A CORRELATIVE STUDY BETWEEN THE USAGE OF METACOGNITIVE STRATEGY TOWARD STUDENTS’ READING COMPREHENSION ON RECOUNT TEXT IN THE TENTH GRADE OF MA YAJRI PAYAMAN MAGELANG IN ACADEMIC YEAR OF 2015/2016

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I) English Education Department of Teacher Training and Education Faculty
State Institute for Islamic Studies (IAIN) Salatiga

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SALATIGA

2015
DECLARATION

In the name of Allah, the most gracious and merciful.

Hereby the writer declares that this graduating paper is made by the writer herself. The paper does not contain any materials which have been published by other people and it does not cite any other people's ideas except the information from the references.

This declaration is made by the writer, and she hopes that this declaration can be understood.

Salatiga, August 28th 2015
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ATTENTIVE COUNSELOR'S NOTE
Case: Munasifah’s Graduating Paper

Dear,
Dean of Teacher Training and Education Faculty

Assalamu’alaihun Wr. Wb.

After reading and correcting Munasifah’s graduating paper entitled “A Correlative Study Between The Usage of Metacognitive Strategy toward Students’ Reading Comprehension on Recount Text in The Tenth Grade of MA YAJRI Payaman Magelang in Academic Year of 2015/2016.” I have decided and would like to propose that if it could be accepted by the Teacher Training and Education Faculty, I hope it would be examined as soon as possible.

Wassalamu’alaihun Wr. Wb.

Counselor

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GRADUATING PAPER

A CORRELATIVE STUDY BETWEEN THE USAGE OF
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MA YAJRI PAYAMAN MAGELANG IN ACADEMIC YEAR OF
2015/2016

WRITTEN BY:
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Motto

“Life is like a riding a bicycle. To keep your balance, you must keep moving.”
-Albert Einstein-

“There is a will, there is a way.”
-William Shakespears-
DEDICATION

This work is sincerely dedicated for:

- My beloved parents, my mother (Surami) and my father (Supilh) who always pray, guide, motivate me to become better person.

- My beloved sisters, brothers and my big family who fill my life with love and affection.

- All of big family of MA YAJRI, the head master, all of the teachers especially Mrs. Qurotul Aini and students of X A class.

- My consultant Mrs. Setia Rini, M. Pd who always guide and supporting me.

- My friends especially Erna, Matul and Wiwit who always support and help me do the research.

- My special someone who always supporting me and praying me.
Bismillahirrahmanirrahim,

In the name of Allah, the most gracious and merciful, the king of universe and space. Thank you to Allah because the writer could complete this thesis as one of requirement to finish the study in English Department of States for Institute Islamic Studies Salatiga.

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Salatiga, August 28th 2015

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ABSTRACT


Keywords: metacognitive strategy; reading comprehension; recount text

The objectives of the study are to find out the significant correlation between the usage of metacognitive strategy and students’ reading comprehension on recount text. This research answer these main questions (1) How far is the score of the usage of Metacognitive Strategy of the tenth grade of MA YAJRI Payaman Magelang in academic year of 2015/2016? (2) How far is the score of Reading Comprehension on recount text of the tenth grade of MA YAJRI Payaman Magelang in academic year of 2015/2016? (3) How far is a correlation between the usage Metacognitive Strategy and Student’s Reading Comprehension on recount text of the tenth grade of MA YAJRI Payaman Magelang in academic year of 2015/2016? The methodology of this research used Quantitative Research. The techniques of collecting data were questionnaire and test. To find out the significant correlation between between metacognitive strategy and students’ reading comprehension on recount text, the writer used questionnaire to know students’ metacognitive and writing test to know their reading comprehension on recount text. The writer analyzed them by SPSS 16.0 windows program to calculate the data. The writer finds that there is a high correlation between the usage metacognitive strategy and students’ reading comprehension on recount text. It can be described by the level of significance 1% (0.01) which is 0.348. It proven that r count > r table because r count is 0.781 while r table is 0.348. The correlation between between students’ metacognitive strategy and reading comprehension on recount text is a high correlation because r count > r table. Because of the r count > r table so H0 is rejected and H1 is accepted. It meant that there is significant correlation between the usage metacognitive strategy and students’ reading comprehension on recount text because the result is positive (+).
# TABLES OF CONTENTS

| TITLE | iii |
| DECLARATION | ii |
| ATTENTIVE COUNSELOR NOTES | iii |
| PAGE OF CERTIFICATION | iv |
| MOTTO | v |
| DEDICATION | vi |
| ACKNOWLEDGMENT | vii |
| ABSTRACT | ix |
| TABLE OF CONTENTS | x |
| LIST OF TABLES, CHART AND FIGURE | xiii |

### CHAPTER I: INTRODUCTION

- Background of study ................................................................. 1
- Problem Statements ...................................................................... 4
- Objectives of the study ................................................................. 4
- Significant of study ................................................................. 5
- Limitation of the study ................................................................. 5
- Definition of the Key Terms ...................................................... 6
- Review of Previous Research ...................................................... 8
- Hypothesis ................................................................................. 9
- Research Methodology ............................................................... 9
- Research Organization ............................................................. 12

### CHAPTER II: THEORITICAL FRAMEWORK

- Metacognitive ......................................................................... 14
  - The Definition of metacognitive .............................................. 14
  - The Types of Metacognitive ................................................... 14
  - Metacognitive Strategy in Reading Comprehension.............. 16
- Reading Comprehension ............................................................ 20
  - The Definition of Reading ....................................................... 20
  - Aspect of Reading ............................................................. 21
3. Kind of Reading Techniques .................................................. 22
4. Element Important to Grow in Reading .............................. 27
5. Reading Comprehension ...................................................... 28
6. Level of Comprehension ...................................................... 28
7. Factors Affecting Comprehension ........................................ 29
8. Ability of Good Comprehender ............................................. 29

C. Recount Text ........................................................................ 31
   1. Definition of Recount Text ................................................. 31
   2. Types of Recount Text ...................................................... 32
   3. Generic Structure of Recount Text ......................................... 32
   4. Language Feature of Recount Text ....................................... 33

CHAPTER III: DATA PRESENTATION AND METHODOLOGY OF RESEARCH

A. History and General Situation of MA YAJRI ......................... 34
   1. History of MA YAJRI ....................................................... 34
   2. Teachers ....................................................................... 34
   3. Officials Staffs .................................................................. 35
   4. Facilities of MA YAJRI ..................................................... 35

B. Research Methodology .......................................................... 37
   1. Type of Research ............................................................ 37
   2. Research Approach ........................................................ 37
   3. Research Setting ............................................................. 37
   4. Population and Sample ..................................................... 38
   5. Technique of Collecting Data .......................................... 41
   6. Research Instrument ....................................................... 41
   7. Technique of Analyzing Data ........................................... 42

CHAPTER IV: DATA ANALYSIS

A. Research Findings ............................................................... 44
   1. Metacognitive Strategy .................................................... 44
   2. Students’ Reading Comprehension on Recount Text ............. 45
   3. Correlation Between Metacognitive Strategy and Students’
      Reading Comprehension on Recount Text ........................ 49
B. Hypothesis Test

CHAPTER V: CLOSURE

A. Conclusion ................................................................. 55
B. Suggestion ...................................................................... 57

BIBLIOGRAPHY
CURRICULUM VITAE
APPENDIXES
# LIST OF TABLES

| Table 3.1 | The number of teachers of MA YAJRI | 35 |
| Table 3.2 | The number of official staffs of MA YAJRI | 35 |
| Table 3.3 | The number of facilities of MA YAJRI | 36 |
| Table 3.4 | The number of the tenth students of MA YAJRI | 38 |
| Table 3.5 | The number of sample research | 39 |
| Table 4.1 | Score of students’ Metacognitive Strategy | 44 |
| Table 4.2 | Score of students’ reading comprehension on recount text | 47 |
| Table 4.3 | The accumulation data of X and Y | 50 |
| Table 4.4 | The result of data correlation | 52 |
| Table 4.5 | The interpretation of “r” Value | 53 |
CHAPTER I

INTRODUCTION

A. Background of Study

Education is essential aspect of human life. It is used to make better life and better thought. People can get knowledge, job opportunities, moral value and information about many things such as science, social, culture, ethnic and tradition varieties in the whole world. In globalization era, the competition is very tight. People must have much knowledge and abilities to win the competition.

School is one of the way to get better education. In Indonesia, there are six levels of school: playgroup, kindergarten, elementary school, junior high school, senior high school, and university. In school, students are taught many useful materials by teachers. There are math, science, social, english, civic education, etc. The materials are adapted from syllabus that is arranged by National Education Department. So, every school have the same materials.

English is one of the subject that is learned in senior high school. Because of the subject is included in national examination, students must master the subject to pass the examination. In learning English, there are four kinds of skills : reading, writing, speaking, and listening. Those skills will help them to improve their English and also to make good communication (Philippot, 2009: 5). When students talk about this four language skills, they consider that reading is easier than the others to do. It is also the important skill
because from reading they can get many information that they want to know. Students usually read a newspaper, information in the internet, magazine, and any other just to get information, knowledge and entertainment.

Reading skill in senior high school discuss about kinds of text, such as: recount text, narrative text, procedure text, descriptive text, news item, etc. Each of them is learned in junior high school but to introduce the text. Recount text is one of them. In senior high school, students learn it deeply. They not only read but also learn how to apply it. Students will consider that the materials are very close with their life. Reading is not only about reading the text, but also understanding the meaning of the text. Reading without good comprehension is meaningless. Students can’t take the contents of the book or the writer’s idea. Comprehension is power of the understanding to receive the contain ideas (Grolier, 1981). To be a good readers, students have to know the strategy that will they read. Students who are taught reading comprehension strategies are more successful readers.

