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		<p>legenda.</p> <ul style="list-style-type: none"> • Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber. • Siswa membuat 'learning journal' 	<p>penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
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Metro, 5 Mei 2017

Peneliti,

Guru Mapel Bahasa Inggris

Faizal Fajri, S.Pd
NBM. 1237 852

Wiji Lestari
NPM. 13108757

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MA MUHAMMADIYAH METRO

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : X IIS/Genap

Materi Pokok : Teks Narrative (Cerita Rakyat Sederhana)

Alokasi Waktu : 2 x 45 menit

B. KOMPETENSI INTI

- K13.1 :Menghayati dan mengamalkan ajaran agama yang dianutnya.
- K13.2 :Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan alam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam diri sebagai cerminan bangsa dalam pergaulan dunia.
- K13.3 :Memahami, menerapkan, menganalisis pengetahuan aktual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- K13.4 :Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

C. KOMPETENSI DASAR

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
- 4.15 Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana.

D. INDIKATOR

1. Siswa dapat mengidentifikasi karakter yang ada dalam suatu cerita rakyat
2. Siswa dapat mengidentifikasi nilai moral yang ada dalam cerita rakyat
3. Siswa dapat mengidentifikasi unsur kebahasaan dalam cerita rakyat
4. Siswa dapat menceritakan kembali suatu cerita rakyat yang dibaca baik secara lisan dan tertulis

E. TUJUAN PEMBELAJARAN

Setelah mempelajari Bab 15, siswa diharapkan mampu:

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks naratif sederhana berbentuk legenda rakyat.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks naratif sederhana berbentuk legenda rakyat.
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif sederhana berbentuk legenda rakyat.
4. Merespon makna teks naratif sederhana berbentuk legenda rakyat.

F. MATERI PEMBELAJARAN

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. The purpose of narrative text is to amuse or to entertain the reader with a story.

The Legend of Banyuwangi

Once upon a time, in eastern part of Java Island, there was a kingdom ruled by a king. The king's name was Prabu Menak Prakoso. One day, Prabu Menak and his soldiers invaded the kingdom of Klungkung in Bali. The king of Klungkung was killed, yet his daughter, Made Surati, and his son, Agung Bagus Mantra, were able to escape and hide in the jungle.

Prabu Menak Prakoso had a son named Raden Banterang. He was such a handsome young man. One day, Raden Banterang went to the jungle for hunting. It was in the jungle that Raden Banterang met Made Surati. She was then taken to Blambangan to be his wife. Raden Banterang and Made Surati enjoyed a happy life in the Palace.

When Raden Banterang was hunting one day, Made Surati was surprised by the arrival of a dirty beggar asking for her pity. The princess was surprised to find that the beggar was her older brother, Agung Bagus Mantra. She promptly squatted and embraced her brother's legs. However, her great respect of her brother was not well accepted. Instead, Agung Bagus Mantra asked his sister to kill Raden Banterang. But such a request was rejected. He was very angry with her and came up with a sly idea to slander her.

Slowly but surely, Agung succeeded in convincing Raden Banterang that his wife had been involved in a scandal with another man. Asking for compassion, Made Surati tried to tell the truth and denied her husband's accusation. Hearing his wife explanation, the king became angrier and angrier. As a proof of her sacred love, she asked her husband to kill her. As her last request, she asked her husband to throw her dead body into the river. She said that if the water in the river smelled terrible, it meant that she had ever been sinful. But if it smelled fragrant, it meant that she was innocent.

Raden Banterang who was unable to control his emotions soon stabbed his keris (dagger) into his wife's chest. She died instantly. The dead body of Made Surati was quickly thrown into the dirty river. Raden Banterang was shocked to see the river suddenly become clean and as clear as glass with a fragrant smell. Raden Bantera feel screamed crazily and regretted his deed. He walked unsteadily and fell into the river screaming, "Banyu... Wangi... Banyuwangi!" This means "fragrant water". Banyuwangi was born from the proof of noble and sacred love. From then on, the place is called Banyuwangi.

G. MEDIA, ALAT DAN SUMBER PEMBELAJARAN

- b. Media : Gambar dan Teks .
- c. Alat : Spidol, White board, Laptop
- d. Sumber : Buku *Bahasa Inggris Kelas X Kurikulum 2013 Kementerian Pendidikan dan kebudayaan* & Camille Blachowicz and Donna Ogle, *Reading Comprehension Strategies For Independent Learners*, 2nd Edition (New York: The Guilford Press, 2008),

H. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

a. Kegiatan awal

- Guru memberi salam
- Guru dan peserta didik membuka pelajaran dengan membaca doa.
- Guru mengecek daftar hadir siswa
- Guru memotivasi peserta didik untuk siap belajar.
- Guru mengaitkan materi yang akan dipelajari peserta didik dengan pengetahuan yang sudah dimiliki sebelumnya.
- Guru menyampaikan kompetensi yang akan dikuasai oleh peserta didik.

b. Kegiatan Inti

Mengamati (observing)

- Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru
- Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya
- Siswa mengamati keteladanan dari cerita legenda
- Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda

Menanya (questioning)

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.
- Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu

Mengeksplorasi (exploring)

- Siswa membaca beberapa text legenda dari berbagai sumber.
- Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu
- Siswa melengkapi rumpang dari beberapa teks legenda sederhana
- Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut
- Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat.

