

**CORRELATION AMONG METACOGNITIVE AWARENESS, READING
STRATEGY AND READING COMPREHENSION SKILL OF THE 10TH
GRADERS OF SMAN 1 PLEMAHAN KEDIRI**

THESIS

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In Partial Fulfillment of the Requirements
For the degree of *Sarjana* in English Language Education Department**



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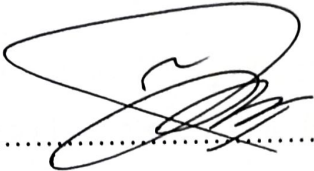
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This thesis purposes to fulfill the requirement for the degree of *Sarjana (S1)* in English Language Education Department Faculty of Tarbiyah State Islamic Institute of Kediri.

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Setelah diperbaiki materi dan susunannya, kami berpendapat bahwa skripsinya telah memenuhi syarat sebagai kelengkapan jian akhir Sarjana Strata satu (S1). Bersama ini terlampir satu berkas naskah skripsinya, dengan harapan dengan waktu yang telah ditentukan dapat disajikan dalam sidang munaqosah.

Demikian agar maklum dan atas kesediaan ibu kami ucapkan banyak terimakasih.

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MOTTO

Whatever you feel right now, believe that you will make it through because

Allah is always with you.

DEDICATION

Along with the thanks of Alhamdulillah to Allah SWT who has bestowed mercy, taufik, hidayah and inayah. Prayers and greetings to His Majesty the Holy Prophets Muhammad saw in the hope of intercession on the last day. I dedicate this thesis to:

My beloved Parents (Mr. Wasikan and Mrs. Khanifah)

To all my brother and sisters

(Syaiful and his wife, Muhsinin and his wife, Ismiatun and her husband)

And for all my precious nieces and nephews

(Usy, Syafa, Syila, Wafa, Ahsan, Syifa' and Naufa)

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May Allah SWT blesses them all. The author also apologizes if there is a mistake in writing this thesis, and expects suggestions and criticism from all readers. The author also hopes that this research is useful and can add insight for future researchers and readers in general.

Kediri

Author

ABSTRACT

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Keywords: Metacognitive Awareness, Reading Strategy, Reading Comprehension Skill

Metacognitive awareness is awareness in understanding self-potential, so they can determine even evaluate their self in finding the best strategies that are suitable for them. Reading strategy is a strategy that is used to comprehend reading skill. These two are the factors that may contribute in students' reading comprehension skill. Therefore this research aims to investigate correlation among metacognitive awareness, reading strategy and reading comprehension skill of 10th graders of SMAN 1 Plemahan Kediri.

This research is conducted using correlational research design. The total sample is 105 from 10th graders of SMAN 1 Plemahan Kediri. The instruments of this study are questionnaire of metacognitive awareness that is used to measure students' metacognitive awareness level which is adopted from Metacognitive Awareness Inventory (MAI), questionnaire of reading strategy that is used to measure the students' reading strategy level which is adopted from Survey of Reading Strategy (SORS) and test (TOEFL for junior) that is used to measure the students' reading comprehension skill level.

The results show that the correlation between students' metacognitive awareness and reading strategy which the significant value (Sig.) is .000 which is less than .05; the H_0 is rejected and H_a is accepted. The correlation between students' metacognitive awareness and reading comprehension skill presents the significant value .844 which is more than .05; H_0 is accepted and H_a is rejected. Then, the correlation between students' reading strategy and reading comprehension skill shows the significant value .324 which is more than .05; the H_0 is accepted and H_a is rejected. Meanwhile the multiple correlation between metacognitive awareness, reading strategy and reading comprehension skill shows that significant value (Sig. F Change) .753 which is more than .05; the H_0 is accepted and H_a is rejected. It can be concluded that metacognitive awareness and reading strategy only contribute slightly to reading comprehension skill, but they have no correlation. In the other word, there are other factors that can contribute in reading skill, not only these two variables that have been explained.

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