There are many strategies to help students have good comprehension after reading and metacognitive strategy is one of those strategies. Metacognitive strategy is the strategy or process to manage thinking and learning. There are three steps in the strategy: planning, monitoring and evaluating. The term “Metacognition” used to describe self-regulatory utilization of thought processes. According to Flavell in Goh and Silver (2004), Metacognitive is one’s knowledge concerning one’s own cognitive processes and products or anything related to them. It refers to awareness and knowledge
are in one learning process, and management of that process. Goh & Silver state that “Metacognitive is an important dimension of thinking which can enhance learning”.

When metacognitive is applied in reading, it refers to a person’s knowledge about her understanding of a text and about what to do when comprehension breaks down (Raymond Philippot and Michael F. Graves, 2009). As Garner (1987) in *Fostering Comprehension in English Classes* has noted, accomplished readers have metacognitive knowledge about themselves, the reading tasks they faced, and the strategies they can employ in completing these tasks. Metacognitive strategies in reading are those strategies designed to increase readers’ knowledge of awareness and control, to improve their reading comprehension, and to evaluate whether their attempt at comprehension has been achieved (Lian Zhang, 2013).

Based on the principles above, metacognitive strategy has relation with students’ reading comprehension on recount text. Metacognition strategy show that it make a difference in reading performance. For this reason, the writer conduct a research entitled “A CORRELATIVE STUDY BETWEEN THE USAGE OF METACOGNITIVE STRATEGY TOWARD STUDENTS’ READING COMPREHENSION ON RECOUNT TEXT IN THE TENTH GRADE OF MA YAJRI PAYAMAN MAGELANG IN ACADEMIC YEAR OF 2015/2016.”
B. The Statement of the Study

Based on the background of the study, the writer state that the problem of the study as follow:

1. How far is the score of the usage of Metacognitive Strategy of the tenth grade of MA YAJRI Payaman Magelang in academic year of 2015/2016?
2. How far is the score of Reading Comprehension on recount text of the tenth grade of MA YAJRI Payaman Magelang in academic year of 2015/2016?
3. How far is a correlation between the usage of Metacognitive Strategy and Students’ Reading Comprehension on recount text of the tenth grade of MA YAJRI Payaman Magelang in academic year of 2015/2016?

C. Objective of Study

The objective of the study are to get information about:

1. The score of the usage of Metacognitive Strategy of the tenth grade of MA YAJRI Payaman Magelang in academic year of 2015/2016
2. The score of Reading Comprehension on recount text of the tenth grade of MA YAJRI Payaman Magelang in academic year of 2015/2016
3. To find out a correlation between the usage of Metacognitive Strategy and Students’ Reading Comprehension on recount text of the tenth grade of MA YAJRI Payaman Magelang in academic year of 2015/2016
D. Significant of the Study

a. For the teacher

This research result can be used as information for the teacher about the usage of metacognitive strategy and students’ reading comprehension levels, help students to find reading comprehension strategies to increase their reading ability.

b. For the students

The result of this research can motivate the students to use strategy for increase their reading comprehension. This research provides a lot of information about metacognitive strategy.

c. For the researcher

This research can develops the writer knowledge about students’ metacognitive strategy on reading comprehension.

d. For reader

This research can be a reference to use the strategy in reading comprehension, and can develop the reader knowledge about metacognitive strategy.

E. Limitation of Problem

This study covers the correlation between the usage metacognitive strategy toward students’ reading comprehension on recount text. To limit this research, the writer only analyzes the students of the tenth grade of MA YAJRI Payaman Magelang in academic year of 2015/2016 as subject of this research.
F. Definition of Key Term

1. Metacognition Strategy

Metacognition strategy is a chronological process that is used to control cognitive activity and ensure that the aim of cognitive have been achieved. Jacob and Paris (1987) in *Metacognitive Theories* divide the strategy into three step:

a. Planning

Planning involves the selection of appropriate strategies and the allocation of resources that affect performance. Examples include making prediction before reading, strategy sequencing, and allocating time or attention selectively before beginning a task (Miller, 1985).

b. Monitoring

Monitoring refers to paying attention to what learners are doing while they are learning. Monitoring their progress can provide tremendous insights into what learners can and should do to improve their own success in learning. There are six things that learners should monitor during the learning:

1) The Overall progress
2) The Specific successes
3) The materials
4) The use of time
5) The feeling (Leaver, 2005: 58-59)
c. Evaluation

Evaluation refers to appraising the products and regulatory processes of one’s learning. Typical examples include re-evaluating one’s goals and conclusions. (Schraw, 1995: 355)

2. Reading Comprehension

Reading comprehension is the ability to read text, process it and understand its meaning. Comprehension is power of the understanding to receive the contain ideas (Grolier, 1981)

3. Recount Text

a. Recount text is text that retell about a story, experience, and other.

b. Purpose of the text is to tell the readers what happened in the past through a sequence of events.

c. Text organization

1) Personal recounts:

a) Orientation (who are involved in the story, when, and where)

b) Events (tell what happened in a chronological order)

c) Evaluation (comments of the writer/speaker about the experience)

d) Re-orientation (optional, the conclusion of the experience)

2) Factual recounts:

a) Orientation (who are involved in the story, when, and where)

b) Events (tell what happened in a chronological order)
d. Language features

1) The use of nouns and pronouns, e.g.: david, we, his

2) The use of action verbs, e.g.: went, spent, played.

3) The use of past tense, e.g.: we went for a trip to the zoo.

4) The use of time conjunctions, e.g.: and, but, after, finally.

5) The use of adverbs and adverbs of phrases, e.g.: in my house, two days ago, slowly, cheerfully.

6) Adjectives, e.g.: beautiful, sunny (Sudarwati, 2007: 30)

G. Study Review

In this study, the writer takes review from other thesis that related with this thesis as principle or comparative of the case in this study. The first review related to this study, the title is “A CORRELATIVE STUDY BETWEEN USING GAMES AND STUDENTS’ ENGLISH LEARNING MOTIVATION (A Case Study of the Fourth Students of MI Falahul Mukminin 02 Padean in The Academic Year of 2011/2012)”. This has been researched by Dewi Ariana, the student of State Institute of Islamic Studies (STAIN) Salatiga in academic year of 2012.

The second review is “A CORRELATION STUDY OF READING INTEREST TO READING COMPREHENSION (A Case Study of the Second Year Students of SMK Al-Falah Salatiga in the Academic Year of 2010/2011)” which has been researched by Fatkhur Rozaqiyah, the student of State Institute
of Islamic Studies (STAIN) Salatiga in academic year of 2011. The researcher found that reading comprehension related to reading interest.

H. Hypothesis

The Hypothesis is an essential research device that gives a focus to the investigation and help researchers to reach probability conclusions (John W. Best, 1981: 26). The usage metacognitive strategy will help students to get better reading comprehension especially in reading recount text. Based on this consideration, the writer gives upcoming hypothesis that “there is significant correlation between the usage of metacognitive strategy toward students’ reading comprehension on recount text”.

I. Research Methodology

1. Method of the Research

The research method used in this study is quantitative research. There are some definition of quantitative research. The first definition is given by Aliaga and Gunderson in Muijs (2004) that Quantitative research is ‘Explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics).’ Aliaga and Gunderson state that there are three element in quantitative research. The first element is explaining phenomena, the second is collect numerical data, and the third is analysis using mathematically based methods.
2. The Object of the study
   a. Population

   Population is the whole of the subject investigated (Arikunto, 2002: 130). It means that, in this research the population is the students of tenth grade of MA YAJRI Payaman Magelang in academic year of 2015/2016.

   b. Sample

   Sample is part of population that represents the whole population. In MA YAJRI, tenth grade students devide into seven classes; class A, B, C, D, E, F, and G. The writer used the method of population research, if the research subject less than 100 is better to take all of it. If the research subject more than 100, the writer can take 10-15% or 20-25% from the population (Arikunto, 2006: 134). Emzir (2007:41) stated that minimal sample of correlation research is 30 subject. The writer takes class A that consist of 32 students so it is 20% of population. So the writer take class A as a sample for the research.

3. Data Collection Methods.

   a. Questionnaire

   The questionnaire is the main instrument to collect data. This is list of question about students’ metacognitive strategy that given to the tenth grade students of MA YAJRI Payaman Magelang in academic year of 2015/2016.
b. Written Test

A test or examination is an assessment intended to measure a test-taker's knowledge. This is a list of question about students' reading comprehension on recount text that given to the tenth grade students of MA YAJRI Payaman Magelang in academic year of 2015/2016. To find out students’ reading comprehension on recount text.

c. Documentation

Documentation means that the researcher gains the data from note, book, dokument, etc (Arikunto, 2002: 158). The documentation that used are:

1. List of the name sample
2. General situation of MA YAJRI.
3. List of questionnaire and test.

4. Data analysis

After the data have collecting, the data will analyzed with statistical and logical approach. The final result used to answer the research question. To calculate the data obtained, the writer used the data as follows:

a. To calculate the score of metacognitive strategy, the writer applied the following formula:

\[ P = \frac{\sum X}{N} \times 100\% \]

Note:

\[ P \quad = \text{percentage} \]
\[ \sum X = \text{the sum of the usage of metacognitive strategy} \]

\[ N = \text{number of the sample} \]

b. To calculate the score of students’ reading comprehension on recount text, the writer applied the following formula:

\[ P = \frac{\sum Y}{N} \times 100\% \]

Note:

\[ P = \text{percentage} \]

\[ \sum Y = \text{the sum of reading comprehension on recount text} \]

\[ N = \text{number of the sample} \]

c. To calculate correlation between metacognitive strategy and students’ reading comprehension, the writer use SPSS.16 windows. Where the usage of metacognitive strategy was symbolized by \( X \) and students’ reading comprehension on recount text was symbolized by \( Y \). If \( r\text{-count} > r\text{ tabel} \), it meant there is a correlation between both and conversely. The writer use Pearson Product Moment to measure how far correlation both. The formula is

\[ r = \frac{n\sum XY - \sum X\sum Y}{\sqrt{n\sum X^2 - (\sum X)^2}\sqrt{n\sum Y^2 - (\sum Y)^2}} \]

