

**THE IMPLEMENTATION OF METACOGNITIVE STRATEGY ON THE
STUDENT'S READING COMPREHENSION AT NINTH GRADE OF
JUNIOR HIGH SCHOOL 1 SUKOWONO**

THESIS

Presented to State Islamic University of Kiai Haji Achmad Siddiq Jember
In partial fulfillment of the requirements for bachelor degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
Department of Islamic Education and Language
English Education Program



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

By:

Iswatul Hasanah
SRN T20186095

**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
ENGLISH EDUCATION PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
2023**

**THE IMPLEMENTATION OF METACOGNITIVE STRATEGY ON THE
STUDENT'S READING COMPREHENSION AT NINTH GRADE OF
JUNIOR HIGHT SCHOOL 1 SUKOWONO**

THESIS

Presented to State Islamic University of Kiai Haji Achmad Siddiq Jember
In partial fulfillment of the requirements for bachelor degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
Department of Islamic Education and Language
English Education Program

By:

Iswatul Hasanah
SRN T20186095

Approved by:



Zahratul Maujudatul Mufidah, M. Pd
NIP: 199201222019032009

**THE IMPLEMENTATION OF METACOGNITIVE STRATEGY ON THE
STUDENT'S READING COMPREHENSION AT NINTH GRADE OF
JUNIOR HIGHT SCHOOL 1 SUKOWONO**

THESIS

Have been examined and approved in Partial
Fulfilment of the requirements of Bachelor Degree of Education (S.Pd)
Faculty of Tarbiyah and Teacher Training
Department of Islamic Education and Language
English Education Program

Day: Thursday
Date: 22nd June 2023

Examiner Team

Chairman

Secretary


Dr. INAYATUL MUKARROMAH, S.S., M.Pd
NIP. 197602102009122001


ROFIQ HIDAYAT, M.Pd.
NIP. 198804042018011001

Members:

1. AS'ARI, M.Pd.I

()

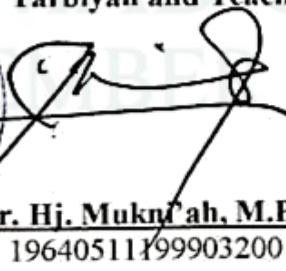
2. ZHRATUL MAJUDATUL MUFIDAH, M.Pd.

()

Approved by

Dean of Faculty Tarbiyah and Teacher Training




Prof. Dr. Hj. Muktiyah, M.Pd.I
NIP. 196405111999032001

MOTTO

إِنَّ عَلَيْنَا جَمْعَهُ وَقُرْآنَهُ ﴿١٧﴾ فَإِذَا قَرَأْنَاهُ فَاتَّبِعْ قُرْآنَهُ ﴿١٨﴾

Meaning: “It is for us to collect it and to give you (Muhammad صلى الله عليه وسلم) the ability to recite it (the Qur’an). And when we have recited it to you (Muhammad صلى الله عليه وسلم) through Jibril (Gabriel)), then follow its (the Qur’an’s) recital”. (Q.S. Al-Qiyamah: 17-18)*



*Muhammad Muhsin, The Holy Qur’an English Translation of the Meanings and Commentary King and Fand Holy Qur’an printing complex (Saudi Arabia: Ri’asatIdarat, 2000): 801.

DEDICATION

I proudly dedicated this thesis for:

1. My beloved parents, my dad Imam Hanafi and my mom Ina Wilis thank you for all the prayers that have accompanied my steps during my study, support, patience, sacrifice and out pouring of love that have been given so far. Thank you for everything and I love you so much.
2. My beloved brother (Amiruddin) who always support everything what I do.
3. My cousin (Sindy Maulinda, Ayu Wulandari, Bilqis Bahiroh, Faradina Ramadhani) and dearest nephews (Elsanum Hafiza Denia.P and Reyna Anandari Oktavia) who always bring happiness to my life.
4. My best friends, Siti Ilmiatul Hasanah and Siti Nurmaulida. Thanks for your support and love.



ACKNOWLEDGEMENT

Thanks to Allah, the Almighty, *Alhamdulillahirobil'alamin* for blessing, health and strength. Peace and Salutation may always be given to the prophet Muhammad SAW who has taken us from the darkness to brightness.

This thesis entitled “The Implementation of Metacognitive Strategy on Student’s Reading Comprehension” was written to achieve the undergraduate degree of English Education Program, Faculty of Tarbiyah and Teacher Training, State Islamic University of Kiai Haji. Achmad Siddiq Jember.

This writer is fully aware that she cannot complete this final project without the assistance of other. The writer has been thankful to people who has helped, supported and prayed the final project in which the writer cannot mention all of them. She wishes to give the sincerest gratitude and appreciation to:

1. Prof. Babun Suharto, S.E, M.M as the rector of State Islamic University of Kiai Haji. Achmad Siddiq Jember who has given me opportunity to study at this institution.
2. Prof. Dr. Hj. Mukni’ah, M.Pd.I as Dean of the Faculty of Tarbiyah and Teacher Training, who has permitted me to have this research.
3. Dr. Rif’an Humaidi, M.Pd as the head of Department of Islamic Education and Language who has permitted me to have this research.
4. As’ari, M.Pd.I as the head of English Education Program who has permitted me to have this research.
5. Zahratul Maujudatul Mufidah, M.Pd as the advisor who has helped, guided, and supported me a lot in having this research.

6. Dra. Khoiriyah, M.Pd as academic supervisor who has guided me a lot.
7. Tri Sulistiyowatirini, S.Pd as the English teacher of the ninth grade students at Junior High School 1 Sukowono and all of students of IX-A who helped me in collecting data of this research.

The researcher hopes Allah always blesses you all. This undergraduate thesis is not the perfect one but it is expected to be useful for the readers. Thus, for these reason, constructive thought, suggestion, and critic are accepted to make this thesis be better.

Jember, June 22nd 2023

Writer



ABSTRACT

Iswatul Hasanah, 2023: *The Implementation of Metacognitive Strategies on The Students Reading Comprehension at Niinth Grade of Junior High School 1 Sukowono*

Keywords: reading comprehension, metacognitive strategies

Reading is considered as one of the most important language skill. Through reading, students can develop their other language skill such as writing and speaking besides improving their language components, for instance vocabulary and grammar. In the reading comprehension process, students must understand the content of the text to get information from what they read. Metacognitive strategy is strategy that relates to the logical sequences of students in the learning process. It allows effective ways will used by the students, how to overcome the difficulties while they are reading.

There were two research questions in this research, those were: 1) How is the implementation of metacognitive strategy on students reading comprehension at 9th grade SMPN 1 Sukowono? and 2) How is the response of students in implementing metacognitive strategies at 9th grade of SMPN 1 Sukowono?. The objectives of this research to describe the implementation of metacognitive strategy on students reading comprehension and to describe the response of students in implementing metacognitive strategy.

This research employed qualitative research with case study design. It was conducted in SMPN 1 Sukowono. the data were gathered by questionnaire, observations and interview. to analyze the collected data, the researcher used Miles and Huberman theory which includes: data condensation, data display, and conclusion drawing or verivication. To validate the data, the researcher used source trianggulation and technical trianggulation.

The result of this research was 1) The implementation of metacognitive strategy used by English teacher were planning, monitoring and evaluating. 2) The results of the student's response in implementing metacognitive strategy were students give positive response and negative response. In students positive response, the students could answer the questions given by the English teacher, students could understand the reading texts, students could realize the benefits of using metacognitive on their reading comprehension. Meanwhile in students negative response, the students were difficult to understand the use of metacognitive strategy. From the data collected, most of students give positive response. This is shown that the use of metacognitive strategy in reading comprehension has good response.

TABLE OF CONTENT

COVER	i
ADVISOR APPROVAL SHEET	ii
MOTTO	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
ABSTRACT	vi
TABLE OF CONTENT	ix
LIST OF APPENDIXES	xi
CHAPTER 1	1
INTRODUCTION	1
A. Background of the Study.....	1
B. Research Questions	5
C. Research Objectives	5
D. Significance of the Research.....	6
E. Definition of Key Terms	7
F. Systematic of Research	8
CHAPTER II LITERATURE REVIEW	10
A. Previous of the Study	10
B. Theoretical Framework	17
1. Reading Comprehension	17
2. Aspect of Reading Comprehension.....	20
3. Factor Affecting Reading Comprehension.....	22

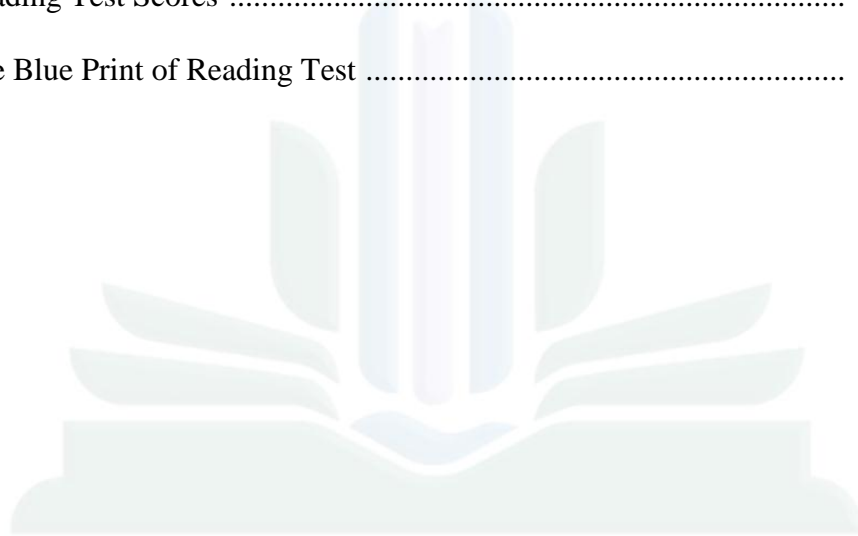
4. Metacognitive.....	23
CHAPTER III RESEARCH METHODOLOGY	30
A. Research Design.....	30
B. Research Location.....	31
C. Research Subject.....	31
D. Technique of Collecting Data	32
E. Technique Analysis Data	37
F. Validity Data.....	39
G. Procedure of Research.....	40
CHAPTER IV FINDING AND DISCUSSION	42
A. Finding	42
B. Discussion	54
CHAPTER V Conclusion and Suggestion	59
A. Conclusion	59
B. Suggestion.....	60
REFERENCE	62

APPENDIXES



LIST OF TABLE

2.1 Similarities and Differences of Previous Research	13
3.1 The Population of the Study	31
3.2 Item Distribution of the Questionnaire	33
3.3 Likert's scoring table.....	33
4.1 Reading Test Scores	51
4.2 The Blue Print of Reading Test	52



UIN

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

LIST OF APPENDIXES

- Appendix 1 MATRIX
- Appendix 2 Letter of Research Permission
- Appendix 3 Lesson Plan
- Appendix 4 Interview Transcript
- Appendix 5 Interview Transcript
- Appendix 6 Interview Transcript
- Appendix 7 Interview Transcript
- Appendix 8 Interview Transcript
- Appendix 9 Interview Transcript
- Appendix 10 Interview Transcript
- Appendix 11 Interview Transcript
- Appendix 12 Interview Transcript
- Appendix 13 Letter of Finishing Research
- Appendix 14 Research Documentation
- Appendix 15 Journal of Research
- Appendix 16 Questionnaire Result
- Appendix 17 Students Respond of MARSII Questionnaire
- Appendix 18 MARSII Questionnaire
- Appendix 19 Students' worksheet of Reading Test
- Appendix 20 Reading Test

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

CHAPTER I

INTRODUCTION

A. Background of the study

Education is a learning process delivered by the teachers, accepted and applied by the students through teaching, training or research. Students need the education to develop their knowledge, character and skill.

Teaching English has developed dramatically in the recent years because of globalization impact and everyone should understand English as their international language. Reading has an essential part in English teaching. Many advantages can be gotten from it. reading text not only provides good models for English writing, but also opportunities to study language, vocabularies, grammar, punctuation, and the way to construct sentence, paragraphs and texts.

Reading is considered as one of the most important language skill. Through reading, students can develop their other language skill such as writing and speaking besides improving their language components, for instance vocabulary and grammar. Smith stated that reading is process that built a written understanding of the essence of the text. It means that the teaching of reading comprehension is one of the methods used to help students to answer questions related to finding the main idea of a text, getting specific

information, comprehending the reading passage and understanding the vocabulary, references, inferences, and so forth.¹

On another side in the holy Qur'an, reading is an important skill that should be learned. Allah said in the holy Qur'an in Al-Alaq 1-3:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ اقْرَأْ وَرَبُّكَ
الْأَكْرَمُ

The meaning: (1) Read! In the name of your Lord who created (all the exists), (2) He has created man from a clot (a piece of thick coagulated blood), (3) read! And your Lord is the Most Glorious.²

Based on QS. Al- Alaq verse 1-3 contains suggestion to read, because in the order of reading contains the meaning that Allah SWT wants to read so that reading is a means for humans to increase their knowledge. From this statement, reading is important to our knowledge and insight because by reading we get information that was never known before, therefore it is important for a student to read to improve students' understanding and develop they language competence.

Reading skill is viewed as one of the significant language skill so to be taught in their foreign language and academic environment. Harvey said that one of the prominent skills that a person probably can gain is reading. It implies that reading is involved the aspect such the one who read the text the materials itself, the readers can get new information, develop a new concept,

¹ Nur Anisah, Suhartiana, Luky R, Nurjain, Metacognitive Strategies in Students Reading Comprehension, *English Educational and Applied Linguistics (EEAL) Journal*, Vol. 4 No.1 (2021): 20.

² Muhammad Muhsin, The Holy Qur'an English Translation of the Meanings and Commentary King and Fand Holy Qur'an printing complex (Saudi Arabia: Ri'asatIdarat, 2000): 824.

enrich their experiences and many help to solve the problem, so students need to understand and comprehend what they read in order to be successful in their academic life.³ In the reading comprehension process, students must understand the content of the text to get information from what they read. Students often experience difficulties in reading, especially when they encounter difficult or ambiguous words. Sometimes it made them lose interest in reading, so they did not get the content of the text because of the high level of vocabulary associated with the test. This condition was supported by an interview with an English teacher at junior high school 1 Sukowono, the teacher said that there were still many students who had difficulty understanding English texts, and they were always confused in understanding reading text.

In the process of reading comprehension, readers must use several conscious and unconscious strategies to solve their problems in order to construct meaning from written messages. Grabe mentions that the strategic reader is aware of the effectiveness of students' comprehension with regard to reading goals and applying sets of appropriate strategies to enhance comprehension of difficult texts.⁴ Students need to use certain strategies to cope their problems in reading. There are many strategies in reading; one of the reading strategies, which are introduced as an effective reading strategy, is metacognitive strategies.

³ Fivin Marufah Al Mufidah, *The Implementation of Metacognitive Strategies in Reading Narrative Text*, RETAIN. Vol 7 No. 2 (2019): 122.

⁴ Rastegar, M., Kermani, E. M., & Khabir, M. "The Relationship between Metacognitive Reading Strategies Use and Reading Comprehension Achievement of EFL Learners", *Open Journal of Modern Linguistics* (2017): 7.

Metacognitive strategy is strategy that relates to the logical sequences of students in the learning process. It allows effective ways will used by the students, how to overcome the difficulties while they are reading. Based on another taxonomy developed by Chamot & O'Malley, they define metacognitive strategies into three basic strategy groups as follow: planning, monitoring, and evaluating. Planning strategy encourage students to plan and arrange they own learning process such as (how to organize. How to play attention, how to put particular attention and how to manage their selves), while monitoring requires the student to check they production or comprehension (how to check understanding of the task), and evaluating strategy provide students with evaluation and judgments of learning the task (how to check the outcomes as students achievement in implementing the strategy).⁵

In reading comprehension, the role of metacognitive awareness of one's cognitive and motivational process while reading has been focused in many studies. The important aspects of reading skill are awareness and monitoring of one's comprehension processes.⁶ Another related study has done by Fivin Marufah Al Mufidah about the metacognitive strategies in reading narrative text. The results indicated that the students have applied some kinds of metacognitive strategies in their reading process in reading narrative text. They could decide their own learning strategies to get good

⁵ Fivin Marufah Al Mufidah, *The Implementation of Metacognitive Strategies in Reading Narrative Text*, RETAIN. Vol 7 No. 2, (2019): 123.

⁶ Mita Nur Aflah, *The Role of Metacognition in Reading Comprehension*, *Jurnal Pendidikan Bahasa*, Vol. 6, No. 1 (Juni 2017): 18.

understanding and solve their problem while reading. The various kind of metacognitive strategies applied could show that high achiever had a good self-regulation to control their cognitive process in learning especially in reading narrative text. In addition, the students' opinion indicated that a metacognitive strategy that they used was effective to understand the text well. While this researches focuses on students reading comprehension using the same strategy namely the metacognitive strategy.

From the explanation above, the researcher interested to conduct a research entitled "Implementation metacognitive strategy on students reading comprehension at ninth grade junior high school 1 Sukowono".

B. Research Questions

Based on the background described above, the researcher can determine the problem to be carried out, were:

1. How is the implementation of metacognitive strategy on students reading comprehension at ninth grade junior high school 1 Sukowono?
2. How is the response of students in implementing metacognitive strategy at ninth grade junior high school 1 Sukowono?

C. Research Objectives

Based on the research questions above, the objectives of this research were:

1. To describe the implementation of metacognitive strategy on students reading comprehension at ninth grade junior high school 1 Sukowono.

2. To describe the response of students in implementing metacognitive strategy at ninth grade junior high school 1 Sukowono.

D. Significances of Research

The results of this research are expected to provide theoretical and practical knowledge, which are explained as follows:

1. Theoretically

The results of this study are expected to add knowledge for students reading comprehension by using metacognitive strategy.

2. Practically

- a. For the researcher

Esquire new knowledge about metacognitive strategies on students reading comprehension in junior high school 1 Sukowono

- b. For the English teachers of junior high school 1 Sukowono

Teacher can use metacognitive strategy on students reading comprehension. When students have difficulty knowing the meaning in English, the teacher can use effective learning strategies so that students can overcome these difficulties.

- c. For future researchers

This research can be used as a reference in conducting further research; to assist future researchers develop metacognitive strategy conducting better research.

E. Definition of Key Terms

The definition of terms contains the meaning of important terms that are the point of attention in this research title. To provide direction and avoid misunderstanding, the researcher describes the definitions of terms that will be the focus of research:

1. Implementation

Implementation leads to activities, actions, or the existence of a systematic mechanism. Implementation is more than just an activity it is an activity that is planned and designed to achieve the activity's goals.⁷ It means, in the context of learning implementation is an action that begins with the preparation of a lesson plan, and continues through the adaptation of the plan into the learning and teaching process in the classroom until the final stage of providing an assessment.

2. Metacognitive Strategy

Metacognitive is a way to develop students knowledge about thinking process; metacognitive strategy are than a way of developing that knowledge.⁸ Metacognitive strategy are employed by the students to help them coordinate the learning process by planning, monitoring and evaluating their learning, this help students to control their own learning.

⁷ Sofia Yulianafeza, *An Implementation of Character Education in Teaching English* (Descriptive Research at SMPN 2 Pontianak in the Academic Year of 2021/2022), Diploma Thesis IKIP PGRI Pontianak, 2022: 7.

⁸ Itala Diaz, Training in Metacognitive Strategies for Students Vocabulary Improvement by Using Learning Journal, *PROFILE* VOL. 17. 1 (January-June 2015): 89.

3. Students Reading Comprehension

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes including word reading, word and world knowledge, and fluency.⁹ It means, reading comprehension is the process to transfer the knowledge or information from the writer to the readers, then the reader understands what the writer conveyed

F. Systematic of Research

The researcher divides this research paper into five chapters, as follows.

Chapter I is introduction. This chapter consists of the background of the study, research questions, research objective, significances of research, definition of key terms and systematic of research.

Chapter II is review of related literature. It involves previous study, english teaching learning, teaching reading, reading comprehension, aspect of reading, factor affecting reading comprehension and metacognitive strategy.

