

**AN ANALYSIS OF METACOGNITIVE AWARENESS READING
STRATEGIES FOR LEARNERS OF ENGLISH DEPARTMENT
OF STATE ISLAMIC INSTITUTE OF KERINCI
ACADEMIC YEAR 2022/2023**

A THESIS



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**ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
ACADEMIC YEAR 2022**

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*Submitted as a Partial Fulfillments of the Requirements for Undergraduate
Degree at English Education Program in Faculty of Education and Teacher
Training State Islamic Institute of Kerinci*

**ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUT OF KERINCI
ACADEMIC YEAR 2022/2023**

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OFFICIAL NOTE

Assalamualaikum Warahmatullahi Wabarakatuh

After guiding, analyzing, briefing and correcting the writing of **Gopi Krismon's** thesis (The Student's Number is 17102030458) entitled: **AN ANALYSIS OF METACOGNITIVE AWARENESS READING STRATEGIES FOR LEARNERS OF ENGLISH DEPARTMENT OF STATE ISLAMIC INSTITUTE OF KERINCI ACADEMIC YEAR 2022/2023**, we are of the opinion that this thesis has met the qualification as one of partial fulfillment of the requirements for undergraduate degree of English Education Program in Faculty of Education and Teacher Training at State Islamic Institute of Kerinci.

Thus, we proceed this thesis to the faculty for immediate administrative process for final examination.

Wassalamu 'alaikum warahmatullahi wabarakatuh

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Muslizar, M. Pd

CERTIFICATE OF ORIGINALITY

The researcher hereby declares that thesis entitled “AN ANALYSIS OF METACOGNITIVE AWARENESS READING STRATEGIES FOR LEARNERS OF ENGLISH DEPARTMENT OF STATE ISLAMIC INSTITUTE OF KERINCI ACADEMIC YEAR 2022/2023” is the researcher own work and that, to the best of the researcher knowledge and belief, it contains no material which to a substantial extent has been accepted for the ward of any other educational institutions, except where due acknowledgement is made in the thesis. Any contribution made to the research by others, with whom the researcher has worked at State Islamic Institute of Kerinci or elsewhere is fully acknowledgment.

The researcher also declares that the intellectual content of this is the product of the researcher own work, except to the extent that assistance from others in the project’s design and conception or style, presentation, and linguistic expressions is acknowledgment.

Kerinci, November 2022

The researcher



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APPROVAL AND ACCEPTANCE

This thesis which entitled of AN ANALYSIS OF METACOGNITIVE AWARENESS READING STRATEGIES FOR LEARNERS OF ENGLISH DEPARTMENT OF STATE ISLAMIC INSTITUTE OF KERINCI ACADEMIC YEAR 2022/2023 by Gopi Krismon with students' number 1710203058 has been examined in the viva voce help by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci on Januari 17th 2022 This thesis is submitted as a partial fulfillment of the requirements for undergraduate Degree at English Education Program Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

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DEDICATION AND MOTTO

DEDICATION

I am very grateful to Allah SWT

For His guidance. .

I have compiled this little work,

Hopefully become proof of my responsibility

To the mandate that I carry. .

I dedicated this thesis to:

My beloved father and mother, I present my little work,

For those of you whose services I cannot pay back,

With anything for my entire life

Thank you for My beloved father and mother

Tireless you try in order to make me happy

Thank you for the love you have given

The love and sacrifice that you've been pouring out for me.

Beloved brother, thank you for the motivation you have always provided for me.

You give encouragement in the completion of this little work,

MOTTO:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (3)
الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

Meaning: “(1) Read, in the name of thy lord who creates (2) Create man from a clot (3) Read, and thy lord is the most bounteous (4) Who teach by the pen (5) Teach man that which he know not.” (Q.S Al-Alaq: 1-5).

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ

وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ

The researcher would like to express the greatest thank to Allah, who has given blessings, strength and healthy so the researcher could finish could finish this thesis. The blessings and greetings are always sent to our beloved Prophet Muhammad SAW, the greatest hero in the world, and the best example for humans to get the happiness ever and ever.

Then, this thesis is one of the requirements to get an undergraduate degree at the English education program of faculty education and teacher training at the State Islamic Institute of Kerinci. As long as accomplish this thesis entitled “**AN ANALYSIS OF METACOGNITIVE AWARENESS READING STRATEGIES FOR LEARNERS OF ENGLISH DEPARTMENT OF STATE ISLAMIC INSTITUTE OF KERINCI ACADEMIC YEAR 2022/2023**” the researcher got difficulties, but there are guidance and support from other parties the researcher would like to express thank to:

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2. Dr. Ahmad Jamin, S.Ag., S.IP., M.Ag. as the first rector assistant of State Islamic Institute of Kerinci.
3. Dr. Jafar Ahmad, S.Ag., M.Si. as the second rector assistant of State Islamic Institute of Kerinci.

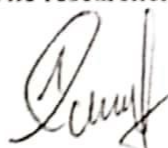
ABSTRACT

4. Dr. Halil Khusairi, M.Ag. as the third rector assistant of State Islamic Institute of Kerinci.
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8. Novri Pahrizal, M.Pd as my first advisor who giving me chance to consult and valuable suggestion, advices and recommendation in completing this research.
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Finally, the researcher would like to express the great thank to her beloved beloved parents, beloved brother and sister, big family, the friends who have given support, suggestion, prayers, and everything that could not mentions one by one. The researcher is aware this thesis still has much weakness because of the limitation of knowledge and others. The researcher expected and appreciates when there are some critics and suggestion to complete it.

Kerinci, November 2022

The researcher



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Gopi Krismon, 2022 : **AN ANALYSIS OF METACOGNITIVE AWARENESS READING STRATEGIES FOR LEARNERS OF ENGLISH DEPARTMENT OF STATE ISLAMIC INSTITUTE OF KERINCI ACADEMIC YEAR 2022/2023**

Advisors : **1. Novri Pahrizal, M.Pd**
2. MUSDIZAL, M.Pd

Keywords : *Meta Cognitive Awareness, Reading Strategies*

One of the main pre-requisites to succeed in foreign language learning is to be a proficient reader, which is necessary for EFL learners as learners of English Department of State Islamic Institute of Kerinci. To become proficient reader, they should use a variety of reading strategies. Utilizing reading strategies will facilitate the learners in their effort to understand texts, to better comprehension and eventually to become proficient readers. However, learners might not be aware of their reading strategies which impede their metacognitive awareness. The awareness of reading strategies is beneficial for the improvement of EFL learners' reading skills in English. The ability to read English efficiently for academic purposes is widely recognized in EFL/ESL contexts as a critical skill in a wide range of secondary and university settings, and especially for more advanced students. The purpose of this research was to find how are the learners' Metacognitive Awareness Reading Strategies at English Department of State Islamic Institute Kerinci. The design of this research was quantitative descriptive. In collecting the data, the researcher was distributed questionnaire to the respondents to assess reading strategies. The result of this research was shown that: From the data analyzed it was found that: 1). the total mean of students' metacognitive reading awareness was **3.47**. The range level of **3.47** is at the medium level. It means that the students' metacognitive reading awareness was at medium level. And it can be said that the students sometimes used metacognitive reading awareness when they reading a text or comprehend the text. 2). for the indicators of *analytical reading strategy*, the researcher was found that the mean total of *analytical reading strategy* was 3.51. Based on level intensity of students' reading strategies this value was at the *high level criteria*. Thus, it can be concluded that the students always used analytical reading strategies when they are reading or comprehend the text. 3). the mean total *pragmatic reading strategy* was 3.41. Based on level intensity of students' reading strategies this value was at the *medium level criteria*. Thus, it can be concluded that the students sometimes used analytical reading strategies when they are reading or comprehend the text. From the results both of the indicators the analytical reading strategy was at the high level criteria. It can be concluded that the the students always used analytical reading strategies when they are reading or comprehend the text.

ABSTRAK

Gopi Krismon, 2022 : **AN ANALYSIS OF METACOGNITIVE AWARENESS READING STRATEGIES FOR LEARNERS OF ENGLISH DEPARTMENT OF STATE ISLAMIC INSTITUTE OF KERINCI ACADEMIC YEAR 2022/2023**

Advisors : **1. Novri Pahrizal, M.Pd**
2. MUSDIZAL, M.Pd

Keywords : *Meta Cognitive Awariness, Reading Strategies*

Salah satu prasyarat utama untuk berhasil dalam pembelajaran bahasa asing adalah menjadi pembaca yang mahir dan mengerti isi teks. Untuk menjadi pembaca yang mahir, mahasiswa harus menggunakan berbagai strategi membaca. Memanfaatkan strategi membaca akan memudahkan pembelajar dalam upaya mereka untuk memahami teks, untuk pemahaman yang lebih baik dan akhirnya menjadi pembaca yang mahir. Namun, mahasiswa mungkin tidak menyadari strategi membaca mereka yang menghambat kesadaran metakognitif mereka. Kesadaran akan strategi membaca bermanfaat untuk peningkatan keterampilan membaca siswa EFL dalam bahasa Inggris. Kemampuan membaca bahasa Inggris secara efisien untuk tujuan akademis diakui secara luas dalam konteks EFL/ESL sebagai keterampilan penting dalam berbagai pengaturan sekolah menengah dan universitas. Tujuan dari penelitian ini adalah untuk menemukan Strategi Membaca Kesadaran Metakognitif yang Banyak Digunakan untuk Mahasiswa di Jurusan Tadris Bahasa Inggris Institut Agama Islam Negeri Kerinci. Desain penelitian ini adalah deskriptif kuantitatif. Dalam pengumpulan data, peneliti menyebarkan kuesioner kepada responden untuk menilai strategi membaca. Hasil penelitian menunjukkan bahwa: 1). Dari data yang dianalisis ditemukan bahwa rata-rata total kesadaran membaca metakognitif siswa adalah 3,47. Tingkat kisaran 3,47 berada pada tingkat menengah. Hal ini menunjukkan bahwa kesadaran membaca metakognitif siswa berada pada level sedang. Dan dapat dikatakan bahwa siswa kadang-kadang menggunakan kesadaran membaca metakognitif ketika mereka membaca teks atau memahami teks. 2). untuk indikator strategi membaca analitik, peneliti menemukan bahwa rata-rata total strategi membaca analitik adalah 3.51 . Berdasarkan tingkat intensitas strategi membaca siswa nilai ini berada pada kriteria tingkat tinggi. Dengan demikian, dapat disimpulkan bahwa siswa selalu menggunakan strategi membaca analitis ketika mereka membaca atau memahami teks. 3). rata-rata total strategi membaca pragmatis adalah 3.41. Berdasarkan tingkat intensitas strategi membaca siswa nilai ini berada pada kriteria tingkat sedang. Dengan demikian, dapat disimpulkan bahwa siswa terkadang menggunakan strategi membaca analitis ketika mereka membaca atau memahami teks. Dari hasil kedua indikator strategi analitis berada pada kriteria tingkat tinggi. Dapat disimpulkan bahwa mahasiswa selalu menggunakan strategi membaca analitis ketika mereka membaca atau memahami teks.