Details:

\[ r = \text{correlation coefficient of each question} \]

\[ n = \text{sum of respondens} \]

\[ X = \text{sum of question score} \]

\[ Y = \text{sum of written test score} \]
J. Research Paper Organization

In order to make easy to understand this thesis, the writer following system of presentation as follow: Chapter I is Introduction. It contains; the background of the study, the statement of the study, the objective of the study, the significant of the study, limitation of problem, definition of term, the research review, hypothesis, research methodology, the outline of the thesis presentation. Chapter II is literary review. It contains about theories that relevant toward research, theory description, there are; quantitative research, metacognitive strategy, and reading comprehension. Chapter III is research report. It contains about general description of MA YAJRI Payaman Magelang. Chapter IV is data analysis. It contains about scores of questionnaire and test. Chapter V is contains of closure presents by giving conclusion, implication and suggestion. Bibliography and Appendix
CHAPTER II
THEORETICAL FRAMEWORK

A. Metacognitive

1. The Definition of Metacognitive

The term metacognitive literally means “thinking about thinking”. It is refers to being aware of language learning behaviors and progress, self monitoring, and planning (Leaver, 2005: 58). Flavell (1997) states in Language Acquisition and Development that metacognitive is one’s knowledge concerning one’s own processes and product or anything related to them. It refers to knowledge and awareness about one’s mental processes in learning and management of such processes. They know what kinds of knowledge they have or don’t and how they control or use knowledge.

2. The Types of Metacognitive

Ann Brown (1987) in Metacognition and Theory of Mind classified metacognitive into two types: metacognitive knowledge (metacognitive awareness) and metacognitive strategy.

a. Metacognitive Knowledge

Metacognitive knowledge refers to what individuals know about their own cognition or about cognition in general (Schraw,
1995: 356). Brown (1987) in Metacognitive Theories devide metacognitive knowledge into three different kinds, these are:

1) **Declarative knowledge** refers to knowing “about” things. It includes knowledge about oneself as a learner and about what factors influence one’s performance.

2) **Procedural knowledge** refers to knowing “how” to do things. It refers to knowledge about doing things. This kind of knowledge is displayed as heuristic and strategies. A high degree of procedural knowledge can allow individuals to perform tasks more automatically. This is achieved through a large variety of strategies that can be accessed more efficiently.

3) **Conditional knowledge** refers to knowing the “why” and “when” to use declarative and procedural knowledge. It allows students to allocate their resources when using strategies.

b. **Metacognitive strategy**

Metacognitive strategy refers to metacognitive activities that help control one’s thinking or learning. Jacob and Paris (1987) there are three essential skills are included in all accounts, these are:

1) **Planning**

Planning involves the selection of appropriate strategies and the allocation of resources that affect performance. Examples include making prediction before reading, strategy sequencing,
and allocating time or attention selectively before beginning a task (Miller, 1985).

2) Monitoring

Monitoring refers to paying attention to what learners are doing while they are learning. Monitoring their progress can provide tremendous insights into what learners can and should do to improve their own success in learning. There are six things that learners should monitor during the learning:

6) The Overall progress
7) The Specific successes
8) The materials
9) The use of time
10) The feeling (Leaver, 2005: 58-59)

3) Evaluation

Evaluation refers appraising the products and regulatory processes of one’s learning. Typical examples include re-evaluating one’s goals and conclusions. (Schraw, 1995: 355)

3. Metacognitive strategy in reading comprehension

By practicing and applying metacognitive strategies, students will become good readers, capable of handling any text across a curriculum. These are the application of metacognitive strategy to improve students’ reading comprehension:

a. Planning (before reading)
Good readers plan before reading, and students must learn the steps needed to accomplish this task, these are:

1) Think about the text’s topic.

2) Think about how text features can help in understanding the topic.
   a) Read the title and author, front and back cover blurbs, and table of contents.
   b) Study illustrations, photos, and graphics, including labels and captions.
   c) Skim for boldfaced words, headings and subheadings, and summaries.

3) Think about what they know, what connections they can make, and what questions they might want answered.

4) Think about the way the text might be organized, such as:
   a) cause and effect
   b) compare and contrast
   c) sequence of events
   d) problem and solution
   e) description
   f) a combination of these text structures

b. Monitoring (during reading)

Good readers take charge of their reading by monitoring their own comprehension, and students need direct instruction on how and
why to do this. The first step is recognizing whether or not confusion exists by asking "Do I understand what I just read? or What does the author really want me to know about this text?"

Readers who take responsibility for their own comprehension constantly question the text and their reactions to it.

Other ways that readers monitor comprehension during reading are to:

1) make connections
2) make predictions
3) make inferences
4) use context clues
5) use text features
6) identify text structures
7) use graphic organizers to pinpoint particular types of text information
8) write comments or questions on self-stick notes or in the margins

c. Evaluating (after reading)

When good readers finish reading, they reflect on the strategies they used to determine whether their plan worked or whether they should try something else next time. Because this evaluative component of the metacognitive process is so valuable.
These are two sides of a bookmark created to remind the importance of metacognitive strategy in reading. It was created by Julie Saum Gedgaud (Blachowicz, 2008 : 39)
B. Reading Comprehension

1. The Definition of Reading

Nowdays, the development of information, knowledge and science are so fast. It is change almost every second. Reading is one of ways to update people’s knowledge. It is an activity that is done easily by many people but it is hard to define. What is reading actually? It does not mean just looking at words. There are many experts that trying to define about reading. The definitions are almost same on principle.

Reading is integrated process involving the development of the technical skill necessary in seeing likeness and differences in words, associating words with their sound and meaning, and interpreting the ideas represented by words, sentence, and paragraphs (Eddie, 1997:3).

Reading is skill in translating printed symbol into sound and sound patterns and deverb meaning from the resultant oral language (Eddie, 1997:4). Arthur (1977) says that reading is interacting with language that has been coded into print. Therefore, it is a kind of interaction between the perception of graphic symbols, which represent a certain language, the reader’s language skill and knowledge of the world. It is such a kind of process involving translating, spoken to the written language and encodes it to such a kind a graphic symbols. Then the reader decodes it and tries to discover the message include in the printed page.
Daniel Hittleman (1982:23) in *The Teaching of Reading* stated that reading is a verbal process interrelated with thinking and with all other communication abilities: listening, speaking and writing. Specifically, reading is the process of reconstructing from the printed patterns on the page of the ideas and information intended by the author.

Reading involves the identification and recognition of printed or written symbols which serve as stimuli for the recall of meanings built up through past experience and further the construction of new meanings through the reader's manipulation of relevant concepts already in his possession (Miles, 1975:9).

Writer conclude that reading is a process to decoding, analyzing, and interpreting the printed symbols to acquire the writer's ideas or messages. Reading is more than word recognition, comprehension is an essential of reading. Without comprehension, reading is meaningless.

2. **Aspect of Reading**

Some of the aspects of reading which deserve both specific attention in isolated learning situations and, at the other times, more balanced attention in a more normal reading situation, these are:
a. Word recognition

Reading is relatively mechanical skill. According to this interpretation, the degree of excellence in reading is determined, to a large extent, by the ability to recognize and pronounce word.

b. Comprehension

Comprehension is an absolute necessity in reading. The purpose of reading is deriving meaning. The effective reader needs to have learned the code used in written communication so that reader can translate the written symbols into sound or meaningful language sequences.

c. Reflection

During the process of reading, when defined as gaining from the printed page, it is necessary to be able to hold ideas as reader occurs and to conceptualize meaningful interpretation through reflection. This process involves the act of comparing the written stimuli with the reader’s experiences, either vicarious or real.

(Dallmann, 1982: 25-26)

3. Kind of Reading Techniques

Getting information or knowledge by reading books is cheaper than by other. In reading, there are some techniques to help readers
read effectively and efficiently so they can acquire the writer’s ideas in shorter time. These are some reading techniques:

a. Skimming

Skimming is reading rapidly in order to get a general overview of the material. Skimming tells readers what general information is within a section. Use skimming in previewing (reading before you read), reviewing (reading after you read), determining the main ideas from a long selection readers don’t wish to read, or when trying to find source material for a research paper (Risdianto, 2012: 1).

Dechant (1982:346) argues that skimming is selective reading. In skimming, readers choose what they want to read. They select those sentences, clauses, and phrases that best serve their purpose, get a general impression of the selection, and decide on the basis of this examination whether to read the selection more intensively. A quick glance is given to the table of contents, the index, the chapter titles, the paragraph headings, the topic sentences, and the summary. These provide valuable clues to the main ideas.

Readers can use skimming when they read newspaper (quickly to get the general news of the day), magazine (quickly to discover which articles readers would like to read in more detail) and business or travel brochures (quickly to get informed).
In skimming, there are some steps, these are:

1) Read for main ideas only (not details)
2) Read the introduction
3) Read the topic sentences (usually the first sentence in a paragraph)
4) Read the conclusion
5) Read the headings
6) Read the beginning and the end of paragraph
7) Continue to think about the meaning of the text.

b. Scanning

Scanning is reading rapidly in order to find a specific fact. Scanning helps readers locate a particular fact, to study facts, to study facts-heavy topic, and to answer questions requiring factual support (Risdianto, 2012 : 1).

Ward Cramer (1998) state that scanning involves running eyes down the printed page, looking for specific bits of information, key words, or phrases. It is useful for locating statements, definitions, formulas, dates, number, example or other specific items which require little if any context.

These are some steps in scanning:
1) Look for key words in your search item
2) Let your eyes go up and down the index columns until you find references beginning with the keywords.

3) Focus to search the specific reference you want.

c. Extensive Reading

Palmer (1996) in *Effective and Efficient Reading* stated that extensive reading is considered as being reading rapidly. The readers read books after books. Its attention is paid to the meaning of the text itself not the language. The purpose of extensive reading is for pleasure and information.