Mengasosiasi (associating)

- Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.

Mencoba (Experimenting)

- Siswa merespon pertanyaan dari guru tentang teks narrative cerita rakyat
- Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas.
- Guru menjadi narasumber dan fasilitator menjawab pertanyaan peserta didik dalam memahami teks narrative
- Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran selanjutnya.

Mengkomunikasikan (Communicating)

- Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasaan yang ditemukan setelah membaca teks legenda.
- Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.
- Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber.
- Siswa membuat 'learning journal'

e. Kegiatan Penutup

- Guru mengarahkan peserta didik untuk menyimpulkan materi yang telah dibahas.
- Guru melakukan tindak lanjut dalam bentuk pemberian tugas individu/ pekerjaan rumah.

- Guru menyampaikan rencana pembelajaran untuk pertemuan selanjutnya (*next meeting we're going to learn about Interviewing the Wright Brothers*).
- Peserta didik dan guru menutup pelajaran dengan membaca doa.
- Guru mengucapkan salam.

I. PENILAIAN PROSES DAN HASIL PEMBELAJARAN

1. The Measurement of Reading Comprehension

NO	NAMA	CRITERIA OF READING COMPREHENSION				SCORE
		1	2	3	4	
		Identify the meaning of the text	Identify communicative purpose	Identify main Idea	Identify Information that contain of the text	
1	AAM					
2	AA					
3	ATP					
4	AA					
5	AHS					
6	AM					
7	CR					
8	EW					
9	EM					
10	FMS					
11	IAEP					
12	LA					
13	MY					

14	QHA					
15	RINF					
16	RFY					
17	S					
18	TH					
19	WS					
20	ZAY					

Final Score = Score X 25 = 100

2. Bentuk instrumen: TERTULIS

Read the following text, and then answer the following questions.

The Legend of Banyuwangi

Once upon a time, in eastern part of Java Island, there was a kingdom ruled by a king. The king's name was Prabu Menak Prakoso. One day, Prabu Menak and his soldiers invaded the kingdom of Klungkung in Bali. The king of Klungkung was killed, yet his daughter, Made Surati, and his son, Agung Bagus Mantra, were able to escape and hide in the jungle.

Prabu Menak Prakoso had a son named Raden Banterang. He was such a handsome young man. One day, Raden Banterang went to the jungle for hunting. It was in the jungle that Raden Banterang met Made Surati. She was then taken to Blambangan to be his wife. Raden Banterang and Made Surati enjoyed a happy life in the Palace.

When Raden Banterang was hunting one day, Made Surati was surprised by the arrival of a dirty beggar asking for her pity. The princess was surprised to find that the beggar was her older brother, Agung Bagus Mantra. She promptly squatted and embraced her brother's legs. However, her great respect of her brother was not well accepted. Instead, Agung Bagus Mantra asked his sister to kill Raden Banterang. But such a request was rejected. He was very angry with her and came up with a sly idea to slander her.

Slowly but surely, Agung succeeded in convincing Raden Banterang that his wife had been involved in a scandal with another man. Asking for compassion, Made Surati tried to tell the truth and denied her husband's accusation. Hearing his wife explanation, the king became angrier and angrier. As a proof of her sacred love, she asked her husband to kill her. As her last request, she asked her husband to throw her dead body into the river. She said that if the water in the river smelled terrible, it meant that she had ever been sinful. But if it smelled fragrant, it meant that she was innocent.

Raden Banterang who was unable to control his emotions soon stabbed his keris (dagger) into his wife's chest. She died instantly. The dead body of Made Surati was quickly thrown into the dirty river. Raden Banterang was shocked to see the river suddenly become clean and as clear as glass with a fragrant smell. Raden Bantera feel screamed crazily and regretted his deed. He walked unsteadily and fell into the river screaming, "Banyu... Wangi... Banyuwangi!" This means "fragrant water". Banyuwangi was born from the proof of noble and sacred love. From then on, the place is called Banyuwangi.

QUESTIONS:

1. What is the purpose of the text ?
2. Who is name of the king invaded the kingdom of Klungkung ?
3. Where place Made Surati and Agung Bagus Mantra hide ?
4. What is the name of the child Prabu Menak ?
5. What kingdoms were attacked by Prabu Menak and his army?
6. Who the beggar who met with Made Surati ?
7. But such a request was *rejected*. Antonim of *rejected* is
8. What was Made Surati's request when she asked his husband to kill her?
9. But if *it* smelled fragrant. Word "*it*" refer to...
10. Why did the place where Raden Banterang throws his wife's body called by Banyuwangi?

Keys Answers

1. The purpose of the text is *to entertain*.
2. The king invaded the kingdom of Klungkung is *Prabu Menak Prakoso*
3. The place made Surati and Agung Bagus Mantra hide is *in the jungle*.
4. The name of the child Prabu Menak is *Raden Banterang*.
5. *Klungkung* is the kingdoms were attacked by Prabu Menak and his army.
6. *Agung Bagus Mantra* is the beggar who met with Made Surati.
7. Antonym of *rejected* is refuse.
8. She asked her husband to throw her dead body into the river. She said that if the water in the river smelled terrible, it meant that she had ever been sinful. But if it smelled fragrant, it meant that she was innocent.
9. Word "it" refer to *Water in the river*.
10. Because Banyuwangi was born from the proof of noble and sacred love. From then on, the place is called Banyuwangi.

