

**CORRELATION BETWEEN METACOGNITIVE READING
STRATEGIES AND READING COMPREHENSION OF SIXTH
SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM
OF SRWIJAYA UNIVERSITY**

A Thesis by

RIMA SALASTI

Student Number : 06011381520057

English Education Study Program

Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

PALEMBANG

2020

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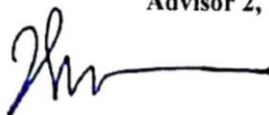
Approved by,

Advisor 1,



Dra. Rita Hayati, M.A.
NIP. 196006161988032002

Advisor 2,



Hesti Wahyuni Anggraini, S.Pd., M.Pd
NIP. 198212122014041001

Certified by,

**Dean of Teacher Training and Education
Coordinator of English Education Study Program,**



Hariswan Putera Jaya, S.Pd., M.Pd
NIP. 197408022002121001

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RIMA SALASTI

Student Number: 06011381520057

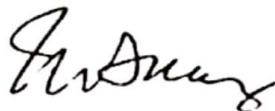
This thesis was defended by the writer in the final program examination and was approved by examination committee on:

Day : Saturday

Date : December 26th, 2020

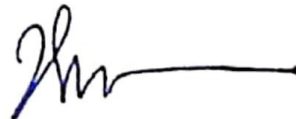
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Advisor 2,



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NIP. 198212122014041001

Certified by,
Dean of Teacher Training and Education
Coordinator of English Education Study Program,



Hariswan Putera Java, S.Pd., M.Pd.
NIP. 197408022002121001

DECLARATION

I, the undersigned

Name : Rima Salasti
Student Number : 06011381520057
Study Program : English Education

Certify that thesis entitled “ Correlation between Metacognitive Reading Strategies and Reading Comprehension of Sixth Semester Students’ of English Education Study Program of Sriwijaya University” is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

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The undersigned



Rima Salasti

06011381520057

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The Writer

Rima Salasti

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ABSTRACT

Metacognitive Reading Strategies is one of strategies related to self monitoring and self regulating activities of the students to improve the better result in reading comprehension. The aims of this study was to find out: (1) the correlation between metacognitive reading strategies and reading comprehension, (2) the contribution of the metacognitive reading strategies to reading comprehension. Sixty eight students from English Education Study Program of Sriwijaya University both Palembang and Indralaya class were taken as a sample using purposive sampling technique. Survey of Reading Strategies (SORS) questionnaire and Reading Comprehension test were distributed to collect the data. Pearson Product Moment Correlation coefficient and Simple Linier Regression Analysis were used to analyze the data statiscally. The findings showed that there was a significant correlation between metacognitive reading strategies and reading comprehension with (p-value=0.674) and strong relationship in the degree of correlation coefficient. Simple linear regression analysis showed that 44.6% of metacognitive reading strategies gave contribution to reading comprehension of sixth semester students of English Education Study Program of Sriwijaya University. It can be concluded that Metacognitive Reading Strategies can be one of the factors that gave contribution to or correlated with reading comprehension.

Keywords: *Correlation, Metacognitive Reading Strategies, Reading Comprehension*

A thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University


Name : Rima Salasti

Students' Number : 06011381520057

Approved by,

Advisor 1,

Advisor 2,



Dra. Rita Hayati, MA.
NIP.196006161988032002



Hesti Wahyuni Anggraini, S.Pd., M.Pd.
NIP. 198609282014041001

Certified by,
Coordinator of English Education Study Program,



Hariswan Putera Jaya, S.Pd., M.Pd.
NIP. 197408022002121003

CHAPTER I

INTRODUCTION

This chapter presents: (1) Background of the study (2) Research questions, (3) Objectives of the study, and (4) Significance of the study.

1.1 Background of The Study

In this globalization era, English has become one of international languages in the world which is used and learned by people around the world to interact with each other. According to Khamkhien (2010), English has increasingly become media of communication around the world both in local and global contexts such as economy, politics, education, social, and others. In Indonesia, English has been taught as an obligatory subject as stated in curriculum 2013 started from Junior high school until college based on Kementerian Pendidikan dan Kebudayaan (2013).