Cobb (2007) argues that extensive reading is an approach to language learning, by the means of a large amount of reading. The learners view and review of unknown words in specific context will allow the learner to infer the word’s meaning, and thus to learn unknown words.

1) The principle of extensive reading, there are:
   a) Don’t look up the words in the dictionary.
   b) Skip over parts you don’t understand.
   c) If you don’t enjoy one book, toss it aside and get another.

2) The role of extensive reading in language learning
   a) It can provide ‘comprehensible input’
   b) It can enhance learners’ general language competence
   c) It increases the students’ exposure to the language
   d) It can increase knowledge of vocabulary
e) It can lead to improvement in writing
f) It can motivate learners to read
g) It can consolidate previously learned language
h) It helps to build confidence with extended text
i) It encourages the exploitation of textual redundancy
j) It facilitates the development of prediction skill

(Risdianto, 2012 : 39-43)

3) Examples of extensive reading
a) A novel that you read before going to bed
b) Magazine’s articles that interest

d. Intensive Reading

The work of Palmer (1921) notes that intensive reading means that the readers take a text, study it line by line, and refer at very moment to the dictionary about the grammar of the text itself (Risdianto, 2012 : 63). It is almost similar with the Nation’s argues (2008), he argues that intensive reading is the the grammar-translation approach where the teacher work with the learners, using the first language to explain the meaning of a text, sentence by sentence.

Intensive reading focuses on comprehension of a particular text with no thought being given to whether the features studied in this text will be useful when reading other texts. The use of translation makes sure that the learners understand, and when the
learners do some of translation themselves, it allows the teacher to check whether they understand.

1) The advantages of intensive reading
   a) For low level readers, intensive reading is possibly the fastest way to build vocabulary.
   b) Reading difficult material forces a learner to develop strategies for dealing with texts that are too hard to read comfortably.
      (Risdianto, 2012: 65)

2) Examples of intensive reading
   a) A book keeping report
   b) An insurance claim
   c) A contract

4. Elements Important to Growth in Reading

   There are seven elements important to growth in all the aspects of reading, these are:
   a. Physical health
   b. Mental health
   c. Intelligence
   d. Maturity
   e. Background of experience
   f. Attitude of learner
   g. Attitude of teacher
5. Reading Comprehension

Reading comprehension is difficult to define. Comprehension is a thinking process; it is thinking through reading. As such, it dependent upon the readers’ basic cognitive and intellectual skill; upon their background of experience (vocabulary, knowledge, concepts, and ideas); and upon their language skill (knowledge of morphology, syntax, and grammar). Readers use their thinking and verbal-reasoning skills to read for main ideas, for details, for organization, for evaluation, and for appreciation (Dechant, 1982: 312).

6. Level of Comprehension

Lanier and Davis (1972) categorize comprehension skills into four skills, these are:

a. Literal skills (recognizing and recalling facts, details, sequence, main idea, directions, organization, and the like).

b. Interpretative skills (inferring, drawing conclusions, generalizing, deriving meaning from figurative language, predicting, antipacing, and summarizing).

c. Critical skills (judging, detecting propaganda, analyzing, checking validity, checking the author’s biases and purposes).

d. Creative skills (applying information and responding emotionally).

(Detchant, 1982: 313)
7. **Factors Affecting Comprehension**

These are some factors affecting comprehension:

a. Difficulty of material

b. Intelligence

c. Environment

d. Emphasis on word recognition (Dallmann, 1982: 165)

8. **Ability of Good Comprehender**

The good comprehender possesses the ability to:

a. Associate experiences and meaning with the graphic symbol (have an adequate meaning vocabulary)

b. Understand words in context and select the meaning that fits the context.

c. Give meaning to units of increasing size: the phrase, clause, sentence, paragraph, and whole selection.

d. Develop literal and denotative meaning (be able to answer literal questions about a passage):
   1) Detect and understand the main idea.
   2) Recognize and recall significant facts or details.
   3) Follow directions given in materials.
   4) Recognize the sequence of a passage.
   5) Identify explicitly stated expressions of relationships, such as cause-effect, contrast, comparison.
e. Develop an understanding of the organization (be able to answer questions calling for analysis, synthesis, or organization of ideas and information explicitly stated):

1) Identify the basis of paragraph organization: for example, comparison-contrast, cause-effect, classification or categorization, enumerative sequence, time sequence, size, distance, position or degree, general to specific, thesis-proof pattern, opinion-reason pattern, problem-solution pattern, narrative-description pattern, definition pattern.

2) Summarize, outline, underline, and take notes on the material read.

f. Develop inferential, interpretative, or connotative meaning of the material read (be able to get implied meaning of what is read):

1) Make inferences, draw conclusions, generalize, speculate, or predict.

2) Interpret figurative expressions.

3) Supply implied details.

4) Anticipate outcomes.

g. Make judgement or critical evaluations about the material:

1) Evaluate the quality, accuracy, truthfulness, and appropriateness of what is read.

2) Determine whether the text affirms, denies, or fails to express an opinion about a supposed fact or condition.
3) Detect propaganda, one-side presentations, prejudices, biases, and faulty inferences.

4) Evaluate the writer’s reputation, biases, purposes, and motives.

5) Detect errors of reasoning, analogy, overgeneralization, oversimplification, and distortion.

h. Read for learning:
   1) Retain ideas.
   2) Apply ideas and integrate them with past experiences.
   3) Locate information in encyclopedias, card catalog, almanacs, and the like, and use the table of contents, index, or appendix of a book.
   4) Read maps, graphs, charts.
   5) Use the dictionary.

i. Read for appreciation:
   1) Recognize literacy and semantic devices.
   2) Identify the tone, theme, mood, and intent or purpose of the writer. (Detchant, 1982: 314-315)

C. Recount Text

1. Definition of recount text

   Recount text is one of common text types that used in writing. It is the unfolding of a sequence of events over time and reconstruct past experience (Derewianka, 1946: 14). Hornby (1998: 705) adds that recount means something (to somebody) give detailed account of
something; tell about something: recount one’s adventures, experience, misfortunes, etc. Text means main written or printed part of a book or page (contrasted with notes, diagrams, illustration, etc). Recount text is a text written to retell for information or entertainment (Ratmoko, 2006: 1).

2. **Types of Recount**

   Sudarwati (2007) devide Recount text into two types, there are:

   a. Personal recount

      Retelling of an activity that the writer / speaker has been personally involved in (e.g. oral anecdote, diary entry)

   b. Factual recount

      Recording the particulars of an incident (e.g. report of a science experiment, police report, news report, historical account).

3. **Generic Structure of Recount Text**

   a. Personal recounts :

      1) Orientation (who are involved in the story, when, and where)

      2) Events (tell what happened in a chronological order)

      3) Evaluation (comments of the writer/speaker about the experience)

      4) Re-orientation (optional, the conclusion of the experience)

   b. Factual recounts :

      1) Orientation (who are involved in the story, when, and where)

      2) Events (tell what happened in a chronological order)
4. **Language Feature of Recount Text**

a. **General**

1) Specific participants, e.g.: John, I, his, we.

2) Use of past tense, e.g.: I went for a trip to the beach

3) Use of action verbs, e.g.: went, played, ate

4) Use of time conjunction, e.g.: and, but, the, finally.

b. **Personal recount**

1) Use of first person pronoun

2) Personal responses to the events can be included, particularly at the end

3) Details are often chosen to add interest or humour

c. **Factual recount**

1) Use of third person pronoun

2) Details are usually selected to help the reader reconstruct the activity or incident accurately

3) Sometimes the ending describe the outcome of the activity

4) Mention of personal feelings is probably not appropriate

5) Details of time, place and manner may need to be precisely stated

6) Descriptive details may also be required to provide precise information

7) The passive voice may be use

8) It may be appropriate to include explanation and justification
CHAPTER III

DATA PRESENTATION AND RESEARCH METHODOLOGY

A. History and General Situation of MA YAJRI

1. History of MA YAJRI

MA YAJRI Payaman, Secang, Magelang was built in 1966. At the time, the name was “Madrasah Mu’alimin/Mualimat”. The school got good response from society, there were many students that applied at the school. Because of government’s recommendation, this school changed the name become “Madrasah Aliyah YAJRI” in 1977.

The school had decreased for about 13 years (1977-1990). People think the Islamic School to be a second choice. Then the committees cooperate with Sirojul Mukhlasin to have an Islamic boarding house. Because of that program many students want to apply. They are not only from Java but also come from the others city around Indonesia. Year by year the students get to increase amount. At the time, there are 354 students, consist of class X : 159 students, class XI : 104 students and class XII : 91 students.

2. Teachers

In the teaching and learning process, teachers are very important and needed to be a facilitator in the class. They do not only give information and material that students need but also inspire and
motivate them to improve their abilities. MA YAJRI has many awesometeachers who help the students to achieve the learning result.