J. PEDOMAN PENSKORAN

1. Penilaian Proses (sikap)

No	Aspek Yang Dinilai	Teknik Penilaian	Waktu Penilaian	Instrument Penilaian	Ket
1	Semangat	Pengamatan	Proses	Rubrik dan lembar pengamatan	
2	Santun				
3	Pribadi				
4					

2. Lembar pengamatan sikap

LEMBAR PENGAMATAN SIKAP

Mata Pelajaran :
 Kelas/Semester :
 Tahun Ajaran :
 Waktu Pengamatan :

No.	Nama Siswa	Semangat				Santun				Peduli			
		<60	60-69	70-79	80-100	<60	60-69	70-79	4	<60	60-69	70-79	80-100
1													
2													
3													
4													
5													
6													

Σ Skor perolehan

Nilai = Jumlah X 100/ Skor Maksimal

Keterangan:

80 – 100 = A : Baik Sekali

70 – 79 = B : Baik

60 – 69 = C : Cukup

< 60 = D : Kurang

Metro, Mei 2017

Guru Mapel Bahasa Inggris

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Mengetahui,
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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MA MUHAMMADIYAH METRO

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : X IIS/Genap

Materi Pokok : Teks Narrative (Cerita Rakyat Sederhana)

Alokasi Waktu : 1 x 45 menit

A. KOMPETENSI INTI

- K13.1 :Menghayati dan mengamalkan ajaran agama yang dianutnya.
- K13.2 :Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan alam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam diri sebagai cerminan bangsa dalam pergaulan dunia.
- K13.3 :Memahami, menerapkan, menganalisis pengetahuan aktual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- K13.4 :Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

- 1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
- 4.15 Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana.

C. INDIKATOR

1. Siswa dapat mengidentifikasi karakter yang ada dalam suatu cerita rakyat
2. Siswa dapat mengidentifikasi nilai moral yang ada dalam cerita rakyat
3. Siswa dapat mengidentifikasi unsur kebahasaan dalam cerita rakyat
4. Siswa dapat menceritakan kembali suatu cerita rakyat yang dibaca baik secara lisan dan tertulis

D. TUJUAN PEMBELAJARAN

Setelah mempelajari Bab 15, siswa diharapkan mampu:

Menunjukkan kesungguhan belajar bahasa Inggris terkait teks naratif sederhana berbentuk legenda rakyat.

1. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks naratif sederhana berbentuk legenda rakyat.
2. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif sederhana berbentuk legenda rakyat.
3. Merespon makna teks naratif sederhana berbentuk legenda rakyat.

E. MATERI PEMBELAJARAN

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. The purpose of narrative text is to amuse or to entertain the reader with a story.

Generic Structures of Narrative Text

1. Orientation

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

2. Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

3. Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

4. Re-orientation/Coda

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

The Legend of Sura and Baya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat under the tree. "Yummy, This is my lunch", said Baya.

"No way! This is my lunch, You are greedy", said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in different places. Sura lived in the water and Baya lived on the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

They fought again.They both hit each other.Sura bit Baya's tail.Baya did the same thing to Sura.He bit very hard until Sura finally gave up and went back to the sea.Baya was happy.

F. METODE PEMBELAJARAN

Metode : Metacognitive Strategy

Tehnik : Role play

G. MEDIA, ALAT DAN SUMBER PEMBELAJARAN

- a. Media : Gambar dan Teks .
- b. Alat : Spidol, Whiteboard, Laptop
- c. Sumber : Buku *Bahasa Inggris Kelas X Kurikulum 2013 Kementerian Pendidikan dan kebudayaan* & Camille Blachowicz and Donna Ogle, *Reading Comprehension Strategies For Independent Learners*, 2nd Edition (New York: The Guilford Press, 2008)

H. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

a. Kegiatan awal

- Guru memberi salam
- Guru dan peserta didik membuka pelajaran dengan membaca doa.
- Guru mengecek daftar hadir siswa
- Guru memotivasi peserta didik untuk siap belajar.
- Guru mengaitkan materi yang akan dipelajari peserta didik dengan pengetahuan yang sudah dimiliki sebelumnya.
- Guru menyampaikan kompetensi yang akan dikuasai oleh peserta didik.

b. Kegiatan Inti

Mengamati (observing)

- Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru
- Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya
- Siswa mengamati keteladanan dari cerita legenda
- Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda

Menanya (questioning)

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.
- Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu

Mengeksplorasi (exploring)

- Siswa membaca beberapa text legenda dari berbagai sumber.
- Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu
- Siswa melengkapi rumpang dari beberapa teks legenda sederhana
- Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut
- Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat

Mengasosiasi (associating)

- Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.

Mencoba (Experimenting)

- Siswa merespon pertanyaan dari guru tentang teks narrative cerita rakyat
- Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas.
- Guru menjadi narasumber dan fasilitator menjawab pertanyaan peserta didik dalam memahami teks narrative
- Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran selanjutnya.

Mengkomunikasikan (Communicating)

- Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasaan yang ditemukan setelah membaca teks legenda.
- Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.
- Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber.
- Siswa membuat 'learning journal'

d. Kegiatan Penutup

- Guru mengarahkan peserta didik untuk menyimpulkan materi yang telah dibahas.
- Guru melakukan tindak lanjut dalam bentuk pemberian tugas individu/ pekerjaan rumah.

