AN ANALYSIS OF METACOGNITIVE READING STRATEGIES OF ENGLISH STUDENTS IN DEALING WITH READING QUESTIONS ON TOEFL

(A Quantitative Analysis Research towards English Students
in IAIN Bengkulu)

THESIS

Submitted as a Partial Requairements for the Degree of Sarjana Pendidikan (S.Pd)
in Study Program of English Education

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ABSTRACT

Test of English as a foreign language (TOEFL) is an English proficiency test developed by The Educational Testing Service (ETS) which is intended for countries that do not use English as their mother tongue. Currently, TOEFL test participants experience many problems in the reading section, where they get the lowest scores compared to listening and structure, and writing. The purpose of this study is to analyze how the metacognitive abilities of English students who have taken the 2020 TOEFL at IAIN Bengkulu. In addition, this study also intends to investigate the types of metacognitive reading strategies that are most widely used by English students who have taken the 2020 TOEFL at IAIN Bengkulu in dealing with reading questions on the TOEFL. This study uses a quantitative approach with survey methods and questionnaires as a technique for collecting data. The results of this study indicate that the metacognitive abilities of English students who have taken the TOEFL in 2020 are classified into two categories, namely 50% (High), and the other 50% (Very High). The results of this study also show that the type of metacognitive reading strategy that is most widely used by English students who have taken the TOEFL is the reading strategy "Slow Down" as much as 19%. And the other percentage is that 18% of students use skimming, 18% use activating prior knowledge, 18% use mental integration, 15% use diagrams, and another 12% do not use metacognitive reading strategies.

Key Words: ***Metacognitive, TOEFL, Reading***

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ABSTRAK

Test of English as a foreign language (TOEFL) adalah tes kemampuan berbahasa inggris yang dikembangkan oleh The Educational Testing Service (ETS) yang diperuntukkan untuk negara-negara yang tidak menggunakan bahasa inggris sebagai bahasa ibu. Saat ini, peserta tes TOEFL banyak mengalami kendala pada bagian reading, dimana mereka memperoleh nilai yang paling rendah dibandingkan dengan listening dan structure serta writing. Tujuan dari penelitian ini yaitu untuk menganalisis bagaimana kemampuan metakognitif mahasiswa bahasa Inggris yang telah mengikuti TOEFL tahun 2020 di IAIN Bengkulu . Selain itu, penelitian ini juga bermaksud untuk menyelidiki jenis-jenis strategi membaca metakognitif yang paling banyak digunakan oleh mahasiswa bahasa Inggris yang telah mengikuti TOEFL tahun 2020 di IAIN Bengkulu dalam menghadapi soal-soal membaca pada TOEFL. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei,dan angket sebagai teknik mengumpulkan data. Hasil penelitian ini menunjukkan bahwa kemampuan metacognitive mahasiswa bahasa inggris yang telah mengikuti TOEFL tahun 2020 tergolong dalam dua kategori yaitu 50% (High), dan 50 % lainnya (Very High). Hasil penelitian ini juga menunjukkan bahwa jenis metacognitive reading strategi yang paling banyak digunakan mahasiswa bahasa inggris yang telah mengikuti TOEFL yaitu Reading strategi "Slow Down" sebanyak 19%. Dan percentase lainnya yaitu terdapat 18% mahasiswa menggunakan Skimming, 18% Menggunakan Activating prior knowkledge, 18 % menggunakan mental integration, 15% menggunakan Diagrams, dan 12% lainya tidak menggunakan metacognitive reading strategi.

Kata Kunci: *Metakognitif, TOEFL, Membaca*

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INTRODUCTION

A. Background

This study aims to analyze how the metacognitive abilities of English students who have taken the 2020 TOEFL at IAIN Bengkulu. Besides that, the researcher also intends to find out the types of metacognitive reading strategies that are mostly used by English students who have taken the TOEFL at IAIN Bengkulu in dealing with reading questions on the TOEFL. Based on the current phenomena, in general, many ITP TOEFL test participants experience problems in the reading section, where they have obtained the lowest score compared to listening and the structure and written expressions. This is supported by the results shown from the research towards TOEFL IPT test-takers. Data from ETS (Educational Testing Services) in 2019 accessed on 19 February 2021, as the official TOEFL ITP organizer shows that in Southeast Asia the TOEFL reading comprehension score is still relatively low, even in Vietnam the average reading score is 38 from a maximum score of 67.

The national scale in Indonesia, the percentage average of each aspect from highest to lowest is the reading comprehension problems related to the reading comprehension process (Lena, 2016). Moreover, they also have low motivation, lack of background knowledge, and shortage of reading strategies, and the last problem is regarding language knowledge. Based on the data on the TOEFL results of English students who took the test at a Pusbakik IAIN Bengkulu in 2018-2019, the average score was 400 with an average TOEFL reading score of 40. This shows that reading is a difficult part of the TOEFL test.

Based on the open interview in the preliminary research, According to Riefo Meizulia as an English students who has taken the 2020 TOEFL tes interviews on 27 November 2020, it was found that the obstacles faced by students were: (1) in TOEFL reading test, the multiple choices questions type seemed to be all similar so that they were confused about choosing the right

answers in the reading section, and (2) they did not know the technique or strategies of identifying the information asked for in the reading text. Based on the results of previous research studies at a tertiary institution in Indonesia, the first research result was that the researcher tested the students' reading comprehension skills by answering descriptive texts from the TOEFL exam. The researcher divided two groups of participants, namely (the experimental group, namely students who applied metacognitive strategies) and (the control group of students who did not apply metacognitive strategies).