These are data of MA YAJRI’s about the teachers

<table>
<thead>
<tr>
<th>No</th>
<th>Education degree</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>S2</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>S1</td>
<td>12</td>
<td>16</td>
<td>28</td>
</tr>
<tr>
<td>3</td>
<td>Senior High School</td>
<td>5</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>20</td>
<td>19</td>
<td>39</td>
</tr>
</tbody>
</table>

Resource: Academic data of MA YAJRI

3. Official Staffs

MA YAJRI has official staff to manage the educational activities. The official staffs help the educational activities performing effectively and efficiently. There are the data about the official staff of MA YAJRI:

<table>
<thead>
<tr>
<th>No</th>
<th>Education Degree</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>S1</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Senior High School</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>5</td>
<td>4</td>
<td>9</td>
</tr>
</tbody>
</table>

Resource: Academic data of MA YAJRI

5. Facilities of MA YAJRI Payaman Magelang

In the educational process, the facilities are the main role to support teaching and learning process. The institution must try to fulfill
it for getting teaching and learning process successfully. These are some facilities that support learning process in MA YAJRI:

Table 3.3
The Number of facilities of MA YAJRI in the academic year of 2015/2016

<table>
<thead>
<tr>
<th>No</th>
<th>Facility</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Classroom</td>
<td>17</td>
</tr>
<tr>
<td>2</td>
<td>Headmaster’s room</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Teacher’s room</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Staff’s room</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Physics laboratory</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Biology laboratory</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Computer laboratory</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Library</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Teacher’s bathroom</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>Student’s bathroom</td>
<td>20</td>
</tr>
<tr>
<td>11</td>
<td>Conceling center</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Health center school</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>Mosque</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>Scouts room</td>
<td>1</td>
</tr>
</tbody>
</table>

B. Research Methodology

1. Type of Research

   In this research there are one independent and one dependent variable. The independent variable is using metacognitive strategy
(symbolized by X). The dependent variable is students’ reading comprehension on recount text (symbolized by Y).

The type of this research was correlation research. A correlation research is detective of the correlation between one variable and others based on the variable correlation coefficient (Suryabrata, 2009: 82). In this research, the writer researched to found the correlation about metacognitive strategy toward their reading comprehension on recount text.

2. Approach

In this research the writer used a quantitative approach. Aliaga and Gunderson in Muijs (2004: 1) say that quantitative research is explaining phenomena by collecting numerical data that are analysis using mathematically based (methods in particular). It means that explained the result of this research by collected the numerical data.

3. Setting of the Research

The research organized at MA YAJRI which located on side of the main road to Payaman - Kalibening. This school is based on islam. So the students do not only have good achievement in their science subject but also in religion.

4. Population and Sample

a. Population

According to Hasan (2002: 84), Population is the whole of the object or individual that has certain characteristic, race and
complete which will be researched (as the research material). The population was allowed object that adopted from the research area.

In this research the population was the tenth grade students of MA YAJRI in academic year of 2015/2016. The total numbers of this population were 159 students. The detail data of population as follow:

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>32</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>21</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>17</td>
</tr>
<tr>
<td>5</td>
<td>E</td>
<td>18</td>
</tr>
<tr>
<td>6</td>
<td>F</td>
<td>26</td>
</tr>
<tr>
<td>7</td>
<td>G</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>159</td>
</tr>
</tbody>
</table>

*Resource: Academic data of MA YAJRI*

b. Sample

Sample is any subgrate drawn from the population (Ferguson, 1986: 142). The writer used the method of population research, if the research subject less than 100 is better to take all of it. If the research subject more than 100, the writer can take 10-15% or 20-25% from the population (Arikunto, 2006: 134). Emzir (2007:41) stated that minimal sample of correlation research is 30 subject.
The writer takes class A that consist of 32 students so it is 20% of population. These are the students’ list:

Table 3.5

<table>
<thead>
<tr>
<th>NO</th>
<th>Students’ Name</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adelia Prihatini</td>
<td>Female</td>
</tr>
<tr>
<td>2</td>
<td>Ahmad Agus Nurul M</td>
<td>Male</td>
</tr>
<tr>
<td>3</td>
<td>Ailaf Diyah Alfaina</td>
<td>Female</td>
</tr>
<tr>
<td>4</td>
<td>Aufani Nila Syifa</td>
<td>Female</td>
</tr>
<tr>
<td>5</td>
<td>Damarjati Yusuf</td>
<td>Male</td>
</tr>
<tr>
<td>6</td>
<td>Dima Iklima Imhi</td>
<td>Female</td>
</tr>
<tr>
<td>7</td>
<td>Dira Salma Istiqomah</td>
<td>Female</td>
</tr>
<tr>
<td>8</td>
<td>Doni Jumi Rovianto</td>
<td>Male</td>
</tr>
<tr>
<td>9</td>
<td>Fatimatuzzahro</td>
<td>Female</td>
</tr>
<tr>
<td>10</td>
<td>Fitri Nur Aisyah</td>
<td>Female</td>
</tr>
<tr>
<td>11</td>
<td>Ibnu Shidiq</td>
<td>Male</td>
</tr>
<tr>
<td>12</td>
<td>Khoirotul H</td>
<td>Female</td>
</tr>
<tr>
<td>13</td>
<td>Laily Fatma C.S</td>
<td>Female</td>
</tr>
<tr>
<td>14</td>
<td>Maydatul khasanah</td>
<td>Female</td>
</tr>
<tr>
<td>15</td>
<td>Milenia Hanin W</td>
<td>Female</td>
</tr>
<tr>
<td>16</td>
<td>M Arif Fristianto</td>
<td>Male</td>
</tr>
<tr>
<td>17</td>
<td>M Aulia Taufiqurohman</td>
<td>Male</td>
</tr>
<tr>
<td>18</td>
<td>M Jant Aden</td>
<td>Male</td>
</tr>
<tr>
<td>19</td>
<td>M khoirul Umam</td>
<td>Male</td>
</tr>
</tbody>
</table>
5. Technique of Collecting Data

The writer used some methods to collected data as following:

a. Documentation

The writer used this method to collected data about the profile of students who become the object of this research and condition of MA YAJRI such as historical, teachers, staff, and the students.
b. Questionnaire

The questionnaire is the main instrument to collect data. This is a list of statements about the usage of metacognitive strategy that was given to the tenth grade students of MA YAJRI Payaman Magelang in academic year of 2015/2016.

c. Test

This research used the test as instrument. In this case, the writer gives recount text test to get the data or information about students’ reading comprehension on recount text. According to Arikunto (2010: 193) test is a series of questions, rehearsals, or other device used to measure the skills, knowledge, intelligence, ability or talent owned by individuals or group.

6. Research Instrument

Research instruments used to collect the data. The writer uses questionnaire and written test as the instrument for this research.

a. Questionnaire

Questionnaire uses to know how far the score of the usage of metacognitive strategy. The questionnaire consists of 40 statements. The questions are divided into 3 parts; before reading (12 statements), while reading (17 statements), and after reading (10 statements). The writer took from journal electronic written by Lian Zhang.
b. Written test

The written test uses to know how far the score of students’ reading comprehension on recount text. The test consist of 15 questions, 10 questions about reading comprehension and 5 questions about understanding structure and language feature recount text. The test was taken from electronic school book that was published by DEPDIKNAS.

7. Technique of Data Analysis

To calculate the data obtained, the writer used the data as follows:

a. To calculate the score of the usage metacognitive strategy, the writer applied the following formula:

\[ P = \frac{\sum X}{N} \times 100\% \]

Note:

- \( P \) = percentage
- \( \sum X \) = the sum of metacognitive strategy
- \( N \) = number of the sample

b. To calculate the score of students’ reading comprehension on recount text, the writer applied the following formula:

\[ P = \frac{\sum Y}{N} \times 100\% \]

Note:

- \( P \) = percentage
\[ \sum Y = \text{the sum of reading comprehension on recount text} \]
\[ N = \text{number of the sample} \]

To calculate correlation between the usage metacognitive strategy and students’ reading comprehension, the writer use SPSS.16 windows. Where the usage metacognitive strategy was symbolized by X and students’ reading comprehension on recount text was symbolized by Y. If \( r \)-count > \( r \) tabel, it meant there is a correlation between both and conversely. The writer use Pearson Product Moment to measure how far correlation between both. The formula is

\[
r = \frac{n\sum XY - \sum X \sum Y}{\sqrt{n\sum X^2 - (\sum X)^2} \sqrt{n\sum Y^2 - (\sum Y)^2}}
\]

Details:

\( r \) = correlation coefficient of each question
\( n \) = sum of respondens
\( X \) = sum of questionare score
\( Y \) = sum of written test score
CHAPTER IV
DATA ANALYSIS

A. Research Findings

1. The Usage of Metacognitive Strategy

The writer collected data on the usage of metacognitive strategy as X. The writer conducted the test to know the score of students’ metacognitive strategy. The test form questionnaire.

<table>
<thead>
<tr>
<th>No</th>
<th>Student’s name</th>
<th>Score</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adelia Prihatini</td>
<td>105</td>
<td>Fair</td>
</tr>
<tr>
<td>2</td>
<td>Ahmad Agus Nurul M</td>
<td>144</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>Ailaf Diyah Alfaina</td>
<td>153</td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>Aufani Naila Syifa</td>
<td>119</td>
<td>Fair</td>
</tr>
<tr>
<td>5</td>
<td>Damarjati Yusuf</td>
<td>139</td>
<td>Good</td>
</tr>
<tr>
<td>6</td>
<td>Dima Iklima Imhi</td>
<td>104</td>
<td>Fair</td>
</tr>
<tr>
<td>7</td>
<td>Dira Salma Istiqomah</td>
<td>128</td>
<td>Good</td>
</tr>
<tr>
<td>8</td>
<td>Doni Jumi Rovianto</td>
<td>153</td>
<td>Good</td>
</tr>
<tr>
<td>9</td>
<td>Filmatuzzahro</td>
<td>148</td>
<td>Good</td>
</tr>
<tr>
<td>10</td>
<td>Fitri Nur Aisyah</td>
<td>146</td>
<td>Good</td>
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<td>11</td>
<td>Ibnu Shidiq</td>
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<td>Good</td>
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<td>12</td>
<td>Khoirotul H</td>
<td>129</td>
<td>Good</td>
</tr>
<tr>
<td>13</td>
<td>Laily Fatma C.S</td>
<td>107</td>
<td>Fair</td>
</tr>
<tr>
<td>14</td>
<td>Maydatul khasanah</td>
<td>105</td>
<td>Fair</td>
</tr>
<tr>
<td>15</td>
<td>Milenia Hanin W</td>
<td>151</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Score</td>
<td>Grade</td>
</tr>
<tr>
<td>---</td>
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<td>-------</td>
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</tr>
<tr>
<td>16</td>
<td>M Arif Fristianto</td>
<td>147</td>
<td>Good</td>
</tr>
<tr>
<td>17</td>
<td>M Aulia Taufiqurrohman</td>
<td>160</td>
<td>Excellent</td>
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<td>18</td>
<td>M Jant Aden</td>
<td>154</td>
<td>Good</td>
</tr>
<tr>
<td>19</td>
<td>M khoirul Umam</td>
<td>131</td>
<td>Good</td>
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<tr>
<td>20</td>
<td>M Lutfi Hakim</td>
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<td>22</td>
<td>M Nur Kholik</td>
<td>149</td>
<td>Good</td>
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<td>27</td>
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<tr>
<td>28</td>
<td>Rohman</td>
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<td>29</td>
<td>Wahyu Kurnia Adi</td>
<td>112</td>
<td>Fair</td>
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<tr>
<td>30</td>
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<td>124</td>
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<tr>
<td>31</td>
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<td>168</td>
<td>Excellent</td>
</tr>
<tr>
<td>32</td>
<td>Zuan Z</td>
<td>121</td>
<td>Good</td>
</tr>
</tbody>
</table>