Chapter III is research method. It consists of research design, research location, research subject, technique of collecting data, technique of analyzing data, validi data and procedure of research.

Chapter IV is the result of the study. It consists of research findings and research discussion.

Chapter V is conclusion and suggestion. It consists of the conclusions of the research and completed by suggestion to make the research better.

⁹ Janette K Klingner, et al., Teaching Reading Comprehension to Students with Learning Difficulties (New York: The Guildford Press, 2007): 8.

CHAPTER II

LITERATURE REVIEW

This chapter presents a review of related literature. It consists of previous study and relevant theoretical framework.

A. Previous Study

There were several previous studies about strategy metacognitive in students reading, writing, listening and other. The researcher has selected six relevant previous studies.

First, the thesis written by Astia Ranti, entitled “The use of Metacognitive Strategy to Improve the Students Writing Skill among the Eighth Graders of SMPN 7 Metro” the aims of this research to improve students writing skills using metacognitive strategies. The result of this study, it can improve students writing skill could be seen from the increase of students writing score who pass the KKM (Minimum Mastery Criterion-Kriteria Ketuntasan Minimal), the teaching and learning process creates a positive atmosphere in the classroom and makes creative students find ideas and the last could be seen from the result of questionnaire. This shows students give a positive response to the implementation of clustering technique in the teaching learning process of writing. Research method used Classroom Action Research. Data collecting technique used three techniques of the data collection. Including the test, test used pretest and posttest, observation as the

method to get the data and information and the last researcher would take the data from the documentation.¹⁰

The second, the thesis written by Agustina Dwi Permata, entitled “Correlation between Metacognitive Strategies and Listening Comprehension of 4th Semester English Department Student at Iain Palangkarya” the aims of this research was to determine the relationship between metacognitive strategies and students listening comprehension. The results of this research conducted by metacognitive strategies have no effect or there is no correlation between metacognitive strategies and listening comprehension, so that the researchers conclude that in this study it has a dominant influence on students listening comprehension. It means that the students not certified by the effect of one variable to the other variable. In addition, students with the high score of metacognitive listening questionnaire will have a good score in listening comprehension test and the students with low understanding in metacognitive listening questionnaire will have a bad score in listening comprehension test. The research method used quantitative research. The research design used triangulation method. The researcher used some instrument to collect the data needed in this research; they are questionnaire, interview, documentation, instrument reliability, research instruments validity, instrument normality, instrument homogeneity, and hypothesis test.¹¹

¹⁰ Asti Ranti, *The use of Metacognitive Strategy to Improve The Students Writing Skill Among The Eighth Graders of SMP N 7 Metro*, (Thesis, State Institute for Islamic Studies of Metro, 2020): 67.

¹¹ Agustina Dwi Permata, *Correlation between Metacognitive Strategies and Listening Comprehension of 4th Semester English Department Student at IAIN Palangkarya*, (Thesis, State Islamic Institute of Palangkarya, 2018): 90.

The third was a journal written by Nur Aisah et.al. entitled “Metacognitive Strategies in Students Reading Comprehension” in this journal about the metacognitive strategies on students reading comprehension. This study used qualitative research in term of descriptive study. There two instruments apply to collecting the data that is interview (semi interview) to find out the problem naturally and observation. The participant was an introvert student of fifteen years old in non-formal education.¹²

The fourth was a journal written by Maryam Habibian, entitled “The Impact of Training Metacognitive Strategies on Reading Comprehension among ESL Learners” in this journal about the impact of metacognitive strategies on students reading comprehension. This study uses quantitative method (experimental design). The selection of the participants based on purposeful sampling. Data collection using questionnaire, reading test, and semi structure interview.¹³

The fifth was an article written by Fifin Marufah Al Mufidah, entitled “The Implementation of Metacognitive Strategies in Reading Narrative Text for the Tenth Graders of Senior High School” research focus on this research implementation of metacognitive strategies in reading narrative text. Research method used qualitative research. This study specifically used case study. Research instrument used three were interview, observation and learning log.

¹² Nur Anisah, Suhartiana, Luky R, Nurjamin, Metacognitive Strategies in Students Reading Comprehension, *English Educational and Applied Linguistics (EEAL) Journal*, Vol. 4 No.1, (2021): 26.

¹³ Maryam Habibian, *Journal of Education and Practice*, Vol.6, No.28, (2015): 61.

The results on this research that the students' opinion indicated that metacognitive strategies they used were effective to understand the text well.¹⁴

The last was a journal written by Italia Diaz, entitled "Training in Metacognitive Strategies for Students Vocabulary Improvement by Using Learning Journals" in this journal research on training metacognitive strategies to improving students' vocabulary. Research method used descriptive qualitative analysis. Data collection method including a questionnaire, a mind map, student's journals, and field notes. The process of analyzing data based on the grounded theory approach explained.¹⁵

Table 2.1
Similarities and Differences of Previous Research

Research Title	Result	Similarities	Differences
1. Thesis by Astia Ranti in 2020 "The use of metacognitive strategy to improve the students writing skill among the eighth graders of SMP N 7 Metro"	The result of this research, it can improve students writing skill could be seen from the increase of students writing score who pass the KKM (Minimum Mastery Criterion-Kriteria Ketuntasan Minimal), the teaching and learning process creates a positive atmosphere in the classroom and makes creative students find ideas and the last could be seen from the result of questionnaire. This shows students give a positive response to the implementation of	1. Both researchers analyze the metacognitive strategy.	1. Previous research conducted Classroom Action Research (CAR) while this research conducted descriptive qualitative analysis research. 2. Previous research focus on students writing skill while this research focus on students reading comprehension.

¹⁴ Fifin Marufah Al Mufidah, *The Implementation of Metacognitive Strategies in Reading Narrative Text*, RETAIN, Volume 7, No. 2 (2019): 122-129.

¹⁵ Italia Diaz, *Training in Metacognitive Strategies for Students Vocabulary Improvement by Using Learning Journals*, PROFILE Vol. 17, No. 1 (January-June 2015): 87.

Research Title	Result	Similarities	Differences
	clustering technique in the teaching learning process of writing.		
2. Thesis by Agustina Dwi Permata in 2018 “Correlation between metacognitive strategies and listening comprehension of 4 th semester English department student at IAIN Palangarya“	The results of this research conducted by metacognitive strategies have no effect or there is no correlation between metacognitive strategies and listening comprehension, so that the researchers conclude that in this study it has a dominant influence on students listening comprehension.it means that the students not certified by the effect of one variable to the other variable. In addition, students with the high score of metacognitive listening questionnaire will have a good score in listening comprehension test and the students with low understanding in metacognitive listening questionnaire will have a bad score in listening comprehension test.	1. Both researchers use the metacognitive strategy.	1. Previous research conducted quantitative research (correlation design) while this research conducted descriptive qualitative analysis research. 2. Previous research analyzed correlation between metacognitive strategies and listening comprehension while this research the implementation metacognitive strategy on students reading comprehension.
3. Journal by Nur Aisah et.al in 2021 “Metacognitive strategies in students reading comprehension”	The result of this research the introvert students used metacognitive strategies it was removing shortcomings in reading especially in pronunciation and vocabulary, the introvert students are able to self-reflect in the process of reading so that the students can be aware of how they learns and evaluate, adapt skills to improve reading	1. Both researchers analyze to metacognitive strategies in reading comprehension 2. Both researchers use the same qualitative research (descriptive	1. Previous research analyzed the metacognitive strategies in students reading comprehension and focus on introvert students thinking to maximize her own productivity in reading while this research analyzed metacognitive strategies on

Research Title	Result	Similarities	Differences
	comprehension	qualitative analysis)	students reading comprehension
4. Journal by Maryam Habibian in 2015 “The impact of training metacognitive strategies on reading comprehension among ESL Learners	The result of semi-structural interview in this reasearch, the experimental group have positive view regarding effectiveness of the interaction on metacognitive strategies. By teaching metacognitive strategies, students achieve a higher success therefore; we need to make the students aware of this fact. Explicitly we can assist the students not only improve their target language but also to achieve their goals in learning how to comprehend a text.	1. Both researchers use the metacognitive strategy on reading comprehension	1. Previous research conducted quantitative research (experimental design) while this research conducted qualitative research (descriptive qualitative analysis) 2. Previous research analyzed The impact of training metacognitive strategies on reading comprehension while this research analyzed the Implementation metacognitive strategy on students reading comprehension
5. Journal by Fivin Marufah Al Mufidah in 2019 “The implementation of metacognitive strategies in reading narrative text for the tenth graders of senior high school	The result of this research, there were some similarities and differences among the students in applying metacognitive strategies. In addition, the tudents opinion indicated that metacognitive strategies that they used were effective to understand the text.	1. Both researchers use the metacognitive strategy. 2. Both researchers use the same qualitative research (descriptive qualitative analysis)	1. Previous research analyzed reading narrative text while this research analyzed reading comprehension
6. Journal by Itala Diaz in 2015	The result of this research, the effect of metacognitive strategies training on the	1. Both researchers use the	1. Previous research analyzed metacognitive

Research Title	Result	Similarities	Differences
“Training in metacognitive strategies for students vocabulary improvement by using learning journals	students to help them improve their vocabulary. The use of journals has served participants positively. As participants experienced the use of learning journals, they started framing their learning through the process of thinking, recording their individual perceptions about their performance in each lesson. Learning journals could also provide the researcher with an overview of strategy training and how students were developing in their learning.	metacognitive strategy. 2. Both researchers use the same qualitative research (descriptive qualitative analysis)	strategies for student’s vocabulary improvement and the previous research using learning journals while this research analyzed metacognitive strategy on reading comprehension.

The findings above indicate that there are inconsistencies in the findings of the research metacognitive strategy. the researcher using similar research with other English skill, that is reading. This research to compare the differences between using metacognitive strategy on different skill.

In this research, researcher tries to discuss about metacognitive strategy on students reading comprehension. The implementation of metacognitive strategies is self-monitoring, self-regulation of students that can focus on the process of reading and evaluating the contents of the text. By using metacognitive strategy, students can be actively involved in the process of students reading comprehension. So with the involvement of students in using metacognitive strategy they can be motivated and confident to understand the text.

B. Theoretical Framework

1. Reading Comprehension

In learning English as a foreign language, the students are intended to not only able to understand the language, but also sending and receiving get information from the language about it. It is define by Harmer that English as a foreign language is generally taken to apply the students who are studying the general English at the schools and institutes in their own country or as a transitory visitor in target language country.¹⁶ It means that English as a foreign language is the students only uuse English in institutions or schools but do not use English in their daily life.

Brown stated that teaching is the activity in guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.¹⁷ It means that teaching is the activity by the teachers and students to facilitate learning and giving instructions.

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.¹⁸ It means teaching is an activity to help someone or students to be more understanding about knowledge and as facilitating learning. Teaching is not onlt tranferring the knowledge to the students but also hopefully can change the students' attitude.

¹⁶ Jeremy Harmer, *How to Teach Writing*, (New York: Longman, 2004): 39.

¹⁷ H. Brown Douglas, *Principles of Language Learning And Teaching*, (5th Ed), (San Fransico: Pearson Education, 2006): 8.

¹⁸ H. Brown Douglas, 8.

Teaching reading must be for teaching comprehension skills and strategies, to develop background knowledge to expand vocabulary and oral language and to build understanding and comprehension skills.¹⁹ It means that the teacher should understand how to approach to all the types of text to help the students to make them know with the meaning of the text.

Based on theories above, teaching reading is the process of facilitating, guiding and helping students to comprehend the text. And make them acquired the meaning and information from the writer in the text.

Reading one of skill that has to be mastered by students that need process. By reading students can understand the content of text and the meaning that shared by the writer. Tarigan said that reading is active process in which reader shift between source of information and use social context to focus their response. It means that, by reading the reader can express their opinion about the content of the text, based on their background knowledge and experience. Moreover, reading also can build readers critical thinking toward and a context of a text.

According to Grabe and Stoller reading is the ability to draw meaning from the printed page and interpret the information appropriately. The statement can be interpreted that reading is the ability of a reader to

¹⁹ Keren Tankersley, *The Threads of Reading*, (Virginia: Literacy Development, 2003): 144.

get the main idea in a printed text and then develop the information that they get.²⁰

Reading comprehension refers to the ability of readers to understand the surface and the hidden meanings of the text using metacognitive reading strategies. Reading comprehension is a complex process involving a combination of text and readers. It is widely reasonable that the three key types of reading are accuracy (involves phonological and orthographic processing), fluency (includes time), and comprehension²¹. The purpose of reading comprehension is to construct meaning from the contexts. Reading comprehension is a complex cognitive ability providing the ability to integrate text information with the background knowledge of the reader and resulting in the explanation of a mental representation. So reading comprehension is an interactive activity between students and contexts.²²

Researcher found that readers need to utilize a wide range of strategies while reading a text and especially in reading comprehension, because in reading comprehension process readers should utilize several of conscious and unconscious strategies to solve their problem in order to construct meaning from written message/messages. Metacognitive reading

²⁰ Sulistami. P, Pahamzah. J, Baratayomi. W, Syafriza. S, Improving Students Reading Comprehension by Using Peer Assisted Learning Strategies (PALS) in EFL Contexts, *International Journal of Language and Literature*, Vol.2 No.2 (May 2018): 53.

²¹ Ahmadi, M. R., Hairul, N I., & Pourhossein, A G, "Impacts of Learning Reading Strategies on Students Reading Comprhension Proficiency". *The International Jurnal of Language Learning and Applied Linguistics World*, Vol. 1 No. 1 (2012): 78-95.

²² Mohammad R A, Hairul Nizam I & M. Kamarul K A, "The Importance of Metacognitive Reading Strategy Awareness in Reading Comprehension". *English Language Teaching*, Vol. 6, No. 10 (2013): 238.

strategies refer to particular, deliberate, goal-directed mental process or behavior, which control and modify the reader's attempts to understand texts.

2. Aspect of Reading Comprehension

Reading in a foreign language is very complex and has many aspects that affect the reading process and students' comprehension of texts. Nuttal classify that there are five reading aspects, which help the students to comprehend the English text, well,²³ they are:

a. Determining Main Idea

The main idea is statement that tells the author's point about the topic. Main idea is called the topic sentence. Main idea is a key to understand a paragraph or short selection. The main idea usually located in a sentence, it is usually the first sentence but it can be in the middle or in the last sentence, and sometimes stated at the beginning and again at the end of paragraph. Therefore, this can make the main idea more difficult to find. The students may get confused to see what the main idea of passage, and where the min idea located.²⁴

b. References

Reference is the words or phrase that used either before or after the reference in the reading text. They used to avoid unnecessary repletion of word or phrase. It means that such word are used to be as

²³ Nuttal, C. Teaching Reading Skill in Foreign Language, London: Heinermann Educational Books. (1982): 234.

²⁴ Kartika W, Ari N, Budi K, "Implementing the Exclusive Learning Model in Teaching Reading Comprehension" (Lampung University, 2014): 5.

signal to the reader to find the meaning in other places in the text or sometimes called pronouns²⁵.

c. Understanding Vocabulary

Vocabulary is stock of word are used by person. The students expand their knowledge of vocabulary while that they reading the passage, such as by find out new word meaning in dictionary and guessing the meaning from the context.²⁶

d. Making Inference

Inference is an educational guess or prediction about something unknown based on available facts and information. The students were expected to comprehend the text to find the conclusion of the statements in the text. Kopitski stated that readers need to practice combining clues from the text with their background knowledge in order to make inferences. It means the clues in the text will help students to build assumption and draw conclusion. Therefore, they can answer the questions. Inference is made for accessing the information that is implicit in the text.

Inference-making that is aimed at sustaining one's comprehension across the text means either referring to the prior

²⁵ Nihat Bayat, Gökhan Çetinkaya, "The Relationship Between Inference Skills and Reading Comprehension", *Education and Science* (2020): 2.

²⁶ Lusianti, "A Comparing Study of Students Reading Performance in Two Test Format Multiplechoice and Open Ended Question" (Bengkulu, 2019): 12.

knowledge or generation of the information during reading that is not originally provided in the text²⁷

e. Specific Information

Specific information or supporting idea is developed from the main idea by giving the specific definitions such as examples, facts, comparison, cause and effect that is related to the topic sentence.²⁸

3. Factor Affecting Reading Comprehension

According to Morgan (2003), there two major factor that affect reading comprehension, they are vocabulary and prior knowledge.

a. Vocabulary

Vocabulary plays a vital role in reading comprehension. It has long been established that vocabulary knowledge is critical to successful reading comprehension. Nash and describe vocabulary as the knowledge of words and their meanings. To Snowling sum up, vocabulary is an essential element of reading comprehension ability. Clearly, vocabulary mastery and comprehension are closely connected skills.

b. Prior Knowledge

Similar to vocabulary mastery, prior or background knowledge also play a crucial role in reading comprehension. Andeson and Pearson propose three ways in which prior knowledge may affect

²⁷ Elma Rita P, "An Analysis of Students Problems on Reading Comprehension in Online Learning at the Ninth Grade Students of Junior Hight School 2 Jambi City" (Jambi 2021): 12.

²⁸ Nihat Bayat, Gökhan Çetinkaya, "The Relationship Between Inference Skills and Reading Comprehension", *Education and Science* (2020): 2.

comprehension. First, it enables students to make inferences about what they are reading. Second, it draws their attention to important information in a knowledge domain. And the last, it can provide a plan recall. These attributes are not mutually limiting. Indeed, prior knowledge affects comprehension in all of these ways. Since prior knowledge is different in different places and different cultures, teacher should be sensitive to the types of prior knowledge that are needed by the readers to understand the text and to the types of prior knowledge that the students concerned can be expected to have.²⁹

4. Metacognitive Strategy

Metacognitive is an important strategy in improving reading comprehension. Metacognitive strategies relate new information to prior knowledge through strategies planning, monitoring, and evaluating thinking processes. Metacognitive strategy can be interpreted as thinking about thinking. Students who use metacognitive strategies will be aware and know what to do when they do not understand. Students have strategies for finding out what they need. Then the strategy is carried out to find solutions or alternatives to difficult situations. Therefore, they can evaluate how well they can solve the problem.³⁰

Metacognitive refers to thinking about thinking, it is global construct that has not been defined precisely nor measured frequently.

²⁹ Bustami Usman, Zulfadli A. Aziz, Nova Riska Absida, *Improving Reading Comprehension Using Metacognitive Strategies*, English Education Journal (EEJ), 8(4) (October 2017): 432-433.

³⁰ Mikhael Misa, *The Use of Guided Metacognitive Strategy to Improve Students Reading Comprehension*, Jurnal Pendidikan Humaniora, Vol. 2, No. 4 (Desember 2014): 304-305.

Metacognitive focuses on self-regulated about what people know and how they apply that knowledge to particular tasks. Metacognitive provides some new avenues of interaction for teachers by focusing on the process rather than the products of reading. Some researchers argue that metacognitive refers to conscious knowledge and deliberate actions, whereas others suggest that metacognitive can be tacit and automatic. Some argue that metacognitive involves emotion and motivation, whereas others suggest that it is better conceptualized as knowledge without affect.³¹

Based on explanation above, metacognitive can be described as the comprehension of thinking process. Metacognitive helps students to prepare, track and measure their perception and success in relation to the tasks. Student's awareness and self-motivation are being supported to improve students reading comprehension.