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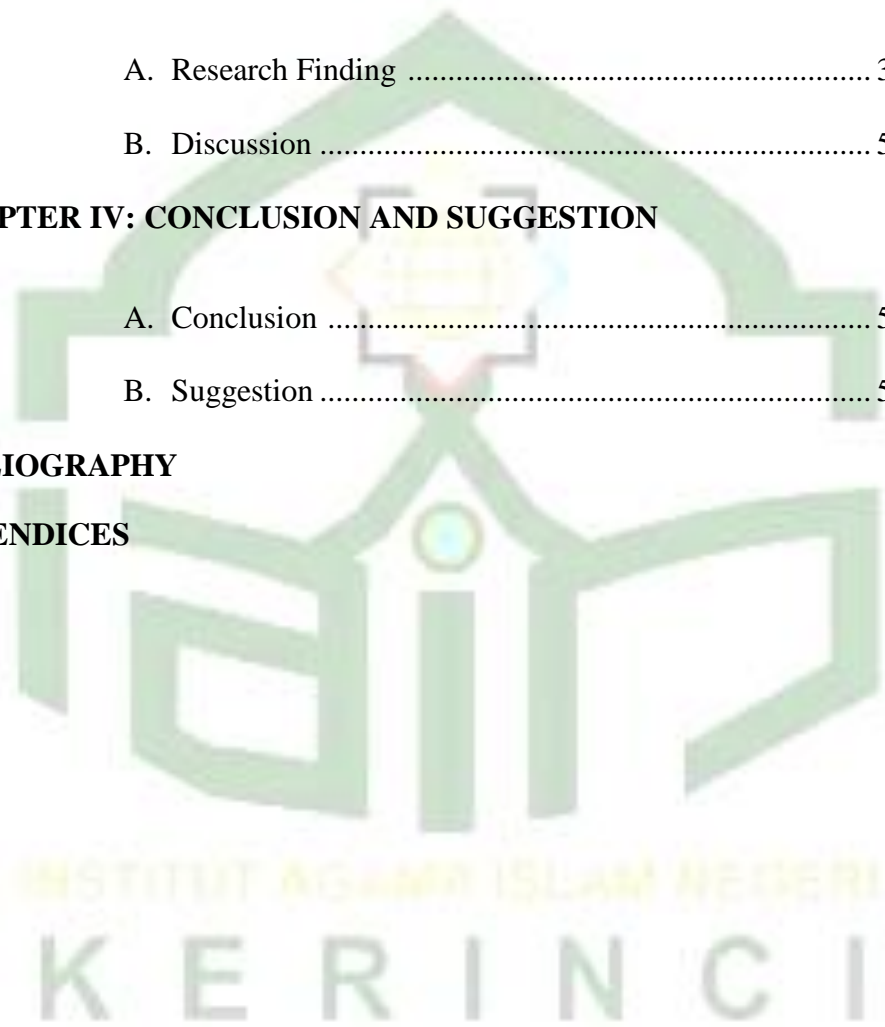
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CHAPTER I

INTRODUCTION

A. Background of The Problem

There are four basic skill should be mastered by the students in order to mastery English. They are listening, speaking, reading, and writing. Reading is one of important aspect in English should be mastered. It is because one by can develop the ability to communicate effectively by using reading. Wallace (1992:4) stated that reading as interpretation means reacting to a written text as a piece of communication; in other words, we assume some communicative intent on the writer's part which reader has some purposes in attempting to understand.

Based on the curriculum requires learning material to metacognitive which requires learners not only to remember and describe a material that has been taught but also to predict, design and estimate. The student must be able to discovery information and ideas within a text and it refers to a careful, active, reflective, and analytic reading, which means being able to look at the context with a wider perspective linked to their critical understanding and getting the chance to evaluate the context they face. It also gives learners the opportunity to think about and analyze the information critically. Currently, learning methods used by language learners are also researched for their contribution to the learning of second language. Sari (2014:46) point that: the research and philosophy of second-language education has moved from

concentrating on teaching techniques to focusing on learning strategies used by learners.

One of basic strategy in reading is using metacognitive strategy. This strategy is related to readers' awareness, monitoring and regulating. According to Baker (2002) cited by Zhussupova and Kazbekova (2016:594) the aim of metacognitive strategy is to teach students how to set objectives and emphasize to be effective and independent. Moreover, metacognitive reading strategy becomes one of crucial aspects for learners in comprehending the reading text. It is a complex process involving a combination of text and readers and refers to the ability of readers to understand the surface and the hidden meanings of the text using metacognitive reading strategies. The awareness of metacognitive reading strategy influences learners comprehension because it controls the ways learners arrange their interaction with the context and also for how the use of strategies is related to effective reading comprehension (Mokhtary and Sheorey: 2003:6).

As Alireza (2011:6) says Metacognition refers to the knowledge and control that we have over our cognitive processes. With regard to reading, it is common to talk about metacognitive awareness (what we know) and metacognitive regulation or control (knowing when, where, and how to use strategies, that is, what we can do). On a general level, metacognition includes awareness and control of planning, monitoring, repairing, revising, summarizing, and evaluating. Essentially, we learn awareness of our

comprehension processing. It is the combination of conscious awareness of reading, strategic reading processes, and the actual utilization of reading strategies that distinguishes skilled from unskilled readers. Furthermore, Mokhtari and Sheorey (2001:2) define metacognitive awareness as readers' cognitive ability of self-control by using reading strategies in the reading process the learners use to monitor and enhance comprehension.

Mokhtari and Reichard divided metacognitive awareness of reading strategies into three: global strategies, problem solving strategies, and support strategies. Global strategies are the on purpose, deliberate techniques by that employ to manage their reading. While problem solving strategies are localized acts that employed by readers when problem appear during working with the texts. And support strategies are strategies to raise comprehension with the use of tools like dictionaries and others (Mokhtari, & Reichard, 2002:4).

One of the main pre-requisites to succeed in foreign language learning is to be a good reader, which is necessary for EFL learners as learners of English Department of IAIN Kerinci. Because, to become good reader, they should use a variety of reading strategies. Utilizing reading strategies will facilitate the learners in their effort to understand texts, to better comprehension and eventually to become proficient readers. The awareness of reading strategies is beneficial for the improvement of EFL learners' reading skills in English. The ability to read English efficiently for academic purposes is widely recognized in EFL/ESL contexts as a critical skill in a

wide range of secondary and university settings, and especially for more advanced students. In order to have good reading comprehension, the students should have good strategies in reading. The strategies will help them to be strategic readers. Good readers should employ effective reading strategies when they read because effective strategies can be as tools to help students to get deeper understanding about the text.

Oxford (1990:191) states that strategies play an important role in reading a foreign language text. Many researchers found that reading strategies will help students to read effectively and efficiently. And they also found that reading strategies have significant contributions to learning English, especially in reading classes for comprehending English text. Reading strategies could improve students' reading comprehension. Therefore, the students should have many and various strategies in reading to make them easier in understanding texts, and how to be independent, effective and efficient learners.

Furthuremore, Oxford (1990:178) mentions that there are many reading strategies that can be used by the students in their reading such as, getting idea quickly, analyzing unknown words, reading the first and the last paragraph, and identifying the key concepts. These strategies can be used by the readers when they are reading. Besides, these strategies also will help the readers in starting their reading. Strategies of 'summarizing and evaluating' can be used to make them really understand the text after their reading activities.

Therefore, they can choose appropriate strategies for their reading activities to make them better in reading and comprehending the texts.

Reading with strategies can be applied for all kinds of texts, but the readers must have ability to use and choose some kinds of strategies for the appropriate kinds of reading. It is known that reading with good strategies will make the students read more effectively. Based on the phenomenon above, the researcher interested to do the research on metacognitive awareness reading strategies. The research tittle will be “An Analysis of Metacognitive Awareness Reading Strategies for Learners at English Departmenet of State Islamic Institute (IAIN) Kerinci”.

B. Identification of the Problem

Based on the observation in the field, the researcher identified the problem as follow:

1. learners might not be aware of their reading strategies which impede their metacognitive awareness. The awareness of reading strategies is beneficial for the improvement of EFL learners' reading skills in English. The ability to read English efficiently for academic purposes is widely recognized in EFL/ESL contexts as a critical skill in a wide range of secondary and university settings, and especially for more advanced students.
2. One of the main pre-requisites to succeed in foreign language learning is to be a proficient reader, which is necessary for EFL learners as learners of English Department of IAIN Kerinci. To become proficient reader,

they should use a variety of reading strategies. Utilizing reading strategies will facilitate the learners in their effort to understand texts, to better comprehension and eventually to become proficient readers.

C. Limitation of the Problem

This research has some limitation because of time, and energy. Based on the background of the research above, the researcher limited the research as follow: analysis of Metacognitive Awareness Reading Strategies for Learners at English Department of State Islamic Institute (IAIN) Kerinci Academic Year 2022/2023.

D. Reserch Questions

Based on the background above, the problem can be formulated as follows:

1. How are the learners Metacognitive Awareness Reading Strategies at English Department of State Islamic Institute Kerinci?
2. How are the learners Analytical Reading Strategies at English Department of State Islamic Institute Kerinci?
3. How are the learners Pragmatic Reading Strategies at English Department of State Islamic Institute Kerinci?

F. Purposes of the Research

The ppurpose of the research were as follow:

1. To find out how are the learners Metacognitive Awareness Reading Strategies at English Department of State Islamic Institute Kerinci.

2. To find out how are the learners Analytical Reading Strategies at English Department of State Islamic Institute Kerinci.
3. To findout how are the learners Pragmatic Reading Strategies at English Department of State Islamic Institute Kerinci.

G. Significant of the Research

The results of this study were expected to give both theoretical and practical benefits as follows:

1. Theoretically

It will give beneficial information for helping researcher to know metacognitive awareness reading strategies for learners at English Department of State Islamic Institute Kerinci. This findings of this research investigation are expected to contribute with the empirical evidence in investigating learners; metacognitive awareness reading strategies.

2. Practically

a. For the Teacher

The finding of the research will be intended as valuable informative feedback to the teacher. It enables teachers to get information and to select a suitable strategies in teaching English especially reading. It is also an important thing for the teacher to develop the strategy in develop metacognitive awareness reading strategy in order to increase the students comprehension on reading.

This findings of the research is also expected to be able to widen the skill of teacher in arrange appropriate way in teaching and learning English.

b. Students

By using various kind of reading strategies, the students will get enjoyable in learning process. The students do not feel bored, and the teaching learning process could run maximally. Hopefully, by using reading strategies, the students metacognitive awareness could be developed. The finding will be also usefull for the students to choose the right stratwgy as a learning tool.

c. Researcher

The finding of this research is expected to be usefull as a reference to another research in the English educational field, especially . The data of produced in this research can be significant input for another research in this area.

G. Definition of the Key Term

To avoid misunderstanding and misinterpretation in this research, the researcher defines specific terms as follow:

1. Metacognitive awareness means being aware of how you think.

Metacognition is the awareness of one's thinking and the strategies one is using. It enables students to be more mindful of what they are doing, and why, and of how the skills they are learning might be used differently in different situations.

2. Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows.
3. Reading strategies is the broad term used to describe the planned and explicit actions that help readers translate print to meaning. Strategies that improve decoding and reading comprehension skills benefit every student, but are essential for beginning readers, struggling readers, and English Language Learners.



CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review of the Related Theories

1. The Definition of Reading

Pang (2013:26) stated that reading is about understanding the texts. It is a complex activity that involves both perception and thought. Mainwhile, Brassell & Rasinski (2008:15) also stated that reading refers to the ability to comprehend or make meaning from written text. People's minds constantly engage in different complex processes while reading. They start by processing information at the sentence level by using bottom-up strategies. They focus on identification of a word's meaning and grammatical category, on sentence structure, on text details, and so forth.

Furthermore, Hornby (2000:1097) said that reading defined as an activity of looking at and understanding meaning of written (printed words). When people read, they use their eyes to receive written symbols, and use the brain to convert them into words, sentences that communicate something to them. According to Wallace (1992:4), reading is the activity of understanding the printed matters. Reading serves the wider role of extending our general knowledge of world, it is also stated that, reading as interpretation means reacting to a written text as a piece of communication; in other words, we assume some communicative intent on the writer's part which reader has some

purposes in attempting to understand. It is a complex activity that involves both perception and thought in order to make sense of words, sentences, and connected texts called comprehension process. If students have poorly knowledge in reading skill especially comprehension ability, they will be surely lack of information because most the information needed are available on written form such as book, and internets.

Reading is also a complex process; it involves much more than adding words meaning together. Reading involves not only understanding ideas, but also recognizing the relationship and structures among ideas. To read efficiently you need to be able to grasp quickly each idea a writer expresses and then determine how it relates to the other ideas expressed in the piece of writing. To be able to grasp ideas and their relationships quickly, you must be familiar with the basic structure and organization of sentences, paragrapghs, and longer selections. (McWhorter, 1992:165)

2. Teaching Reading

Students need sufficient opportunities to practice and apply what they are learning, and to recieve improvement-oriented feedback. There are three main ways in which teachers help their students to learn. First, they present information, explain concepts, and model skills. Second, they ask questions and lead the students in discussion and other forms of discourse surrounding to content. Third, they engage students in activities

or assignments that provide them with opportunities to practice or apply what they are learning. (Brophy, 2005:23)

Furthermore, there are some ways of helping learners to relate their existing schematic knowledge to the text they are reading are: first, pre-reading activities: some pre-reading activities simply consist of questions to which the reader is required to find the answer from the text. Second, while-reading activities: generally the aim of while-reading activities is to encourage learners to be flexible, active, and reflective readers. Third, post-reading activities: kind of post-reading activities consisted of question which followed a text. To improve reading comprehension, teachers must:

1. Provide a choice of reading selections.
2. Ensure that students are reading texts of optional difficulty which challenge but do not discourage them.
3. Encourage rereading of text.
4. Allow students to discuss what they read with others to encourage social negotiation of meaning. (Wallace, 1992:86)

3. Assessment of Reading Strategy

Referring to Brown (2009:247) stated that possible solution for reading task are multiple choice, short answer, editing, scanning, ordering, skimming, summarizing, responding and note taking. Mainwhile, Weir said that a multiple choice test items is usually set out

in such a way that the candidate is required to select the answer from a number of given options, only one of which is correct.