Scale:

1 – 40 : very poor
41 – 80 : poor
81 – 120 : fair
121 – 160 : good
161– 200 : excellent

Based on the chapter III, the writer calculated the percentage of students’ metacognitive strategy, those result were:
a. The total numbers of the usage of metacognitive strategy that having excellent qualification were 3 students. The percentage was as the following:
\[ P = \frac{3}{32} \times 100\% = 9.4\% \]

b. The total numbers of the usage of metacognitive strategy that having good qualification were 22 students. The percentage was as the following:
\[ P = \frac{22}{32} \times 100\% = 68.75\% \]

c. The total numbers of the usage of metacognitive strategy that having fair qualification were 7 students. The percentage was as the following:
\[ P = \frac{7}{32} \times 100\% = 21.85\% \]

The highest percentage is 68.75% in good qualification from the above result. It meant that the students had a good level in the usage of metacognitive strategy.

2. Students’ Reading Comprehension on Recount Text

The writer collected data on students’ reading comprehension on recount text as Y. The writer conducted the test to know the score of students’ reading comprehension on recount text. The score was in the table:
Table 4.2
Score of Students’ reading comprehension on recount text

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adelia Prihatini</td>
<td>53</td>
<td>Fair</td>
</tr>
<tr>
<td>2</td>
<td>Ahmad Agus Nurul M</td>
<td>80</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>Ailaf Diyah Alfaina</td>
<td>80</td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>Aufani Naila Syifa</td>
<td>70</td>
<td>Good</td>
</tr>
<tr>
<td>5</td>
<td>Damarjati Yusuf</td>
<td>86</td>
<td>Excellent</td>
</tr>
<tr>
<td>6</td>
<td>Dima Iklima Imhi</td>
<td>66</td>
<td>Good</td>
</tr>
<tr>
<td>7</td>
<td>Dira Salma Istiqomah</td>
<td>86</td>
<td>Excellent</td>
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<tr>
<td>8</td>
<td>Doni Jumi Rovianto</td>
<td>86</td>
<td>Excellent</td>
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<tr>
<td>9</td>
<td>Fatimauzzahro</td>
<td>86</td>
<td>Excellent</td>
</tr>
<tr>
<td>10</td>
<td>Fitri Nur Aisyah</td>
<td>90</td>
<td>Excellent</td>
</tr>
<tr>
<td>11</td>
<td>Ibnu Shidiq</td>
<td>73</td>
<td>Good</td>
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<td>80</td>
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<td>Laily Fatma C.S</td>
<td>66</td>
<td>Good</td>
</tr>
<tr>
<td>14</td>
<td>Maydatul khasanah</td>
<td>73</td>
<td>Good</td>
</tr>
<tr>
<td>15</td>
<td>Milenia Hanin W</td>
<td>86</td>
<td>Excellent</td>
</tr>
<tr>
<td>16</td>
<td>M Arif Fristianto</td>
<td>90</td>
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<tr>
<td>17</td>
<td>M Aulia Taufiqurrohman</td>
<td>100</td>
<td>Excellent</td>
</tr>
<tr>
<td>18</td>
<td>M Jant Aden</td>
<td>93</td>
<td>Excellent</td>
</tr>
<tr>
<td>19</td>
<td>M khoirul Umam</td>
<td>76</td>
<td>Good</td>
</tr>
<tr>
<td>20</td>
<td>M Lutfi Hakim</td>
<td>80</td>
<td>Good</td>
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<td>21</td>
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<td>Nia Milkhatina</td>
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<td>Excellent</td>
</tr>
<tr>
<td>No</td>
<td>Name</td>
<td>Score</td>
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<td>25</td>
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<tr>
<td>26</td>
<td>Nurul Izzati</td>
<td>56</td>
<td>Fair</td>
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<tr>
<td>27</td>
<td>Pranowo</td>
<td>66</td>
<td>Good</td>
</tr>
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<td>28</td>
<td>Rohman</td>
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<td>Good</td>
</tr>
<tr>
<td>29</td>
<td>Wahyu Kurnia Adi</td>
<td>56</td>
<td>Fair</td>
</tr>
<tr>
<td>30</td>
<td>Wildan Abdillah Khairi</td>
<td>93</td>
<td>Excellent</td>
</tr>
<tr>
<td>31</td>
<td>Wisnu Habib</td>
<td>100</td>
<td>Excellent</td>
</tr>
<tr>
<td>32</td>
<td>Zuan Z</td>
<td>70</td>
<td>Good</td>
</tr>
</tbody>
</table>

Based on the chapter III, the writer calculated the percentage of students’ reading comprehension on recount text, those result were:

a. The total numbers of the students’ reading comprehension on recount text that having excellent qualification were 15 students. The percentage was as the following:

\[ P = \frac{15}{32} \times 100\% = 47\% \]

b. The total numbers of the students’ reading comprehension on recount text that having good qualification were 14 students. The percentage was as the following:

\[ P = \frac{14}{32} \times 100\% = 44\% \]

c. The total numbers of the students’ reading comprehension on recount text that having fair qualification were 3 students. The percentage was as the following:

\[ P = \frac{3}{32} \times 100\% = 9\% \]
The highest percentage is 47% in excellent qualification from the above result. It meant that the students had an excellent level in reading comprehension on recount text.

3. Correlation between the usage of metacognitive toward students’ reading comprehension on recount text

The writer used SPSS 16.0 windows program to count the correlation between the usage of metacognitive strategy and students’ reading comprehension on recount text. Where the usage of metacognitive strategy was symbolized by X and students’ reading comprehension on recount text was symbolized by Y. The result of the data in the following table:

<table>
<thead>
<tr>
<th>No</th>
<th>Student’s name</th>
<th>X</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adelia Prihatini</td>
<td>105</td>
<td>53</td>
</tr>
<tr>
<td>2</td>
<td>Ahmad Agus Nurul M</td>
<td>144</td>
<td>80</td>
</tr>
<tr>
<td>3</td>
<td>Ailaf Diyah Alfaina</td>
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<td>128</td>
<td>86</td>
</tr>
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<td>8</td>
<td>Doni Jumi Rovianto</td>
<td>153</td>
<td>86</td>
</tr>
<tr>
<td>9</td>
<td>Fatimatuzzahro</td>
<td>148</td>
<td>86</td>
</tr>
<tr>
<td>10</td>
<td>Fitri Nur Aisyah</td>
<td>146</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Score</td>
<td>Grade</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------</td>
<td>-------</td>
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</tr>
<tr>
<td>11</td>
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<td>86</td>
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<td>16</td>
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<td>M Aulia Taufiqurrohman</td>
<td>160</td>
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<td>21</td>
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<td>30</td>
<td>Wildan Abdillah Khairi</td>
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<td>93</td>
</tr>
<tr>
<td>31</td>
<td>Wisnu Habib</td>
<td>168</td>
<td>100</td>
</tr>
<tr>
<td>32</td>
<td>Zuan Z</td>
<td>121</td>
<td>70</td>
</tr>
</tbody>
</table>

Then, the writer analyzed the data by using SPSS 16.0 windows program, and the result as follow:
Table 4.4
The Result of Data Correlation

<table>
<thead>
<tr>
<th></th>
<th>X</th>
<th>y</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
<td>.781**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>32</td>
<td>32</td>
</tr>
</tbody>
</table>

Y  | Pearson Correlation | .781** | 1 |
|   | Sig. (2-tailed)     | .000   |   |
|   | N                  | 32     | 32 |

**. Correlation is significant at the 0.01 level (2-tailed).

Notes:

Pearson correlation : the score of coefficient correlation between variable x and y.

Sig. (2-tailed) : the significance test of coefficient correlation.

N : the number of sample.

The result of calculation above showed the validity of deviation. It calculated by using Pearson correlation. Because the respondents were 32, \( r\) count = 0.781 > \( r\) table 0.349 (1%). It meant that the correlation between
the usage of metacognitive strategy and students’ reading comprehension on recount text was significant. The level of significant can be seen in the following table:

Table 4.5
Interpretation of “r” Value

<table>
<thead>
<tr>
<th>The “r” Value</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0 – 0.20</td>
<td>There is very week correlation</td>
</tr>
<tr>
<td>0.20 – 0.40</td>
<td>There is a week correlation</td>
</tr>
<tr>
<td>0.40 – 0.70</td>
<td>There is an enough correlation</td>
</tr>
<tr>
<td>0.70 – 0.90</td>
<td>There is high correlation</td>
</tr>
<tr>
<td>0.90 – 1.00</td>
<td>There is very high correlation</td>
</tr>
</tbody>
</table>

(Sari, 2012: 62)

The result of calculation of the correlation between the usage of metacognitive strategy and reading comprehension on recount text showed that \( r_{\text{count}} = 0.781 \) so that there is a high correlation between variable X and Y. It can be seen in the table above in the “r” value of 0.70 – 0.90.