Metacognitive strategies are related to how students think and learn. Metacognitive strategies help students to focus their attention in an understanding of the content, to connect past knowledge with new information and to code them in their memories. The aim of metacognitive strategies is to teach students how to set objectives and how to be effective and independent. Metacognitive strategies include three skill techniques: planning, monitoring, and evaluation. Before starting to reading, students must be informed on how to improve and use their planning, monitoring,

³¹ Janie E, Jacobs and Scoot G. Paris, Children Metacognition About Reading: Issues in Definition, Measurement, and Instruction, *Educational Psychologist* (1987): 255.

and evaluation skills. It is of great importance to improve the questioning skills of students in the process of teaching metacognitive strategies.³²

Metacognitive strategies are related to self-management or self-regulation in reading activities. Metacognitive strategies included planning and monitoring strategies. Planning strategies are carried out by students and how and when to do them, while the monitoring strategies refers to monitoring, examining and evaluating students thinking in reading activities.³³ Boulware-Gooden describe that metacognitive strategies in terms of reading help students to think about thinking (before, during, and after) they read. O'malley & Chamot describe that metacognitive strategies can be classified into three stages, which are: planning, monitoring, and evaluating.³⁴

a. Planning

Researchers like Brown and Palicsar explained that learning need the capability of planning for learning strategies. At the point when attempting to comprehend, readers need to divide time in order to ensure positive outcomes and for better results. In addition, schiff

³² H. Senay Sen, The Relationship Between the use of Metacognitive Strategies and Reading Comprehension, *World Conference Education Science* (2009): 2301.

³³ Xiufeng Zhang and Lu Guo, *Cognitive and Metacognitive Reading Strategies Training in EFL Reading, International Conference on Education, Economics and Information Management Advance in Social Science, Education and Humanities research*, volume 428 (ICEEIM 2019): 111.

³⁴ O'Malley, J. M, & Chamot, A. U. *Learning Strategies in Second Language Acquisition*. (Cambridge, UK: Cambridge University Press 1990): 144.

and calif suggested that planning likewise calls for careful reading of the inquiries for a finer text cognizance.³⁵

Planning strategies are those approaches used before reading. For example, Predicting, examining a title, headings. According to Zare-ee, planning involves the selection of appropriate strategies and the allocation of resources that affect performance.³⁶ For instance, making predictions before reading, strategy sequencing, and allocating time or attention selectively before beginning a task. Furthermore, planning (also called forethought) is the process of thinking about and organizing the activities required to achieve a desired goal. Planning is a fundamental property of intelligent behavior. This thought process is essential to the creation and refinement of a plan, or integration of it with other plans; that is, it combines forecasting of developments with the preparation of scenarios of how to react to them.³⁷

In this part of planning, participant was guided to:

- 1) Choosing the right topic or title for reading text
- 2) Predict what the reading will tell about

³⁵ Mansoor A.C, Zaimuariffudin S.N, et.al., “Developing Reading Comprehension Through Metacognitive Strategies: A Review of Previous Studies”, *English Language Teaching*, Vol. 8, No. 8 (2015): 182-183.

³⁶ Ahmed F. Al-Alwan, “The Effect of Using Metacognition Reading Strategies on the Reading Comprehension of Arabic Texts” *IJAES* Vol 13 No 1 (2012): 6.

³⁷ Mohammad R A, Hairul Nizam I & M. Kamarul K A, “The Importance of Metacognitive Reading Strategy Awareness in Reading Comprehension”. *English Language Teaching*, Vol. 6, No. 10 (2013): 237.

- 3) Read the title and content of reading text to assist in understanding the reading topic.³⁸

b. Monitoring

Thiede, Anderson, and Therriault believe that reading and comprehension need to monitor students understanding during reading accurately. They also believe that self-regulated behavior in reading can be seen through monitoring the text that will be understood by the reader. In this strategy, students monitor to see what the material is taken for comprehension. Monitoring occur during reading, they help readers with reading comprehension, some example of monitories strategies are understanding meaning of vocabulary, text-structure , and inferring the main idea of each paragraph as they are reading.³⁹

Monitoring is used to evaluate the level of readers. If the level of learning is achieved, its means that the reader does understanding what the text reads. If the learning desired by the reader not yet achieved, so the reader continues to read until it is successful. In this part of monitoring, participant was guided to:

- 1) Monitor comprehension by always controlling students understanding when student was reading text by generating some questions related to reading passage.
- 2) Identify the structure of the reading text

³⁸ Yulina Eva Riany, "The Impact of Metacognitive Strategies on Students' Motivation in Reading Comprehension" *Jur. Ilm. Kel. & Kons.* Vol. 3, No. 2 (Agustus 2010): 142.

³⁹ Ahmed F. Al-Alwan, "The Effect of Using Metacognition Reading Strategies on the Reading Comprehension of Arabic Texts" *IJAES* Vol 13 No 1 (2012): 6.

- 3) Comprehend the text by integrating meaning relations words by words or sentences by sentences⁴⁰

c. Evaluating

Evaluation is to be employed after reading; there are varieties of strategies readers may apply. For example, after reading, students may think about how to use the information they have just read for other situation and summarize what they are read.⁴¹ Evaluation is defined as appraising the conclusion and regulatory processes of an individual's learning. Evaluation plays a vital role in reading for several purposes. In a few words, it is an art of judging the text for specific meaning to be utilized for certain objectives.

Evaluation is process measure the students' comprehension purposefully to know develop the students comprehension. In statement, that if the students have to conducted evaluation gets better results after the learning process. Therefore, the activity evaluating the students is very helpful for students knowing the reading comprehension in the learning process. If the results of students' evaluation are good, so the students learning process will be better.

Benchmark education informed that evaluating represents as a metacognitive process to judge the meaning of the text using appropriately by fulfilling the needs of readers. This strategy help

⁴⁰ Mohammad R A, Hairul Nizam I & M. Kamarul K A, "The Importance of Metacognitive Reading Strategy Awareness in Reading Comprehension". English Language Teaching, Vol. 6, No. 10 (2013): 237.

⁴¹ Ahmed F. Al-Alwan, "The Effect of Using Metacognition Reading Strategies on the Reading Comprehension of Arabic Texts" IJAES Vol 13 No 1 (2012): 6.

readers to make suitable conclusion of the text and make a way to guess the meaning appropriately by planning for further reading strategies.⁴²



⁴² Mansoor A.C, Zaimuariffudin S.N, et.al., “Developing Reading Comprehension Through Metacognitive Strategies: A Review of Previous Studies”, *English Language Teaching*, Vol. 8, No. 8 (2015): 182-183.

CHAPTER III

RESEARCH METHOD

This chapter presents the research methodology; it consists of research design, research location, research subject, the technique of collecting data, the technique of data analysis, validity of data, and procedures of research.

A. Research Design

The researcher used qualitative approach. Qualitative research is research process to understand human or social phenomena by creating a picture that comprehensive and complex that can be presented in words, report detailed views obtained from informant sources and carried out in natural setting.⁴³ The selection of qualitative research is because there are several factors that are preferred in terms of elaboration and explanation of a case study to be studied. This helps researcher to get information about metacognitive strategy in teaching reading for the students of junior high school 1 Sukowono. Meanwhile, the design of research was qualitative descriptive research. This research used descriptive qualitative to describe systematically and carefully about the implementation of metacognitive strategy on the student's reading comprehension of junior high school 1 Sukowono.

⁴³ Muhammad Rijal Fadli, Memahami Desain Metode Penelitian Kualitative, Humanika, *Kajian Mata Kuliah Umum*, Vol. 21. No. 1 (2021): 35.

B. Research Location

This research was conducted in ninth grade junior high school 1 Sukowono, which located at Imam Sukarto street No. 14 Balet Baru, Sukowono Sub-district, Jember Regency. This school was chosen because it is implemented metacognitive strategies during learning activities. Researcher chose this school for several reasons. First, the head master and English teacher of junior high school 1 Sukowono were allowed to carry it out research. Second, students in this school have difficulty understanding reading text. Therefore researcher want to know how far students understanding by implementation strategies metacognitive.

C. Research Subject

The subject in this study are students of the ninth grade junior high school 1 Sukowono, which consists of three classes, namely 9-A with up to 28 students, 9-B with 29 students and 9-C with 24 students in class.

Table 3.1
The Population of the Study

No	Class	Number of Students
1.	IX A	28
2.	IX B	29
3.	IX C	24
Total		81

In this study, the researcher selected only the 9-A class of 28 students.

In choosing the subject of the research, the researcher used purpose sampling, which eight students choose as sample related of criteria of this study. The researcher chose this course because the students have the potential to answer the research questions in this study. Purpose sampling is a data source

sampling technique with a certain consideration.⁴⁴ It means that the researcher purposefully determined the data according to parameter of the project's research questions, goals, and objectives.

D. Technique of Collecting Data

The techniques of collecting data used by the researcher to get the data were:

1. Questionnaire

Questionnaire is data collection techniques that are carried out by giving written questions to respondents. Questionnaire can be done in private or open which means they can be given directly to respondents or by the internet. The questionnaire that will be carried out in this research is directly given to the respondents.⁴⁵ Respondents are people who respond (response) to the questions asked. The questionnaire technique has its advantages and disadvantages.

The first instrument using reading strategies. This study will use a questionnaire for adapted from the Metacognitive Awareness of Reading Strategies Inventory (MARSI) developed by Mokhtari and Reichard 2022.⁴⁶ This questionnaire has a function to measure students' self-assessment of how well they use reading strategies. It is designed to help improve metacognition and make students more strategic in their approach to reading. The instrument has 30 items and is divided into three main

⁴⁴ Sugiyono, Metode Penelitian, Kuantitatif, Kualitatif, dan R&D (Bandung: Alfabeta, 2016): 218.

⁴⁵ Sugiyono, Metode Penelitian Kualitatif, Kuantitatif dan R & D, (Bandung: ALFABETA, cv. Cetakan ke-22, Desember 2015): 141.

⁴⁶ Mokhtari, K., & Reichard, C. (2002). Assessing Students Metacognitive Awareness of Reading Strategies. *Journal of Educational Psychology*, 92 (2): 249-259.

types of metacognitive strategy within the questions, as shows in the table below. See on appendix 18:

Table 3.2
Item Distribution of the Questionnaire

No	Strategy	Question Item	Total
1.	Planning	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	11 items
2.	Monitoring	12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23	12 items
3.	Evaluating	24, 25, 26, 27, 28, 29 30	7 items
Total Items			30 items

The teacher used the Likert Scale to get data MARSI questionnaire from the students. The Likert's scoring scale table to measure students' reading comprehension using MARSI is shown below:

Table 3.3
Likert's scoring table

Statement	Scoring				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Positive	1	2	3	4	5
Negative	5	4	3	2	1

Source: Sugiono⁴⁷

Linker scales is one of the most useful question form. The question must a clear statement and the respondents are asked to indicate whether the statement reflects their views. Linker scale used to know what the most and least strategies. The students answer in the paper that was given by researcher. Then researcher analysis and organizes students answer. The data were calculated manually with averages score 3.5 or higher = high, 2.5-3.4 = medium, 2.4 or lower = low. The overall score is divided by the

⁴⁷ Sugiyono, Metode Penelitian Kualitatif, Kuantitatif dan R & D, (Bandung: ALFABETA, cv. Cetakan ke-22, Desember 2015): 93.

number of questionnaire so that the results show the average. The questionnaire was translated into Indonesian to make it easier for students to understand the statements in the questionnaire.

The researcher also used a questionnaire to select the sample of this study, and the samples taken were students who had score above 3.5. The number of students who reached the sampling criteria was 8 students.

2. Observation

Observation is a technique of collecting data by observing on going activities.⁴⁸ Tools to help researchers during observation are camera or hand phone that are used to recording and take picture during observation, notebook that are used to record the information obtained in the field.

In this research, the researcher used non-participant observation, which is the researcher is not directly involved and only as an observer independent. In this research, field observations were carried out by researcher by looking directly at the location chosen by the researcher, namely junior high school 1 Sukowono as for data obtained from this observation method:

- a. The implementation of metacognitive strategies on students reading comprehension at aninth grade junior high school 1 Sukowono
- b. How is the response of students in implementing metacognitive strategies at ninth grade junior high school 1 Sukowono

⁴⁸ Nana Syaodih Sukmadinata, *Jenis-Jenis Penelitian*, (Bandung: PT. Remaja Rosdakarya, 2007): 220.

3. Interview

Interview is a conversation process in the form of question and answer and the process for collecting data in research.⁴⁹ Interview is a question and answer conversation or exchange of ideas between two people discussing a topic of mutual interest.⁵⁰

In this study, the researcher used semi-structured interview because it was flexible. Even though the researcher has prepared questions, the researcher can add other questions needed in the interview process. The purpose of the researcher is to use semi-structure to build a relaxed situation, so those informants are more comfortable and feel free to share information.

In this interview, the researcher used participants who have been selected according to the categories from the Questionnaire data. The intended participants are students of 9-A and interview with the English teacher. The data collected from this interview concerns the implementation strategies of metacognitive and the response of students in implementing metacognitive strategies.

Here is the guideline for the interview:

Source: A Descriptive Study of Metcognitive Strategy in the English Language Teaching and Learning Process by Anik Pratiwi Wijiyati (2021) Jember University

⁴⁹ Hardani dkk, *Metode Penelitian Kualitatif dan Kuantitatif*, (Yogyakarta: CV. Pustaka Ilmu, 2020): 138.

⁵⁰ Sarah J. Tracy, *Qualitative Research Methods, Collecting Evidence, Grafiting Analysis, Communicating Impact*, (Blackwell Publishing Ltd, 2013): 131.

Questions of interview with the English Teacher:

- a. Berapa lama Ibu mengajar bahasa Inggris dan berapa lama pula Ibu mengajar kelas IX?
- b. Kelas IX apa saja yang Ibu ajar? Berapa jumlah siswa tiap kelas?
- c. Dalam satu minggu, berapa kali Ibu mengajar?
- d. Apakah anda menerapkan strategi metacognitif di semua kelas? Bagaimana anda menerapkannya?
- e. Apakah anda menerapkan strategi metakognitif dalam untuk skill membaca dalam bahasa Inggris?
- f. Apakah anda juga membantu siswa dalam menerapkan strategi metacognitif? Bagaimana cara anda melakukannya?
- g. Apakah ada respon siswa dari penerapan metacognitive strategi dalam pemahaman membaca siswa?
- h. Apakah anda akan tetap menggunakan strategi metarcognitif dalam mengajar membaca teks bahasa inggris?

Source: Using Metacognitive Reading Strategies to Improve Students Reading Comprehension Skill by Indah Rif'ah Dianti (2021)
Walisongo State Islamic University Semarang

Questions of interview with the students:

- a. Apa yang anda sukai dari strategi metacognitive? Berikan alasanmu!
- b. Apa yang anda rasakan ketika guru menerapkan metacognitive reading strategies?
- c. Menurut anda pribadi, bagaimanakah sistem dan cara menerapkan strategi metacognitive anda di kelas? Sulit atau tidakkah anda dalam memahaminya? Kemukakan pendapat anda!
- d. Apa saran atau komentar anda tentang penerapan strategi metakognitif?
- e. Bagaimana tanggapan anda jika tetap menggunakan strategi metarcognitif dalam memahami teks bahasa inggris?

4. Documentation

The researcher used documentation to collect the data. Data collection technique by analyzing documents including written documents, drawings, artwork, and electronic documents.⁵¹ The data that researchers obtained from this research are the data of junior high school 1 Sukowono that included the photos teaching and learning process.

E. Technique of Analyzing Data

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and other materials so that they can be easily understood and of course can be informed to others.⁵² The method used in determining the data analysis is an interactive model.⁵³

The researcher analyze data based to the instrument of Sugiono, Miles and Huberman:

1. Data Condensation

Data condensation refers the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes, interview transcripts, documents, and other empirical materials.⁵⁴ The data condensation or transforming process continues after fieldwork, until a final report is completed. After collecting and reducing the data, the researcher presented the data in a descriptive form.

⁵¹ Natalina Nilamsari, Memahami Study Dokumen Dalam Penelitian Kualitatif, No. 2 (Juni 2014): 181.

⁵² Sugiyono, "Metode Penelitian Kualitatif dan Kuantitatif", 245.

⁵³ Sugiyono, *Metode Penelitian Kualitatif*, (Bandung: Alfabeta, Januari 2020): 133.

⁵⁴ Miles and Huberman, *Qualitative Data Analysis* (America: SAGE Publication, 2014): 12-13.

At this stage, the researcher will select, focus, simplify from the data obtained about the implementation metacognitive strategies and the impact of metacognitive strategies on students reading comprehension and remove what is deemed unnecessary in the data collected. So that the data obtained provided a specific description of how the implementation of metacognitive strategies and the response of students in implementing metacognitive strategies.

2. Data Display

Miles and Huberman suggest, “The most frequent form of display from qualitative data in the past has been extended text”.⁵⁵ Displaying data, it will be easier to understand what is happening, plan further work based on what has been understood. What will be used to data display in qualitative research is narrative text. In displaying data, the next step is to present data related to the research focus. From the results of data display, which includes interviews and documents, analysis is carried out to be able to answer the research problem.

In this research, researchers display data and then analyze it. the researcher then analyze the data obtained in the field study. The researcher describes the data in narrative form to make it meaningful. In this section, this researcher will present research data on how the implementation of metacognitive strategies and the response of students in implementing metacognitive strategies.

⁵⁵ Matthew B. Miles & A. Michael Huberman, *Qualitative Data Analysis, Second Edition*, (America: SAGE Publications, 1994): 11-12.

3. Drawing and Verifying Conclusion

The last step after data reduction and data display is conclusion drawing. The initial conclusions put forward are still temporary, and will change if there is no strong evidence that contains at the next stage of data collection. However, if the conclusions raised at an early stage are supported by valid and consistent evidence when the research returns to the conclusions put forward are credible conclusions.⁵⁶ In the last step of data analysis, the researcher concluded the data that have answered the formulation of the research problem that is the implementation of metacognitive strategies and the response of students in implementing metacognitive strategies so that it can facilitate researcher to carry out further activities in processing data.

F. Validity Data

The data validity technique used in this study is triangulation technique. In this study, the researcher used source triangulation, the researcher compare the result of interviews obtained from each sources. In this research, the researcher used method and data source triangulation to validate the data. Therefore, after getting the data from the observation the researcher compared it with the result of the interview the participants. In this study, sources triangulation was 9-A grade students at junior high school 1 Sukowono and English teacher. Technical triangulations were questionnaire, observations, interviews and document review. This triangulation is used to

⁵⁶ Sugiono, “*Metode Penelitian Kualitatif*”, 137-141.

answer research questions about the implementation of metacognitive strategy and the response of students in implementing metacognitive strategy at junior high school 1 Sukowono.