Among the four skills of English skill, reading comprehension as one of the main sources in getting the information provides the learner with the essential input, Harmer (2007). In line with, Willis (2008) stated that someone can find the information he/she needs with more specific information by reading. Miller and Schwanenflugel (2009) mention that reading as a complex performance that requires an implementation from interdependent task which means that readers not only trying to determine what words are present in the text but also derive meaning from what is being read from the text. Erlina, Rita, and Hariswan (2018) states that reading activities provide opportunities for students to identify the structure of the text and understand how the author develop the ideas. Therefore, reading instruction must be adjusted appropriately that can help students get through the reading process successfully.

Some difficulties are faced by students especially EFL and ESL in reading. Oakhill (1993) differentiates three main theoretical approaches in reading comprehension. First, the problems of comprehension

arise as a result of difficulties at the one word. Second, poor readers have a difficulty in both syntactic and semantic analysis of the text. Third, poor readers have difficulties with high order comprehension skills such as: integrating ideas, monitoring comprehension, and creating a conclusion. Because of the lack of understanding about between the relationship and the functions of words in sentences itself, sometimes paragraph make students difficult to convey the meaning of text which is students are lack in comprehend their reading. Therefore, it is expected to make students aware of what is needed to perform their reading comprehension effectively.

In fact, based on the data from English Proficiency Index (EPI) published by Education First “EF” (2018) showed that level of English proficiency in Indonesia is 51st rank out of 88th countries in the world with score (51,58) means Indonesia was in low category of proficiency among others. To support, the data from national scope showed English Proficiency of South Sumatera had 2nd rank out of 11st among the lowest rank of regions in Indonesia with mean score (47.38). Based on the explanation above it can be concluded that South Sumatera still had low results compared to the other regions in Indonesia.

PISA (2018) by Organization for Economic Co-operation and Development (OECD) reported the result of Indonesian students still in low category with mean score 371 lower than the average which was 487 and it means reading performance in Indonesia was decreased and still weak. Around only 30% students in Indonesia attained level 2 of proficiency in reading and 9% of students can reach at least level 5 or 6 in PISA reading test. Reading performance in Indonesia fell back to 2001 while science and mathematics performance was fluctuated and flat overall and with that score Indonesia was ranked in 72nd out of 78th countries.

A study conducted by Palmi (2016) at Sriwijaya University found that 32.5% students or 13 student from total number of students were categorized into poor category and 12,5% got into very poor category, most of the students were low in all aspect in reading comprehension among all aspects

of reading comprehension skill, in accordance with the result done reported by Oakhill (1993).

Based on an informal interview with sixth semester students of English Education Study Program of Sriwijaya University academic year 2017 that has been done by the researcher, it was found that their reading performance still weak with the lack of unknown vocabulary, they also face some difficulties in reading such as realizing the topic and the main idea of the passage, implied a long passage, make an conclusion of the text, and determine the word as a key word of the text that sometimes make students getting confused. In reading the students also learn how to sum up a text, find the word that mostly appear as a key to figure out what is the text about, learn some strategies in reading. But in fact, when the students read the text, they become fearful cause of the long passage which makes them must read the whole text and the word one by one, that is not effectively at all and just takes more time. It shows that the students forgot what they already learn and sometimes students do not aware what are strategies that they already used. Therefore, there is a need for students to know and aware with some of strategies that they already learn in the class to improve their reading comprehension better.

There are many factors that can affect the succesful of reading comprehension. According to Klingner, Vaughn, and Boardman (2007) the way to get the specific information of the text, students at school should know how to read effectively and efficiently. For example, making prediction about the text and what will happen. The other way to help the students understand the text is by trying to find the keywords from the text, or the word that mostly appear from the text. Lehr and Osborn (2001) state that to understand a text, we need to find the keywords from the text. Roehrig and Guo (2011) also explained that by finding keyword strategy, students can cover their vocabulary weaknesses over since vocabulary knowledge itself as one of the major factors that could give influence in reading comprehension.

Talking about strategies, metacognitive might help the students to comprehend the text. Sheorey and Mokhtari (2001) state that high proficient

students use more strategies significantly compare to low proficient students who are not using more strategies. Similarly, Koda (2007) states that successful language learners should have the ability in control, evaluate and supervise their own thinking during learning process. Estacio (2013) also declares the application and instruction of metacognitive reading strategies is a means of reading comprehension achievement predictor.