- Guru menyampaikan rencana pembelajaran untuk pertemuan selanjutnya (*next meeting we're going to learn about Interviewing the Wright Brothers*).
- Peserta didik dan guru menutup pelajaran dengan membaca doa.
- Guru mengucapkan salam.

I. PENILAIAN PROSES DAN HASIL PEMBELAJARAN

3. The Measurement of Reading Comprehension

Number	Letter	Categories	Description Criteria
80-100	A	Very Good	<p>a. A good reader does not only have a good understanding, they also will be able put him/her selves into the text and will try to live the story.</p> <p>b. A good reader will let the concentration mingle with the book, not only understand the deeper meanings of the text.</p> <p>c. A good reader will not only be fluent in reading, but he or she would show certain personal qualities in reading.</p> <p>d. A good reader would love to share what he or she has read, always confident, dedicated and carefully, and be willing to read back when needed.</p>
66-79	B	Good	<p>a. A good reader does not only have a good understanding,</p>

			<p>they also will be able to put him/her selves into the text and will try to live the story (an error).</p> <p>b. A good reader will let the concentration mingle with the book, and not only understand the deeper meanings of the text (an error)</p> <p>c. A good reader will not only be fluent in reading, but he or she would show certain personal qualities in reading.</p> <p>d. A good reader would love to share what he or she has read, always confident, dedicated and carefully, and be willing to read back when needed.</p>
56-65	C	Fair	<p>9. A good reader does not only have a good understanding, they also will be able to put him/her selves into the text and will try to live the story (an error).</p> <p>10. A good reader will let the concentration mingle with the book, and not only understand the deeper meanings of the text (an</p>

			<p>error).</p> <p>11. A good reader will not only be fluent in reading, but he or she would show certain personal qualities in reading.</p> <p>12. A good reader would love to share what he or she has read, always confident, dedicated and carefully, and be willing to read back when needed.</p>
40-55	D	Poor	<p>9. A good reader only have a good understanding, they also will not be able to put him/her selves into the text and will try to live the story (an error).</p> <p>10. A good reader does not let the concentration mingle with the book, and not only understand the deeper meanings of the text (an error).</p> <p>11. A good reader only be fluent in reading, but he or she will not show certain personal qualities in reading.</p> <p>12. A good reader would love to share what he or she has read, always confident,</p>

			dedicated and carefully, and be willing to read back when needed.
30-39	E	Very Poor	<p>9. A good reader does not only have a good understanding, they also will not be able to put him/her selves into the text and will try to live the story (an error).</p> <p>10. A good reader will not let the concentration mingle with the book, and not only understand the deeper meanings of the text (an error).</p> <p>11. A good reader will not be fluent in reading, but he or she will not show certain personal qualities in reading.</p> <p>12. A good reader do not love to share what he or she has read, always confident, dedicated and carefully, and be willing to read back when needed.</p>

4. Bentuk instrumen: TERTULIS

Read the following text, and then answer the following questions.

THE LEGEND OF MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea,

wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

COMPREHENSION QUESTIONS!

1. What is the title of the text above?
2. Why did Malin Kundang and his mother have to live hard?
3. Give an example that Malin Kundang was a healthy, dilligent, and strong boy!
4. What happened many years after Malin Kundang join the sail?
5. How did the local people react when they saw Malin Kundang landing on the coast?
6. What did Malin Kundang's mother do when she heard that Malin Kundang landed on the coast?
7. What made Malin Kundang's mother sad and angry?
8. What did she do when Malin Kundang denied that she was his mother?
9. How did the curse happen?
10. What is the moral of the story?

Keys Answers

1. Malin Kundang
2. Because his father had passed away when he was a baby.
3. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.
4. He became wealthy.
5. The local people recognized that it was Malin Kundang, a boy from the area. The news that Malin has become rich ran fast in the town.
6. She ran to the beach to meet the new rich merchant
7. Because Malin denied that she was her mother and he yelled at her.
8. She cursed Malin Kundang that he would turn into a stone if he didn't apologize to her.
9. A thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island and turned into a stone.

Σ Skor perolehan

Nilai = Jumlah X 100/ Skor Maksimal

Keterangan:

80 – 100 = A : Baik Sekali

70 – 79 = B : Baik

60 – 69 = C : Cukup

< 60 = D : Kurang

Metro, Mei 2017

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TEST

Pre-Test

Read the following text and answer the following questions!

The Legend of Banyuwangi

Once upon a time, in eastern part of Java Island, there was a kingdom ruled by a king. The king's name was Prabu Menak Prakoso. One day, Prabu Menak and his soldiers invaded the kingdom of Klungkung in Bali. The king of Klungkung was killed, yet his daughter, Made Surati, and his son, Agung Bagus Mantra, were able to escape and hide in the jungle.

Prabu Menak Prakoso had a son named Raden Banterang. He was such a handsome young man. One day, Raden Banterang went to the jungle for hunting. It was in the jungle that Raden Banterang met Made Surati. She was then taken to Blambangan to be his wife. Raden Banterang and Made Surati enjoyed a happy life in the Palace.