G. Procedure of Research

In this study describes the research implementation plan that has been carried out by researchers, starting from preliminary research, design development, actual research and to writing reports.⁵⁷ There are three procedures in this research, they are:

1. Stage of Pre-field Research

This is the stage in which determined what must done before a researcher enters the field of the research object. There are six pre-field stages, they are:

- a. Arranging a research plan
- b. Selecting the research field
- c. Managing the license
- d. Exploring and evaluating the field of research
- e. Selecting the participant or the informants
- f. Preparing the research instrument

2. Stage of Fieldwork

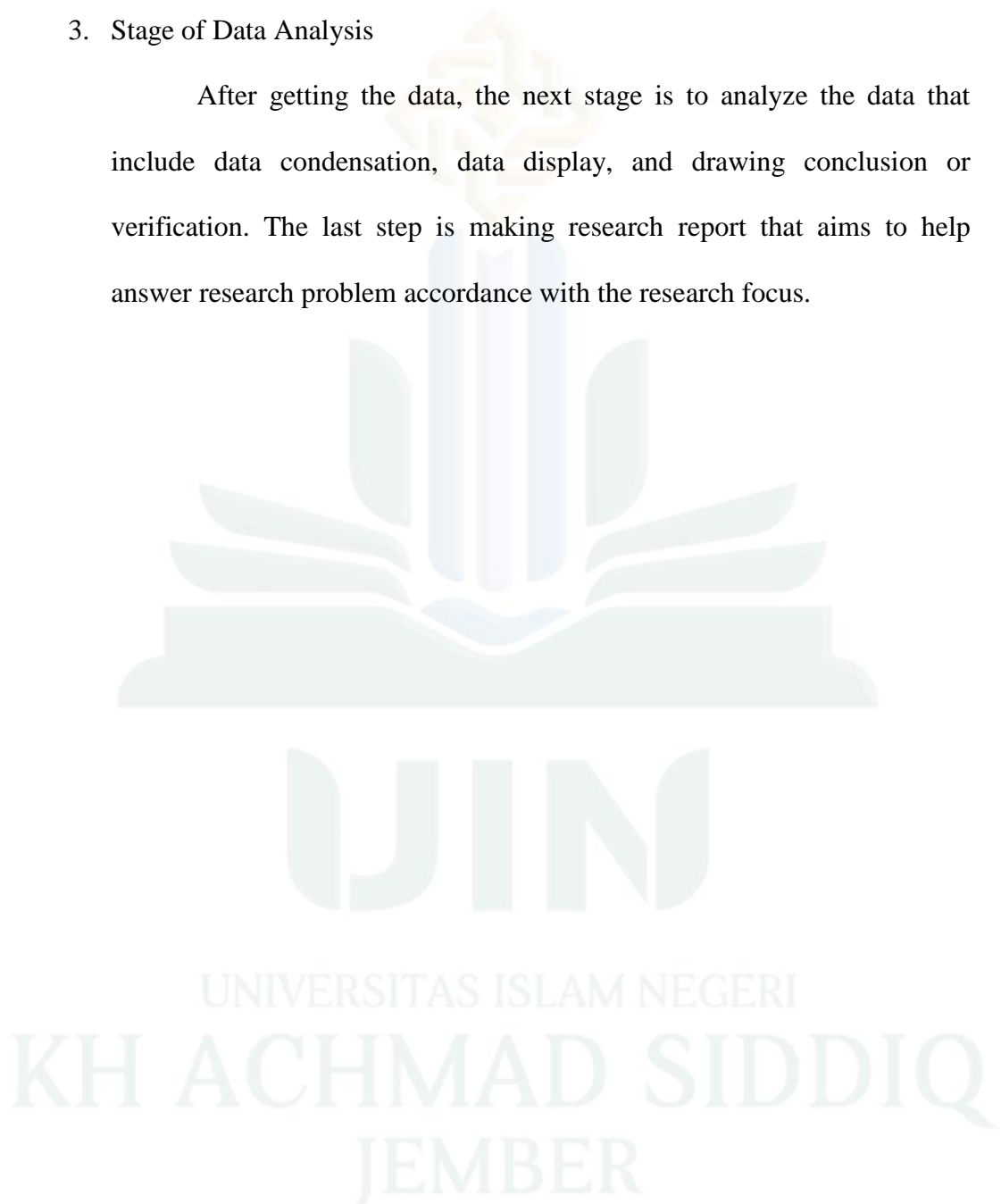
After getting the research license, the research enters the research object and collects the data with observation, interview, and document review to get the information about the metacognitive strategy on students

⁵⁷ Tim Penyusun, Pedoman Penulisan Karya Ilmiah, (Jember: UIN KHAS Jember Press, 2021): 48.

reading comprehension and the response of students in implementing metacognitive strategy

3. Stage of Data Analysis

After getting the data, the next stage is to analyze the data that include data condensation, data display, and drawing conclusion or verification. The last step is making research report that aims to help answer research problem accordance with the research focus.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter explained the research findings and discussion related to the answer to the problem statement, as mentioned in chapter 1. This finding is divided into two parts. The first part described the implementation of metacognitive strategy on students reading comprehension of junior high school 1 Sukowono and the second part described the response of students in implementing metacognitive strategy on students reading comprehension at ninth grade of junior high school 1 Sukowono. In the discussion section, the researcher showed the findings of the study with the supporting theory result conducted by previous research.

A. Research Findings

Research findings present and discuss the answer to the research questions that were about the implementation of metacognitive strategy on students reading comprehension and the student's response of metacognitive strategy on students reading comprehension at ninth grade of junior high school 1 Sukowono.

1. The Implementation of Metacognitive Strategy on Students Reading Comprehension at Ninth Grade of Junior High School 1 Sukowono.

a. Planning

Based on the results of observations, and interviews conducted by researcher to English teacher that the early reading activity is determined by the teachers' actions to create an atmosphere of mental

readiness and arouse students attention focus on what will be learned. From the observation, shows that the English teacher at junior high school 1 Sukowono guides the students to:⁵⁸

1) Choosing title for reading test

In this step, teacher asks students to read the story entitled “Sangkuriang” of the reading text.

Teacher: “What do you know about the story of Sangkuriang?”

Students: yes mom...

Teacher: where did you know about Sangkuriang’s story?

ST05MA: I have read fiction book about Sangkuriang mom

ST04DC: I know from the movie mom

2) Predict what the reading texts will tell about

After the students know the meaning, the teacher asks the students predict what the reading will tell about.

Teacher: anyone know, what is Sangkuriang text about?

ST05MA: “Sangkuriang tell about the young man who wants to marry ‘Dayang Sumbi’ who is his mother.”

3) Read the content of reading text to assist in understanding the reading topic

The teacher asks students to read the story of Sangkuriang by their self to understanding what they read.

Teacher: “Please read the text carefully by your-self.”

Students: yes mom

⁵⁸ Observation, Junior High School 1 Sukowono, 11st Januari 2023

Besed on the students' statement above explained by Mrs. Tri Sulistiyowatirini as an English teacher at junior high school 1 Sukowono during an interview in the teachers' room.

“So an example of implementation in class, I usually in planning ask students to interpret the title first on the text, after the students knowing the meaning of the title, the students will understand what text they read”⁵⁹

The statement above was added the interview with participants a students of ninth grade of junior high school 1 Sukowono said:

“I like that learning is effective because we are asked to plan before reading, for example we are asked to know the meaning of the title so we can estimate the contents of the story in the text” [ST03AW]⁶⁰

The results of interview are explained that before the teacher explained the meaning of the reading text, the teacher asked students to interpret the title of the text to be read so students could think about the meaning of the contents of the text and the students understood what they read. Those results are supported by observation in which the researcher observed the initial activities of teaching reading using the strategies metacognitive.

Based on the results of observation, interview, and documentation, the researcher can show that the early reading activities or planning to teaching reading using strategies of metacognitive are: 1. The teacher guides students to read the text

⁵⁹ Mrs. Rini, Interviewed by researcher, Sukowono, 11st February 2023

⁶⁰ST03AW, Interviewed by researcher, Sukowono 8th February 2023

by asking for the meaning of the title, 2. The teacher explains what students will read from the title that has been interpreted before, 3. The teacher asks students to read the reading text by their self to understand what they read.⁶¹

b. Monitoring

In the monitoring, the result of observation and interview it show the researcher English teacher monitor students understanding by:

- 1) Controlling students understanding by generating some questions related to reading text.

English teacher asks some questions related to the reading text about Sangkuriang with use 5W+1H.

Teacher: "Who was Dayang Sumbi?"

ST03AW: Sangkuriang's mother

Teacher: "Why Dayang Sumbi couldn't marry Sangkuriang?"

ST04DC: Sangkuriang failed to comply with Dayang sumbi's request

ST06HS: because Dayang Sumbi knew that Sangkuring was her son

- 2) Pause the students whether could not understand the texts.

The teacher pause students if they do not understand the text by asking question related to the text students read.

Teacher: anyone know the word propose on paragraph 3?

"One day he approached Dayang Sumbi to propose her."

ST08DA: I don't know mom

Teacher pauses and gives simple explanation about the difficult word.

Teacher: "Propose means ask someone to marry, Sangkuriang ask Dayang Sumbi to marry him"

⁶¹ Observation, Junior High School 1 Sukowono, 11st January 2023

3) Comprehend the text by integrating meaning

Teacher asks the students to understand the reading text by connecting the meaning words by words, sentences by sentences until students understand the meaning of text they read⁶².

Teacher: "Please use a glossary or dictionary if you do not know the word, sentence, or passage"

Teacher: "Please ask me when you don't understand the meaning of word that you read."

Students: alright mom

This was conveyed by Mrs. Tri Sulistiyowatirini as an English teacher:

*"In monitoring, I monitor what extent they understand the meaning of the text they read for example, I bait them with a number of questions that use the 5W+1H like What, Where, Why, When, Who, How and when students are asked to answer correctly, I usually appoint to other students and don't forget that when students answer correctly give them reward yes...by giving the word like good, excellent like that. And then I appoint to other students who don't seem to understand"*⁶³

Furthermore the teacher also explains how to assist students in implementing metacognitive strategy:

*"I monitor whether students understand or not. Apart from monitoring, I also asked about the structure of the reading text to help students understand when they reading text."*⁶⁴

The statement above was added by students' interview with participants students of 9th grade of SMPN 1 Sukowono said:

"Emmm...the teacher in class always asks whether the students understand or not, then I also feel helped when I don't understand then the teacher asks students to think

⁶² Observation, Junior High School 1 Sukowono, 16th January 2023

⁶³ Mrs. Rini, Interviewed by researcher, Sukowono 11st February 2023

⁶⁴ Mrs. Rini, Interviewed by researcher, Sukowono 11st February 2023

first where they don't know, so I can understand when the teacher doesn't explain sis” [ST01AO]⁶⁵

“I like it when the teacher asks what students don't understand sis...so when I find it difficult to understand the reading text, I ask the teacher” [ST04DC]⁶⁶

“In my opinion, lessons will be easy to understand properly because the teacher always monitors students during learning so that it makes it easier for students to understand what they are learning” [ST02LA]⁶⁷

The results of the interview are the same as those supported by the observation that the researcher observes the reading teaching process using strategy of metacognitive. The first, teacher monitor students by always controlling students understanding when students read the text by asking several questions related to what students read. Questions asked by the teacher using 5W+1H like What, Where, Why, When, Who and How. The teacher also monitors students understanding to what extent they understand or not by asking about the structure of reading texts to help students understanding what they read.

Based on the result interview, observation, and documentation which the researcher observed the process implementing strategies of metacognitive on students reading comprehension is the teacher reading using strategies of metacognitive through narrative text material. Teacher monitors students by always controlling students understanding when students read the text by asking several questions related to what

⁶⁵ ST01AO, Interviewed by researcher, Sukowono 8th February 2023

⁶⁶ ST04DC, Interviewed by researcher, Sukowono 8th February 2023

⁶⁷ ST02LA, Interviewed by researcher, Sukowono 1st February 2023

students read. Questions asked by the teacher using 5W+1H like What, Where, Why, When, Who and How. The teacher also monitors students understanding to what extent they understand or not by asking about the structure of reading texts are determining main ideas, references, understanding vocabulary, making inference, and specific information to help students understanding what they read.⁶⁸

c. Evaluating

In this evaluation, the teacher looks at the extent to which students are able to understand the reading text by asking related story of Sangkuriang based on aspects of reading. Teacher can help students evaluate their use of strategies by asking them to respond attentively to the teacher questions. If the results of the students' evaluation are good, so the students learning process will be better.⁶⁹ It showed by the observation of researcher in the classroom activity.

Teacher: we have learned about the text of the Sangkuriang story, can you find the main idea of the text?

ST03AW: Dayang Sumbi refused to marry Sangkuriang

Teacher: from the story Sangkuriang, what moral message can we learn in our daily lives?

ST04DC: we have to be honest mom, because honestly will bring good in the future and if we are not honest it will harm ourselves and others.

The result of observation above, it is explained that students can understand the contents of the text by answering questions related to

⁶⁸Observation, Junior High School 1 Sukowono, 21st January 2023

⁶⁹ Observation, Junior High School 1 Sukowono, 25th January 2023

the text they have read. The teacher will know the students' strategies that include planning, monitoring, and evaluating strategies through students answering question related to the reading text.

2. How is The Response of Students in Implementing Metacognitive Strategy at Ninth Grade of Junior High School 1 Sukowono?

The students' responses in implementation of metacognitive strategy on students reading comprehension from interview and observation the students test.⁷⁰ From the results of observation, researcher found that the students' response to the implementation of metacognitive strategy through 3 processes that are planning (pre-reading) before reading activities, monitoring (while-reading) during reading activities and evaluating (post-reading) after reading activities.

In planning students make a list of reading strategies that might be used, students scan the text first and concentrate on what will be read, which means reading techniques to find information by skimming the reading text quickly so that they find the right information. For example, by finding out the title of the reading text so students are able to predict what the reading text tell about and the last they read the text before reading the assignment, but the activity that students use the most is reading the assignment first because it takes less time than reading the whole text. Students think about how they complete the entire task by answering questions according to the reading text.

⁷⁰ Observation, Junior High School 1 Sukowono, 27th January 2023

The statement above was added the interviews with participants a students of ninth grade of junior high school 1 Sukowono said:

“This metacognitive strategy is an effective leaning because we are asked to plan before reading such as finding out the meaning of the title of the text, so that we can predict the story from the text we read” [ST03AW]⁷¹

In monitoring students doing self-questioning, they have several questions for themselves related to aspect that they do not know and aren't sure about their understanding of the reading text. Students check their own understanding with the reading text, it is hoped that there will be no misunderstanding between the reading text and their own understanding. By doing self-questioning, students feel more confident in their understanding of the reading text. Students will stop when reading if they find reading they have not understood and stop reading when they find difficult to understand the meaning of certain words contained in the reading. In this case, the teacher help students to find the meaning of words that are difficult for students to understand. This monitoring stage, students try to relate messages to the realities of life.⁷²

This is support by the statement a students of ninth grade of junior high school 1 Sukowono:

“Which at first I didn't understand, finally I understood and added to my understanding in the English text” [ST06HS]⁷³

In the evaluation stage based on observation it was found that in evaluating the strategy students were able to carry out the self-evaluation

⁷¹ ST03AW, Interviewed by researcher, Sukowono 1st February 2023

⁷² Observation, Junior High School 1 Sukowono, 27th January 2023

⁷³ ST06HS, Interviewed by researcher, Sukowono 1st February 2023

stage. Students can answer questions related to reading text correctly. The teacher conducts an assessment by giving questions about narrative text the questions given are related to aspects of reading to determine the students of response in implementing metacognitive strategy on students reading comprehension.⁷⁴

“In my opinion, using this strategy can improve my reading comprehension so that I can do the question correctly” [ST05MA]⁷⁵

This was conveyed by Mrs. Tri Sulistiyowatirini as an English teacher:

*“So far there has been a response, after I gave assignments related to what I explained earlier students were able to answer well and with satisfactory results. So I concluded that what I applied had a good response on students especially in using metacognitive strategies”*⁷⁶

Table 4.1
Reading Test Scores

No	Name of students	Aspect of reading	Score
1.	STAOU	<ul style="list-style-type: none"> • Reference • Understnding vocabulary 	76
2.	STLAR	<ul style="list-style-type: none"> • Reference • Understanding vocabulary • Inference 	84
3.	STAWH	<ul style="list-style-type: none"> • Main idea • Reference • Understanding vocabulary • Inference • Specific information 	96
4.	STDCN	<ul style="list-style-type: none"> • Understanding vocabulary • Inference • Specific information 	80
5.	STMA	<ul style="list-style-type: none"> • Reference 	88

⁷⁴ Observation, Junior High School 1 Sukowono, 27th January 2023

⁷⁵ ST05MA, Interviewed by researcher, Sukowono 1st February 2023

⁷⁶ Mrs. Rini, Interviewed by researcher, Sukowono, 11st February 2023

No	Name of students	Aspect of reading	Score
		<ul style="list-style-type: none"> • Inference • Understanding vocabulary • Specific information 	
6.	STHNN	<ul style="list-style-type: none"> • Understanding vocabulary • Inference • Specific information 	80
7.	STMDP	<ul style="list-style-type: none"> • Main idea • Understanding vocabulary • Inference 	80
8.	STDA	<ul style="list-style-type: none"> • Reference • Understnding vocabulary 	68

Table 4.2
The Blue Print of Reading Test

Indicator	Item Number	Total Item
Main Idea and Topic	1, 6, 11, 18, 21	5
Stated Detail Question	4, 8, 14, 17, 23	5
Inferences	5, 7, 12, 16, 22	5
Pronoun Reference	2, 10, 13, 19, 24	5
Vocabulary Question	3, 9, 15, 20, 25	5
Total		25

In scoring the students' result of the test, the researcher used Sugiono's formula with the ideal higher score is 100. The score were calculated by using this formula:

$$S = \frac{R}{N} 100$$

In which:

S : the score of the test

R : the total of right answer

N : the total items

Based on the statement above, this is also supported by students' responses through interview conducted by researcher:

“I think it continues to be used because it makes easier for me to understand the material provided by the teacher”[ST01AO]⁷⁷

“I think learning will be easy to understand properly because by using metacognitive strategies I feel helped and can monitor my understanding process”[ST02LA]⁷⁸

“I will helped by learning system that uses metacognitive strategies that are fun and can make me understand the text I read”[ST04DC]⁷⁹

The results of observation and interview above, the teacher gives the reading test and students are able to answer well, so the researcher concluded that there is a good response when students using metacognitive strategy. Students who previously didn't understand become understood, so that metacognitive strategy was able to increase students' understanding in reading English texts. Metacognitive strategy help the students to achieve a better reading comprehension. The students could manage their own strategies in learning process. They applied metacognitive in there three process of reading. In implementing metacognitive strategy the students could answer the question of the text accurately and could decide the effective strategies for themselves.

From the result interview there were variants of student responses when implementing metacognitive strategy students give positive responses and negative response. The students positive response “I think learning will be easy to understand properly because by using metacognitive strategy I feel helped and can monitor my understanding

⁷⁷ ST01AO, Interviewed by researcher, Sukowono 8th February 2023

⁷⁸ ST02LA, Interviewed by researcher, Sukowono 1st February 2023

⁷⁹ ST04DC, Interviewed by researcher, Sukowono 8th February 2023

process”. Similarly, who realize the benefit of applying metacognitive strategy, stated “In my opinion, using this strategy can improve my reading comprehension so that I can do the question correctly”. Students think that metacognitive strategy are very important because help to understand the reading texts. Students realize the benefits of using metacognitive of using metacognitive strategy on their reading comprehension. And there is student give negative response who thinks the use of metacognitive strategy is difficult to understand “I feel difficult to apply metacognitive strategy”. From the data collected, students who gave positive responses tended to be better than students who gave negative responses. This is shown by their responses that support the use of metacognitive strategy in their reading. The results of the interviews that focused on student responses and the results of the reading test clearly described that students had positive response on metacognitive strategy.

B. Discussion

There were two research questions proposed in this study, this research focused on the implementation of metacognitive strategy on students reading comprehension and the students’ response in implementation of metacognitive strategy at junior high school 1 Sukowono.

1. The Implementation of Metacognitive Strategy on Students Reading Comprehension at Ninth Grade of Junior High School 1 Sukowono.

The research findings show that the students feel happy because in learning students feel monitored and focused on the learning given so that

the students can understand the contents of the text well. The statement above was supported research by Fivin Marufah Al Mufidah.⁸⁰ In line with her result mention that the students opinion indicated that metacognitive strategy that they used were efective to understand.

Based on Chamot & O'Malley theory three basic strategies in implementing at junior high school 1 Sukowono are planning, monitoring, and evaluating.⁸¹In the planning, the researcher found that the English teacher guide the students to read the title of the reading text entitled "Sangkuriang" and ask the meaning of the title. After students know the meaning of the title to be read, the teacher asks the students predict what the reading will tell about. The teacher asks students to read the story of Sangkuriang by their self to understand what they read.

In monitoring, the researcher found English teacher monitor students understanding by asking questions related to the reading text. The teacher pause the students whether could not understand the texts and also ask the students to understand the reading text by connecting the meaning words by words, sentences by sentences until students understand the meaning of text they read.

Furthermore, in monitoring the researcher found the English teacher gives several questions related to the text that has been related before. The

⁸⁰ Fivin Marufah Al Mufidah, *The Implementation of Metacognitive Strategies in Reading Narrative Text*, RETAIN, Volume 7, Nomor 2 (2019): 122-129.

⁸¹ O'Malley, J. M, & Chamot, A. U. *learning Strategies in Second Language Acquisition*. (Cambridge, UK: Cambridge University Press 1990): 144.

questions given to these students in the form of aspects of reading so the teacher can see the extent to which students understand reading texts.

In evaluating can be seen from the data obtained based on the results of the observation students activity in the classroom show that the students who have good reading skill, it can be proven by the students ability to answer questions given by the teacher.