From the expert opinion above, it could be concluded that, there are some possible technique to assess the students reading. They are multiple choice question, short answer question, close procedures, gap filling, C-test, information answer. The solution also include editing, scanning, ordering, skimming, summarizing, responding, and note taking.

4. Reading Strategy

Reading strategies in the reading process are important for readers to do because it helps readers to understand the text. Rajoo and Sel-varaj (2010:1301) define reading strategies as how readers interact with the written texts and how these strategies help to enhance text comprehension which includes mental plans. Reading strategies can be described as plans for problem solving encountered in constructing meaning. The readers will assist themselves in solving their reading problem by strategies. It can be inferred that the readers' strategy are reading techniques to overcome their reading problem. (Richard & Reinandya, 2002:287).

Barnett (2002:14) said that reading strategies refer to the cognitive operations that take place when readers approach a text with the purpose to make sense of what they read. In this sense, reading strategies are as the comprehension processes that readers use in order to make sense of what they read. Reading strategies are effective techniques that are used

to by learners to success in reading. Reading strategies are most useful and beneficial for learners who show lack of knowledge in the domain of reading, as well as those with lower reading skill, these kind of learners are strongly needed to these strategies to achieve reading skill. (Mc Namara et.all., 2009:218)

5. Type of Reading Strategies

Reading strategies are in fact problem-solving strategies employed by readers to cope with reading texts. It clasified (or moves) into four types (including both comprehension promoting and deterring moves), as follows:

- a. Technical-aid moves generally useful for decoding at a local level: skimming, scanning, skipping, writing key elements in the text, marking parts of text for different purposes, summarizing paragraphs in the margin, and using glossary.
- b. Clarification and simplification moves showing reader's intention to clarify and/or simplify text utterances: substitutions, paraphrases, circumlocutions, and synonyms.
- c. Coherence-detecting moves demonstrating the reader's intention to produce coherence from the text: effective use of content and formal schemata to predict forthcoming text; identification of people in the text and their views or actions; cumulative decoding of text meaning; relying on summaries given in the text; and identification of text focus.

- d. Monitoring moves displaying active monitoring of text processing, whether metacognitively conscious or not: conscious change of planning and carrying out the tasks; deserting a hopeless utterance (e.g., “I don’t understand that, so I’ll read on”); flexibility of reading rate; correction of mistakes; and ongoing self-evaluation. (Al-Mekhlafi, 2018:299-301)

There are many strategies provided from variety of literatures to develop reading. The followings strategies might help the students to achieve reading goal.

- a. Previewing

It is done before reading the text. The reader reviews the title, section headings and photo captions to get a sense of the structure and content of a reading selection.

- b. Predicting

Knowledge of the subjects matter is used by the reader to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make prediction about discourse structure; using knowledge about the author to make prediction about writing style, vocabulary and content.

- c. Skimming and scanning

It is using a quick survey of the text to get the main ideas, identify text structure, confirm or question prediction.

d. Guessing from context

This strategy is used when the readers do not understand the vocabularies. It is using the prior knowledge of the subject and the ideas in the text as clues to guess the meaning of unknown words instead of stopping to look them up.

e. Paraphrasing

It is stopping at the end of reading process to check the understanding of the reader by restating the information the ideas in the text. (Setiawan, 2008:46)

6. Metacognitive Awareness

According to Lauca (2003:9) Metacognition' is a concept that has been used to refer to a variety of epistemological processes. Metacognition essentially means cognition about cognition; that is, it refers to second-order cognitions: thoughts about thoughts, knowledge about knowledge or reflections about actions.

Noshad (2008:17) gives a slightly different but more complete explanation where he argues that metacognitive awareness is about individual awareness of his progress in learning process or the process of problem solving. This awareness also relates to what should be done, what has been achieved and what to do in learning contexts or problem-solving situation. Mainwhile, Oxford (2012, p. 165) states metacognitive strategies go beyond the cognitive mechanism and give learners to coordinate their learning. This helps them to plan language learning in an efficient way. When new

vocabulary, rules, and writing system confuse the learner, these strategies become vital for successful language learning. Three sets of strategies belong to this group and they are: Centring Your Learning, Arranging and Planning Your Learning, and Evaluating Your Learning.

As far as it is concerned with reading, it is common to talk about metacognitive awareness (what we know) and metacognitive regulation or control (knowing when, where, and how to use strategies, that is, what we can do). As a whole, metacognitive strategy involves awareness and control of planning, monitoring, repairing, revising, summarizing, and evaluating. The metacognitive aspects of reading have generally indicated positive relationship between metacognitive awareness of reading strategies and students' reading performance. Reading as a cognitive process implies that metacognition or awareness and regulation of one's thinking during the reading process could lead to better comprehension. (Suharni, 2017:11).

7. Metacognitive Awareness of Reading Strategies Inventory (MARS)

The MARS is designed as a tool for helping students increase metacognitive awareness and strategy use while reading. The results obtained can be used for enhancing assessment, planning instruction, or conducting classroom or clinical research.

- a. It enables students to increase awareness of their own reading strategies. This information will allow them to evaluate themselves in relation to other readers and also to amend the conceptions they

hold about reading and learning from text. Becoming aware of one's cognitive processes while reading is a first important step toward achieving the type of constructively responsive and thoughtful reading that is emphasized by current models of reading.

- b. The information derived from the MARSİ can provide teachers with a useful means of assessing, monitoring, and documenting the type and number of the metacognitive reading strategies used by students. For example, teachers can examine the overall responses to get a general sense of the students' awareness and use of the individual reading strategies invoked using the guidelines provided. Over- or underreliance on a particular strategy may provide a hint about how the students approach the reading task. Students' internalized conceptions of the reading process are often related to the textual information they attend to. A student who reports overusing support strategies such as "using the dictionary" to look up every word in text may have a restricted view of reading.
- c. MARSİ can serve as a useful tool for teachers and researchers in investigating the impact of teaching strategic reading on students' reading comprehension under a variety of conditions, including reading for different purposes (e.g., reading to answer questions on a test vs. reading to research a particular topic); reading texts varying in length, difficulty, structure, and topic familiarity (e.g., reading a

chapter book vs. reading a computer manual); and reading assigned versus self-selected readings.

8. Analytical Reading Strategy

Analytical reading as a strategy is the result of a series of techniques that need to be applied. There are several important steps that go into reading analytically and you will need to know and understand them well before you will be successful in analytical reading.

a). Skimming

Before reading a challenging text, you should read the introduction and conclusion, then scan the headings and structure to find the main points and justifications for those points. Why is this important? It should be done to make reading easier and to help bring the main ideas in context. Learning this skill as part of your inspectional reading strategy is going to give your reading habits and level of proficiency a considerable boost.

There are a couple of steps in skimming that should not be missed:

1. Consider why you should read this. (What makes me read it? Which genre does it belong to?)
2. While reading the introduction and summary, search for the thesis.
3. Look for important ideas, bolded phrases, and section titles in the text.

4. Go through each section's opening sentences.

b) Re-reading

Reading analytically involves a deep level of understanding of the entire piece of content you are going through. When reading challenging portions, take your time, reread the text, and pause until you can sum it up in one or two phrases for yourself. Doing this is essential to ensure comprehension of challenging concepts before moving on.

The important steps of re-reading are:

1. Go back and read the passage slowly, finding the last part of it you fully understood.
2. Read the paragraph once more slowly (perhaps out loud).
3. List any terms you don't understand and do some research on them.
4. Look over any ideas that were supported previously in the text.
5. Continue until you can sum up the whole passage in one or two sentences for yourself.

c) Integration

This part refers to associating the newly acquired information with the knowledge you already possess. You should recognize central concepts, assess what else you know or have read about those ideas, and weigh similarities and differences whenever you come

across a central thought or when an idea reminds you of something else.

Doing this encourages greater comprehension and improves the quality of your reading experience. These are the important steps and questions you should keep in mind:

1. Begin by listing the main ideas and assertions.
2. In what other books have you come across similar ideas and concepts?
3. How are the concepts or assertions used in comparable ways?
4. How do the various applications of the ideas or assertions differ?

d). Annotation

Take notes on the text with your favorite method (annotating, taking separate notes, or highlighting) when a passage excites you, fascinates you, or is simply important to remember.

Taking notes keeps you interested in the content and aids with memory retention. Here are the main note-taking and annotating methodologies:

1. **The Cornell Method:** Create two columns on a separate sheet of paper, allowing some room at the bottom. Make a list of the main points from the book or passage in the right hand column (your notes). Find the essential words for those thoughts in the left-hand column (your cues). Write a short summary of the paragraph at the end.

2. **Jeff's Method:** This is just a modified Cornell Method, using the left-hand column for queries and rebuttals. The author's thoughts are listed in the right-hand column, and your thoughts should be listed in the left.
3. **The Marginalia Method:** Create a set of symbols to represent various reactions to the text, such as one for a query, one for a major point, and one for an idea you didn't comprehend. Make notes in your text, expanding lengthy ideas where there is room or on a different piece of paper.

e). **Argument mapping**

Based on the significance of the passage and the ideas or arguments, create anything from a complete map of the argument to a mental recounting of its structure. When faced with an argument, especially one that is significant, you should always try to create a mental structure for that argument.

This will be a great process to assist you in recognizing the logical framework that supports the written structure.

The whole analytical process is generally quite a difficult one and represents a trade-off: you are generally going to need to compromise speed in order to achieve a good level of comprehension and the desired results from your analytical reading sessions. With Basmo, you can easily keep track of how analytical reading affects your speed and overall performance.

Our reading app tracks each session independently and analyzes your reading speed, session duration, and the number of pages you manage to go through within that specific timeframe. Once all this info becomes available to you and compiled in comprehensive performance reports, you will have a great overview of your reading habits and you will be one step closer to improving them.

9. Pragmatic Reading Strategy

A pragmatic approach to reading implies an open-ended invitation to the reader to join the author in the co-creation of the story, by filling in the 'holes' that are left in the text. Just as the 'said', a speaker's explicit verbal act, in many cases is dispensable, given the listener's pragmatic understanding the 'unsaid', so too the reader's act of understanding depends not only on what is found in the actual text, but on the total context, the 'fictional scene', in which the words make sense as spoken by the 'actors'. Reading thus presupposes an active collaboration between author and reader; it is this spontaneous, but mostly unconscious 'plugging' of the textual gaps that characterizes us as competent and 'versatile' readers.

B. Review of the Related Findings

There are some previous research as related finding of this research, as follow:

The first research is written by Retno Wulan Dari and Jannatul Laily Noviabahari, with the title 'The Freshmen's Metacognitive Awareness of

Reading Strategies”. This study focused on the metacognitive awareness of reading strategy employed by the freshmen and its relation to academic performance. A questionnaire called MARSIS (Metacognitive Awareness of Reading Strategies Inventory Version 1.091 by Mokhtari and Reichard was used to gather the data from 91 freshmen of an English Department. In this study, not only the data from the questionnaire, but the participants’ GPA were also used in this study. The results indicated that most of them used meatcognitive reading strategies in reading comprehension. The data also suggested that the participants prefer the Problem-solving strategies (PROB) most than the Global reading strategies (GLOB) and Support strategies (SUP). Moreover, there was an indication (0.247 at sig 0.018 < 0.05) that the use of metacognitive reading strategies correlated to the freshmen’s academic performance. Based on the results of the study, better reading courses must be designed so that they can fulfill the students’ need in terms of metacognitive reading strategy exposure

The second research is written by Chandra Fauzi, Ashadi. The title is “An Analysis on Reading Strategies based on Metacognitive Awareness and Gender. It is based on survey research which sought to identify the reading strategies used by the first-semester graduate students and to reveal the most dominant strategies used by students of different gender. The participants of this study were first-semester graduate students (N = 43) of a state teacher college. A five-point Likert Scale questionnaire named SORS (Survey of Reading Strategies) was deployed to collect the data concerning the use of

reading strategies. The findings demonstrated that the first-semester students were great-ly conversant in reading strategies with overall mean score of 3.82 which means a high level of reading strategies. The first-semester students consecutively preferred Problem Solving Strategies to Global Reading Strategies or Support Reading Strategies eventhough all of these three subscales fell into highly-used strategy. Female students were found to use the strategies more frequently that their male counterparts did. Also, the results of individual reading strategies use revealed that both genders tended to reread the text and to circle or underline information in the text to help them understand what they read. However, peda-gogical implications on the use of metacognitive strategies that would help students acti-vate their higher order thinking skills in reading needs to be given attention.

