

**THE CORRELATION BETWEEN METACOGNITIVE STRATEGIES TO THE
STUDENTS' READING COMPREHENSION OF ELEVENTH GRADE STUDENTS AT
SMK PGRI KEDIRI 2 ACADEMIC YEAR 2015/2016**

SKRIPSI

Presented as a Partial Fulfillment of the Requirements to Obtain
The Sarjana Degree of English Education Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



By :

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
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APPROVAL PAGE

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ABSTRACT

The present study is aimed at describing about the role of reading in academic field especially in SMK. Reading is an essential skill for SMK students to support their competence and it is also a part of English written test. However, the students still find some difficulties in reading. They may have learning strategies especially metacognitive strategies to overcome the problem but the students may not realize about it. Thus, the purpose of this study is to know whether or not there is a significant correlation between metacognitive strategies and students' reading comprehension of the eleventh grade students.

The research design is quantitative research which is used to investigate the correlation between metacognitive strategies and students' reading comprehension of the eleventh grade students of SMK PGRI 2 Kediri in academic year 2015/2016. The sample is chosen randomly. Finally, the sample is randomly that consist of 32 students from the different class. Data was collected by using two kinds of instruments, reading and questionnaires.

Based on the result of this research, it is found that there is significant correlation between metacognitive strategies and reading comprehension in SMK PGRI 2 Kediri. It is also supported by the result of data which has been computed by the formula of Pearson Product Moment that the score is $r(xy)$ 0,1678

Finally, the writer conclude that there is a significant correlation between metacognitive strategies and reading comprehension. Metacognitive strategies give significant influence for students reading comprehension. Besides that, the students' ability in comprehension become better by using this strategy.

Keyword : Correlation, metacognitive strategies and reading comprehension

I. BACKGROUND

In improving the number of international communication, travelling and education abroad the students need to learn four skill of language, they are listening, speaking, writing and reading. Reading is one of four skills that must be mastered by the learners. Because the people cannot be separated from reading many text or printed media. Those texts require the ability of reading especially the way how to interpret the meaning.

In fact, reading is one of the skills that taught in all grade of school. In order to, reading is very needed by the students. Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered (Danielle, 2007:3). The ability in understanding and using the information in these texts are the key to the students in getting success. It can be happened, if they have a good ability in reading comprehension. Reading is not merely a receptive process of picking up information from the pages in a word by word manner (Grabe:2006), it means that the students not only must be able to understand the meaning of sentences but they must also have to understand the information that is stated in that text. Besides, the comprehension is important to be successful in some kinds of written text in every lesson. Reading also

becomes one of skill taught in SMK. In order to, reading is really needed in SMK because it can foster the students understanding the language in oral or writing from to support their competence in their chosen department. It can conclude that, SMK reading is very useful to enhance competence in future.

By seeing those, students of SMK PGRI 2 Kediri especially eleventh grade find that they are less in reading. The problems are about their realizing that the topic, main idea of the text lied within the words over there. Besides, they have problem in getting the information in the text. It shows that the students never apply the strategies when they are reading. It caused them tend to have overview and link already known text in centering their learning.

Focusing at the problem that faced by the students of SMK PGRI 2 Kediri, the most suitable strategy may applied in study activity at the classroom is metacognitive strategies. This strategy is defined as important strategy related to academic performance in the classroom, reading activity because it can be applied to understand a piece of text like finding the topic, main idea, general information and specific information. Beside, this strategy is suitable to be given to the eleventh grade students of SMK PGRI 2 Kediri. another

reason is metacognitive will make the students be more confidence in faced the written test and to continue in higher academic studies.

II. RESEARCH METHODOLOGY

The participants of this research are the eleventh grade students of SMK PGRI 2 Kediri academic year 2015/2016. This is consist of 32 students that choose randomly.

The sample invites to the special class and gives the questionnaires and also reading test. First, the sample gives the reading test consist of 30 questions in multiple choices. They are given 45 minutes to finish. Then, they give the questionnaires that consist of 15 questions about metacognitive strategies. They are given 15 minute to finish it. After scoring, the researcher know how far the eleventh grade students in SMK PGRI 2 Kediri in reading ability and the questionnaires score can give the researcher know whether or not indirect learning strategies specially metacognitive strategies in finish reading problems.

The data (score) will use to investigate whether there is any correlation between students' between metacognitive strategies and students'

reading comprehension or not, the researcher use the Pearson Product Moment formula as follows:

$$r_{xy} = \frac{\sum xy - \frac{\sum x \sum y}{N}}{\sqrt{\left(\sum x^2 - \frac{\sum x^2}{N}\right) \left(\sum y^2 - \frac{\sum y^2}{N}\right)}}$$

Pearson Product Moment Formula

(Arikunto, 2006: 275)

X : Indirect Learning Strategies

Y : Students' reading Comprehension

N : The number of students

r_{xy} : The coefficient of correlation between x and y

$\sum x^2$: Total score of x^2

$\sum y^2$: Total score of y^2

III. FINDING AND CONCLUSION

From the calculation of Pearson Product Moment above, it shows that the result of r_{xy} is 0,1678. Then, the score of r_{xy} must be compared with the score of r_{xy} table to know whether or not there is any significant correlation between metacognitive strategies and reading comprehension of the eleventh grade students at SMK PGRI 2 Kediri at academic year 2015/2016. The comparison is presented as follows:

The comparison between r_{xy} and r_{xy} – table

| R(x y) | R(xy) table signifi cant 1% | R(xy) table signifi cant 5% | Ha | Ho |
|------------|---|---|--------------|--------------|
| 0,16 78 | 0,449 | 0,349 | Accep ted | Rejec ted |

The data analysis above shows that the score of $r(xy)$ is higher than $r(xy)$ table in significant 1% and 5%. It means that, there is any significant correlation between students' reading comprehension and metacognitive strategies. It's supported by Hossein Tavakoli (2014) who conducted research about the use of metacognitive strategies by ELT students. It is the kind of case study and get the aim are to find out which reading strategies generally ELT use while reading text. The population of this research is the students in university of Tehran, Iran. The result gives suggest that metacognitive strategies help the reader to improve their reading ability significantly and therefore, it should be neglected in second language reading curriculum.

In similar, the research of Ellyna Purwika (2012) who conducted the research about the use of metacognitive strategies at the students of English Department in Nusantara PGRI University, Kediri. The aimed of this case study are to find out the correlation between metacognitive strategies to the students' reading comprehension. The

result shows that any significant correlation between them.

It can be conclude that metacognitive strategies have significant correlation on reading comprehension students. It can help the students to improving their reading ability which then improving their achievement through reading comprehension.

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