B. Hypothesis test

Based on the chapter I, the writer had hypothesis. The writer stated that there was significant correlation between the usage of metacognitive strategy toward students’ reading comprehension on recount text for the tenth grade students of MA YAJRI Payaman Magelang in the academic year of 2015/2016.
R-count was 0.781 the calculate result of SPSS 16.0 windows program and the r table was 0.349 in the significant correlation in the significant correlation at the 0.01 levels. It was Pearson rank 0. 781> 0.447. The writer concluded that H₁ was accepted and H₀ was rejected in this research.
In this chapter, the writer gives some conclusions and suggestions which may help to understand the three points describing the usage of metacognitive strategy and students’ reading comprehension on recount text, and to predict the correlation between both of the tenth grade of MA YAJRI Payaman Magelang in Academic year of 2015/2016.

A. Conclusion

Based on the data analysis on the previous chapter, the writer concludes the result of those analyses. The three points of conclusions will be presented based on the three problems of the research. The first concerns with the score of the usage of metacognitive strategy, the second concerns with the score of students’ reading comprehension on recount text, and the last concerns with the correlation between the usage of metacognitive strategy toward students’ reading comprehension on recount text.

Based on the result of the study, the writer concludes:

1. The score of the usage of metacognitive strategy

   a. The score of the usage of metacognitive strategy that have excellent qualification are 9.4 %

   b. The score of the usage of metacognitive strategy that have good qualification are 68.75 %
c. The score of the usage of metacognitive strategy that have fair qualification are 21.85%

From the result of the analysis above, the writer conclude that the usage of metacognitive strategy of the tenth grade of MA YAJRI Payaman Magelang in Academic year of 2015/2016 have good level generally.

2. The score of the students’ reading comprehension on recount text
   a. The score of the students’ reading comprehension on recount text that have excellent qualification are 47%
   b. The score of the students’ reading comprehension on recount text that have good qualification are 44%
   c. The score of the students’ reading comprehension on recount text that have fair qualification are 9%

From the result of the analysis above, the writer concluded that the students’ reading comprehension on recount text of the tenth grade of MA YAJRI Payaman Magelang in Academic year of 2015/2016 have excellent level generally.

3. The correlation between the usage of metacognitive strategy and students’ reading comprehension on recount text. It can be seen from the level of significant 1% (0.01) which is 0.349. The $r \text{ count} > r \text{ table}$ which $r \text{ count}$ is 0.781. It meant that there is a high correlation between the usage of metacognitive strategy and students’ reading comprehension on recount text. Because of the $r \text{ count} > r \text{ table}$ so $H_0$ is rejected and $H_1$ is accepted. It
meant that there is significant correlation between the usage of metacognitive strategy and students’ reading comprehension on recount text because the result is positive (+).

The writer also conclude that the students’ reading comprehension are influenced by the usage of metacognitive strategy. If the students use metacognitive strategy, their reading comprehension will increase.

B. Suggestion

Based on the conclusion above, there are suggestions about metacognitive strategy and reading comprehension on recount text:

1. For the teacher

This research result can be used as information for the teacher about the usage of metacognitive strategy and students’ reading comprehension levels, help students to find reading comprehension strategies to increase their reading ability.

2. For the students

The result of this research can motivate the students to use metacognitive strategy for increase their reading comprehension. This research provides a lot of information about metacognitive strategy.
REFERENCE


APPENDICES
A. Read the text and choose the correct answer to the following questions.

My Day

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn’t go off. Then, I was in such hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn’t have enough money.

Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

1. What happened to the writer yesterday?
   a. He has a terrible day.
   b. He gets a terrible day.
   c. He had a terrible day.
   d. He got a terrible day.

2. Why did he wake up an hour late?
   a. Because he didn’t set alarm clock.
   b. Because the alarm clock didn’t go off.
   c. Because he didn’t see alarm clock.
   d. Because his alarm clock didn’t work.

3. What did he do after having breakfast?
   a. He got dressed so quickly that he forgot to wear socks.
   b. He wear socks so quickly that he forgot to get dressed.
c. He ran out of the house trying to get the 9:30 bus.
d. He burned his hand when he was making breakfast.

4. How far did the writer walk?
   a. He walked two miles.
   b. He walked three miles.
   c. He walked four miles.
   d. He walked five miles.

5. What does the writer hope?
   a. The writer hopes to discover that it was Sunday.
   b. The writer hopes to take a taxi.
   c. The writer hopes he never had a day like yesterday.
   d. The writer hopes that yesterday will be better.

B. Answer these questions about structure of the recount text in the title
   My Day

1. What is the kind of recount text above, personal recount or factual recount?
   Answer:

2. Which is the paragraph in the text that indicate orientation?
   Answer:

3. Is there re-orientation in the text? which paragraph?
   Answer:

4. Mention 5 action verb in the text!
   Answer:

5. Mention 3 time conjunctions in the text!
   Answer:
C. Read the following text about someone’s experience and answer the following question based on the text

Meeting a Star

On Saturday morning at 9.30, I was walking down Sunda Street, looking for a record store. A man stopped me and asked me the way to the Hyatt Hotel. I wasn’t sure exactly where it was, but I walked with him to the end of Sunda Street. He was very friendly, and his face looked so familiar. The I remembered where the Hyatt was and told him how to get there. He thanked me and tried to give me something. I thought it was money. I said ‘no’ at first, but he really wanted me to have it, so I took it.

I found the record store and listened to a few records. D’Masive had a new record that was number two in the top twenty. I decided to buy it. I looked in my bag for a wallet and found a piece of paper the man gave me. It was a photo. I was so surprised! He was a singer in D’Masive!

1. Where was the writer?
   Answer :

2. What was he doing?
   Answer :

3. What did the man ask the writer?
   Answer :

4. Did the writer help the man?
   Answer :

5. What did the writer decide to buy?
   Answer :
A. Reading comprehension

1. C
2. B
3. A
4. B
5. C

B. Recount text

1. Personal recount
2. First paragraph
3. Yes, there is in the third paragraph
4. Had, woke up, burned, got, forgot, ran
5. After, then, next, finally

C. Reading comprehension

1. Sunda street
2. He was looking for record store
3. The way to Hyatt Hotel
4. Yes, he did
5. D’Masiv new record
Metacognitive Strategy Questionnaire (MSQ) for reading

Directions: In this part, you will find the statements about reading. When you read a text, think about what kind of things you did before, during, and after reading. Take time to carefully examine each item and check the responses by ticking (√) in the box that best indicates how well the statement describes you.

1 = Never or almost never true
2 = Usually not true (less than 50%)
3 = Somewhat true (about 50%)
4 = Usually true (more than 50%)
5 = Always or almost always true

Example: Consider the following item and choose the response by ticking (√) in the box.

<table>
<thead>
<tr>
<th>Items</th>
<th>Contents</th>
<th>Never true 1</th>
<th>Usually not true 2</th>
<th>Somewhat true 3</th>
<th>Usually true 4</th>
<th>Always true 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before beginning to read, I go to the library and surf the internet to get information concerning the topic.</td>
<td>√</td>
<td></td>
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</tbody>
</table>

- If you go to the library or surf the Internet to get the information concerning the topic before you begin to read if you do it all the time or almost always, please tick 5.
- It is important to answer in terms of how well each statement describes you, NOT in terms of what you think you should do, or what other
people do. THIS IS NOT A TEST. There is no right or wrong response to these statements. The score you obtain will not affect your grade.

- Depending on your language learning ability and proficiency, you may be using different types of strategies. The metacognitive reading strategies presented here are general. Not everyone needs the same kind of strategies. A “low” score does not mean you are a bad learner.

**Part 1:** The following statements tell what you did **before** you read the text.

*Before I started reading an English text,* ....

<table>
<thead>
<tr>
<th>Items</th>
<th>Contents</th>
<th>Never true 1</th>
<th>Usually not true 2</th>
<th>Somewhat true 3</th>
<th>Usually true 4</th>
<th>Always true 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I consider the previous success with the similar tasks and identify the purpose of the assigned tasks.</td>
<td></td>
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<tr>
<td>2</td>
<td>I activated the background knowledge to get a general idea.</td>
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<tr>
<td>3</td>
<td>I previewed the questions or the instructions, so I could understand what to do.</td>
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<tr>
<td>4</td>
<td>I tried to predict the contents of the text from the title.</td>
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<tr>
<td>5</td>
<td>I could come up with a list of reading strategies I would probably use.</td>
<td></td>
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<tr>
<td>6</td>
<td>I scanned the text first and concentrated on what I will read.</td>
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<tr>
<td>7</td>
<td>I read the task before reading the text.</td>
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<tr>
<td>8</td>
<td>I read the text before I read the task.</td>
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<tr>
<td>9</td>
<td>I determined the major points I would pay attention to, such as the headings and sub-headings, the topic</td>
<td></td>
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</tr>
</tbody>
</table>
I recalled my weak points in reading comprehension and tried to comprehend when reading began.

I located the task questions in the specific paragraph of the text because I thought it was easier.

I planned before I read because I think it was helpful.