The third research By Indah Rif'ah Dianti With The Tittle 'Using Metacognitive Reading Strategy to Improve Students' Reading Comprehension'. The study aims to analyze the use of metacognitive reading strategies in improving students reading comprehension skill and to explain the students'' reading improvement by using metacognitive strategies as implication of Global, Problem and Support reading strategies. This study used descriptive qualitative method. This research was conducted in Miftahussalam Islamic High School with 31 students from eleventh science 1 class. The data were gathered through observation, interview and give questionnaire based on metacognitive awareness of reading strategies inventory (MARSI) by Mokhtari and Reichard (2002). The result of

observation, the students used metacognitive strategies during reading with percentages 3.4 for Global Reading Strategies (GLOB), 3.4 for Problem Reading Strategies (PROB) and Support Reading Strategies with 3,04 score. The overall mean scores show a relatively moderate (3.2) of metacognitive reading strategies among students using all the 30 MARSIs in the reading process. In other words, the study revealed that the level of metacognitive is moderately being used by the students in this research.

The first research has the similarity with this research in the variable of the research. Both are about reading strategies and metacognitive awareness. The two research also use descriptive quantitative research with questionnaire. The difference is the questionnaire use by the first previous research taken from Mokhtari and Reichard, the questionnaire called MARSIs (Metacognitive Awareness of Reading Strategies Inventory). Mainwhile, this research will use the questionnaire that arranged based on the Metacognitive Reading Strategies Questionnaire (MRSQ) which is taken from Taraban, Rynearson, and Kerr (2004) because this questionnaire is more suitable for the subject.

Same with this research, The second previous research is also about the reading strategies and metacognitive awareness. The differences is the second research has "Gender" as third variable. The differences are also about the questionnaires used on both research. While, this research use Metacognitive Reading Strategies Questionnaire (MRSQ) which is taken from Taraban, Rynearson, and Kerr (2004). The second related finding used a five-point

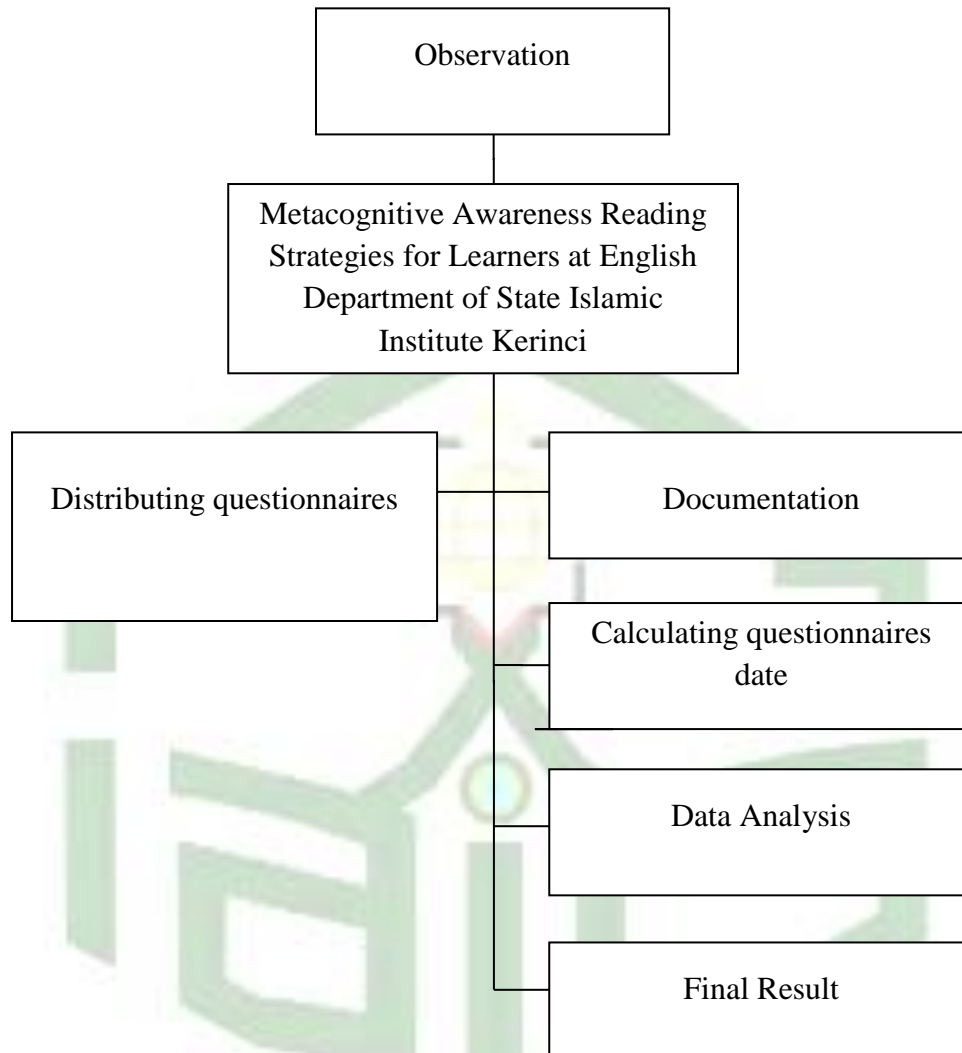
Likert Scale questionnaire named SORS (Survey of Reading Strategies) was deployed to collect the data concerning the use of reading strategies.

The third research has the similarity with this research in the reading strategies and metacognitive awareness.. The differences are the third previous research use descriptive qualitative, meanwhile, this research will use descriptive quantitative as the research design. Another differences are 'both of the research use different kind of questionnaires.

C. Conceptual Framework

This research on reading strategy would be focusing on researching EFL learners considering the metacognitive awareness of reading strategy awareness.

**Chart 1:
Conceptual Framework**



CHAPTER III

METHODOLOGY OF RESEARCH

This chapter discussed the research design, population, and sample, and approach which is used in the study including data collecting procedure, instruments, data collection and data analysis while explaining the stages and processes involved in the research.

A. Research Design

This research was descriptive quantitative research. According to Arikunto, (1996:10) Descriptive research is not aimed at testing a certain hypothesis, but only describes the phenomenon, situation, and condition that happen during the research. The same context, Mardalis (1995:26) stated that descriptive research is to describe or to get information about the current condition of certain objects. Therefore, it includes describing, taking notes, analyzing, and interpreting the existing facts. In quantitative descriptive describes to use the measurement, sum, or frequency, in contrast qualitative descriptive describes about quality. (Syaodah, 2009:73)

Based on theories above, this research used quantitative descriptive. Quantitative descriptive was used to analyze the data by describing what happened in that data without make the conclusion in general. Descriptive statistic describes the basic feature of the data in a study and present quantitative descriptions in a manageable form; it includes description of data

distribution, measure of central tendency and dispersion. (Sugiyono, 2008:147)

Then, this research conducted to find out the empirical evidence of the Metacognitive Awareness Reading Strategies for Learners at English Department of State Islamic Institute (IAIN) Kerinci.

B. Setting Of The Research

This Research was taken place at English Department of State Islamic Institute (IAIN) Kerinci in the third semester.

C. Population and Sample

1. Population

Sourch of the data of quantitative research can be taken from participant related to research problem. As stated by Creswell (2008:151) Population is group of individuals who have the same characteristic. The population of the research was learners of English Department of State Islamic Institute (IAIN) Kerinci in the third semester. The population consists of six classes which consist of 97 students. For more details can be seen as follow:

Table 1: Population of Third Semester Learners Of English Department Of State Islamic Institute (IAIN) Kerinci

SEMESTER	CLASSES	STUDENTS
I	A	14
	B	13
III	A	17
	B	16
V	A	21
	B	16
TOTAL		97

2. Sample

Sample refers to part from the population in the research. To get sample in this research the researcher used random sampling technique, for efficiency and practically of the research. Creswell (2008:152) stated that sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.

As states by Gay (2010: 261) “sampling is a process of selecting a number of individuals representing the larger group from which they were selected.” Consequently, the degree to which the selected samples represent the population is the degree to which the results are generalized. The sample is the group elements or single elements from which samples (group of subjects from data are obtained).

Referring to the number of population, the researcher used *total sampling technique* to get data. It is men that all of students at the first, third and fifth semester of the English Department of IAIN Kerinci was be a sample.

D. Types and Source of Data

There were two kinds of Data : Primary and Secondary data. Data is something important in the research. The sources of data are subject where data can be get.

1. Type of Data

The type of data in research are as follows:

- a. Primary data are the data that is collected directly from the subject of the research by using tools of measurement or taken directly from the subject. Primary data consists of two points of problematic, those are the learners metacognitive awareness reading strategy, and how they develop their metacognitive reading strategy. It's taken directly from the students themselves.
- b. Secondary data are the data collected from another source. It's not directly felt by researchers from the subject of the research. The secondary data of this research or data to complete the primary data These data are taken from documentation.

2. Source of Data

The data source referred to in the study is the subject from which data can be obtained. Sources of data in research are as follows:

- a. The primary data source was a data source that directly provides data to the data collection. In this study the primary data source was questionnaire.
- b. Sources Secondary data was data sources that do not directly provide data to data collection. In this study secondary data sources are documentation.

E. Instruments of the Research

The instrument used in this research was questionnaire. Questionnaire used is a checklist questionnaire. The students only gave check to the column that provided. The questionnaire consists of 22 questions about Metacognitive

Awareness of Reading Strategies Inventory. There was five choices that must be chosen by learners, with 1-5 scales. They are Never (1), Occasionally (2), Sometimes (3), Usually (4), and Always(5). Questionnaire itself is a number of within questions, which are used to gain information from respondents. Questionnaire is collecting data technique which makes some question for respondents to give their answer. (Sugiyono, 2008:142)

The research used questionnaires to measure the metacognitive awareness reading strategies for Learners at English Department of State Islamic Institute (IAIN) Kerinci. The questionnaire was taken from Taraban, Rynearson, and Kerr (2004). It consists of 22 questions which categorized into two strategies: Analytic and Pragmatic Strategies. The questionnaire consists of 22 statements were divided into two types of strategy; Analytic, 16 items of strategies and Pragmatic, 6 items of strategies.

Table 2: The Blueprint Of The Questionnaire To Obtaining The Data Of The Metacognitive Awareness Reading Strategies For Learners At English Department Of State Islamic Institute (IAIN) Kerinci

Indicator	Items	Total
Analytical Reading Strategies	1, 2, 3,4,5, 6,7, 8,9,10,11,12,13,14,15,16	16
Pragmatic Reading Strategies	17,18,19, 20, 21, 22	6
Total Items		22

Taraban et al (2004) developed the MARSII Questionnaire to measure metacognitive reading strategies. The MRSII measures two constructs: (a) analytic cognition aimed at reading comprehension, and (b) pragmatic behaviours aimed at studying and academic performance. This instrument

was also translated by the researcher into Bahasa Indonesia for use in this research. As shown in Table 3, within the current data set, the validity and reliability indices for the two subscales of the English version and the Bahasa Indonesia versions of the MRSI showed good estimates of a scale's internal consistency.