2. The Response of Students in Implementing Metacognitive Strategy at Ninth Grade of JuniorHigh School 1 Sukowono

The students' response in implementation metacognitive strategy was found in this research that students read without being forced but they are motivated to become readers who understand what they read. Students really optimize metacognitive by doing their own planning (self-planning). In this reading plan, students seem to try to predict their reading material to be read. Then, in the next metacognitive process is monitoring (self-monitoring), they try to monitor and check their own reading, they associate the information written with the experience and knowledge they already have. The last is evaluation of reading (self-evaluation), they consider the result of reading, and read it if the reading part is not understand.

The students' response using metacognitive strategy helps students in learning independently by asking questions about themselves with a systematic internal dialog in finding the right way of learning. Students independently have knowledge of various cognitive learning strategies and have ability to plan, monitor and evaluate the use of strategies when

involved in academic tasks. Students find a way of thinking that is suitable for them who will add confidence in completing their learning assignments. Students monitor their knowledge of giving confidence to themselves about ability and courage in deciding answer that are believed to be true.

Furthermore, the students' response in implementation metacognitive strategy can be seen from the result of observation on students reading test. The results of the reading test show that mostly students can answer questions correctly with grades above the average determined by school.

The results of interview with the students, researcher concludes that students' responses are good in implementing of metacognitive strategy. Students think that metacognitive strategies are very important because it helps to students understand the reading texts. Students realize the benefits of using metacognitive of using metacognitive strategy on their reading comprehension. But there was 1 student who gives negative response who thinks the use of metacognitive strategy is difficult to understand.

Meanwhile, the result of interview with teacher about the students' response using metacognitive strategy that so far there has been a response, after the teacher gave assignments related to what the teacher explained earlier students were able to answer well and with satisfactory results. So the teacher concluded that good response on students especially in using metacognitive strategy. The statement above was supported research by

Astia Rianti.⁸² In line with her result mention that students give a positive response to the implementation of metacognitive strategy that clustering technique in the teaching learning process of writing.

Based on the data obtain by the researcher it can see that the implementation of metacognitive strategies can help students reading comprehension, and the strategies implemented to overcome their reading have good response in the reading comprehension.



⁸² Asti Ranti, *The use of Metacognitive Strategy to Improve The Students Writing Skill Among The Eighth Graders of SMP N 7 Metro*, (Thesis, State Institute for Islamic Studies of Metro, 2020): 67.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion of the research and suggestion for the implementation of metacognitive strategy on students reading skill at ninth grade of junior high school 1 Sukowono. The following discussion provides the conclusion and suggestion of the study:

A. Conclusion

According to the result of the data analysis in the previous chapter, the researcher concluded as follows:

The implementation of metacognitive strategy on students reading comprehension at ninth grade of junior high school 1 Sukowono. The implementation of metacognitive strategy used by English teacher they were planning, monitoring and evaluating. The first strategies is planning, in this strategies the English teacher guide the students to read the title of the reading text. After students know the meaning of the title to be read, the teacher asks the students predict what the reading will tell about. The second strategy is monitoring, in this strategy the English teacher monitor students understanding by asking questions related to the reading text. The teachers explains the structure of reading text, and also ask the students to understand the reading text by connecting the meaning words by words, sentences by sentences until students understand the meaning of text they read. The last strategy is evaluating, in this strategies can be seen from the data obtained based on the results of the observation students activity in the classroom show

that the students who have good reading skill, it can be proven by the students ability to answer questions related to the reading text asked by the teacher.

Furthermore, the data implementation of metacognitive strategy shows that there is a response on students reading comprehension. The response on students reading comprehension can be seen from the result of and students reading test and interviews. The results of the reading test show that mostly students can answer questions correctly with grades above the average determined by school. Meanwhile, the result of interview with the students, they think that metacognitive strategy are very important because help to understand the reading texts. Students realize the benefits of using metacognitive strategy on their reading comprehension. While interview with the English teacher show that so far there has been a response, after the teacher gave assignments related to what the teacher explained earlier students were able to answer well and with satisfactory results. So the teacher concluded that good response on students especially in using metacognitive strategy.

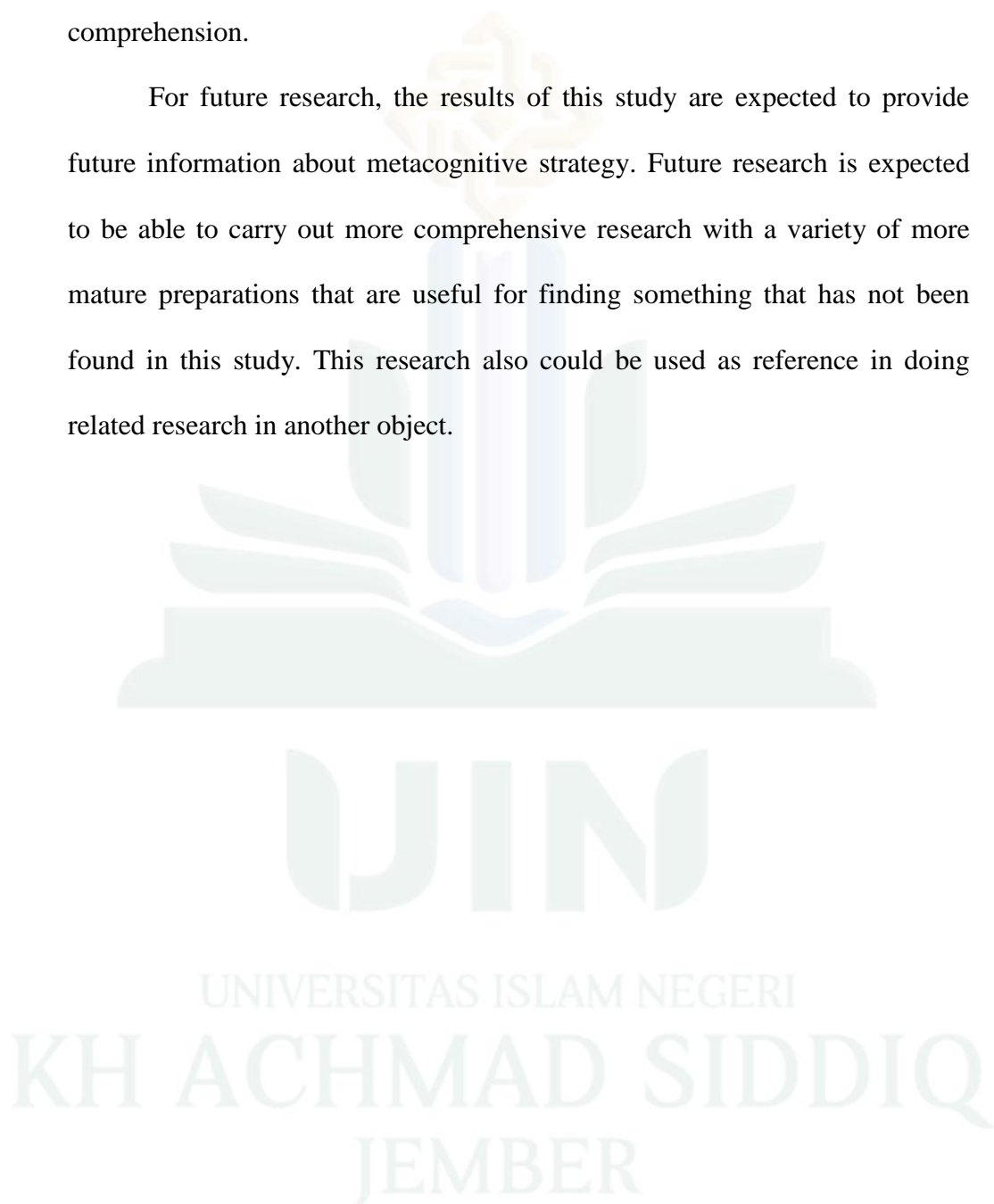
B. Suggestions

After concluding, the researcher would like to deliver some suggestions to other researchers interested in conducting the same researcher.

For teacher, from the results of the study it can be understood that the teacher was successful in implementation of metacognitive strategy on students reading comprehension. This strategy helps students to understand the text they read and can encourage students to read carefully through the

stages of metacognitive strategies namely planning, monitoring, and evaluating which are the benchmarks for students' success in reading comprehension.

For future research, the results of this study are expected to provide future information about metacognitive strategy. Future research is expected to be able to carry out more comprehensive research with a variety of more mature preparations that are useful for finding something that has not been found in this study. This research also could be used as reference in doing related research in another object.



REFERENCE

- Aflah, Mita N. The Role of Metacognition in Reading Comprehension, *Jurnal Pendidikan Bahasa*, Vol. 6, No. 1, 2017: 18
- Ahmadi, M. R., Hairul, N I., & Pourhossein, A G, "Impacts of Learning Reading Strategies on Students Reading Comprhension Proficiency". *The International Journal of Language Learning and Applied Linguistics World*, Vol. 1 No. 1, 2012: 237
- Al-Alwan, Ahmed F. "The Effect of Using Metacognition Reading Strategies on the Reading Comprehension of Arabic Texts" *IJAES Vol 13 No 1*. 2012: 6
- Anggito, A. & Setyawan, J. *Metode Penelitian Kualitatif*. Jawa Barat: CV, jejak, 2018: 11
- Anisah, Nur. Suhartiana, Luky R, Nurjamin, Metacognitive Strategies in Students Reading Comprehension, *English Educational and Applied Linguistics (EEAL) Journal 20*, Vol. 4 No.1, 2021: 20
- Bayat, Nihat. & Çetinkaya, Gökhan. "The Relationship Between Inference Skills and Reading Comprehension", *Education and Science 2020*: 2
- Brown, H Douglas. *Teaching by Principles an Interactive Approach to Language Pedagogy Second Edition*. San Francisco: California, 2004
- Chamot, A. U & O'Malley, J. M. *Learning Strategies in Second Language Acquisition*. Cambridge, UK: Cambridge University Press, 1990
- Diaz, Itala. Training in Metacognitive Strategies for Students Vocabulary Improvement by Using Learning Journal, *PROFILE VOL. 17. 1*, 2015: 87
- Fadli, M. R. Memahami Desain Metode Penelitian Kualitative. *Humanika, Kajian Mata Kuliah Umum*, Vol. 21. No. 1, 2021: 35
- Habibian, Maryam. *Journal of Education and Practice*, Vol.6, No.28, 2015: 61
- Hardani. *Metode Penelitian Kualitatif dan Kuantitatif*. Yogyakarta: CV. Pustaka Ilmu, 2020
- Harmer, Jeremy. *How to Teach Writing*. New York: Longman, 2004
- Humairoh, Mega Fariziah Nur, " A Descriptive Study on The Eleventh Grade Students' Reading Comprehension Achievement Taught by Using Lecturing Method and Jigsaw I in the Multilingual Class at MAN 1 Jember", *English Lnguage Education Study Program, Language and*

Arts Department the Faculty of Teacher Training and Education
Jember University: 2013

- Jacobs, Janie E and Scoot G. Paris, Children Metacognition About Reading: Issues in Definition, Measurement, and Instruction, *Educational Psychologist*, 1987: 225
- Klingner, Janette K. et al., Teaching Reading Comprehension to Students with Learning Difficulties New York: The Guildford Press, 2007
- Lusianti, "A Comparing Study of Students Reading Performance in Two Test Format Multiplechoice and Open Ended Question", Bengkulu, 2019: 12
- M, Rastegar, Kermani, E. M., & Khabir, M. "The Relationship between Metacognitive Reading Strategies Use and Reading Comprehension Achievement of EFL Learners", *Open Journal of Modern Linguistics* 2017: 7
- Mansoor, Zaimuariffudin, et.al., "Developing Reading Comprehension Through Metacognitive Strategies: A Review of Previous Studies", *English Language Teaching*, Vol. 8, No. 8, 2015: 182-183
- Miles and Huberman. Qualitative Data Analysis. America: SAGE Publication, 2014
- Miles, M. B. & Huberman, A. M. Qualitative Data Analysis, Second Edition, America: SAGE Publications, 1994
- Misa, Mikhael. The Use of Guided Metacognitive Strategy to Improve Students Reading Comprehension, *Jurnal Pendidikan Humaniora*, Vol. 2, No. 4, 2014: 304-305
- Mohammad R A, Hairul Nizam I & M. Kamarul K A, "The Importance of Metacognitive Reading Strategy Awareness in Reading Comprehension". *English Language Teaching*, Vol. 6, No. 10, 2013: 238
- Mufidah, Zahratul Maujudatul, "An Analysis of Oral Corrective Feedback Used By The Teacher On Students Level of Anxiety". Atlantis Press, 2017
- Mufidah, F. M. The Implementation of Metacognitive Strategies in Reading Narrative Text, *RETAIN*. Vol 7 No. 2, 2019: 123
- Muhsin, Muhammad, *The Holy Qur'an English Translation of the Meanings and Commentary King an Fand Holy Qur'an printing complex*, Saudia Arabia: Ri'asatIdarat, 2000: 824

- Mukarromah, Inayatul, “ Modeling Teaching Learning to The Traditional Osing Language by using Culinary Linguistics”, 2017
- Nilamsari, N. Memahami Study Dokumen Dalam Penelitian Kualitatif, No. 2 2014: 181
- Nuttal, C. Teaching Reading Skill in Foreign Language, London: Heinemann Educational Books. 1982
- P, El Marita. “An Analysis of Students Problems on Reading Comprehension in Online Learning at the Ninth Grade Students of Junior High School 2 Jambi City” Jambi 2021
- Penyusun, Tim. Pedoman Penulisan Karya Ilmiah, Jember: UIN KHAS Jember Press, 2021
- Permata, Agustina D. Correlation between Metacognitive Strategies and Listening Comprehension of 4th Semester English Department Student at IAIN Palangkarya,. Thesis, State Islamic Institute of Palangkarya, 2018
- Ranti, Asti. The use of Metacognitive Strategy to Improve The Students Writing Skill Among The Eighth Graders of SMP N 7 Metro. Thesis, State Institute for Islamic Studies of Metro, 2020
- Reichard, C & Mokhtari, K., “Assessing Students Metacognitive Awareness of Reading Strategies”, *Journal of Educational Psychology*, 2002: 249-259
- Riany, Yulina E, “The Impact of Metacognitive Strategies on Students’ Motivation in Reading Comprehension” *Jur. Ilm. Kel. & Kons.* Vol. 3, No. 2, 2010: 142
- Rita Elma P, “An Analysis of Students Problems on Reading Comprehension in Online Learning at the Ninth Grade Students of Junior High School 2 Jambi City”, Jambi, 2021: 12.
- Rojabi, Ahmad Ridho, “Collaborative Strategic Reading (CSR) in Improving the English Department Students’ Reading Comprehension Achievement” *Journal of English Teaching Adi Buana*, Vol. 03 No. 02, 2018: 127-128
- Sen, H.S. The Relationship Between the use of Metacognitive Strategies and Reading Comprehension, World Conference Education Science, 2009
- Sugiyono, *Metode Penelitian Kualitatif*. Bandung: Alfabeta, 2020
- Sugiyono, *Metode Penelitian, Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, 2016

- Sukmadinata, N.S. *Jenis-Jenis Penelitian*. Bandung: PT. Remaja Rosdakarya, 2007
- Sulistami. P, Pahamzah. J, Baratayomi. W, Syafriza. S, Improving Students Reading Comprehension by Using Peer Assisted Learning Strategies (PALS) in EFL Contexts, *International Journal of Language and Literature*, Vol.2 No.2, 2001
- Tankersley, Karen. *The Threads of Reading*. Virginia: Literacy Development, 2003
- Tracy, S. J. *Qualitative Research Methods, Collecting Evidence, Grafiting Analysis, Communicating Impact*, Blackwell Publishing Ltd, 2013
- Usman Bustami, Aziz Zulfadli A., Nova Riska Absida, *Improving Reading Comprehension Using Metacognitive Strategies*, *English Education Journal (EEJ)*, 8(4), 2017: 432-433
- Warman, Liya A.D. *Improving Students Reading Comprehension Through The Use of Reciprocal Teaching Technique*, *Journal of English Education*, Vol. 1 No. 2, 2015: 2-3
- Wulandari Kartika, Ari N, Budi K, “ Implementing the Exclusive Learning Model in Teaching Reading Comprehension. 2014: 5
- Yulianafeza Sofia, *An Implementation of Character Education in Teaching English* (Descriptive Research at SMPN 2 Pontianak in the Academic Year of 2021/2022), Diploma Thesis IKIP PGRI Pontianak, 2022
- Zhang, Xiufeng and Guo, Lu. Cognitive and Metacognitive Reading Strategies Training in EFL Reading, *International Conference on Education, Economics and Information Management. Advance in Social Science, Education and Humanities research*, volume 428, 2019: 111

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

DECLARATION OF AUTHENTICITY

The undersigned bellow:

Name : Iswatul Hasanah

NIM : T20186095

Program Study : Tadris Bahasa Inggris

Faculty : Fakultas Tarbiyah dan Ilmu Keguruan

State that entitled "The Implementation of Metacognitive Strategies on Students Reading Comprehension at 9th Grade of smpn 1 Sukowono" is truly my original work. It does not Incorporate any material previously written or published by another person expect those indicated in quotation an bibliography. Do the fact, I am the only person who is responsible for the thesis if there is any objection or claim for other.

Jember, 18 Juni 2023

Author



Iswatul Hasanah
NIM. T20186095

Appendix 1 MATRIX

TITLE	VARIABLE	SUB. VARIABLE	INDICATORS	SOURCE OF DATA	RESEARCH METHOD	GENERAL QUESTION
The Implementation of metacognitive strategies on students reading comprehension at ninth Grade of junior high school 1 Sukowono	Metacognitive strategy Reading comprehension	1. Concept of metacognitive strategy 1. Aspect of reading comprehension	1. Planning 2. Monitoring 3. Evaluating 1. Determining main idea 2. Reference 3. Understanding vocabulary 4. Making inference 5. Specific information	1. Primary Data Interview respondent: a. English teacher of junior high school 1 Sukowono b. The Nineth grade students of junior high school 1 Sukowono 2. Secondary Data Related documents	1. Approach and kinds of research: a. Qualitative b. Descriptive 2. Data collection method: a. Questionnaire b. Observation c. Interview d. Related documents 3. Data Analysis: Miles and Huberman Model 4. Stages of Data Analysis: • Data Condensation • Data Display • Drawing and Verifying conclusion 5. Validation of data: triangulation of technique • Triangulation of method • Triangulation of source	1. How is the implementation of metacognitive strategy on students reading comprehension at ninth Grade of junior high school 1 Sukowono? 2. How is the response of students in implementing metacognitive strategy at ninth Grade of junior high school 1 Sukowono?

Appendix 3 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMP Negeri 1 Sukowono
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX/II
Materi Pokok	: Teks Naratif
Sub materi	: Memberi dan meminta informasi terkait <i>fairytales</i> (Sangkuriang)
Alokasi Waktu	: 2 x 40 menit

A. Kompetensi Inti

- **K11 dan K12: Menghargai dan menghayati** ajaran agama yang dianutnya serta **Menghargai dan menghayati** perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan keluarga, sekolah, masyarakat, dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- **K13:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **K14:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait fairytales	<ul style="list-style-type: none">• Mengidentifikasi struktur teks, fungsi sosial dan unsur kebahasaan dari teks fairytales• Menganalisis struktur teks, fungsi sosial dan unsur kebahasaan dari teks fairytales dan Menuliskan dengan tulisan tangan• Mempresentasikan ringkasan terkait fairytales, sangat pendek dan sederhana.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi struktur teks, fungsi sosial dan unsur kebahasaan dari teks fairytales yang didengar atau dibaca.
- Menganalisis struktur teks, fungsi sosial dan unsur kebahasaan dari teks fairytales yang didengar atau dibaca.
- Mempresentasikan ringkasan hasil analisis teks fairytales dengan suara nyaring dalam kelompok masing-masing.