When Raden Banterang was hunting one day, Made Surati was surprised by the arrival of a dirty beggar asking for her pity. The princess was surprised to find that the beggar was her older brother, Agung Bagus Mantra. She promptly squatted and embraced her brother's legs. However, her great respect of her brother was not well accepted. Instead, Agung Bagus Mantra asked his sister to kill Raden Banterang. But such a request was rejected. He was very angry with her and came up with a sly idea to slander her.

Slowly but surely, Agung succeeded in convincing Raden Banterang that his wife had been involved in a scandal with another man. Asking for compassion, Made Surati tried to tell the truth and denied her husband's accusation. Hearing his wife explanation, the king became angrier and angrier. As a proof of her sacred love, she asked her husband to kill her. As her last request, she asked her husband to throw her dead body into the river. She said that if the water in the

river smelled terrible, it meant that she had ever been sinful. But if it smelled fragrant, it meant that she was innocent.

Raden Banterang who was unable to control his emotions soon stabbed his keris (dagger) into his wife's chest. She died instantly. The dead body of Made Surati was quickly thrown into the dirty river. Raden Banterang was shocked to see the river suddenly become clean and as clear as glass with a fragrant smell. Raden Bantera feel screamed crazily and regretted his deed. He walked unsteadily and fell into the river screaming, "Banyu... Wangi... Banyuwangi!" This means "fragrant water". Banyuwangi was born from the proof of noble and sacred love. From then on, the place is called Banyuwangi.

QUESTIONS:

1. What is the purpose of the text ?
2. Who is name of the king invaded the kingdom of Klungkung ?
3. Where place Made Surati and Agung Bagus Mantra hide ?
4. What is the name of the child Prabu Menak ?
5. What kingdoms were attacked by Prabu Menak and his army?
6. Who the beggar who met with Made Surati ?
7. But such a request was rejected. Antonim of rejected is
8. What was Made Surati's request when she asked his husband to kill her?
9. But if it smelled fragrant. Word "it" refer to...
10. Why did the place where Raden Banterang throws his wife's body called by Banyuwangi?

TEST

Post-Test

Read the following text and answer the following questions!

MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town. One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail to leave the old woman

who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

QUESTIONS!

1. What is the title of the text above?
2. Why did Malin Kundang and his mother have to live hard?
3. Give an example that Malin Kundang was a healthy, diligent, and strong boy!
4. What happened many years after Malin Kundang join the sail?
5. How did the local people react when they saw Malin Kundang landing on the coast?
6. What did Malin Kundang's mother do when she heard that Malin Kundang landed on the coast?
7. What made Malin Kundang's mother sad and angry?
8. What did she do when Malin Kundang denied that she was his mother?
9. How did the curse happen?
10. What is the moral of the story?

**The Result of Students' Experimental Class Pre-Test at the Tenth
Graders of MA Muhammadiyah Metro**

NO.	NAME	SCORE
1	Ajril Akmal Muzaki	78
2	Akram Addina	55
3	Andin Tresna Putri	58
4	Anisa Ajahroh	68
5	Annas Hanif Asyidiq	58
6	Andriawan Mulyana	64
7	Catur Rahayu	56
8	Elsa Widiyanti	72
9	Eva Mudrika	65
10	Fenti Mela Sari	50
11	Indah Ayu Eka Pratiwi	80
12	Linda Arfianal	78
13	Muhammad Yunus Sanjaya	48
14	Qoblia Hariati Adhi	65
15	Reni Indah Nur Fitria	66
16	Rikan Fadli Yakub	55
17	Supiyah	68
18	Teddy Heryanto	64
19	Wardah Samiah	78
20	Zhafirah Amira Yosi	53

Metro, 26 May 2017

English Teacher

Researcher

Faizal Fajri, S.Pd
NBM. 1237 852

Wiji Lestari
NPM. 13108757

**The Result of Students' Experimental Class Post-Test at the Tenth
Graders of MA Muhammadiyah Metro**

NO.	NAME	SCORE
1	Ajril Akmal Muzaki	85
2	Akram Addina	76
3	Andin Tresna Putri	68
4	Anisa Ajahroh	78
5	Annas Hanif Asyidiq	67
6	Andriawan Mulyana	76
7	Catur Rahayu	65
8	Elsa Widiyanti	80
9	Eva Mudrika	70
10	Fenti Mela Sari	64
11	Indah Ayu Eka Pratiwi	88
12	Linda Arfianal	86
13	Muhammad Yunus Sanjaya	60
14	Qoblia Hariati Adhi	78
15	Reni Indah Nur Fitria	76
16	Rikan Fadli Yakub	60
17	Supiyah	80
18	Teddy Heryanto	72
19	Wardah Samiah	82
20	Zhafirah Amira Yosi	70

Metro, 26 May 2017

English Teacher

Researcher

Faizal Fajri, S.Pd
NBM. 1237 852

Wiji Lestari
NPM. 13108757

**The Result of Students' Control Class Pre-Test at the Tenth
Graders of MA Muhammadiyah Metro**

NO.	NAME	SCORE
1	Abdillah Hasan	75
2	Abdul Hamid	54
3	Abdul Rohman	75
4	Annisa 'Ainurrahmatin N.	64
5	Arif Aulia Rahman	72
6	Aulia Rohmawati	68
7	Dimas Adi Saputra	64
8	Hilda Karissa Wideas Putri	76
9	Khoirun Nissa	52
10	Lusiana Tata Regina	72
11	Nova Winda Sholehah	76
12	Putri Indah Wardani	68
13	Rindy Citra Candini	76
14	Selvy Agustina	60
15	Syifa Mahmudah	78