Table 3: Cronbach Alphas for the Analytic and Pragmatic Validity and Reliability of the MRSI for Bahasa and English

	Items	Alpha
Analytic Bahasa	16	0.827
Analytic English	16	0.875
Pragmatic Bahasa	6	0.817
Pragmatic English	6	0.783

F. Procedure of the Research

To conduct this research, the researcher had several steps to collect data as described below:

The beginning step of research procedure is preparing the questionnaire of the research. The researcher modified the questionnaire which are suitable with the aims of this research. Then the questionnaire item verified by the researchers' advisors to see whether the questionnaire items were appropriate with the study. Afterward, the researcher made the questionnaire and share the questionnaire with the students. Then the researcher collected the questionnaire result and analyze it.

To achieve this goal, this research was guided by six general characteristics mentioned by John W. Creswell, (2012 : 16). First, exploring a problem and developing a detailed understanding of a central phenomenon. Second, having the literature review play minor roles but justify the problem. Third, starting the purpose of the research questions in a general and broad way so as to the participants' experiences. Fourth, collection data based on words from a small number of individuals so that the participants' views are obtained. Fifth, analyzing the data for description and themes using text analysis and interpreting the larger meaning of the findings. Sixth, writing the report using flexible, emerging structures and evaluative criteria, and including the researchers' subjective reflexivity and bias.

1. Exploring the problem and developing a detailed understanding of a central phenomenon. In this step, the researcher did the observation of the research to find out the phenomenon.
2. Starting the purpose of the research questions. Based on the phenomenon that stated in the background of the research, the researcher then develop the research question and stating the purposes in two main purposes. The result will be described in the findings.
3. Collection data. This research was done by giving the questionnaire. The researcher prepared the questionnaire .
4. Analyzing the data. From the results of questionnaire that researcher obtain analyzed by quantitative descriptive analysis.

5. Writing the report. The result of the analysis data presented in the thesis in the narrative form. It means, the researcher described quantitatively.

G. Technique of Data Collection

Data collection is the most important step in research. Therefore a researcher must be skilled in collecting data in order to obtain valid data and the main purpose of the research is to obtain the necessary data and information. Data collection techniques used in this research was Questionnaire. The questionnaire about Metacognitive Awareness of Reading Strategies Inventory, which was taken from Taraban, Rynearson, and Kerr (2004). It consists of 22 questions which categorized into two strategies: Analytic and Pragmatic Strategies. The questionnaire statements were divided into two types of strategy; Analytic, 16 items of strategies and Pragmatic, 6 items of strategies. The reading strategies questionnaires were given in Indonesian language and the students was given 60 minutes to filling it. After the questionnaire was answered by the students, the resercher next Analyzing the data. From the results of questionnaire that researcher obtain analyzed by quantitative descriptive analysis. After that the researcher made the conclusion about the result.

H. Technique of Data Analysis

To analzed the data, the researcether used the following dscriptive analyzed:

1. The result of the questionnaire was studied and identified to find out reading strategies used by the students. For the identification of students' strategies, the researcher calculated the mean as it is the most common measurement used in classifying students' category. This idea is also supported by Ary, et.al (Furchan (Translator)), 2005: 159

The formula is:

$$M = \frac{\sum X}{N}$$

Where :

M = Mean
 $\sum X$ = Sum of students' Score in a distribution
 N = Number of students

After the mean counted, then the resercher presented by using the following intensity:

Table 4: The intensity of students' reading strategy

Criteria	Frequency	Score
Very high	Always	4.50 – 5.00
High	Usually	3.50 – 4.49
Medium	Sometimes	2.50 – 3.49
Low	Rarely	1.50 – 2.49
Very low	Never	0.00 – 1.49

(Source: Oxford, 1990: 291)

2. Then, the percentage was calculated to find out the students who have problems in each indicator specifically and in each factor generally by using the following formula:

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

Where:

- P = Percentage of students who answer the reading strategies
F = Frequency of students who answer the reading strategies
N = Number of students as sample



CHAPTER IV

FINDING AND DISCUSSION

A. Research Finding

The purposes of this research are: 1). To find out How the Metacognitive Awareness Reading Strategies of Learners at English Department of State Islamic Institute Kerinci. 2). To find out how the Analytical Reading Strategies of the Learners at English Department of State Islamic Institute Kerinci. And 3). To find out how the Pragmatic Reading Strategies of the Learners at English Department of State Islamic Institute Kerinci.

1. How are the learners' Metacognitive Awareness Reading Strategies at English Department of State Islamic Institute Kerinci.

To find out the students' metacognitive reading awareness it was used the questionnaire. The questionnaire consists of 22 questions about Metacognitive Awareness of Reading Strategies Inventory. There will be five choices that must be chosen by learners, with 1-5 scales. They are Never, Occasionally, Sometimes, Usually, and Always. Questionnaire itself is a number of within questions, which are used to gain information from respondents. Questionnaire is collecting data technique which makes some question for respondents to give their answer. (Sugiyono, 2008:142)

The questionnaire was taken from Taraban, Rynearson, and Kerr (2004). It consists of 22 questions which categorized into two strategies: Analytic and Pragmatic Strategies. The Analytic, 16 items of strategies and Pragmatic, 6 items of strategies. The reading strategies

questionnaires were given in Indonesian language and the students was given 60 minutes to filling it.

The following table show the result of questionnaire that have answered by the students as sample:

Table 5: Result of Metacognitive Awareness Reading Strategies of Learners at English Department of State Islamic Institute Kerinci.

Itms	ANSWER										Mean
	1	P	2	P	3	P	4	P	5	P	
1	6	6.1	16	16.4	23	23.7	48	49.4	4	4.1	3.31
2	-	-	9	9,2	39	40.2	31	31.9	18	18.5	3.61
3	5	5.1	10	10.2	18	18.5	26	26.8	38	39.1	3.86
4	3	3.0	13	13.4	40	41.2	34	35.0	7	7.2	3.28
5	6	6.1	8	8.2	45	45.3	19	19.5	19	19.5	3.36
6	3	3.0	9	9.2	33	34.0	34	35.0	18	18.5	3.56
7	6	6.1	8	8.2	25	25.7	26	26.8	32	32.9	3.73
8	4	4.1	12	12.3	39	40.2	22	22.6	20	20.6	3.46
9	4	4.1	10	10.3	33	34.0	25	25.7	25	25.7	3.54
10	-	-	18	18.5	18	18.5	45	46.3	16	16.4	3.58
11	-	-	14	14.4	33	34.0	27	27.8	23	23.7	3.60
12	6	6.1	8	8.2	47	48.4	16	16.4	19	19.5	3.32
13	3	3.0	13	13.4	46	47.4	29	6	5.1	5.1	3.21
14	3	3.0	18	18.5	27	27.8	40	41.2	10	10.3	3.40
15	4	4.1	10	10.3	39	40.2	21	21.6	23	23.7	3.48
16	-	-	12	12.3	43	44.3	25	25.7	17	17.5	3.46
17	2	2.0	21	21.6	19	19.5	42	43.2	13	13.4	3.42
18	2	2.0	19	19.5	24	24.7	35	36.0	17	17.5	3.43

19	2	2.0	9	9.2	37	38.1	30	30.9	19	19.5	3.53
45	2	2.0	11	11.3	33	34.0	45	46.3	6	6.1	3.39
21	2	2.0	18	18.5	24	24.7	38	39.1	15	15.4	3.42
22	-	-	8	8.2	57	58.7	24	24.7	8	8.2	3.31
Total Mean											3.47

From the table above it can be seen that the total mean of students' metacognitive reading awareness was **3.47**. The range level of **3.47** is at the medium level. It means that the students' metacognitive reading awareness was at medium level. And it can be said that the students sometimes used metacognitive reading awareness when they reading a text or comprehend the text.

2. How are the learners' Analytical Reading Strategies at English Department of State Islamic Institute Kerinci?

The questionnaire was administered to the students as sample to know their metecognitive reading awareness. The table bellow shows the result of analytical reading strategies used by the students. The total item analytical reading strategies was 16.

Table 6: The Result of students' analytical Reading Strategies

Itms	ANSWER										Mean
	1	P	2	P	3	P	4	P	5	P	
1	6	6.1	16	16.4	23	23.7	48	49.4	4	4.1	3.31
2	-	-	9	9,2	39	40.2	31	31.9	18	18.5	3.61
3	5	5.1	10	10.2	18	18.5	26	26.8	38	39.1	3.86

4	3	3.0	13	13.4	40	41.2	34	35.0	7	7.2	3.28
5	6	6.1	8	8.2	45	45.3	19	19.5	19	19.5	3.36
6	3	3.0	9	9.2	33	34.0	34	35.0	18	18.5	3.56
7	6	6.1	8	8.2	25	25.7	26	26.8	32	32.9	3.73
8	4	4.1	12	12.3	39	40.2	22	22.6	20	20.6	3.46
9	4	4.1	10	10.3	33	34.0	25	25.7	25	25.7	3.54
10	-	-	18	18.5	18	18.5	45	46.3	16	16.4	3.58
11	-	-	14	14.4	33	34.0	27	27.8	23	23.7	3.60
12	6	6.1	8	8.2	47	48.4	16	16.4	19	19.5	3.32
13	3	3.0	13	13.4	46	47.4	29	29.8	6	6.1	3.21
14	3	3.0	18	18.5	27	27.8	40	41.2	10	10.3	3.40
15	4	4.1	10	10.3	39	40.2	21	21.6	23	23.7	3.48
16	-	-	12	12.3	43	44.3	25	25.7	17	17.5	3.46
Mean Total											3.51

The intensity of using *analytical reading* strategies is categorized. Firstly, for item number 1 showed that 6.1% (6) students never used this reading strategies. Then, 16.4% (16) students Occasionally used this reading strategies. Next, 23.7% (23) students sometimes used this reading strategies. Moreover, 49.4% (48) students usually used this reading strategies and 4.1% (4) students always used reading strategies when they are reading a text. After computing the data it was found that the mean of item number 1 was 3,31. This value is categorized at medium level frequency. It can be concluded the students sometimes used this reading strategies when they are reading or comprehend the texts.

For item number 2, there are 9.2% (9) students occasionally used this reading strategies. Then, 40.2% (39) students sometimes used this reading strategies. Next, 31.9% (31) students usually used this reading strategies. Moreover, 18.5% (18) students always used this reading strategies when they are reading a text. After computing the data it was found that the mean of item number 2 was 3,61. This value is categorized at high level frequency. It can be concluded the students usually used this reading strategies when they are reading orcomprehend the texts.

In item number 3 showed that 5.1% (5) students never used this reading strategies. Then, 10.2% (10) students Occasionally used this reading strategies. Next, 18.5% (18) students sometimes used this reading strategies. Moreover, 26.8% (26) students usually used this reading strategies and 39.1% (38) students always used reading strtaegies when they are reading a text. After computing the data it was found that the mean of item number 3 was 3,86. This value is categorized at high level frequency. It can be concluded the students usually used this reading strategeis when they are reading orcomprehend the texts.

For item number 4 showed 3.0% (3) students never used this reading strategies. Then, 13.4% (13) students Occasionally used this reading strategies. Next, 41.2% (40) students sometimes used this reading strategies. Moreover, 35.0% (34) students usually used this reading strategies and 7.2% (7) students always used reading strtaegies when they are reading a text. After computing the data it was found that the mean of item number 4 was

3,28. This value is categorized at medium level frequency. It can be concluded the students sometimes used this reading strategies when they are reading or comprehend the texts.

In item number 5 showed that 6.1% (6) students never used this reading strategies. Then, 8.2% (8) students Occasionally used this reading strategies. Next, 45.3% (45) students sometimes used this reading strategies. Moreover, 19.5% (19) students usually used this reading strategies and 19.5% (19) students always used reading strategies when they are reading a text. After computing the data it was found that the mean of item number 5 was 3.36. This value is categorized at medium level frequency. It can be concluded the students sometimes used this reading strategies when they are reading or comprehend the texts.

For item number 6 showed 3.0% (3) students never used this reading strategies. Then, 9.2% (9) students Occasionally used this reading strategies. Next, 34.0% (33) students sometimes used this reading strategies. Moreover, 35.0% (34) students usually used this reading strategies and 18.5% (18) students always used reading strategies when they are reading a text. After computing the data it was found that the mean of item number 6 was 3.56. This value is categorized at high level frequency. It can be concluded the students usually used this reading strategies when they are reading or comprehend the texts.

For item number 7 showed 6.1% (6) students never used this reading strategies. Then, 8.2% (8) students Occasionally used this reading strategies.