D. Materi Pembelajaran

Topic : Narrative text

Skill : Reading

- Fungsi sosial
Mendapatkan/memberikan hiburan, mengambil teladan nilai-nilai luhur
- Struktur teks
Dapat mencakup:

- Orientasi
- Complication
- Resolution
- Unsur kebahasaan
 - Kalimat deklaratif dan interogatif dalam simple past tense
 - Frasa adverbial: *a long time ago, once upon a time, in the end, happily ever after*
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
 - Cerita yang memberikan keteladanan dan dapat menumbuhkan perilaku yang termuat di KI (fairytale : Sangkuriang)

E. Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)
- 3) Metode : Tanya jawab, diskusi, praktek, dan tugas.

F. Media Pembelajaran

1. Media
 - Worksheet atau lembar kerja (siswa)
 - Lembar penilaian
2. Alat/Bahan
 - Spidol dan papan tulis

G. Sumber Belajar

- Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas IX, Kemendikbud, Revisi Tahun 2016.
- Kamus Bahasa Inggris
- Pengalaman peserta didik dan guru

H. Kegiatan Pembelajaran

1. Pembukaan

- Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran dan memeriksa kehadiran peserta didik sebagai sikap **disiplin**.
- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.
- Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi teks fairytales.
- Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh .

2. Penjelasan

- Guru menjelaskan terkait pengertian dari narrative text.
- Guru memberikan penjelasan menyeluruh terkait struktur narrative text yang diantaranya Orientasi, Complication, Resolution.
- Guru memberikan contoh terkait bahasa atau awal kalimat yang biasanya digunakan dalam narrative text. Misalnya *a long time ago, once upon a time, in the end, happily ever after*.
- Guru meminta siswa untuk membaca contoh teks bacaan tentang narrative text yang ada di buku paket. Teks fairytales yang dibaca tentang sangkuriang.
- Guru memberikan tugas untuk mengasah pemahaman siswa terkait materi yang sudah dipelajari.
- Pengumpulan tugas dan penilaian.

3. Penutup

- Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi Teks naratif fairytales yang baru dilakukan.

- Guru menanyakan ulang secara singkat terkait materi yang sudah dipelajari .
- Guru menjelaskan materi pertemuan selanjutnya yang akan dipelajari.
- Guru memberikan motivasi kepada siswa untuk meningkatkan pemahaman serta ketertrikan dalam belajar bahasa Inggris.
- Guru menutup pembelajaran dengan doa dan memberikan salam kepada siswa.

I. Penilaian

SANGKURIANG

In a village called Priangan village there lived a family, the beautiful wife named Dayang Sumbi with her husband Tumang in the form of a dog, they were given a child and gave the name sangkuriang. But they hid the secret that Tumang was Sangkuriang's father.

One day Dayang sumbi requested that Sangkuriang hunt Deer in the forest and be accompanied by Tumang. But all day hunting, Sangkuriang did not find the hunt he finally shot Tumang and took his heart and gave it to his mother. Dayang Sumbi found out about Sangkuriang's lies and his heart was sad and also hit because his husband had been killed by his son alone. Dayang sumbi was angry and hit Sangkuriang's head with centong until he was injured, and drove Sangkuriang from home.

Sangkuriang went and traveled while Dayang Sumbi meditated throughout the year so that the gods gave him a youthful and beautiful face. 20 years have passed Sangkuriang grew to be a handsome man while Dayang Sumbi remained a beautiful woman. Sangkuriang fell in love with Dayang sumbi and so did Dayang sumbi, but Dayang sumbi saw the scar on Sangkuriang's head exactly with his son's wound, finally he realized that it was his child and could not marry him.

To reject his proposal, Dayang sumbi requested that Sangkuriang make a big boat in one night as proof of his love for him. Sangkuriang agreed and began working on it, but before dawn, Dayang Sumbi made an artificial lightning like dawn so the chicken crowed and Sangkuriang angrily kicked his boat which was almost finished and turned into a mountain that is Mount Tangkuban Perahu.

Appendix 4 Interview Transcript

INTERVIEW TRANSCRIPT

English Teacher Identity	
Code	English Teacher
Age	58
Gender	Female
Job	English Teacher

Interview 1

Theme	Interview	Code
Researcher	Selamat pagi bu, saya Iswatul Hasanah mahasiswa UIN KH. Achmad Siddiq Jember. Saya akan melakukan penelitian di SMPN 1 Sukowono dengan judul penelitian The implementation of metacognitive strategies on students reading comprehension, bu.	Introduction
English Teacher	Oh iya mbak...saya bu rini guru bahasa Inggris di sekolah ini. Ada yang bisa saya bantu?	
Researcher	Enggeh bu, jadi begini bu saya mau peneliian di sekolah ini, untuk kelas 9 bu...apakah bu rini guru kelas 9 bu?	
English Teacher	Owalah iya mbak, kebetulan saya ngajar kelas 9 nya tapi yang A sama B	
Researcher	Apakah bu guru menerapkan strategi metacognitif bu di kelas selama pembelajaran?	
English Teacher	Sebenarnya strategi untuk mengajar ini dari dulu memang sudah ada strategienya cuman untuk yang sekarang mungkin ada pembaharuan gitu ya mbak...kalo dulu strategi untuk reading ini memang ada 3 ada pre reading, wals reading sama post reading, kalau yang sekarang ini kan planning, monitoring, dan evaluasi.	

Researcher	Enggeh bu, lalu untuk penerapannya seperti apa biasanya yang bu guru lakukan bu?
English Teacher	Jadi contoh penerapan di kelas biasanya kalau di planning, mengajak siswa untuk tau arti dari judul teks yang akan di baca, karena kalau siswa sudah tau arti judul ceritanya siswa pasti akan tau teks itu menceritakan tentang apa seperti itu...di monitoring, saya lebih ke mantau sejauh mana pemahaman siswa dalam membaca teks itu misalnya saya pancing mereka dengan beberapa pertanyaan...ya pertanyaan menggunakan 5W+1H itu dan ketika siswa yang ditanya mengerti biasanya saya menunjuk yang lain yang kelihatan kurang mengerti atau belum paham sama isi teks itu dan dari beberapa soal itu menjadi evaluasi yang saya peroleh dari hasil nilai siswa.
Researcher	Bagaimana cara bu guru membenatu siswa dalam menerapkan strategi metacognitif?
English Teacher	Biasanya saya mengajak siswa untuk tau dari segi judul lalu saya meminta untuk membaca teks yang sudah ada di buku paket lalu saya memantau siswa dan juga menerangkan struktur dari reading teks untuk memudahkan siswa lebih paham dalam membaca teks tentunya
Researcher	Apakah ada respon siswa bu dari penerapan strategi metacognitif dalam pemahaman membaca siswa?
English Teacher	Sejauh ini ada responnya, setelah saya memberikan tugas dari apa yang saya terangkan sebelumnya siswa mampu menjawab dengan baik dan dengan hasil yang memuaskan. Jadi saya

	menyimpulkan bahwa apa yang saya terapkan itu respon siswa pada penerapan strategi metacognitive.	
Researcher	Apakah jenengan akan tetap menggunakan strategi ini bu dalam mengajar membaca teks bahasa Inggris?	
English Teacher	Iya, saya akan tetap menggunakan karena ini membantu pemahaman siswa khususnya pada skill readingnya.	
Researcher	Enggeh bu, terimakasih nggeh bu sudah meluangkan waktunya untuk saya wawancarai...	
English Teacher	Iya mbak sama sama.	



Appendix 5 INTERVIEW TRANSCRIP

Student Identity	
Code	ST01AO
Age	15 TH
Gender	Female
Job	Student at Grade IX

Theme	Interview	Code
Researcher	Halo dek ST01A...saya mau tanya, apa yang kamu sukai dari sistem pembelajaran yang sudah guru terapkan di kelas?	
ST01AO	Eem...pembelajarannya dijelaskan secara detail jadi saya mudah memahami.	
Researcher	Terus apa yang dek ST01A.. rasakan ketika guru menrapkan strategi pembelajaran (metacognitive strategies) di kelas?	
ST01AO	Yang saya rasakan itu pembelajaran berjalan dengan baik dan saya mengerti.	
Researcher	Kalau saran atau komentar dari kamu tentang penerapan strategi metacognitif yang bu guru terapkan di kelas itu apa dek	
ST01AO	Emm buk guru di kelas selalu menanyakan apa siswa sudah mengerti atau tidak, terus saya juga merasa terbantu kak ketika saya tidak mengerti terus buk guru meminta siswa untuk berfikir dulu dimana yang tidak tahu, jadi saya bisa memahami pas buk guru jelasin kak.	

Researcher	Emm menurut kamu, menerapkan strategi metacognitive itu sulit ga?	
ST01AO	Nggak sulit kak, sama seperti biasanya. Saya cukup emm mengerti ketika buk guru jelasin	
Researcher	Apa kamu akan tetap nerapin strategi metacognitif dek?	
ST01AO	Bisa terus diterapkan si kak karena bisa memudahkan saya paham sama materi yang diberikan guru.	
Researcher	Iya sudah dek, terimakasih yaa..	
ST01AO	Sama sama kak	



Appendix 6 Interview Transcript

Student Identity	
Code	ST02LA
Age	15 th
Gender	Female
Job	Student at Grade IX-A

Theme	Interview	Code
Researcher	Oke dek, kakak mau bertanya apa yang kamu sukai dari cara atau sistem mengajar guru di kelas?	
ST02LA	Yang saya sukai, saya mampu mengutarakan apa yang saya ketahui sebelumnya kak dan saya juga bertanya kepada buk guru ketika ada yang saya belum mengerti kak...	
Researcher	Terus yang kamu rasakan dek, ketika guru menerapkan strategi mengajar di kelas...	
ST02LA	Senang sih kak, menurut saya pembelajarannya menyenangkan	
Researcher	Menurut kamu pribadi nih ya dek...cara menerapkan strategi metacognitive di kelas itu gimana dek, sulit apa nggak?	
ST02LA	Sedikit sulit kak, tapi saya suka karena siswa diminta untuk berfikir terlebih dahulu untuk mengetahui sebelum guru menerangkan	

Researcher	Jadi saran kamu dari penerapan strategi itu (strategi metacogntif) gimana dek...	
ST02LA	Eee..sering sering diterapkan terus mungkin bisa di tambah game gtu kak..	
Researcher	Apakah kamu akan tetap menerapkan strategi metacognitive dek? Berikan alasannya!	
ST02LA	Menurt saya ya kak, pembelajaran akan mudah di mengerti dan dapat di pahami dengan baik karena dengan menerapkan strategi metacognitive saya merasa terbantu dan bisa mengatur proses pemahaman saya	



Appendix 7 Interview Transcript

Student Identity	
Code	ST03AW
Age	15 th
Gender	Male
Job	Student at Grade IX-A

Theme	Interview	Code
Researcher	Haii dek AW...minta waktunya sebentar ya, kakak mau tanya-tanya	
ST03AW	Halo kak....iya kak gapapa.	
Researcher	Jadi gni dek, menurut kamu apa sih yang bikin kamu tertarik belajar dari sistem atau strategi pembelajaran (metacognitive strategi) guru di kelas?	
ST03AW	Yang saya sukai pembelajarannya efektif kak karena kami diminta untuk melakukan perencanaan sebelum membaca kayak di suruh tau arti judul dari teks jadi kami bisa tau kak teks itu menceritakan tentang apa.	
Researcher	Terus yang kamu rasakan dari penerapan strategi metacognitif yang sudah kamu terapkan di kelas itu kayak gimana dek?	
ST03AW	Tentunya sangat senang sih kak, karena saya merasa eee...sedikit lebih mengerti ketika saya membaca teks bahasa Inggris.	

Researcher	Caranya buk guru ngajar di kelas dek? Sulit nggak kamu memahami materi yang diberikan guru..	
ST03AW	Sejauh ini saya tidak merasakan kesulitan sih kak... buk guru selalu memantau perkembangan anak anak di kelas kak kayak menanyakan apakah ada kesulitan untuk dii pahami gtu kak dan biasanya kalau saya sendiri, ada yang tidak saya pahami saya bertanya kepda buk guru...	
Researcher	Cobak dek kak pengen tau saran atau komentar kamu tentang penerapan strategi yang sudah buk guru lakukan itu gimana?	
ST03AW	Menurut saya, strategi metacognitive itu ini kak memudahkan saya dalam membaca teks bahasa Inggris sih kak...eee yang awalnya saya tidak tau jadi tau kak.	
Researcher	Terus kalok strategi itu terus kamu terapkan atau digunakan pas pembelajran di kelas, tanggapannya kamu gimana dek?	
ST03AW	Senang kak, karena saya akan terbantu jadi memudahkan saya bisa menjawab soal yang diberikan buk guru.	

Appendix 8 Interview Transcript

Student Identity	
Code	ST04DC
Age	15 th
Gender	Male
Job	Student at Grade IX-A

Theme	Interview	Code
Researcher	Dek, saya mau bertanya ada nggak yang kamu sukai dari sistem atau cara penerapan strategi mengajar buk guru di kelas?	
ST04DC	Saya suka ketika buk guru menanyakan apa yang belum dipahami sih kak...jadi pas saya merasa kesulitan saya bisa bertanya kepada buk guru	
Researcher	Apa yang kamu rasakan pas bu guru menrapkan strategi itu dek?	
ST04DC	Pembelajarannya itu jadi asik karena kami diminta untuk berfikir terlebih dahulu kak	
Researcher	Menurut kamu pribadi nih ya dek, cara menerapkan strategi metacognitive itu gimana sulit ngga kamu memhaminya?	
ST04DC	Emmm..menurut aku tidak terlalu sulit kak, karena sebelumnya sudah diajari sama guru	
Researcher	Kalau komentar kamu tentang penerapan strategi metacognitive itu seperti apa dek?	

ST04DC	Selama pembelajaran berlangsung saya dapat mengerti apa yang buk guru jelasin kak, dan saya merasa suka membaca teks bahsa Inggris ketika saya mengerti maksudnya itu kak...	
Researcher	Terus kalok semisal strategi itu terus kamu diterapkan pada saat pembelajaran berlangsung, tanggapannya kamu apa dek?	
ST04DC	Tanggapan saya, saya akan merasa terbantu dengan sistem pembelajaran menggunakan strategi metacognitive yang menyenangkan dan bisa membuat saya mengerti tentang teks yang saya baca.	



Appendix 9 Interview Transcript

Student Identity	
Code	ST05MA
Age	15 th
Gender	Male
Job	Student at Grade IX-A

Theme	Interview	Code
Researcher	Apa yang kamu sukai dek, dari strategi metacognitive yang sudah dijelaskan bu guru sebelumnya?	
ST05MA	Asik kak karen guru menjelaskan secara detail jadi buat saya lebih banya tau tentang bahasa Inggris.	
Researcher	Emm...kalau yang kamu rasakan ketika guru menerapkan strategi metacognitive itu gimana dek?	
ST05MA	Senang, buk guru membantu saya saat saya kesulitan jadi saya lebih paham tentang apa yang saya baca dari teks bahasa Inggris kak...	
Resrarcher	Terus menurut kamu sendiri, cara menerapkan strategi metacognitive di kelas itu gimana, sulit atau nggak kamu memhami materinya?	
ST05MA	Nga kak, menurut saya strategi ini membantu meningkatkan pemahaman saya dalam	

	membaca, jadi saya dapat mengerjakan soal dengan baik.	
Researcher	Saran kamu tentang penerapan strategie metacognitif itu kayak apa dek?	
ST05MA	Tetap diterapkan saja sih kak...menurut saya strategi ini akan lebih memudahkan siswa untuk memhami dari materi yang diberikan bu guru...	
Researcher	Terus tanggapan kamu kalau semisal strategi metacognitif ini tetep digunakan?	
ST05MA	Saya senang kak, dan saya akan menggunakan strategi metacognitive ketika mengerjakan tugas tentang teks bacaan	



Appendix 10 Interview Transcript

Student Identity	
Code	ST06HS
Age	15 th
Gender	Female
Job	Student at Grade IX-A

Theme	Interview	Code
Researcher	Dek, kakak mau tanya yang kamu sukai dari strategi yang sudah diterapkan bu guru itu kayak gimana?	
ST06HS	Senang dan pastinya mudah untuk dimengerti kalau saya kسلitan saya dibantu bu guru dengan memberikan penjelasan atau contoh yang mudah di pahami.	
Researcher	Terus apa yang kamu rasakan pas bu guru menggunakan strategi metacognitif	
ST06HS	Eee yang awalnya saya tidak mengerti ahirnya, akhirnya saya mengerti dan menambah pemahaman membaca saya pada teks bahasa Inggris	
Researcher	Kalau menurut kamu pribadi, gimana sih dek cara menerapkan strategi metacognitive, sulit nggak memhaminya?	
ST06HS	Ngakk sih kak, karena mudah dipahami sehingga	

	saya mampu menjawab sol yang diberikan bu guru.	
Researcher	Saran kamu tentang penerapan strategi yang buk guru terapkan itu apa dek?	
ST06HS	Saran saya sistem pembelajaran ini tetep digunakan biar saya dan teman teman lebih tertarik untuk belajara Bahasa Inggris	
Researcher	Jadi tanggapannya kamu apa dek, kalok semisal saran kamu itu diterima terus di terapkan pada saat pembelajaran berlangsung	
ST06HS	Senang sekali pastinya kak...dalam pembelajaran ini siswa merasa terpantau dan terfokus dengan pembelajran yang diterangkan buk guru jadi saya dapat memahami isi teks dengan baik.	

Appendix 11 Interview Transcript

Student Identity	
Code	ST07MD
Age	15 th
Gender	Male
Job	Student at Grade IX-A

Theme	Interview	Code
Researcher	Oke dek, disini saya mau bertanya apa yang kamu sukai dari strategi pembelajaran yang sudah diterapkan bu guru?	
ST07MD	Yang saya suka dari strategi yang di pakai ibu guru dalam mengajar itu memudahkan saya dalam memahami pelajaran bahasa Inggris	
Researcher	Terus selain bisa memudahkan kamu apa yang dirasakan ketika guru menarapkan strategi metacognitif?	
ST07MD	Tentnya saya senang kak...pelajarannya jadi mudah dipahami dan tidak terlalu membosankan.	
Researcher	Menurut kamu pribadi, bagaimana cara menerapkan strategi metacognitive, sulit atau tidak untuk memahami?	
ST07MD	Kadang-kadang sih kak tapi saya senang karena pas saya ngerasa kesulitan ibu guru menjelaskan ulang secara detail jadi mudah untuk saya pahami	

Researcher	Terus kalok saran dari kamu terkait penerapan strategi metacognitif yang sudah dilakukan bu guru itu gimana dek?	
ST07MD	Eemm, apa ya....ngajarnya tetep seperti ini sih kak, terus ini juga kak kadang-kadang ada yang rame gitu di kelas, mungkin bisa lebih di pertegas kak biar tidak rame karena akan mengganggu yang lain.	
Researcher	Apa kamu akan tetap menggunakan strategi metacognitive, tanggapannya kamu apa dek?	
ST07MD	Saya akan menggunakan karna sangat membantu saya untuk memahami pelajaran bahasa Inggris	



Appendix 12 Interview Transcript

Student Identity	
Code	ST08DA
Age	15 th
Gender	Female
Job	Student at Grade IX-A

Theme	Interview	Code
Researcher	Dek, minta waktunya sebentar ya...saya mau bertanya dek apa yang kamu suka dari strategi metacognitif yang bu guru terapkan di kelas?	
ST08DA	Eee...lebih ke ini kak cara bu guru ngejelasin sih kak, tapi ketika saya menerapkan kesusahan untuk memahami kak.	
Researcher	Terus yang kamu rasakan pas bu guru nerapin itu di kelas kayak gimana dek?	
ST08DA	Sedikit kebingungan kak	
Researcher	Cara menerapkan strategi metacognitive menurut kamu gimana dek? Sulit nggak?	
ST08DA	Sedikit susah kak, saya kesulitan ketika menerapkan karena ada beberapa tahap yang menurut saya bikin saya kebingungan kak	
Researcher	Kalok saran atau komentar kamu dari penerapan strategi metacognitive itu apa dek?	
ST08DA	Bu guru tidak bosan menjelaskan kembali ketika saya tetap merasa kebingungan sih kak...	
Researcher	Kalau semisal tetep digunakan nih ya dek sama bu guru tanggapan kamu gimana?	
ST08DA	Mungkin saya akan berusaha untuk tetap menggunakan kak, jika saya tetap kebingungan saya akan bertanya sama bu guru sampai saya mengerti ketika menerapkan strategi metacognitive untuk pemahaman membaca teks kak...	