Metacognitive reading strategies defines as a metacognition refers to thinking about thinking, According to Ashman and Conway (2009) metacognitive strategies related to how people are sytematically thinking about their own goals during their learning process, which is these strategies help students to monitor their cognition about their reading with planning what will they do with the text, monitor the text with appropriate strategies for better proficiency of reading. The New South Wales Department of Education and Training (2010) defines metacognitive reading strategies as mental activities procesesses that help reader think and how they fulfilling their cognitive task. During the processes of fulfilling a task using metacognition itself, students plans, then monitor, after that controls the process in reading a text. To sum up, Iwai (2011) defines metacognition process into three steps are : Planning, Monitoring and Evaluation.

Mokhtari and Reichard (2002) also make a categorize of reading strategies into three broad categories: (a) global reading strategies, means as generalized reading strategies that used in reading act (e.g., predicting what the text is about, using text structure,etc); (b) problem-solving reading strategies,defined as localized strategies and used for solving problem in understanding the text, (e.g., rereading, reading text out loud,etc); and (c) support reading strategies which provide responses to reading (e.g., taking notes, use the references as materials,etc.) Actually, most of students do not use reading strategies when they read, cause they focus on the text only without using any action such as taking notes, paying attention, re-read the text or being aware with the material. If learners become strategic in reading, their comprehension would improves.

Shang (2010) examined the relationship between three types of reading strategies cognitive, metacognitive, and compensation strategies use toward english reading, the result revealed that the most frequently strategies used reading strategies were metacognitive strategies. In study of 53 Taiwanese learners. Ismail and Tawalbeh (2015) who has conducted a study about EFL low achievers in reading. The result of the study reveals that students with training on the use of metacognitive strategies improves their reading comprehension compare to students who are not training with it.

There are several previous studies that showed a significant correlation between Metacognitive Reading Strategies and Reading Comprehension, such as a research conducted by Nofyan Adit (2017) the result showed that mastering vocabulary may help the students in understanding a text to comprehend their reading. Another study conducted by Ismail and Tawalbeh (2015), about the effect of Metacognitive Reading Strategies on EFL low achievers in reading. The result of the study revealed that training of the use of metacognitive strategies among low achievers EFL readers could improves their reading performance better. Khan and Ayyub (2017) investigated there is a positive and high relationship between metacognitive reading strategies and english achievement of the students in Raipur city.

Zohreh (2016) also reported that 13 of 23 learning styles has correlation with metacognitive strategy, among 23 learning styles which are visual, closure-oriented and synthesizing had the strongest correlation with metacognitive strategy. A study by Tamer, Mansor, Talahfah and Jarrah (2018) also reported that positive significant correlation was found between metacognitive strategies and motivation, L1 transfer and anxiety.

Considering the discussion above from previous study supported by the condition of the settings of the study, the writer is interested in conducting the research title “ The Correlation between Metacognitive Reading Strategies and Reading Comprehension Achievement of Sixth Semester Students of English Education Study Program of Sriwijaya University.”

1.2 Research Question

1. Was there any significant correlation between Metacognitive Reading Strategies and Reading Comprehension of Sixth Semester Students of English Education Study Program of Sriwijaya University?
2. Was there any significant contribution between Metacognitive Reading Strategies and Reading Comprehension of Sixth Semester Students of English Education Study Program of Sriwijaya University?

1.3 The Objectives of the Study

In relation to problem mention above, the objectives of the research are to find out whether or not:

1. To find out whether or not there was a significant correlation between Metacognitive Reading Strategies and Reading Comprehension of Sixth Semester Students of English Education Study Program of Sriwijaya University.
2. To find out whether or not there was a significant contribution between Metacognitive Reading Strategies and Reading Comprehension of Sixth Semester Students of English Education Study Program of Sriwijaya University.

1.4 The Significance of the Study

The result of this study was expected to give the information not only for teachers but also for students. The researchers hopes the result of this study will help students to aware with metacognitive reading strategies while reading academic books to improve their english skill. Furhermore, it is also hoped that the result of this study can be use as a references for other researchers in the future that conducting about correlation metacognitive reading strategies and reading comprehension achievement.

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