Next, 25.7% (25) students sometimes used this reading strategies. Moreover, 26.8% (26) students usually used this reading strategies and 32.9% (32) students always used reading strtaegies when they are reading a text. After computing the data it was found that the mean of item number 7 was 3.73. This value is categorized at high level frequency. It can be concluded the students usually used this reading strategeis when they are reading orcomprehend the texts.

In item number 8 showed that 4.1% (4) students never used this reading strategies. Then, 12.3% (12) students Occasionally used this reading strategies. Next, 40.2% (39) students sometimes used this reading strategies. Moreover, 22.6% (22) students usually used this reading strategies and 20.6% (20) students always used reading strtaegies when they are reading a text. After computing the data it was found that the mean of item number 8 was 3.48. This value is categorized at medium level frequency. It can be concluded the students sometimes used this reading strategeis when they are reading orcomprehend the texts.

For item number 9 showed 4.1% (4) students never used this reading strategies. Then, 10.3% (10) students Occasionally used this reading strategies. Next, 34.0% (34) students sometimes used this reading strategies. Moreover, 25.7% (25) students usually used this reading strategies and 25.7% (25) students always used reading strtaegies when they are reading a text. After computing the data it was found that the mean of item number 9 was 3.54. This value is categorized at high level frequency. It can be

concluded the students usually used this reading strategies when they are reading orcomprehend the texts.

In item number 10, there are 18.5% (18) students occasionally used this reading strategies. Then, 18.5% (18) students sometimes used this reading strategies. Next, 46.3% (45) students usually used this reading strategies. Moreover, 16.4% (16) students always used this reading strategies when they are reading a text. After computing the data it was found that the mean of item number 10 was 3.54. This value is categorized at high level frequency. It can be concluded the students usually used this reading strategies when they are reading orcomprehend the texts.

For item number 11, there are 14.4% (14) students occasionally used this reading strategies. Then, 34.0% (33) students sometimes used this reading strategies. Next, 27.8% (27) students usually used this reading strategies. Moreover, 23.7% (23) students always used this reading strategies when they are reading a text. After computing the data it was found that the mean of item number 11 was 3.60. This value is categorized at high level frequency. It can be concluded the students usually used this reading strategies when they are reading orcomprehend the texts.

In item number 12 showed 6.1% (6) students never used this reading strategies. Then, 8.2% (8) students Occasionally used this reading strategies. Next, 48.4% (47) students sometimes used this reading strategies. Moreover, 16.4% (16) students usually used this reading strategies and 19.5% (19) students always used reading strtaegies when they are reading a

text. After computing the data it was found that the mean of item number 12 was 3.32. This value is categorized at medium level frequency. It can be concluded the students sometimes used this reading strategies when they are reading or comprehend the texts.

For item number 13 showed 3.0% (3) students never used this reading strategies. Then, 13.4% (13) students Occasionally used this reading strategies. Next, 47.4% (46) students sometimes used this reading strategies. Moreover, 29.8% (29) students usually used this reading strategies and 6.1% (6) students always used reading strategies when they are reading a text. After computing the data it was found that the mean of item number 13 was 3.21. This value is categorized at medium level frequency. It can be concluded the students sometimes used this

In item number 14 showed 3.0% (3) students never used this reading strategies. Then, 18.5% (18) students Occasionally used this reading strategies. Next, 27.8% (27) students sometimes used this reading strategies. Moreover, 41.2% (40) students usually used this reading strategies and 10.3% (10) students always used reading strategies when they are reading a text. After computing the data it was found that the mean of item number 14 was 3.40. This value is categorized at medium level frequency. It can be concluded the students sometimes used this reading strategies when they are reading or comprehend the texts.

For item number 15 showed 4.1% (4) students never used this reading strategies. Then, 10.3% (10) students Occasionally used this reading

strategies. Next, 40.2% (39) students sometimes used this reading strategies. Moreover, 21.6% (21) students usually used this reading strategies and 23.7% (23) students always used reading strtaegies when they are reading a text. After computing the data it was found that the mean of item number 15 was 3.48. This value is categorized at medium level frequency. It can be concluded the students sometimes used this reading strategeis when they are reading orcomprehend the texts.

For item number 16, there are 12.3% (12) students occasionnaly used this reading strathies. Then, 44.3% (43) students sometimes used this reading strategies. Next, 25.7% (25) students usually used this reading strategies. Moreover, 17.5% (17) students always used this reading strategies when they are reading a text. After computing the data it was found that the mean of item number 16 was 3.46. This value is categorized at medium level frequency. It can be concluded the students sometimes used this reading strategeis when they are reading orcomprehend the texts.

Besides, after counting the percentage and mean each items of analytical reading strategy, then the resercher counting the mean total of it. The resercher was found that the mean total *analytical reading strategy* was 3.51. Based on level intensity of students' reading strategies this value was at the *high level criteria*. Thus, it can be cobcluded that the students always used analytical reading strategies when they are reading or comprehend the text.

3. How are the learners' Pragmatic Reading Strategies at English Department of State Islamic Institute Kerinci?

The table below shows the result of Pragmatic reading strategies used by the students. The total item Pragmatic reading strategies was 6.

Table 7: The Result of students' analytical Reading Strategies

Items	ANSWER										Mean
	1	P	2	P	3	P	4	P	5	P	
17	2	2.0	21	21.6	19	19.5	42	43.2	13	13.4	3.42
18	2	2.0	19	19.5	24	24.7	35	36.0	17	17.5	3.43
19	2	2.0	9	9.2	37	38.1	30	30.9	19	19.5	3.53
45	2	2.0	11	11.3	33	34.0	45	46.3	6	6.1	3.39
21	2	2.0	18	18.5	24	24.7	38	39.1	15	15.4	3.42
22	-	-	8	8.2	57	58.7	24	24.7	8	8.2	3.31
Total Mean											3.41

For item number 17 showed 2.0% (2) student never used this reading strategies. Then, 21.6% (21) students Occasionally used this reading strategies. Next, 19.5% (19) students sometimes used this reading strategies. Moreover, 43.2% (42) students usually used this reading strategies and 13.4% (13) students always used reading strategies when they are reading a text. After computing the data it was found that the mean of item number 17 was 3.42. This value is categorized at medium level frequency. It can be concluded the students sometimes used this reading strategies when they are reading or comprehend the texts.

In item number 18 showed 2% (2.0) students never used this reading strategies. Then, 19.5% (19) students Occasionally used this reading strategies. Next, 24.7% (24) students sometimes used this reading strategies. Moreover, 36.0% (35) students usually used this reading strategies and 17.5% (17) students always used reading strtaegies when they are reading a text. After computing the data it was found that the mean of item number 18 was 3.43. This value is categorized at medium level frequency. It can be concluded the students sometimes used this reading strategeis when they are reading orcomprehend the texts.

For item number 19 showed 2.0% (2) students never used this reading strategies. Then, 9.2% (9) students Occasionally used this reading strategies. Next, 38.1% (37) students sometimes used this reading strategies. Moreover, 30.9% (30) students usually used this reading strategies and 19.5% (19) students always used reading strtaegies when they are reading a text. After computing the data it was found that the mean of item number 19 was 3.53. This value is categorized at high level frequency. It can be concluded the students usually used this reading strategeis when they are reading orcomprehend the texts.

In item number 20 showed 2.0% (2) students never used this reading strategies. Then, 11.3% (11) students Occasionally used this reading strategies. Next, 34.0% (33) students sometimes used this reading strategies. Moreover, 46.3% (45) students usually used this reading strategies and 6.1% (6) students always used reading strtaegies when they are reading a text.

After computing the data it was found that the mean of item number 20 was 3.39. This value is categorized at medium level frequency. It can be concluded the students sometimes used this reading strategies when they are reading orcomprehend the texts.

For item number 21 showed 2.0% (2) students never used this reading strategies. Then, 18.5% (18) students Occasionally used this reading strategies. Next, 24.7% (24) students sometimes used this reading strategies. Moreover, 39.1% (38) students usually used this reading strategies and 15.4% (15) students always used reading strtaegies when they are reading a text. After computing the data it was found that the mean of item number 21 was 3.42. This value is categorized at medium level frequency. It can be concluded the students sometimes used this reading strategeis when they are reading orcomprehend the texts.

For item number 22, there are 8.2% (8) students occasionnaly used this reading stratehies. Then, 58.7% (57) students sometimes used this reading strategies. Next, 24.7% (24) students usually used this reading strategies. Moreover, 8.2% (8) students always used this reading strategies when they are reading a text. After computing the data it was found that the mean of item number 22 was 3.31. This value is categorized at medium level frequency. It can be concluded the students sometimes used this reading strategeis when they are reading orcomprehend the texts.

Besides, after counting the percentage and mean each items of pragmatic reading strategy, then the resercher counting the mean total of it. The

researcher was found that the mean total *pragmatic reading strategy* was 3.41. Based on level intensity of students' reading strategies this value was at the *medium level criteria*. Thus, it can be concluded that the students sometimes used analytical reading strategies when they are reading or comprehend the text.

B. Discussion

- a. From the data analysed it was found that the total mean of students' metacognitive reading awareness was 3.47. The range level of 3.47 is at the medium level. It means that the students' metacognitive reading awareness was at medium level. And it can be said that the students sometimes used metacognitive reading awareness when they reading a text or comprehend the text. The finding above is in concordance with what is said by Bunzari (2003:29) that reading strategies can improve reading comprehension significantly if the students have many strategies in reading comprehension. Then, Chamot (1999: 6) also states that there are many reading strategies in reading comprehension in order to understand reading text effectively. Besides, Oxford's (1990: 8) explains that learning strategy is specific action taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective, and more transferrable to new situation. In addition, reading strategies indicate how readers conceive a task, what textual cues they tend to, how the students make sense of what they read, and what they do when they do not understand. Therefore, the technique to improve reading skills is to use

reading strategies that extract information from the text in the most effective way. Coteral and Hayo (2004) emphasizes that good readers are flexible users of strategies. In other words, the ability of readers to understand a text is crucially dependent on the strategies employed by readers. It means that the reading strategies must be learned by the students as well as lecturers. To understand what they have learned from reading text they have to know the step taken for example, how the students could find topic, topic sentence, concluding sentence, meaning of text and others easier and faster. They must try to find themselves the ways or steps that can help them to organize all information about reading text. They must be active and creative to find their own ways or steps in comprehending a text. Then, they have to be able to present their strategies for remembering information what they have got and be able to define how the strategies can be used, and also they have to be able to explain why and when the strategy is useful. Besides, they have to know what elements that can be involved on reading strategies because they involve more than just action.

- b. Based on the result of the reserch most of students English Department State Islamic Insitute of Kerinci always used analytical reading strategy, then the resercher counting the mean total of it. The resercher was found that the mean total *analytical reading strategy* was 3.51. Based on level intensity of students' reading strategies this value was at the *high level criteria*. Thus, it can be cobcluded that the students always used analytical

reading strategies when they are reading or comprehend the text. The students used analytical reading strategies because this strategy helps them to monitor and manage their learning, especially in comprehending the reading texts. Besides, analytical reading strategies involve thinking about the learning process, planning for learning, monitoring of comprehension or production while it is taking place, and self-evaluation of learning after the language activity is completed. Analytical reading strategies also involved readers' deliberate mental behaviors for directing and controlling student's cognitive strategy processing for successful performance (Phakiti, 2003). It can be said that the analytical reading strategies is the process to monitor or regulate cognitive reading strategies. With respect to this point, Al Melhi (2000) has found that some differences do exist between skilled and less skilled readers in terms of their actual and reported reading strategies; their use of global and reading strategies, their metacognitive awareness, their perception of a good reader, and their self-confidence as readers and points out training in metacognitive language learning strategies help learners develop their reading skills and raise their language proficiency levels. It means that successful readers appear to use more analytical reading strategies than less successful readers and also appear to use them more frequently. Better readers also have an enhanced metacognitive awareness of their own use of strategies, which in turn leads to greater reading ability and proficiency. Meanwhile, analytical reading strategies are essential in successful language learning for three reasons.