Appendix 13 Letter of Finishing Research



PEMERINTAH KABUPATEN JEMBER
UPTD SATUAN PENDIDIKAN
SMP NEGERI 1 SUKOWONO
KECAMATAN SUKOWONO



Jl. Imam Sukarto No. 14 Baletbaru - Sukowono - Jember 68194
Telpon : (0331) 5101708 / Email : smp.sukowono1@gmail.com

SURAT KETERANGAN

Nomor:800/35/310.06.20523877/2023

Yang bertandatangan dibawah ini:

Nama : **DWI KRISTATININGSING, S.Pd.**
NIP : 19800129 201001 2 010
Jabatan : Kepala Sekolah
Unit Kerja : SMP Negeri 1 Sukowono

Dengan ini menerangkan dengan sebenarnya bahwa:

Nama : **ISWATUL HASANAH**
NIM : T20186095
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Universitas : Universitas Negeri Kyai Haji Achmad Siddiq Jember

Yang namanya tersebut diatas telah melaksanakan penelitian di SMP Negeri 1 Sukowono dengan judul "*The Implementation of Metacognitive Strategies on Students Reading Comprehension at 9th Grade of SMPN 1 Sukowono*" Terhitung mulai tanggal 4 November 2022 sampai dengan 11 Februari 2023.

Demikian surat keterangan ini dibuat untuk diketahui dan dipergunakan sebagai persyaratan penyusunan skripsi.

Jember, 27 Februari 2023
Kepala Sekolah















DWI KRISTATININGSING, S.Pd.
NIP. 19800129 201001 2 010

Appendix 14 Research Documentation



Appendix 15 Journal of Research

JURNAL KEGIATAN PENELITIAN

No	Time	Activity	Informant	Signature
1.	November 4 th 2022	Menyerahkan surat permohonan penelitian ke SMPN 1 Sukowono	Dwi Kristatiningsih, S.Pd	
2.	January 9 th 2023	Menemui guru Bahasa Inggris SMPN 1 Sukowono untuk konsultasi waktu penelitian	Tri Sulistiyowatirini, S.Pd	
3.	January 13 rd 2023	Membagikan Questionnaire kepada siswa kelas 9A	Tri Sulistiyowatirini, S.Pd	
4.	January 27 th 2023	Observasi kepada kelas 9A	Tri Sulistiyowatirini, S.Pd	
5.	February 1 st 2023	Interview kepada kelas 9A	1. Ayu olivia putri 2. Laila afkara R 3. Ahmad wildan II 4. Dwi cahyo N 5. Muh. Adittiyanto 6. Hani sinta N 7. M. Danang prayoga 8. Dwi azizah	1.  2.  3.  4.  5.  6.  7.  8. 
6.	February 11 st 2023	Interview kepada guru Bahasa Inggris	Tri Sulistiyowatirini, S.Pd	
7.	February 27 th 2023	Mengurus Surat Ijin selesai Penelitian di SMPN 1 Sukowono	Adi Yuswono	

Appendix 16 Questionnaire Results

STUDENTS	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	TOTAL	Overall Mean
AHMAD WILDAN HIDAYAT	3	2	5	5	2	4	3	5	3	3	5	2	4	5	5	4	3	4	3	4	5	2	3	3	4	3	5	4	3	4	110	3,666666667
ALIF ALFAN FABIYAN	1	4	5	3	4	1	3	1	4	3	2	3	2	4	4	4	1	3	4	2	2	4	1	3	1	4	2	1	1	2	79	2,633333333
ANTON WIJAYA PRATAMA	1	3	4	5	5	2	2	2	1	1	1	1	4	1	5	2	2	4	1	2	1	3	1	4	4	2	1	3	2	1	71	2,366666667
AYU OLIVIA PUTRI SARIATI SANTOS	4	4	5	4	3	3	4	3	4	4	3	5	5	3	4	5	4	3	4	4	3	2	2	4	3	4	3	5	5	3	112	3,733333333
BATDRUL ANAM	4	5	3	3	3	2	2	2	3	2	4	4	1	1	1	5	5	2	2	2	4	2	2	2	4	2	1	3	1	3	80	2,666666667
CINTIA ALODYA SWANDANI	3	1	1	2	1	1	4	3	1	3	2	2	2	2	1	4	4	4	4	1	5	2	3	1	1	3	1	3	3	1	69	2,3
DWI AZIZAH	5	4	3	2	2	2	3	4	4	3	4	2	4	3	4	5	5	4	3	3	4	5	4	4	3	4	5	4	2	3	107	3,566666667
DWI CAHYO NOVIANTO SUWARDI	4	4	3	4	3	4	5	2	4	5	5	4	3	2	4	4	5	4	3	4	5	3	3	5	3	3	2	4	5	5	114	3,8
FATHUL	3	3	1	3	2	2	1	2	4	2	1	2	4	2	1	3	3	1	4	3	5	2	2	4	4	2	2	2	1	3	74	2,466666667
FITRIYAH	3	2	2	2	2	1	2	1	1	2	3	4	1	4	4	3	1	2	5	4	1	4	2	3	3	4	3	2	3	4	78	2,6
HANI SINTA NURIYAH	4	5	3	5	3	2	3	4	4	3	4	3	2	5	3	4	4	5	4	3	4	2	3	4	5	3	3	3	5	5	110	3,666666667
IKFI SAENOL MAKKI	1	1	1	1	2	3	4	1	3	1	3	5	5	2	1	2	2	2	2	3	3	3	1	2	1	1	4	4	4	3	71	2,366666667
KHOLIFATUL KARIMAH	2	5	1	1	3	1	1	2	1	2	4	4	1	1	2	1	1	1	3	1	1	1	2	4	2	4	1	4	2	1	60	2
LAILA AFKARA RIZKI	4	4	5	4	5	3	2	2	3	4	4	5	3	5	4	4	4	5	4	4	5	4	5	4	5	4	5	5	4	5	124	4,133333333
M. LEFI ANDREANS	2	3	2	2	2	1	1	3	3	2	4	3	1	1	3	3	2	4	5	3	3	1	2	1	3	1	2	4	2	1	70	2,333333333
M. NABIL HAEKAL FIKRI	3	2	3	1	1	2	2	4	1	1	5	4	2	2	4	2	4	1	4	1	5	1	1	3	4	1	4	4	3	1	76	2,533333333
MAILANI ISMATURRAIHAN	4	1	4	3	3	1	3	3	2	2	4	1	1	3	5	1	3	1	2	5	4	2	3	4	3	2	1	3	1	3	78	2,6
MOH. AFIDRI SOLIHIN	2	3	2	3	1	3	1	3	1	3	1	4	2	1	4	1	1	2	1	4	5	1	2	3	1	1	2	3	2	2	65	2,166666667
MUH. ADITTIYANTO	4	5	3	3	3	4	2	3	4	4	4	3	5	3	4	3	4	4	3	3	3	5	4	3	4	3	4	4	3	4	108	3,6
MUHAMMAD DANANG PRAYOGA	3	4	3	5	3	3	4	2	3	4	5	3	2	4	4	4	4	5	4	5	5	3	2	3	3	4	5	3	4	4	110	3,666666667
MUHAMMAD KHOIRUL ANAM	5	3	1	1	1	4	2	1	5	5	1	4	1	3	2	4	1	4	3	1	3	1	2	2	2	3	1	2	1	1	70	2,333333333
MUHAMMAD RIDHO IMAM HAFIDI	2	1	2	2	2	1	2	3	4	1	4	1	1	2	4	4	4	4	4	2	1	2	2	3	2	4	1	1	2	2	70	2,333333333
QOLYUBI	3	2	4	3	3	2	1	1	2	4	2	2	2	4	5	5	5	5	5	2	2	4	4	4	2	2	1	1	2	1	85	2,833333333
RAFIQ	2	2	3	4	1	3	3	4	1	2	4	1	1	3	1	4	4	4	2	4	5	2	3	2	4	2	2	2	4	3	82	2,733333333
RANDIANA FIRMANSYAH	1	4	3	3	1	4	1	2	3	1	5	2	2	1	2	1	3	5	4	2	2	2	4	3	4	4	2	3	4	2	80	2,666666667
REHAN	2	3	3	3	2	5	2	3	4	2	1	1	1	1	5	2	2	4	5	4	3	4	3	1	2	2	3	1	3	4	81	2,7
SAKILATUL SILVIANI	3	3	3	5	4	1	1	1	1	3	4	3	2	2	5	1	2	1	4	2	1	3	3	2	1	3	3	3	1	2	73	2,433333333
SITI NUR AFIFAH	3	4	4	4	2	3	1	2	2	1	3	1	3	1	5	2	1	2	1	4	3	4	1	3	3	4	4	1	2	1	75	2,5

Appendix 17 Students Respond of MARSİ Questionnaire

Nama : Ayu Olivia Putri
 kelas : 9 A

Source : Metacognitive Awareness of Reading Strategies Inventory (MARSİ) by Mokhtari and Reichard 2002

A. Petunjuk:

- Bacalah pertanyaan dibawah inidengan cermat dan pilihlah jawaban yang benar-benar cocok dengan pilihanmu
- Pertimbangkan setiap pernyataan dan temukan kebenarannya. Jawabanmu jangan dipengaruhi jawaban temanmu
- Catat responmu pada lembar jawaban yang tersedia dengan tanda centang (✓)

Keterangan pilhan jawaban:

- 1 = Tidak Pernah
 2 = Pernah
 3 = Kadang-Kadang
 4 = Sering
 5 = Selalu

B. Pernyataan Angket

No	Strategy	Scales				
		1	2	3	4	5
1	Saya memilih tujuan ketika saya membaca		✓			
2	Saya mencatat sambil membaca untuk membantu saya memahami apa yang saya baca				✓	
3	Saya memikirkan apa yang saya ketahui untk membantu saya memahami apa yang saya baca				✓	
4	Saya meninjau ulang bacaan untuk mengetahui isi bacaan tersebut sebelum membacanya				✓	
5	Ketika teks menjadi sulit, saya membaca keras-keras untuk membantu saya memahami apa yang saya baca	✓				
6	Saya meringkas apa yang saya baca untuk mengulas kembali informasi penting dalam bacaan		✓			
7	Saya berpikir apakah isi dari bacaan sesuai dengan tujuan membaca saya				✓	
8	Saya membaca perlahan tapi hati-hati untuk memastikan saya mengerti apa yang saya baca				✓	
9	Saya mendiskusikan apa yang saya baca dengan orang lain untuk memriksa pemahaman saya			✓		
10	Saya membaca bacaan sekilas terlebih dahulu, dengan mencatat ciri-ciri seperti panjang bacaan dan susunanya					✓
11	Saya mencoba untuk memahami kembali bacaan ketika saya kehilangan konsentrasi					
12	Saya mengarishawahi atau melingkari informasi dalam teks untuk membantu saya mengingatnya			✓		
13	Saya menyesuaikan kecepatan membaca saya sesuai dengan apa yang saya baca			✓		
14	Saya memutuskan apa yang harus dibaca dengan cermat dan apa yang harus diabaikan		✓			
15	Saya menggunakan bahan refrensi seperti kamus untuk membantu saya untuk memahami apa yang saya baca		✓			
16	Ketika teks menjadi sulit, saya lebih memperhatikan apa yang saya baca		✓			

17	Saya menggunakan tabel, angka dan gambar dalam teks untuk meningkatkan pemahaman saya	✓				
18	Saya berhenti dari waktu ke waktu dan berpikir apa yang saya baca		✓			
19	Saya menggunakan petunjuk bacaan untk membantu saya lebih memahami apa yang saya baca				✓	
20	Saya menuliskan kembali ide-ide dengan kata-kata saya sendiri untuk lebih memahami apa yang saya baca				✓	
21	Saya mencoba menggambarkan dan membayangkan informasi untuk membantu mengingat apa yang saya baca				✓	
22	Saya menggunakan alat bantu seperti huruf cetak tebal dan miring untuk mengenali kata kunci		✓			
23	Saya secara kritis menganalisa dan menili informasi yang disajikan dalam bacaan			✓		
24	Saya bolak-balik dalam teks untuk menemukan hubungan diantara ide-ide di dalamnya				✓	
25	Saya memeriksa pemahaman saya ketika saya menemukan informasi yang bertentangan				✓	
26	Saya mencoba menerka apa materi itu ketika saya membaca				✓	
27	Ketika teks menjadi sulit, saya membaca ulang untuk meningkatkan pemahaman saya					✓
28	Saya bertanya pada diri sendiri pertanyaan-pertanyaan yang ingin saya jawab dalam teks			✓		
29	Saya memeriksa untuk melihat apakah tebakan saya tentang teks itu benar atau salah				✓	
30	Saya mencoba menebak arti dari kata atau frasa yang dikenal.				✓	

Appendix 18 MARSI Questionnaire

Source : Metacognitive Awareness of Reading Strategies Inventory (MARSI) by Mokhtari and Reichard 2002

A. Petunjuk:

1. Bacalah pertanyaan dibawah inidengan cermat dan pilihlah jawaban yang benar-benar cocok dengan pilihanmu
2. Pertimbangkan setiap pernyataan dan temukan kebenarannya. Jawabanmu jangan dipengaruhi jawaban temanmu
3. Catat responmu pada lembar jawaban yang tersedia dengan tanda centang (✓)

Keterangan pilhan jawaban:

- 1 = Tidak Pernah
- 2 = Pernah
- 3 = Kadang-Kadang
- 4 = Sering
- 5 = Selalu

B. Pernyataan Angket

No	Strategy	Scales				
		1	2	3	4	5
1	Saya memilih tujuan ketika saya membaca					
2	Saya mencatat sambil membaca untuk membantu saya memahami apa yang saya baca					
3	Saya memikirkan apa yang saya ketahui untk membantu saya memahami apa yang saya baca					
4	Saya meninjau ulang bacaan untuk mengetahui isi bacaan tersebut					

	sebelum membacanya					
5	Ketika teks menjadi sulit, saya membaca keras-keras untuk membantu saya memahami apa yang saya baca					
6	Saya meringkas apa yang saya baca untuk mengulas kembali informasi penting dalam bacaan					
7	Saya berpikir apakah isi dari bacaan sesuai dengan tujuan membaca saya					
8	Saya membaca perlahan tapi hati-hati untuk memastikan saya mengerti apa yang saya baca					
9	Saya mendiskusikan apa yang saya baca dengan orang lain untuk memeriksa pemahaman saya					
10	Saya membaca bacaan sekilas terlebih dahulu, dengan mencatat ciri-ciri seperti panjang bacaan dan susunannya					
11	Saya mencoba untuk memahami kembali bacaan ketika saya kehilangan konsentrasi					
12	Saya menggarisbawahi atau melingkari informasi dalam teks untuk membantu saya mengingatnya					
13	Saya menyesuaikan kecepatan membaca saya sesuai dengan apa yang saya baca					
14	Saya memutuskan apa yang harus dibaca dengan cermat dan apa yang harus diabaikan					

15	Saya menggunakan bahan referensi seperti kamus untuk membantu saya untuk memahami apa yang saya baca					
16	Ketika teks menjadi sulit , saya lebih memperhatikan apa yang saya baca					
17	Saya menggunakan tabel, angka dan gambar dalam teks untuk meningkatkan pemahaman saya					
18	Saya berhenti dari waktu ke waktu dan berpikir apa yang saya baca					
19	Saya menggunakan petunjuk bacaan untuk membantu saya lebih memahami apa yang saya baca					
20	Saya menuliskan kembali ide-ide dengan kata-kata saya sendiri untuk lebih memahami apa yang saya baca					
21	Saya mencoba menggambarkan dan membayangkan informasi untuk membantu mengingat apa yang saya baca					
22	Saya menggunakan alat bantu seperti huruf cetak tebal dan miring untuk mengenali kata kunci					
23	Saya secara kritis menganalisa dan menili informasi yang disajikan dalam bacaan					
24	Saya bolak-balik dalam teks untuk menemukan hubungan diantara ide-ide di dalamnya					
25	Saya memeriksa pemahaman saya					

	ketika saya menemukan informasi yang bertentangan					
26	Saya mencoba menerka apa materi itu ketika saya membaca					
27	Ketika teks menjadi sulit, saya membaca ulang untuk meningkatkan pemahaman saya					
28	Saya bertanya pada diri sendiri pertanyaan-pertanyaan yang ingin saya jawab dalam teks					
29	Saya memeriksa untuk melihat apakah tebakan saya tentang teks itu benar atau salah					
30	Saya mencoba menebak arti dari kata atau frasa yang dikenal.					



Appendix 19 Students' worksheet of Reading Test

Nama : Ahmad Wildan H
Kelas : 9A

Reading Test Read the text carefully then answer the question by giving a cross mark on the correct option (a, b, c or d)

Text 1: The following text is questions for number 1-5.

The Legend of Malin Kundang

A long time ago on a small beach in Indonesia, lived a woman and her son, who was called Malin Kundang. They did not have very much money, but Malin Kundang was a healthy strong boy who was a good boats man and swimmer. He went to the sea to catch fish, which he and his mother ate or sold in the town.

One day, Malin Kundang saw a trader's ship in trouble. It was being raided by a small band of pirates. Malin Kundang went to help the ship and fought off the pirates. The trader was very grateful to Malin Kundang, and very impressed by his strength and bravery. He asked Malin Kundang to work with him and Malin Kundang agreed. Malin Kundang made lots of money. He bought a huge ship of his own and married a beautiful wife.

Many years later, Malin Kundang's ship landed on the small beach where he grew up. People on the beach recognized him, and the news travelled around the village. His mother, who had been sad and lonely without him, heard the news and ran to the beach to meet her beloved son, Malin Kundang, wearing his expensive clothes and standing with his beautiful wife, didn't recognize his mother and refused to greet the poor old woman. His mother begged him to see her three times, but he declined. At last Malin Kundang shouted "Enough, old woman! I have never had a dirty and ugly peasant woman like you as a mother!" and he ordered his crews to set sail.

His mother was angry. She shouted that she would turn him into stone unless he apologized. Malin Kundang laughed and started to sail away into the calm sea. Suddenly a thunderstorm descended. Malin Kundang's ship was tossed to and fro on the huge waves, and sank. Malin Kundang was thrown from the ship onto a small island and turned into stone.

1. What is the main idea of the text?

- a. Malin Kundang was a healthy strong boy
- b. Malin's mother heard the news and meets him
- c. Malin Kundang helped a trader and asked to work with him
- d. Malin Kundang did not admit his mother

B = 2A

2. ... He asked Malin Kundang to work with him and Malin Kundang agreed (par. 2).

The underline word refers to....

- a. Malin Kundang
- b. The pirates
- c. The trader
- d. A good swimmer

3. Aldin Kuning, seeing the expression of the girl,
The answer of the underlined words is

- b. Happy
- c. Fearless
- d. Rich
- e. Fearless
- 4. The statement below are true except
- 2. Aldin Kuning refused his mother
- 3. Aldin Kuning was a good son
- c. Aldin Kuning became success and he a rich man
- d. Aldin Kuning turned into stone
- 5. What can we learn from the story?
- a. Never give up to get what we want
- b. Don't be proud of yourself
- c. We can't leads us to the happiness
- d. Don't be arrogant and disobedient to your parents

Text 2. The following text is questions for number 6-10

Beany and the Beast

Once upon a time, there was a girl named Beany. She lived with her father and her sisters in a small village. Beany was a beautiful girl. She was also hard-working. She always helped her father on the farm.

One day, her father set out for the city. He saw an old castle. He became curious to know who lived inside and went in, he walked around the castle but he met nobody inside. Knowing that there was no one inside, he ate the food on the table and picked some roses from the garden for Beany. Suddenly an angry Beast appeared. He wanted to kill Beany's father unless Beany was brought to him.