Metro, 26 May 2017

English Teacher

Researcher

Faizal Fajri, S.Pd
NBM. 1237 852

Wiji Lestari
NPM. 13108757

**The Result of Students' Control Class Post-Test at the Tenth
Graders of MA Muhammadiyah Metro**

NO.	NAME	SCORE
1	Abdillah Hasan	64
2	Abdul Hamid	56
3	Abdul Rohman	76
4	Annisa 'Ainurrahmatin N.	68
5	Arif Aulia Rahman	76
6	Aulia Rohmawati	68
7	Dimas Adi Saputra	68
8	Hilda Karissa Wideas Putri	72
9	Khoirun Nissa	56
10	Lusiana Tata Regina	72
11	Nova Winda Sholehah	76
12	Putri Indah Wardani	68
13	Rindy Citra Candini	72
14	Selvy Agustina	64
15	Syifa Mahmudah	78

Metro, 26 May 2017

English Teacher

Researcher

Faizal Fajri, S.Pd
NBM. 1237 852

Wiji Lestari
NPM. 13108757

The Documentation of the Research



The students were doing pre-test

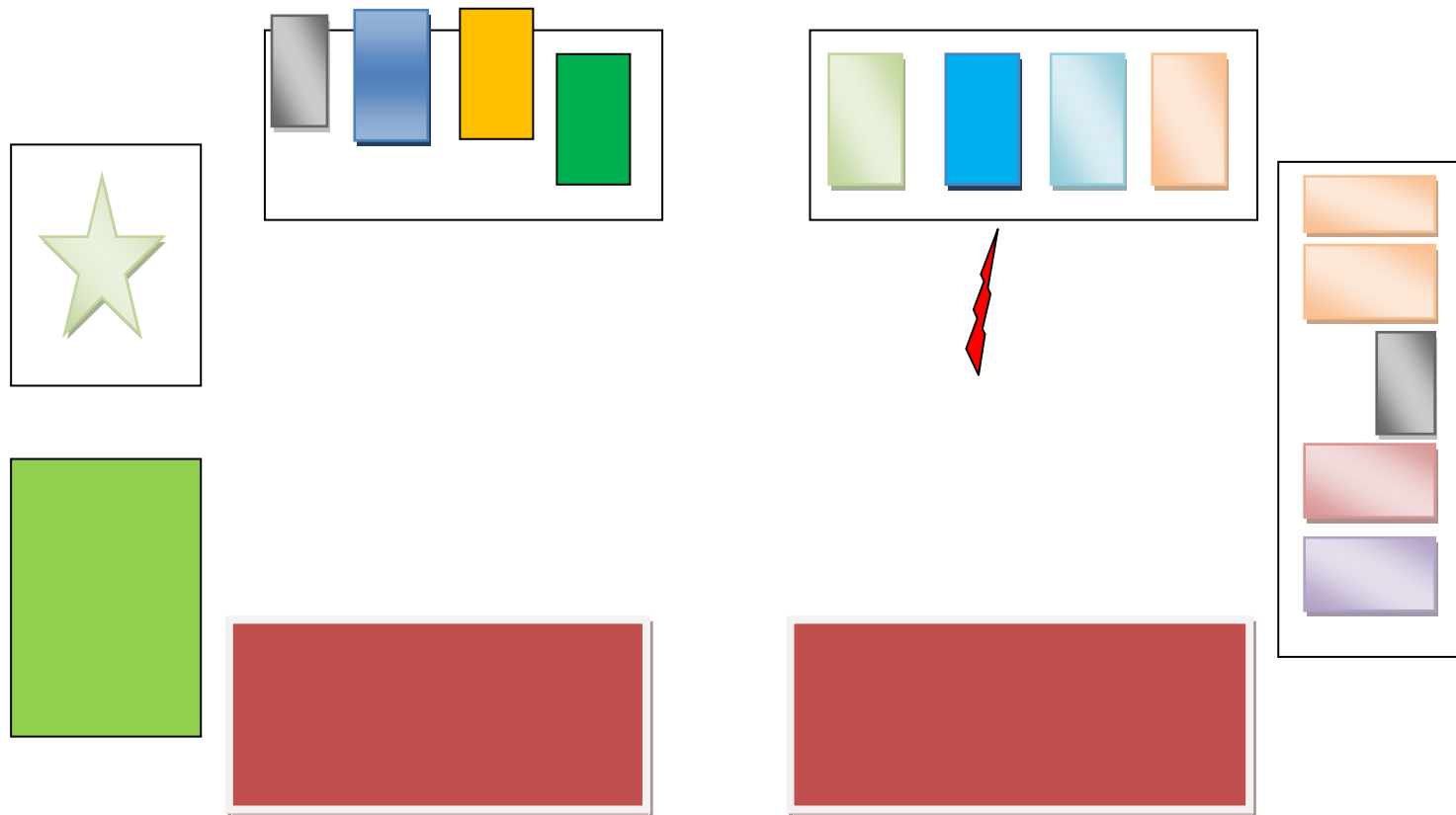
The researcher gave the treatments to the students

















The students were doing post test



Location Sketch of MA Muhammadiyah Metro



Where :

