

**COGNITIVE RESILIENCE, METACOGNITIVE READING  
AWARENESS AND READING COMPREHENSION SKILL: A PATH  
ANALYSIS TO THE ELEVENTH GRADERS**

**THESES**

**Presented to**

**State Islamic Institute of Kediri**

**In Partial Fulfilment of the Requirement for the Master in English Language  
Education**



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I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institutions of higher education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

This thesis is to fulfill the requirement for the degree of Post Graduate Degree (S2) in English Study Program, State Islamic Institute of Kediri.

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Demikian agar maklum dan atas kesediaan Bapak, kami ucapkan banyak terima kasih.

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Setelah diperbaiki materi dan susunannya, sesuai dengan beberapa petunjuk dan tuntunan yang diberikan dalam sidang munaqosah yang dilaksanakan pada tanggal 25 Juni 2020 kami dapat menerima dan menyetujui hasil perbaikannya.

Demikian agar maklum dan atas kesediaan Bapak, kami ucapkan banyak terimakasih.

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## **MOTTO**

**“So verily, with the hardship, there is relief. Verily, with the hardship, there is relief.” Quran 94:5-6.**

**I collect moments, not things.**

-Mega Sanja, still during pandemic 2022-

## **DEDICATION**

With all of my love, deepest from my heart, I dedicated the Thesis to:

Allah SWT, the One and Only.

My beloved family who always bless me with prayer in every turn I take and every path I make. Especially my super mother who I really rely on her for all of the aspects in my life.

I also would like to express my deepest gratitude for my wonderful and excellent advisors, Dr. Sri Wahyuni, M.Pd and Dr. Toyyibah, SS. M. Pd. for all the precious and uncountable time, advice, guidance, corrections, and suggestions during the process of doing this thesis.

Then, bestfriend who I can also called as family from another DNA: Piranti Astri Pertiwi, Miftaqur Rochmah Ayu Saputri, Haulan Nafi'ah, Nurul Rakhmadani Saskia and many more who I could not mention because the list might longer than my thesis. I always count on you all.

## ACKNOWLEDGEMENT

All praises be to Allah, Lord of the world, who has given the writer His Blessing and Mercy upon on the researcher in completing the last assignment in this study. Peace and salutation always be upon to the prophet Muhammad *shallallahu 'alaihi wasallam*, his family, his companions, and also his followers.

Subsequently, the researcher would like express the great appreciation and thank to those who have a big contribution in helping the researcher to finish this thesis. Therefore, the writer would like to express appreciation and sincerest gratitude to:

1. Dr. H. Wahidul Anam, M. Ag. as the rector of IAIN Kediri.
2. Dr. Sri Wahyuni, M.Pd. and Dr. Toyyibah, SS. M. Pd. as my respected advisors who always give the researcher guidance, help, constructive, and suggestion in writing the thesis.
3. Jawari Muslim, S. Pd. As *Waka Kesiswaan* of SMAN 4 Kediri.
4. All my lecturers in IAIN Kediri in academic year 2020-2022.
5. All of staffs in master office, academic office, SLC, and Library of IAIN Kediri who has supported the process of finishing this thesis.

Finally, the researcher hopes this thesis will be useful for all readers. Because the researcher realizes that this thesis is not perfectly enough yet, the researcher excites to receive constructive criticism and suggestion to make this thesis better.

Kediri, 11<sup>th</sup> May 2020

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## ABSTRACT

Imelda, Mega Sanja. 2022. *Cognitive Resilience, Metacognitive Reading Awareness and Reading Comprehension Skill: A Path Analysis to the Eleventh Graders*. Department of English Language Education, Faculty of Postgraduate Degree, State Islamic Institute (IAIN Kediri), Advisor: Dr. Sri Wahyuni, M. Pd and Dr. Toyyibah, SS. M. Pd.

Key Words: Cognitive Resilience, Metacognitive Reading Awareness, Reading Comprehension Skill, Path Analysis.

Cognitive resilience is one of the aspects that have rarely been studied by researcher in the reading comprehension skill field. On the other hand, metacognitive reading awareness refers to students' ability to monitor and recognize the most appropriate technique for guiding their reading comprehension performance, which is also one of the important aspects. In line, reading comprehension is the process of deducing meaning from a written text by combining the reader's past knowledge with the new information presented. As comprehension necessitates the interaction of a diverse set of cognitive skills and processes, there are numerous instances in which issues develop, many of which result in comprehension failure. Moreover, the aim of this study is to investigate whether there is any significant direct and indirect contribution of cognitive resilience toward reading comprehension skill mediated by metacognitive reading awareness among eleventh graders.

The analysis of this study is using path analysis. Meanwhile, the population of this research is the students of the second grade of SMAN 4 Kota Kediri in the second semester in the academic year of 2021/2022. The samples are four classes; those are class XI MIPA 6, XI MIPA 7, XI IPS 1, and XI IPS 2. It uses reading comprehension skill test and questionnaire of cognitive resilience and metacognitive reading awareness as the instrument. The data was analysed using SPSS AMOS 25.0.

The result of the test was analysed by using Path. The result showed that  $.1136$  ( $READING < \text{---} MRA \times MRA < \text{---} CR; .614 \times .185 = .1136$ ) and the  $p$ -value that was  $.03$ . Based on the calculation, it could be said that the indirect contribution of cognitive resilience through metacognitive reading awareness toward reading comprehension skill was very weak. However, the  $Z$ -Sobel was  $2.18$ . It means there was a significant indirect contribution of cognitive resilience through metacognitive reading awareness toward reading comprehension skill.

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