**Part 2**: The following statements tell what you did *during* reading the text.

*While reading an English text, .....*

<table>
<thead>
<tr>
<th>Items</th>
<th>Contents</th>
<th>Never true</th>
<th>Usually not true</th>
<th>Somewhat true</th>
<th>Usually true</th>
<th>Always true</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>I first read the general ideas of the text.</td>
<td></td>
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<tr>
<td>14</td>
<td>I paid selective attention to the information predicted and required in the task.</td>
<td></td>
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<tr>
<td>15</td>
<td>I verified my inference of the previous paragraph and predicted what would come in the next paragraph.</td>
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<tr>
<td>16</td>
<td>I could find ways to solve the problems when I got stuck with difficult vocabulary.</td>
<td></td>
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<tr>
<td>17</td>
<td>I could find ways to concentrate on my reading even when there were many distractions around me.</td>
<td></td>
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<tr>
<td>18</td>
<td>I could refocus my</td>
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<tr>
<td>concentration on reading though the text and task. I’m reading and doing are difficult.</td>
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<tr>
<td>19</td>
<td>I underlined the difficult sentences and words, and tried to understand them</td>
<td></td>
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<tr>
<td>20</td>
<td>I skipped words or sentences I did not understand.</td>
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<tr>
<td>21</td>
<td>I translated the sentence by sentence while reading.</td>
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<tr>
<td>22</td>
<td>I focused on one specific goal at a time. For example, first I concerned with the general ideas of the text. Next, I read for the key words or implied meaning of the sentences.</td>
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<tr>
<td>23</td>
<td>I kept reading even I had difficulty and constantly checked my understanding of the text.</td>
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<tr>
<td>24</td>
<td>I regulated my reading speed according to the given time and length of the text.</td>
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<tr>
<td>25</td>
<td>I could use reading strategies to help me comprehend the text better.</td>
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<tr>
<td>26</td>
<td>I searched for the answers for the task questions.</td>
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<tr>
<td>27</td>
<td>I could thinks of ways to solve my reading problems even they are very difficult.</td>
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<tr>
<td>28</td>
<td>I considered whether I understood the</td>
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</table>
beginning and the ending of the text correctly.

29 I could choose appropriate reading strategies to solve my immediate reading problems.

30 I changed the strategies if they could not help me in accomplishing the reading comprehension task.

**Part 3:** The following statements tell what you did to help improve your reading after you read it.

*After reading an English text, .....*

<table>
<thead>
<tr>
<th>Items</th>
<th>Contents</th>
<th>Never true 1</th>
<th>Usually not true 2</th>
<th>Somewhat true 3</th>
<th>Usually true 4</th>
<th>Always true 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>I realized that my major concern is coming with the better understanding by accomplishing the task.</td>
<td></td>
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<tr>
<td>32</td>
<td>I checked to see if my reading strategies were helpful for the text comprehension.</td>
<td></td>
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</tr>
<tr>
<td>33</td>
<td>I enjoyed discussing with my classmates for the difficult points and exchanging the reading experience to get a more effective reading method to achieve my goal.</td>
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<tr>
<td>34</td>
<td>I used my own reading plan for judging how well I read.</td>
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<tr>
<td>35</td>
<td>I referred to reading goal to evaluate if I achieve it.</td>
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<tr>
<td>36</td>
<td>I set a higher reading goal such as comprehension level for next time based on what worked best this time and what I think I should keep or changed.</td>
<td></td>
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<tr>
<td>37</td>
<td>I could be able to use the characteristics of a good reader as criteria to evaluate my own reading.</td>
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</tr>
<tr>
<td>38</td>
<td>I spent time to motivate myself to improve the reading even I found that I do a poor job.</td>
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</tr>
<tr>
<td>39</td>
<td>I spent time reflecting on my reading performance.</td>
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</tr>
<tr>
<td>40</td>
<td>I recalled and summarized the reading strategies to see what might I keep or change to make an improvement on my reading next time.</td>
<td></td>
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</tr>
</tbody>
</table>
DAFTAR NILAI SKK

Nama : Munasifah
NIM  : 11311064

Fakultas : Tarbiyah dan Keguruan
PA      : Drs. Juz’an, M.Hum
Jurusan : TBI

<table>
<thead>
<tr>
<th>No</th>
<th>Nama Kegiatan</th>
<th>Tanggal Kegiatan</th>
<th>Keterangan</th>
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<td>1</td>
<td>Orientasi Pengenalan Akademik Kampus (OPAK) 2011</td>
<td>20-22 Agustus 2011</td>
<td>Peserta</td>
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<td>Achievement Motivation Training (AMT)</td>
<td>23 Agustus 2011</td>
<td>Peserta</td>
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<td>3</td>
<td>ODK (Orientasi Dasar Keislaman) Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga</td>
<td>24 Agustus 2011</td>
<td>Peserta</td>
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<td>25 Agustus 2011</td>
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<td>User Education (Pendidikan Pemakai) oleh UPT Perpustakaan STAIN Salatiga</td>
<td>19 September 2011</td>
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<td>6</td>
<td>Bedah Buku “Super Teens Super Leader”</td>
<td>08 Oktober 2011</td>
<td>Peserta</td>
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<td>10 Oktober 2011</td>
<td>Peserta</td>
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<td>Seminar Regional Kebangsaan “Negara Islam dalam Tinjauan”</td>
<td>22 November 2011</td>
<td>Peserta</td>
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<tr>
<td>No</td>
<td>Seminar/Event Description</td>
<td>Date</td>
<td>Participants</td>
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<tr>
<td>9</td>
<td>Seminar Pendidikan HMI “Menuju Pendidikan Indonesia yang Ideal”</td>
<td>28 Desember 2011</td>
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<td>Sarasehan Pergerakan “Membangkitkan Semangat Kerukunan dan Kebersamaan dalam Lingkungan Pluralisme”</td>
<td>14 Februari 2012</td>
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<td>11</td>
<td>Public Hearing “Meningkatkan Kepekaan dan Transparansi Kinerja Lembaga menuju Kampus yang Amanah”</td>
<td>27 Maret 2012</td>
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<tr>
<td>12</td>
<td>Seminar Muslimah “Ibu, Pondasi Utama Membangun Generasi Robbani”</td>
<td>15 April 2012</td>
<td>2</td>
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<tr>
<td>13</td>
<td>Certificate Practicum Program</td>
<td>28 April 2012</td>
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<tr>
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<td>Seminar Regional “Peran Mahasiswa dalam Mengawal BLSM (BLT) Tepat Sasaran”</td>
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<td>16</td>
<td>Bimbingan Belajar Menghadapi UAS SIBA Bhs. Arab dan Bhs. Inggris</td>
<td>29 Juni 2012</td>
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<td>17</td>
<td>Certificate Practicum Program</td>
<td>24 September 2012</td>
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<td>18</td>
<td>Peserta Muslimah Sejati Tetap Gaul tapi Syar‘i</td>
<td>1 Desember 2012</td>
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<td></td>
</tr>
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<td>19</td>
<td>Tabligh Akbar “Tafsir Tematik”</td>
<td>1 Desember 2012</td>
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<td>Tanggal</td>
<td>Peserta</td>
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<td>Seminar Nasional</td>
<td>“Ahlussunnah Waljamaah dalam Perspektif Islam Indonesia”</td>
<td>26 Maret 2013</td>
<td>8</td>
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<tr>
<td>21</td>
<td>Seminar Pencegahan Bahaya NAPZA, HIV/AIDS</td>
<td>Mewaspadai Pergaulan Bebas untuk Membentuk Remaja yang Tangguh &amp; Launching PIK SAHAJASA</td>
<td>29 April 2013</td>
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<tr>
<td>22</td>
<td>Seminar pendidikan HMJ</td>
<td>“Menimbang Mutu dan Kualitas Pendidikan di Indonesia”</td>
<td>02 Mei 2013</td>
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<td>23</td>
<td>Pelatihan Strategi Sukses Kuliah</td>
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<td>08 Juni 2013</td>
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<td>24</td>
<td>Workshop “Persiapan Karir dan Kematangan Menikah”</td>
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<td>22 Oktober 2013</td>
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<td>25</td>
<td>Seminar Nasional “Masa Depan Pemberantasan Korupsi di Indonesia Perspektif Hukum dan Politik”</td>
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<td>05 April 2014</td>
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<td>26</td>
<td>Sosialisasi Penaggulangan HIV/AIDS Kota Salatiga</td>
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<td>06 April 2014</td>
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<td>27</td>
<td>Talk Show “How to be a Successful Creative Preneur to Face ASEAN Economic</td>
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<td>07 April 2014</td>
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<td>Participants</td>
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<td>18 June 2014</td>
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<td>05 September 2014</td>
<td>Penerima</td>
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<td>30</td>
<td>Seminar Nasional “Berkontribusi untuk Negeri Melalui Televisi/TV”</td>
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<td>32</td>
<td>Lomba Festival Anak Sholeh (FASI) Tingkat Desa Bondowoso Kec. Mertoyudan Kab. Magelang</td>
<td>04 April 2015</td>
<td>Peserta</td>
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<td>19 Mei 2015</td>
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<td>NO.</td>
<td>TANGGAL</td>
<td>ISI KONSULTASI</td>
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</tr>
<tr>
<td>1.</td>
<td>27/5/15</td>
<td>Proposal</td>
<td>- Revise the background of the study.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>03/06/15</td>
<td>Proposal</td>
<td>- Revise the problem statement.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>12/06/15</td>
<td>Proposal</td>
<td>1. Provide view of questionnaire.</td>
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<td></td>
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<td>2. Provide table.</td>
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<tr>
<td>4.</td>
<td>01/07/15</td>
<td>Proposal</td>
<td>OK.</td>
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<td></td>
<td></td>
<td></td>
<td>1. Go to 1, 2, 3.</td>
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SEITAP KONSULTASI LEMBAR INI MAHALU DIHANCURKAN.
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CATATAN

SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA

NIP:..................................
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NO: 18/MA.YJ5261/IX/2015

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Magelang, 12 September 2015

Kepala Madrasah

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Assalamualaikum wr.wb.

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NIM : 11311064  
Jurusan : Tarbiyah  
Judul Skripsi :

A CORRELATION STUDY BETWEEN METACOGNITIVE KNOWLEDGE AND STRATEGY TOWARD STUDENTS READING COMPREHENSION IN THE SECOND SEMESTER OF ENGLISH DEPARTMENT STUDENTS OF STAIN SALATIGA IN ACADEMIC YEAR OF 2014/2015

Apabila dipandang perlu Saudara diminta mengoreksi tema Skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum wr.wb.

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Wakil Ketua  
Bidang Akademik dan Pengembangan Lembaga

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