O  of MA Muhammadiyah Metro	o 
C  om of XI MA Muhammadiyah Metro	sq 
 = The Classroom of X IIS MAMuhammadiyah Metro	lA  uhammadiyah Metro
 = The Classroom of X IIK MA Muhammadiyah Metro	 = The Library of MA Muhammadiyah Metro
 = The Classroom of XII MA Muhammadiyah Metro	 =Teacher' room of MA Muhammadiyah Metro
C  of MTs Muhammadiyah Metro	 =The Elementary School of Muhammadiyah Metro
 = The Office of IPM Metro	 = The Flag

**The Condition of Teacher and Official Employers in MA
Muhammadiyah Metro**

No	Nama	Sex	Occupation
1.	Ahmad Kholil, SHI	Male	Headmaster
2.	Abu Hamid Al-Khozali, S.Pd.I	Male	Teacher
3.	Hendri Suryadi, S.Pd.I	Male	Teacher
4.	Kun Rosidah, M.Pd.I	Female	Teacher
5.	Surahyo, S.Ag	Male	Teacher
6.	Si Winarto	Male	Teacher
7.	Muhlan, B.A	Male	Teacher
8.	Sutia Ningsih, S.Pd	Female	Teacher
9.	Sukardi, S.Sos.I	Male	Teacher
10.	Murniyanto, M.Pd	Male	Teacher
11.	Sangidun Hamid, S.Sos.I	Male	Teacher
12.	Ahmad Fahrudin, S.Pd	Male	Teacher
13.	Nur Hidayati, S.Pd	Female	Teacher
14.	Nur'aini, S.Pd	Female	Teacher
15.	Nedyo Widarsih, S.Pd	Female	Teacher
16.	Eva Oktaviana Hasan, S.E	Female	Teacher
17.	Hibban Najib S, S.Pd.I	Male	Teacher
18.	Faizal Fajri, S.Pd	Male	Teacher
19.	Yasir Ridho Arham Gustam	Male	Teacher
20.	Millata Hanifah	Female	Teacher
21.	Darso	Male	Staff
22.	Ibnu Hermawan	Male	Teacher
23.	Pebri Herianto	Male	Teacher
24.	Rifki Wahyu Lara Saputra	Male	Teacher
25.	Rahmad Dani	Male	Office Boy



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBIYAH**

Sekretariat : Jl. Ki. Hajar Dewantoro 15 A Metro, Telp (0725) 41507

Nomor : Sti.13/JST/PP.00.9/1420/2016
Lamp : -
Hal : **IZIN PRA SURVEY**

Metro, 21 Juni 2016

Kepada Yth.,
Kepala Sekolah MA Muhammadiyah Metro
Di –
Tempat

Assalamu'alaikum Wr. Wb.

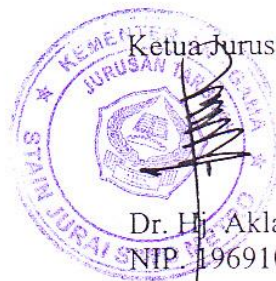
Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Wiji Lestari
NPM : 13108757
Jurusan : Tarbiyah
Prodi : TBI
Judul : The Influence Of Using Metacognitive Strategies Toward The Student's Reading Comprehension At The Tenth Graders Of MA MUHAMMADIYAH Metro In Academic Year 2016/2017

Untuk melakukan *PRA SURVEY* di MA Muhammadiyah Metro.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Ketua Jurusan,

Dr. Hj. Akla, M.Pd

NIP. 19691008 200003 2005 *4*



MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH CABANG METRO PUSAT

MADRASAH ALIYAH MUHAMMADIYAH KOTA METRO

Status : Terakreditasi NSS : 131218720002. NPSN : 10648372

Alamat : Jln. K.H Ahmad Dahlan No. 1 Imopuro Metro Pusat Kota Metro, 34111

Nomor : 216/IV.4.AU/F/2016
Lamp : -
Hal : **Surat Balasan**

Metro, 1 Agustus 2016

Kepada Ykh.
Ketua Jurusan Tarbiyah
STAIN JURAI SIWO METRO
Di –
Tempat

Assalamu'alaikum Wr. Wb.


Waba'du, sehubungan dengan adanya surat dari Jurusan Tarbiyah STAIN Jurai Siwo Metro No. Sti.13/JST/PP.00.9/1420/2016 tertanggal 21 Juni 2016 atas:

Nama : Wiji Lestari
NPM : 13108757
Jurusan : Tarbiyah
Program Studi : Pendidikan Bahasa Inggris (S1) (PBI)

Pada dasarnya kami menerima dan mengizinkan mahasiswi tersebut untuk melakukan ***Pra-Survey*** di Madrasah kami, guna memenuhi Tugas Akhir/Skripsi Mahasiswa yang bersangkutan dengan judul "**The Influence of Using Metacognitive Strategies Toward The Student's reading comprehension at The Tenth Graders of MA Muhammadiyah Metro in Academic Year 2016/2017**".