Firstly, the students often feel overwhelmed by the amount they have to learn. This can make them lose confidence or motivation. However by using an analytical reading strategy such as planning, students can prioritize their needs and focus on the most important things first. This gives students a sense of control and, by allowing them to focus on one thing at a time, increases their chances of success. In addition, analytical reading strategies include “checking the outcome of any attempt to solve a problem, planning one’s text move, monitoring the effectiveness of any attempt action, testing, revising and evaluating one’s strategies for learning. In other words, analytical reading strategies are used to plan, monitor and regulate the reading process. Secondly, analytical reading strategies allow students to individualize their learning. For example, one important analytical reading strategy is setting goals. The students use this strategy because before reading activity the lecturer supports their students to read the texts in detail and also the lecturer explains to students the aims of learning reading comprehension. In addition, the lecturer having students set personal reading goals increases their involvement by increasing the stake they have in the learning process and giving students the opportunity to establish their own goals. By knowing the purpose or reason for reading, the students can decide how detailed their understanding about the text is. It helps the students or readers in providing a focus. The students need to determine why they are being asked to read. Goals and objectives are expressions of students’ aims for language learning (Oxford, 1990: 157).

Students without aims are like boats without rudders; they do not know where they are going, so they might never get there. Thirdly, analytical reading strategies develop students' independence. Many students do a lot practice but depend on their lecturer or teacher to tell them how successful they have been. By applying the analytical reading strategies such as self-monitoring and self-evaluation, students can measure for themselves the progress they have made and learn to eliminate their errors. Ultimately this speeds up the reading process by showing students what they can do on their own.

- c. For the pragmatic reading strategy it found that the mean total was 3.41. Based on level intensity of students' reading strategies this value was at the medium level criteria. Thus, it can be concluded that the students sometimes used pragmatic reading strategies when they are reading or comprehend the text. By using pragmatic reading strategies, the students claimed that their awareness in reading requires knowledge concerning with the topic of what they read with a purpose of connecting them with new knowledge they read. When the students could make relationship between their knowledge in the topic they read, the students could control their reading process so that it will be easy to comprehend the text. It is supported by Coteral and Hayo (2004: 2) they say that strategy involves students' understanding of the language learning process, and the strategies they use in the learning. In addition, they also state that students who are familiar with strategies are able to continue learning beyond the

classroom. They know to make sense of input the target language; they use a range of strategies for practicing the target language, and can build their vocabulary and grammatical knowledge independently.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that conducted by the researcher about “An analysis of Metacognitive awarness reading Strategies for learners of English Department of State Islamic Institute of Kerinci Academic year 2022/2023”.

It can be concluded that:

1. How are the learners’ Metacognitive Awareness Reading Strategies at English Department of State Islamic Institute Kerinci?

From the data analyzed it was found that the total mean of students’ metacognitive reading awereness was **3.47**. The range level of **3.47** is at the medium level. It mens that the students’ metacognitive reading awereness was at medium level. And it can be said that the students sometimes used metacognitive reading awareness when they reading a text or comprehend the text.

2. How are the learners’Analytical Reading Strategies at English Department of State Islamic Institute Kerinci?

For the indicators of *analytical reading strategy*, the resercher was found that the mean total of *analytical reading strategy* was 3.51. Based on level intensity of students’ reading strategies this value was at the *high level criteria*. Thus, it can be cobcluded that the students always used analytical reading strategies when they are reading or comprehend the text.

3. **How are the learners' Pragmatic Reading Strategies at English Department of State Islamic Institute Kerinci?**

For the *pragmatic reading strategy* it found that the mean total was 3.41. Based on level intensity of students' reading strategies this value was at the *medium level criteria*. Thus, it can be concluded that the students sometimes used pragmatic reading strategies when they are reading or comprehend the text.

B. Suggestion

Considering the result of the research, the researcher would like to give some suggestions as follow:

1. For the students

Hopefully the students can choose the suitable reading strategies and good attitudes in reading to get the good reading achievement score because in reading, understanding is needed to be able to know the meaning contained in a reading. In the future, the researcher also hopes that students can learn more about the strategies that must be easier them in reading.

2. For the Next Researchers

Hopefully the next researcher can be more deeply developed about the variables that are related to reading achievement because of the importance of mastery in reading so that in the next there are many theories about how to improve reading comprehension and increase

reading scores. Researchers assume that in this study of course there are many shortcomings due to the limited time and other things.



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APPENDICES

APPENDIX:1

Kuesioner Strategi Membaca Metakognitif (MRSQ)

Nama :

Semester :

Petunjuk di bawah ini adalah pernyataan tentang apa yang dilakukan mahasiswa ketika mereka membaca *materi akademis atau yang berhubungan dengan perkuliahan* seperti buku teks atau buku yang terdapat di perpustakaan.

Lima skala ditabel (1, 2, 3, 4, 5), sebagai berikut:

1 berarti "Saya **tidak pernah atau hampir tidak pernah** melakukan ini."

2 berarti "Saya melakukan ini **hanya sesekali** ."

3 berarti "Saya **kadang -kadang** melakukan ini" (sekitar **50%** dari waktu).

4 berarti "Saya **biasanya** melakukan ini."

5 berarti "Saya **selalu atau hampir selalu** melakukan ini."

Setelah membaca setiap pernyataan, periksa **nomor** (1, 2, 3, 4, atau 5) yang sesuai untuk Anda dengan menggunakan skala yang disediakan. Mohon diperhatikan bahwa tidak **ada jawaban benar atau salah atas** pernyataan-pernyataan dalam kuesioner ini.

No	Indikator	Pertanyaan	Skala				
			1	2	3	4	5
1.	Evaluasi	Saat saya membaca, saya mengevaluasi teks untuk tentukan apakah itu berkontribusi pada my pengetahuan/pemahaman tentang topik tersebut.					
2.	Antisipasi	Setelah saya membaca teks, saya mengantisipasi bagaimana saya akan menggunakan pengetahuan yang telah saya					

		peroleh dari membaca teks.					
3.	Menggambar	Saya mencoba memanfaatkan pengetahuan saya tentang topik ini untuk membantu saya memahami apa yang saya baca.					
4.	Kembali	Saat saya membaca, saya mempertimbangkan kembali dan merevisi latar belakang saya tentang topik, berdasarkan konten teks.					
5.	Merevisi	Saat saya membaca, saya mempertimbangkan kembali dan merevisi pertanyaan saya sebelumnya tentang topik, berdasarkan pada isi teks.					
6.	Pertimbangkan	Setelah saya membaca teks, saya mempertimbangkan yang lain kemungkinan interpretasi untuk menentukan apakah dipahami teksnya.					
7.	Bedakan	Saat saya membaca, saya membedakan antara informasi yang sudah saya ketahui dan informasi baru.					
8.	Menyimpulkan	Ketika informasi penting bagi saya pemahaman teks tidak secara langsung dinyatakan, saya mencoba menyimpulkan informasi itu dari teks.					
9.	Tujuan membaca	Saya mengevaluasi apakah saya membaca relevan dengan tujuan membaca saya.					
10.	Cari	Saya mencari informasi yang relevan dengan saya tujuan membaca.					
11.	Hadir nanti	Saya mengantisipasi informasi yang akan disajikan kemudian dalam teks.					
12.	Artinya	Saat saya membaca, saya mencoba untuk menentukan arti					

		kata-kata yang tidak diketahui yang tampaknya kritis terhadap makna teks.					
13.	Informasi saat ini	Saat saya membaca, saya memeriksa apakah saya telah mengantisipasi arus informasi.					
14.	Kekuatan	Saat membaca, saya mengeksplorasi pribadi saya kekuatan untuk lebih memahami teks. Jika saya seorang pembaca yang baik, saya fokus pada teks; jika saya baik dengan angka dan diagram, saya fokus pada itu informasi.					
15.	Visualisasikan deskripsi	Saat membaca, saya memvisualisasikan deskripsi untuk lebih memahami teks.					
16.	Sulit	Saya perhatikan betapa sulit atau mudahnya sebuah teks untuk dibaca.					
17.	Catatan	Saya membuat catatan saat membaca untuk ingat.					
18.	Sorot	Saat membaca, saya menggarisbawahi dan menyorot informasi penting agar lebih mudah menemukannya kemudian.					
19.	Margin	Saat membaca, saya menulis pertanyaan dan catatan di margin untuk lebih memahami teks.					
20.	Garis bawah	Saya mencoba menggarisbawahi ketika membaca untuk ingat informasinya.					
21.	Baca lebih lanjut	Saya membaca materi lebih dari sekali secara berurutan untuk mengingat informasi.					
22.	Baca ulang	Ketika saya mengalami kesulitan memahami sebuah teks, saya membaca ulang teks tersebut.					

The Metacognitive Reading Strategies Questionnaire (MRSQ)

Directions: Listed below are statements about what people do when they read *academic or school-related materials* such as textbooks or library books.

Five numbers follow each statement (1, 2, 3, 4, 5), and each number means the following:

1 means “I **never or almost never** do this.”

2 means “I do this **only occasionally**.”

3 means “I **sometimes** do this” (about **50%** of the time).

4 means “I **usually** do this.”

5 means “I **always or almost always** do this.”

After reading each statement, check **the number** (1, 2, 3, 4, or 5) that applies to you using the scale provided. Please note that there are **no right or wrong answers** to the statements in this questionnaire.

No	Item	Scale				
		1	2	3	4	5
1	Evaluate. As I am reading, I evaluate the text to determine whether it contributes to my knowledge/ understanding of the subject.					
2	Anticipate. After I have read a text, I anticipate how I will use the knowledge that I have gained from reading the text.					
3	Draw. I try to draw on my knowledge of the topic to help me understand what I'm reading.					
4	Back. While I'm reading, I reconsider and revise my background about the topic,					

	based on the text's content.					
5	Revise. While I am reading, I reconsider and revise my prior questions about the topic, based on the text's content.					
6	Consider. After I read a text, I consider other possible interpretations to determine whether I understood the text.					
7	Distinguish. As I am reading, I distinguish between information that I already know and new information.					
8	Infer. When information critical to my understanding of the text is not directly stated, I try to infer that information from the text.					
9	Reading goals. I evaluate whether what I am reading is relevant to my reading goals					
10	Search. I search out information relevant to my reading goals.					
11	Present later. I anticipate information that will be presented later in the text.					
12	Meaning. While I am reading, I try to determine the meaning of unknown words that seem critical to the meaning of the text.					
13	Current information. As I read along, I check whether I had anticipated the					

	current information.					
14	Strengths. While reading, I exploit my personal strengths in order to better understand the text. If I am a good reader, I focus on the text; if I am good with figures and diagrams, I focus on that information.					
15	Visualize descriptions. While reading, I visualize descriptions in order to better understand the text.					
16	Hard. I note how hard or easy a text is to read.					
17	Notes. I make notes when reading in order to remember the information.					
18	Highlight. While reading, I underline and highlight important information in order to find it more easily later on.					
19	Margin. While reading, I write questions and notes in the margin in order to better understand the text.					
20	Underline. I try to underline when reading in order to remember the information.					
21	Read more. I read material more than once in order to remember the information.					
22	Re-read. When I am having difficulty comprehending a text, I re-read the text.					