After reaching home, the farmer told his daughters what had happened. Beany loved her father very much, so she didn't refuse what her father asked. She went to the Beast's castle and lived with the Beast. She felt scared, lonely and sad. She tried to run away, but was stopped by the Beast.

The Beast treated Beany well. Soon, Beany began to like the Beast. One day, through the Beast's magic mirror, Beany saw that her father was sick. The Beast allowed her to go home. Her father was happy to see her. One night, Beany had a dream. A fairy told her that the Beast was sick. Beany hurried back and saw the Beast dying. She began to cry. Tears fell onto the Beast. Suddenly, the Beast changed into handsome prince. Beany and the Beast got married and lived happily ever after.

9. What is the main idea of the second paragraph?

- a. Beany's tears changed the Beast into a handsome prince
- b. Beany decided to go to the Beast's castle
- c. Beany is a hard worker and active girl
- d. Beany's father made the Beast angry
- 7. Why did the Beast wanted to kill Beany's father?
- a. He saw an old castle
- b. He ate the food and picked some roses
- c. He had a little dialogue with the Beast
- d. He planned some roses in the garden

8. Which of the following statement is NOT TRUE according to the text?

- a. Beany lived in the farm with her sister and her father
- b. Beany served the food on the castle for her father
- c. Beany declared that the Beast was dying
- d. Beany didn't love the Beast at the end
- 9. He became a curious to know who lived inside... (par. 2)
- The underline word can be replaced by...
- a. eager
- c. Optimistic
- b. Ambitious
- d. Merculous

10. unless Beany was brought to him (par.2). The word him refers to...

- a. Father
- c. Beany
- d. Beany's sister
- b. The Beast

Text 3. The following text is questions for number 11-15

Aladdin

Once upon time, lived a poor widow and her son, Aladdin. Aladdin and Mustafa walked in the desert and came to a cave. Mustafa was afraid to go inside the cave, so Aladdin went inside and found more rubies alone. Then, Aladdin found the old lamp and decided to light it. While cleaning it, he rubbed the lamp and out came a genie. "Master, I shall grant you three wishes," he said. Aladdin said, "Take me home!" In seconds, Aladdin was with his mother. Aladdin also brought the ring along with him and when he rubbed it, out came another genie. "Faster, I shall grant you three wishes," said the genie. "Take us rich and happy," said Aladdin. And Aladdin and his mother lived happily.

One day, Aladdin saw the sultan's daughter and fell in love with her. He went to the palace with gems and asked for her hand in marriage. The king agreed to this. When the sultan died, Aladdin ruled the kingdom. He was just and kind hearted and everybody was happy under his rule. Meanwhile, Mustafa came to know how Aladdin found the magic lamp and became rich. He wanted to take the lamp back. Aladdin came to the palace dressed as a trader and stolen the lamp. He then commanded the genie, "Send Aladdin's entire palace into the desert in Africa!"

And saying this, Mustafa, along with the princess in the palace, were sent to Africa. He searched for the palace for three long days. Finally, he rubbed his magic ring and asked the genie, "Please take me to my princess." The genie agreed. When he met his wife, Aladdin and the princess decided to trick Mustafa. The genie then killed Mustafa and Aladdin and the princess lived happily ever after.

11. What is the main idea of the story above?
 a. Aladdin found the old lamp and decided to possess it.
 b. Aladdin and his mother lived happily.
 c. Aladdin and Mustafa walked in the desert and came to cave.
 d. Mustafa was afraid to go inside the cave.

12. Which one is NOT TRUE based on the text?
 a. Aladdin entered to cave with Mustafa.
 b. Aladdin could asked three wishes to Genie.
 c. Aladdin found an old lamp inside the cave.
 d. Aladdin and the princess lived happily at the end.

13. ... the princess in the palace, were sent to Africa. He searched for the palace (par. 3).
 The word He refers to...
 a. Mustafa
 b. Aladdin
 c. The genie
 d. The princess

14. What did the genie say to Aladdin?
 a. Genie said that Aladdin can meet his mother.
 b. Genie said that Aladdin can ask three wishes to Genie.
 c. Genie said that Mustafa was afraid go inside the cave.
 d. Genie said that make us rich and happy.

15. ... send Aladdin's entire palace into the deserts in Africa. (par. 2).
 The synonym of palace is...
 a. Kingdom
 b. Temple

c. Cottage
 d. Hoarding

16. The following text is questions for number 16-20

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Canano. The man tried to teach the parrot to say Canano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Canano, or I will kill you!" but the parrot would not say it. Then the man got so angry that he shouted over and over, "Say Canano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Canano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Canano, or I'll kill you!"

16. Which statement is NOT TRUE according to the text?
 a. The parrot ate the four old chickens
 b. At last the parrot could say Canano
 c. Canano was the name at the parrot
 d. The man never got angry at the parrot

17. What does the man do to the bird because the bird cannot say the name of a place?
 a. The man ate the bird.
 b. The man sold the bird.
 c. The man killed the bird.
 d. The man taught the bird.

18. What is the main idea from paragraph 3?
 a. The parrot ate the four old chickens at the end.
 b. The parrot could say Canano.
 c. The parrot were taught word "Say Canano, or I'll kill you".
 d. The parrot was a smart parrot from Canano.

19 ... there are four old chickens. They were for Sunday's dinner. (par. 2). The underlined

word refers to

- a. The man
- b. The bird
- c. The chickens
- d. Puerto Rico

20 It was very surprised at what he saw! (par. 3). The word "surprised" means ...

- a. Smart
- b. Happy
- c. Mad
- d. Shock

Text 5 The following text is questions for number 21-25.

The White Butterfly

An old man named Takahama lived in a little house behind the cemetery of the temple of Sezami. He was extremely friendly and generally liked by his neighbors, though most of them considered him a little mad. That was because he was very old but he did not want to get married. He did not have the desire for intimate relationship with women.

One summer day he became very ill, so ill, in fact, that he sent for his sister-in-law and her son. They both came and did all they could to bring comfort during the last hours of his life. While Takahama fell asleep, they watched a large white butterfly fly into the room and rested on the old man's pillow. The young man tried to drive it away with a fan, but it came back three times, as if it was very loath to leave the sufferer.

At last Takahama's nephew chased it out into the garden, through the gate, and into the cemetery. Beyond, where it landed over a woman's tomb, and then mysteriously disappeared. On examining the tomb the young man found the name "Akiko" written upon it, together with a description narrating how Akiko died when she was eighteen. Though the tomb was covered with moss and must have been erected fifty years ago, the boy saw that it was surrounded with flowers, and that the little water tank had been recently filled.

When the young man returned to the house he found that Takahama had passed away, and he returned to his mother and told her what he had seen in the cemetery.

"Akiko" murmured his mother. "When your uncle was young he was betrothed to Akiko. She died shortly before her wedding day. When Akiko left this world your uncle resolved never to marry, and to live ever near her grave. For all these years he has remained faithful to his vow, and kept in his heart all the sweet memories of his one and only love. Every day Takahama went to the cemetery, whether the air was fragrant with summer breeze or thick with falling snow. Every day he went to her grave and prayed for her happiness, swept the tomb and set flowers there. When Takahama was dying, and he could no longer

perform his loving task, Akiko came for him. That white butterfly was her sweet and loving soul."

21. What is the main idea of the story?

- a. Takahama did not married after the death of his fiancée
- b. Takahama did not married because he was afraid
- c. Takahama was married after meet with Akiko
- d. Takahama's fiancée was died

22. Which one is incorrect statement according to the text?

- a. Takahama lived near Akiko's grave
- b. Takahama resolved not to marry after Akiko's death
- c. Takahama became very ill on summer day
- d. Takahama chased the white butterfly into the garden

23. Why did not Takahama get married?

- a. Because he was too young
- b. Because he was too old
- c. Because he kept his promise
- d. Because he was gay

24. ... Akiko left this world your uncle resolved never to marry, and to live ... (par. 4). The word "your uncle" refers to

- a. Akiko's son
- b. Takahama
- c. Akiko
- d. Takahama's sister

25. ... He has remained faithful to his vow, and kept ... (par. 4). The synonym of "faithful" is

- a. Hesitant
- b. Annoyed
- c. Loyal
- d. Hate

Appendix 20 Reading Test

Source: Implementing the Exclusive Learning Model in Teaching Reading Comprehension by Kartika Wulandari (2014) Lampung University

Name :

Class :

Reading Test Read the text carefully then answer the question by giving a cross mark on the correct option (a, b, c or d).

Text 1: The following text is questions for number 1-5.

The Legend of Malin Kundang

A long time ago on a small beach in Indonesia, lived a woman and her son, who was called Malin Kundang. They did not have very much money, but Malin Kundang was a healthy strong boy who was a good boats man and swimmer. He went to the sea to catch fish, which he and his mother ate or sold in the town.

One day, Malin Kundang saw a trader's ship in trouble. It was being raided by a small band of pirates. Malin Kundang went to help the ship and fought off the pirates. The trader was very grateful to Malin Kundang, and very impressed by his strength and bravery. He asked Malin Kundang to work with him and Malin Kundang agreed. Malin Kundang made lots of money. He bought a huge ship of his own and married a beautiful wife.

Many years later, Malin Kundang's ship landed on the small beach where he grew up. People on the beach recognized him, and the news travelled around the village. His mother, who had been sad and lonely without him, heard the news and ran to the beach to meet her beloved son. Malin Kundang, wearing his expensive clothes and standing with his beautiful wife, didn't recognize his mother and refused to greet the poor old woman. His mother begged him to see her three times, but he declined. At last Malin Kundang shouted "Enough, old woman! I have never had a dirty and ugly peasant woman like you as a mother!" and he ordered his crews to set sail.

His mother was angry. She shouted that she would turn him into stone unless he apologized. Malin Kundang laughed and started to sail away into the calm sea. Suddenly a thunderstorm descended. Malin Kundang's ship was tossed to and fro on the huge waves, and sank. Malin Kundang was thrown from the ship onto a small island and turned into stone.

1. What is the main idea of the text?

- a. Malin Kundang was a healthy strong boy
- b. Malin's mother heard the news and meets him

- c. Malin Kundang helped a trader and asked to work with him
d. Malin Kundang did not admit his mother
2. ... He asked Malin Kundang to work with him and Malin Kundang agreed (par. 2).

The underline word refers to....

- a. Malin Kundang
b. The pirates
c. The trader
d. A good swimmer
3. Malin Kundang, wearing his expensive clothes (par. 4).

The antonym of the underline word is....

- a. Cheap
b. Extravagant
c. Luxurious
d. Rich
4. The statement below are true, except?
a. Malin Kundang refused his mother
b. Malin Kundang was a good son
c. Malin Kundang become success and be a rich man
d. Malin Kundang turned into stone
5. What can we learn from the story?
a. Never give up to get what we want
b. Don't be proud of yourself
c. Wealth leads us to the happiness
d. Don't be arrogant and disobedient to your parents

Text 2: The following text is questions for number 6-10.

Beauty and the Beast

Once upon a time, there was a girl named Beauty. She lived with her father and her sisters in a small village. Beauty was a beautiful girl. She was also hard-working. She always helped her father on the farm.

One day, her father set out for the city. He saw an old castle. He became curious to know who lived inside and went in, he walked around the castle but he met nobody inside. Knowing that there was no one inside, he ate the food on the table and picked some roses from the garden for Beauty. Suddenly an angry Beast appeared. He wanted to kill Beauty's father unless Beauty was brought to him.

After reaching home, the farmer told his daughters what had happened. Beauty loved her father very much, so she didn't refuse what her father asked. She went to the Beast's castle and lived only with the Beast. She felt scared, lonely and sad. She tried to run away but was stopped by the Beast.

The Beast treated Beauty well. Soon, Beauty began to like the Beast. One day, through the Beast's magic mirror, Beauty saw that her father was sick. The Beast allowed her to go home. Her father was happy to see her. One night, Beauty had a dream. A fairy told her that the Beast was sick. Beauty hurried back and saw the Beast dying. She began to cry. Tears fell onto the Beast. Suddenly, the Beast changed into handsome prince. Beauty and the Beast got married and lived happily ever after.

6. What is the main idea of the second paragraph?
 - a. Beauty's tears changed the Beast into a handsome prince
 - b. Beauty decided to go to the Beast's castle
 - c. Beauty is a hard worker and active girl
 - d. Beauty's father made the Beast angry
7. Why did the Beast wanted to kill Beauty's father?
 - a. He saw an old castle
 - b. He ate the food and picked some roses
 - c. He had a little dialogue with the Beast
 - d. He planted some roses in the garden
8. Which of the following statement is NOT TRUE according to the text?
 - a. Beauty lived in the farm with her sister and her father
 - b. Beauty served the food on the castle for her father
 - c. Beauty dreamed that the Beast was dying
 - d. Beauty didn't love the Beast at the end
9. He became a curious to know who lived inside... (par. 2).
The underline word can be replaced by....
 - a. Eager
 - b. Ambitious
 - c. Optimistic
 - d. Marvelous
10. ... unless Beauty was brought to him (par.2). The word **him** refers to...
 - a. Father
 - b. The Beast
 - c. Beauty
 - d. Beauty's sister

Text 3: The following text is questions for number 11-15

Aladdin

Once upon time, lived a poor widow and her son, Aladdin. Aladdin and Mustafa walked in the desert and came to a cave. Mustafa was afraid to go inside the cave, so Aladdin went inside and found more riches alone. Then, Aladdin found the old lamp and decided to light it. While cleaning it, he rubbed the lamp

and out came a genie! “Master, I shall grant you three wishes,” he said. Aladdin said, “Take me home!” In seconds, Aladdin was with his mother. Aladdin also brought the ring along with him and when he rubbed it, out came another genie! “Master, I shall grant you three wishes!” said the genie. “Make us rich and happy!” said Aladdin. And Aladdin and his mother lived happily.

One day, Aladdin saw the sultan’s daughter and fell in love with her. He went to the palace with gems and asked for her hand in marriage. The king agreed to this. When the sultan died, Aladdin ruled the kingdom. He was just and kind hearted and everybody was happy under his rule. Meanwhile, Mustafa came to know how Aladdin found the magic lamp and became rich. He wanted to take the lamp back. Mustafa came to the palace dressed as a trader and stolen the lamp. He then commanded the genie, “Send Aladdin’s entire palace into the deserts in Africa!”

And saying this, Mustafa, along with the princess in the palace, were sent to Africa. He searched for the palace for three long days. Finally, he rubbed his magic ring and asked the genie, “Please take me to my princess!” The genie agreed. When he met his wife, Aladdin and the princess decided to trick Mustafa. The genie then killed Mustafa and Aladdin and the princess lived happily ever after.

11. What is the main idea of the story above?

- a. Aladdin found the old lamp and decided to caress it
- b. Aladdin and his mother lived happily
- c. Aladdin and Mustafa walked in the desert and came to cave
- d. Mustafa was afraid to go inside the cave

12. Which one is NOT TRUE based on the text?

- a. Aladdin entered to cave with Mustafa
- b. Aladdin could asked three wishes to Genie
- c. Aladdin found an old lamp inside the cave
- d. Aladdin and the princess lived happily at the end

13. ... the princess in the palace, were sent to Africa. **He** searched for the palace (par. 3).

The word He refers to...

- a. Mustafa
- b. Aladdin
- c. The genie
- d. The princess

14. What did the genie say to Aladdin?

- a. Genie said that Aladdin can meet his mother
- b. Genie said that Aladdin can ask three wishes to Genie
- c. Genie said that Mustafa was afraid go inside the cave

- d. Genie said that make us rich and happy
15. ...send Aladdin's entire palace into the deserts in Africa!.. (par. 2).
The synonym of palace is...
- a. Kingdom
 - b. Temple
 - c. Cottage
 - d. Building

Text 4: The following text is questions for number 16-20.

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

16. Which statement is NOT TRUE according to the text?
- a. The parrot ate the four old chickens
 - b. At last the parrot could say Catano
 - c. Catano was the name at the parrot
 - d. The man never got angry at the parrot
17. What does the man do to the bird because the bird cannot say the name of a place?
- a. The man ate the bird.
 - b. The man sold the bird.
 - c. The man killed the bird.
 - d. The man taught the bird.
18. What is the main idea from paragraph 3?

- a. The parrot ate the four old chickens at the end
 - b. The parrot could say Catano
 - c. The parrot were taught word “Say Catano, or I’ll kill you”
 - d. The parrot was a smart parrot from Catano
19. ... there are four old chickens. **They** were for Sunday’s dinner.. (par 2). The underlined word refers to
- a. The man
 - b. The bird
 - c. The chickens
 - d. Puerto Rico
20. He was very **surprised** at what he saw! (par 3). The word ‘surprised’ means
- a. Smart
 - b. Happy
 - c. Mad
 - d. Shock

Text 5: The following text is questions for number 21-25.

The White Butterfly

An old man named Takahama lived in a little house behind the cemetery of the temple of Sozanji. He was extremely friendly and generally liked by his neighbors, though most of them considered him a little mad. That was because he was very old but he did not want to get married. He did not have the desire for intimate relationship with women.

One summer day he became very ill, so ill, in fact, that he sent for his sister-in law and her son. They both came and did all they could to bring comfort during his last hours. While Takahama fell asleep, they watched a large white butterfly flew into the room and rested on the old man's pillow. The young man tried to drive it away with a fan; but it came back three times, as if it was very loath to leave the sufferer.

At last Takahama's nephew chased it out into the garden, through the gate, and into the cemetery beyond, where it lingered over a woman's tomb, and then mysteriously disappeared. On examining the tomb the young man found the name "Akiko" written upon it, together with a description narrating how Akiko died when she was eighteen. Though the tomb was covered with moss and must have been erected fifty years previously, the boy saw that it was surrounded with flowers, and that the little water tank had been recently filled.

When the young man returned to the house he found that Takahama had passed away, and he returned to his mother and told her what he had seen in the cemetery.

"Akiko?" murmured his mother. "When your uncle was young he was betrothed to Akiko. She died shortly before her wedding day. When Akiko left this world your uncle resolved never to marry, and to live ever near her grave. For all these years he has remained faithful to his vow, and kept in his heart all the sweet memories of his one and only love. Every day Takahama went to the cemetery, whether the air was fragrant with summer breeze or thick with falling snow. Every day he went to her grave and prayed for her happiness, swept the tomb and set flowers there. When Takahama was dying, and he could no longer perform his loving task, Akiko came for him. That white butterfly was her sweet and loving soul."

21. What is the main idea of the story?

- a. Takahama did not married after the death of his fiance
- b. Takahama did not married because he was afraid
- c. Takahama was married after met with Akiko
- d. Takahama's fiance was died

22. Which one is **incorrect** statement according to the text?

- a. Takahama lived near Akiko's grave
- b. Takahama resolved not to marry after Akiko's death
- c. Takahama became very ill on summer day
- d. Takahama chased the white butterfly into the garden

23. Why did not Takahama get married?

- a. Because he was too young
- b. Because he kept his promise
- c. Because he was too old
- d. Because he was gay

24. ...Akiko left this world **your uncle** resolved never to marry, and to live... (par.4).

the word your uncle refers to...

- a. Akiko's son
- b. Takahama
- c. Akiko
- d. Takahama's sister

25. ... He has remained **faithful** to his vow, and kept.. (par.4).

The synonym of faithful is....

- a. Hesitate
- b. Annoyed
- c. Loyal
- d. Hate

BIOGRAPHY



Name : Iswatul Hasanah
NIM ; T20186095
Gender : Female
Religion : Islam
Place, Data of Birth : Jember, 22nd September 2000
Adress : Sukorejo Rt 01 / Rw 08
Sukowono, Jember.
Departement / Major Courses : English Education Departement
Faculty : Education and Teacher Training
Faculty
Email adress : iswahasannah849@gmail.com
Education Background:
a. TK Al-Ikrom (2006)
b. SDN Sukosari 03 (2012)
c. MTS Nurul Qarnain (2015)
d. MA Nurul Qarnain (2018)
e. UIN KH. Achmad Siddiq Jember