Demikian Surat balasan ini kami sampaikan, atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Kepala Madrasah,

AHMAD KHOLIL, S.H.I
NBM. 1045 612





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.ain@metrouniv.ac.id

Nomor : P.1005/In.28/FTIK/PP.00.9/05/2017

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Sdri. Dra. Umi Yawisah, M.Hum
 2. Sdr. Ahmad Subhan Roza, M.Pd.
- Dosen Pembimbing Skripsi
di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara/i untuk membimbing mahasiswa tersebut di bawah ini:

Nama : Wiji Lestari
NPM : 13108757
Jurusan : Tarbiyah/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
 - a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
 - b. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
 - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
 - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Indonesia dengan:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Metro, 9 Mei 2017
Wakil Dekan Bidang Akademik
dan Kelembagaan

[Signature]
Dra. Isti Fatonah, MA
NIP. 196705311993032003

SURAT TUGAS

Nomor: B-2524/In.28/R/TL.01/05/2017

Rektor Institut Agama Islam Negeri Metro, Menugaskan Kepada Saudara:

Nama : **WIJI LESTARI**
NPM : 13108757
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA MUHAMMADIYAH METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING METACOGNITIVE STRATEGY ON THE STUDENTS READING COMPREHENSION AT THE TENTH GRADER OF MADRASAH ALIYAH (MA) MUHAMMADIYAH METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 12 Mei 2017



Mengetahui,
Pejabat Setempat

Ahmad Khoir, S.H.



an Rector
Wakil Rector Bidang Akademik,

Dr. Suhairi, S.Ag, MH
NIP. 197210011999031003

Nomor : B-2525/In.28/R.1/TL.00/05/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MA MUHAMMADIYAH
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2524/In.28/R/TL.01/05/2017,
tanggal 12 Mei 2017 atas nama saudara:

Nama : **WIJI LESTARI**
NPM : 13108757
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA MUHAMMADIYAH METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING METACOGNITIVE STRATEGY ON THE STUDENTS READING COMPREHENSION AT THE TENTH GRADER OF MADRASAH ALIYAH (MA) MUHAMMADIYAH METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 12 Mei 2017
Wakil Rektor Bidang Akademik
dan Kelembagaan,



Dr. Suhairi, S.Ag, MH
NIP. 197210011999031003



MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH CABANG METRO PUSAT

MADRASAH ALIYAH MUHAMMADIYAH KOTA METRO

Status : Terakreditasi NSS : 131218720002. NPSN : 10648372

Alamat : Jln. K.H Ahmad Dahlan No. 1 Imopuro Metro Pusat Kota Metro, 34111

Nomor : 105/IV.4.AU/F/2017

Metro, 17 Mei 2017

Lamp : -

Hal : **Surat Balasan**

Kepada Ykh.

Wakil Ketua Bidang Akademik dan Kelembagaan

IAIN Metro

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Waba'du, sehubungan dengan adanya surat dari Wakil Rektor Bidang Akademik dan Kelembagaan Institut Agama Islam Negeri (IAIN) Metro No.B-2524/In.28/R/TL.01/05/2017 tertanggal 12 Mei 2017 atas:

Nama : WIJI LESTARI
NPM : 13108757
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris (PBI)

Pada dasarnya kami menerima dan mengizinkan mahasiswi tersebut untuk melakukan **Research/Survey** di Madrasah kami, guna memenuhi Tugas Akhir/Skripsi Mahasiswa yang bersangkutan dengan judul **"THE INFLUENCE OF USING METACOGNITIVE STRATEGY ON THE STUDENTS READING COMPREHENSION AT THE TENTH GRADER OF MADRASAH ALIYAH (MA) MUHAMMADIYAH METRO"**.

Demikian Surat balasan ini kami sampaikan, atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Kepala Madrasah,

AHMAD KHOLIL, S.H.I
NBM: 1045 612

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Wiji LESTARI

NPM : 13108757


Fakultas : Tadris Bahasa Inggris (TBI)

Jurusan : Tarbiyah

Angkatan : 2013

Telah menyerahkan buku berjudul How to Teach ADULTS

Metro, 14 Juni - 2017
Ketua Jurusan TBI


Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.pustaka.metrouniv.ac.id; e-mail: pustaka.iaim@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Nomor : P-657/In.28/S/OT.01/06/2017

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : WIJI LESTARI
NPM : 13108757
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2016 / 2017 dengan nomor anggota 13108757.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 13 Juni 2017

Kepala Perpustakaan



Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507; Faksimili. (0725) 47296;
website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id


FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN METRO

Nama : Wiji Lestari

Jurusan: TBI

NPM : 13108757

Semester: VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Monday / June, 12 th 2017	✓		- Revise chapter I, II, IV & V - Revise Cover, Title page, Abstract, Statement of Research originality, Dedica- tion page, Table of Contents - Revise Bibliography - Revise Curriculum Vitae	
2	16/6 - 17/6	✓		acc for monagoryst	

Diketahui :

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I



Dra. Umi Yawisah, M. Hum
NIP. 19620424 199903 2 001

**KEMENTERIAN AGAMA REPUBLIK INDONESIA****INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507; Faksimili. (0725) 47296;
website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO****Nama :** Wiji Lestari**Jurusan:** TBI**NPM :** 13108757**Semester:** VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Tuesday / June, 6 th 2017		✓	- Revise Abstract - Revise Acknowledgements - Revise List of Table	
2.	friday / June, 9 th 2017		✓	- Chapter IV - Revise Chapter V - Bibliography	
3.	Monday / June, 12 th 2017		✓		

Diketahui :**Ketua Jurusan TBI**

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

CURRICULUM VITAE



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