APPENDIX: 2
RESULT OF READING STRATEGIES

Respondent	Items																						score total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
1	4	5	5	4	5	4	5	5	5	4	5	5	3	5	5	5	4	4	4	4	5	3	98
2	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	3	86
3	2	5	5	2	5	1	3	4	3	5	5	5	3	5	3	5	2	2	3	3	3	3	77
4	4	3	4	4	4	3	5	3	4	4	3	4	4	4	4	3	4	4	3	3	4	4	82
5	3	3	4	3	2	4	4	3	3	2	3	2	2	4	3	3	3	3	3	3	3	2	65
6	3	3	3	3	1	3	3	3	3	2	3	1	3	4	3	3	3	3	3	3	3	3	62
7	4	3	4	4	3	4	5	3	4	4	3	3	3	4	4	3	4	4	3	3	4	3	79
8	4	4	5	4	3	5	5	4	5	5	4	3	3	4	5	4	4	4	4	4	5	3	91
9	5	5	4	5	4	4	5	3	4	4	5	4	4	4	4	5	5	5	4	4	4	4	95
10	3	4	3	3	3	3	4	3	4	4	4	3	3	4	4	4	3	3	4	4	4	3	77
11	4	4	5	4	5	5	5	3	3	5	4	5	5	3	3	4	4	4	5	5	3	5	93
12	2	2	2	2	3	3	1	3	2	2	2	3	3	2	2	2	2	2	3	3	2	3	51

13	1	3	2	1	1	2	3	2	2	2	3	1	2	2	2	3	1	1	2	2	2	2	42
14	4	5	5	4	3	3	3	2	4	4	5	3	4	3	4	5	4	4	4	4	4	4	85
15	4	5	5	4	5	4	5	5	5	4	5	5	3	5	5	5	4	4	4	4	5	3	98
16	3	3	3	3	5	3	4	4	3	4	3	5	3	2	3	3	3	3	3	3	3	3	72
17	2	2	2	2	3	3	1	3	2	2	2	3	3	2	2	2	2	2	3	3	2	3	51
18	4	4	5	4	3	5	5	4	5	5	4	3	3	4	5	4	4	4	4	4	5	3	91
19	3	4	3	3	3	3	4	3	4	4	4	3	3	4	4	4	3	3	4	4	4	3	77
20	4	4	5	4	5	5	5	3	3	5	4	5	5	3	3	4	4	4	5	5	3	5	93
21	2	2	2	2	3	3	1	3	2	2	2	3	3	2	2	2	2	2	3	3	2	3	51
22	1	3	2	1	1	2	3	2	2	2	3	1	2	2	2	3	1	1	2	2	2	2	42
23	4	5	5	4	3	3	3	2	4	4	5	3	4	3	4	5	4	4	4	4	4	4	85
24	4	5	5	4	5	4	5	5	5	4	5	5	3	5	5	5	4	4	4	4	5	3	98
25	3	3	3	3	5	3	4	4	3	4	3	5	3	2	3	3	3	3	3	3	3	3	72
26	2	2	2	2	3	3	1	3	2	2	2	3	3	2	2	2	2	2	3	3	2	3	51
27	4	4	5	4	3	5	5	4	5	5	4	3	3	4	5	4	4	4	4	4	5	3	91
28	4	5	5	4	5	4	5	5	5	4	5	5	3	5	5	5	4	4	4	4	5	3	98

29	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	3	86
30	2	5	5	2	5	1	3	4	3	5	5	5	3	5	3	5	2	2	3	3	3	3	3	77
31	4	3	4	4	4	3	5	3	4	4	3	4	4	4	4	3	4	4	3	3	4	4	4	82
32	3	3	4	3	2	4	4	3	3	2	3	2	2	4	3	3	3	3	3	3	3	3	2	65
33	3	3	3	3	1	3	3	3	3	2	3	1	3	4	3	3	3	3	3	3	3	3	3	62
34	4	3	4	4	3	4	5	3	4	4	3	3	3	4	4	3	4	4	3	3	4	3	79	
35	4	4	5	4	3	5	5	4	5	5	4	3	3	4	5	4	4	4	4	4	4	5	3	91
36	4	4	5	3	5	4	5	5	5	4	5	3	4	4	3	3	2	2	2	2	2	2	3	79
37	4	4	4	3	4	4	4	4	4	4	4	3	4	4	3	3	4	5	4	4	4	4	4	85
38	2	3	3	3	3	3	3	5	5	3	3	3	2	2	3	3	4	4	4	3	3	4	71	
39	4	3	5	4	3	4	4	5	4	3	4	4	4	4	5	5	3	3	4	4	4	4	5	88
40	3	3	4	2	2	3	3	3	2	3	3	2	3	3	3	3	2	2	2	2	2	2	3	58
41	3	3	3	3	3	3	3	4	1	3	3	3	3	3	1	2	2	2	3	1	1	2	55	
42	4	3	5	3	4	4	4	4	3	3	4	3	4	4	3	4	3	4	5	4	4	4	83	
43	4	4	5	3	4	5	5	5	3	4	5	3	4	4	5	3	5	5	5	4	4	4	93	
44	5	4	5	4	4	5	4	5	4	4	4	4	4	5	5	5	3	2	3	3	3	3	3	87

45	3	4	4	3	3	4	4	3	3	4	4	3	3	3	3	3	2	2	2	2	2	3	67
46	4	5	5	5	3	5	3	3	5	5	3	5	4	4	3	3	4	5	4	4	4	4	90
47	2	3	1	3	3	2	2	2	3	3	2	3	2	2	5	3	5	5	5	4	4	4	68
48	1	2	3	2	2	2	2	1	1	2	2	2	1	1	4	3	4	4	4	4	4	4	55
49	4	4	3	4	3	4	4	4	3	4	4	4	4	4	5	3	5	3	5	2	2	3	81
50	4	4	5	3	5	4	5	5	5	4	5	3	4	4	4	4	4	4	3	4	4	3	90
51	3	3	4	3	3	3	3	2	5	3	3	3	3	3	2	2	4	3	3	3	3	3	67
52	2	3	1	3	3	2	2	2	3	3	2	3	2	2	1	3	4	3	3	3	3	3	56
53	4	4	5	3	4	5	5	5	3	4	5	3	4	4	3	3	4	4	3	4	4	3	86
54	3	4	4	3	3	4	4	3	3	4	4	3	3	3	3	3	4	5	4	4	4	4	79
55	4	5	5	5	3	5	3	3	5	5	3	5	4	4	4	4	4	4	5	5	5	4	94
56	2	3	1	3	3	2	2	2	3	3	2	3	2	2	3	3	4	4	4	3	3	4	61
57	1	2	3	2	2	2	2	1	1	2	2	2	1	1	5	5	3	3	4	4	4	5	57
58	4	4	3	4	3	4	4	4	3	4	4	4	4	4	3	3	2	2	2	2	2	3	72
59	4	4	5	3	5	4	5	5	5	4	5	3	4	4	5	5	3	3	4	4	4	5	93
60	3	3	4	3	3	3	3	2	5	3	3	3	3	3	3	3	2	2	2	2	2	3	63

61	2	3	1	3	3	2	2	2	3	3	2	3	2	2	1	2	2	2	3	1	1	2	47
62	4	4	5	3	4	5	5	5	3	4	5	3	4	4	3	4	3	4	5	4	4	4	89
63	4	4	5	3	5	4	5	5	5	4	5	3	4	4	5	3	5	5	5	4	4	4	95
64	4	4	4	3	4	4	4	4	4	4	4	3	4	4	5	3	2	3	3	3	3	3	79
65	2	3	3	3	3	3	3	5	5	3	3	3	2	2	3	3	2	2	2	2	2	3	62
66	4	3	5	4	3	4	4	5	4	3	4	4	4	4	3	3	4	5	4	4	4	4	86
67	3	3	4	2	2	3	3	3	2	3	3	2	3	3	5	3	5	5	5	4	4	4	74
68	3	3	3	3	3	3	3	4	1	3	3	3	3	3	4	3	4	4	4	4	4	4	72
69	4	3	5	3	4	4	4	4	3	3	4	3	4	4	5	3	5	3	5	2	2	3	80
70	4	4	5	3	4	5	5	5	3	4	5	3	4	4	4	4	4	4	3	4	4	3	88
71	5	4	5	4	4	5	4	5	4	4	4	4	5	5	2	2	4	3	3	3	3	3	85
72	3	4	4	3	3	4	4	3	3	4	4	3	3	3	1	3	4	3	3	3	3	3	71
73	4	5	5	5	3	5	3	3	5	5	3	5	4	4	3	3	4	4	3	4	4	3	87
74	2	3	1	3	3	2	2	2	3	3	2	3	2	2	5	3	5	5	5	4	4	4	68
75	4	5	5	5	3	5	3	3	5	5	3	5	4	4	3	3	2	2	2	2	2	3	78
76	4	3	4	4	4	3	5	3	4	4	3	4	4	3	5	4	5	5	5	4	5	3	88

77	3	3	4	3	2	4	4	3	3	2	3	2	2	3	4	4	4	4	4	4	4	3	72
78	3	3	3	3	1	3	3	3	3	2	3	1	3	3	3	3	3	5	5	3	3	3	65
79	4	3	4	4	3	4	5	3	4	4	3	3	3	4	3	4	4	5	4	3	4	4	82
80	4	5	5	4	5	4	5	5	5	4	5	5	3	2	2	3	3	3	2	3	3	2	82
81	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3	3	4	1	3	3	3	77
83	2	5	5	2	5	1	3	4	3	5	5	5	3	3	4	4	4	4	3	3	4	3	80
84	4	3	4	4	4	3	5	3	4	4	3	4	4	3	4	5	5	5	3	4	5	3	86
85	3	3	4	3	2	4	4	3	3	2	3	2	2	4	4	5	4	5	4	4	4	4	76
86	3	3	3	3	1	3	3	3	3	2	3	1	3	3	3	4	4	3	3	4	4	3	65
87	4	3	4	4	3	4	5	3	4	4	3	3	3	5	3	5	3	3	5	5	3	5	84
88	4	4	5	4	3	5	5	4	5	5	4	3	3	3	3	2	2	2	3	3	2	3	77
89	5	5	4	5	4	4	5	3	4	4	5	4	4	2	2	2	2	1	1	2	2	2	72
90	3	4	3	3	3	3	4	3	4	4	4	3	3	4	3	4	4	4	3	4	4	4	78
91	4	4	5	4	5	5	5	3	3	5	4	5	5	3	5	4	5	5	5	4	5	3	96
92	2	2	2	2	3	3	1	3	2	2	2	3	3	3	3	3	3	2	5	3	3	3	58
93	1	3	2	1	1	2	3	2	2	2	3	1	2	3	3	2	2	2	3	3	2	3	48

94	4	5	5	4	3	3	3	2	4	4	5	3	4	3	4	5	5	5	3	4	5	3	86
95	4	5	5	4	5	4	5	5	5	4	5	5	3	3	3	4	4	3	3	4	4	3	90
96	3	3	3	3	5	3	4	4	3	4	3	5	3	5	3	5	3	3	5	5	3	5	83
97	2	2	2	2	3	3	1	3	2	2	2	3	3	3	3	2	2	2	3	3	2	3	53
Total	318	347	371	315	323	342	359	333	340	344	346	319	309	327	335	333	329	330	339	326	329	318	
Mean	3,3	3,61	3,86	3,28	3,36	3,5	3,73	3,46	3,54	3,58	3,60	3,32	3,21	3,40	3,48	3,46	3,42	3,4	3,53	3,39	3,42	3,3	
	125	4583	4583	125	4583	625	9583	875	1667	3333	4167	2917	875	625	9583	875	7083	375	125	5833	7083	125	



APPENDIX: 3
PERCENTAGE OF READING STRATEGIEIS USED BY THE STUDENTS

ITEMS	ANSWER									
	1	P	2	P	3	P	4	P	5	P
1	6	6.1	16	16.4	23	23.7	48	49.4	4	4.1
2	-	-	9	9,2	39	40.2	31	31.9	18	18.5
3	5	5.1	10	10.2	18	18.5	26	26.8	38	39.1
4	3	3.0	13	13.4	40	41.2	34	35.0	7	7.2
5	6	6.1	8	8.2	45	45.3	19	19.5	19	19.5
6	3	3.0	9	9.2	33	34.0	34	35.0	18	18.5
7	6	6.1	8	8.2	25	25.7	26	26.8	32	32.9
8	4	4.1	12	12.3	39	40.2	22	22.6	20	20.6
9	4	4.1	10	10.3	33	34.0	25	25.7	25	25.7
10	-	-	18	18.5	18	18.5	45	46.3	16	16.4
11	-	-	14	14.4	33	34.0	27	27.8	23	23.7
12	6	6.1	8	8.2	47	48.4	16	16.4	19	19.5
13	3	3.0	13	13.4	46	47.4	29	6	5.1	5.1
14	3	3.0	18	18.5	27	27.8	40	41.2	10	10.3
15	4	4.1	10	10.3	39	40.2	21	21.6	23	23.7
16	-	-	12	12.3	43	44.3	25	25.7	17	17.5
17	2	2.0	21	21.6	19	19.5	42	43.2	13	13.4
18	2	2.0	19	19.5	24	24.7	35	36.0	17	17.5
19	2	2.0	9	9.2	37	38.1	30	30.9	19	19.5
20	2	2.0	11	11.3	33	34.0	45	46.3	6	6.1
21	2	2.0	18	18.5	24	24.7	38	39.1	15	15.4
22	-	-	8	8.2	57	58.7	24	24.7	8	8.2



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K E R I N C I