The results of the study show that the scores of students who apply metacognitive strategies are higher than students who do not apply metacognitive strategies. The second research result describes that based on the results of the calculation of the Paired Sample T-test, files the significance (2-tailed) 0.008 is lower than 0.05. It means the difference between scores of students trained with metacognitive strategies and scores of students who are trained with conventional learning significantly. That is to say, students are taught reading comprehension using metacognitive strategy training achieve better than taught using conventional learning. Based on the description above, it can be concluded that metacognitive strategies have a positive influence on students' reading comprehension in answering reading questions on the TOEFL.

Though in fact, there have been a number of studies on the metacognitive strategies abilities of students who have taken TOEFL and gained various scores (B1,B2 And A2) in tertiary institutions in working on TOEFL Reading questions are still relatively rare. Therefore to fill the research gap in metacognitive, Researcher are interested in exploring how the metacognitive abilities of English students who have taken the 2020 TOEFL at IAIN Bengkulu and investigate what types of metacognitive reading strategies are dominantly used by English students in answering TOEFL reading questions. Based on several previous studies, it was stated that students who applied metacognitive strategies got much higher TOEFL scores than students who did not apply metacognitive strategies, this shows that there is a positive relationship and influence between metacognitive strategies and TOEFL. The writer hopes that this research is the first to do this research, it is

hoped that it can support previous research, that this research is also expected to be a reference for English students about metacognitive reading strategies in dealing with reading questions on the TOEFL.

B. Research Questions

Based on the research background, the research questions are formulated as follow:

1. How is the metacognitive ability of English students who have taken the TOEFL at IAIN Bengkulu?

2. What types of metacognitive reading strategies are most used by English students in dealing with reading questions on TOEFL?

C. The Objectives and Significancess of the Research

The objectives of carrying out the research are :

1. To investigate how the metacognitive abilities of English students who have taken the 2020 TOEFL at IAIN Bengkulu.

2. To investigate the types of metacognitive reading strategies that are mostly used by English students in dealing with reading questions on TOEFL.

The Significancess of the research are :

Theoretically, it is hoped that this research can support previous research on the use of metacognitive theory in TOEFL reading. In practically, this study is expected to be a reference for English students about metacognitive reading strategies in dealing with reading questions on TOEFL.

CHAPTER II
LITERATURE REVIEW

A. Theory Description

1. Metacognitive

Metacognition refers to awareness of one's knowledge and one's ability to understand, control, and manipulate one's cognitive processes. (Meichenbaum,1985; Shafiee, 2017). State meta-cognitive strategies consist of (1) Selective or directed attention: focusing on special aspects of the learning task, planning to find keywords or phrases. (2) Planning: orchestrating ahead of time for the association of either composed or spoken talk. (3) Monitoring: investigating and consideration regarding an errand, perception of data that ought to be recalled, or creation while it is happening. (4) Assessing: checking understanding after fulfillment of a responsive language movement, or assessing language creation after it has occurred. (Zarei et al., 2012).

Metacognition is the ability to reflects on what someone knows and do and what someone doesn't know and don't do ". Simple defined as "thinking about how to think" or "Cognition about the mode of cognition", metacognition itself is science is more specific and consists of several cognition, it plays an important role in the development of stronger learning skills in a learning process. (Rinaldi, 2017). Based on the description above, metacognitive means awareness of one's knowledge to understand and control one's cognitive processes. there is a term about "Thinking about how to think." that is, a person's ability to think about what is known and what is not known so that in the context of metacognitive learning, it is related to students knowing what they are learning, what strategies they want to use. The point is that the student understands what he is learning.

As far as it is concerned with reading, it is common to talk about metacognitive awareness (what we know) and metacognitive regulation or control (knowing when, where, and how to use strategies, that is, what we can do). As a whole, metacognitive involves awareness and control of planning,

monitoring, repairing, revising, summarizing, and evaluating. Essentially, we learn strategies that support our comprehension (our awareness of strategies) and we learn how to carry out these strategies effectively (our control of strategies)

Metacognitive can also be referred to as self-control to understand things without coercion from others, this strongly supports that this strategy is very suitable for increasing someone's reading ability because usually people who read on their own will be much more active in understanding the reading text than people who read under coercion from others. In the metacognitive reading strategy there are three activities of regulation of cognition, namely planning, monitoring, and evaluating.

1. Types of Metacognitive Reading Strategies

There are five types of metacognitive Reading strategies, namely skimming, slowing down, activating prior knowledge, mental integration and diagrams (Scraw, 1998).

Table 2.1 Types of Metacognitive Reading Strategies

Types of Metacognitive Reading strategies	How to use	When to use	Why to use
Skiming	Search for headings, higlighted words, previews, summaries	Prior to reading an extended text	Provide conceptual overview, help to focus one's attention
Slowing down	Stop, read, and think about information	When information seems especially important	Enhances focus of one's attention
Activating prior knowledge	Pause and think about what you already know, ask what you don't know	Prior to reading or an familiar task	Makes new information easier to learn and remember
Mental integration	Relate main ideas, use these to construct a theme or conclusion	When learning complex information or a deeper understanding is needed	Reduces memory load. Promotes deeper level of understanding.
Diagrams	Identify main ideas, connect theme, list supporting details under main ideas, and connect supporting details.	When there is a lot of interrelated factual info	Helps identify main ideas and organize them into categories. Reduces memory load.

It accepts that self-checking and guideline is the primary significant factor in understanding perception. These procedures advance perusing appreciation as well as spur perusers to understand more and see better the composed message/messages. Metacognitive reading strategy awareness in reading comprehension processes relates to the knowledge that we recognize ourselves as readers, the reading assignment that we encounter, and the reading strategies that metacognitive reading strategy awareness in reading is defined as the reader-performed actions such as planning, monitoring, or evaluating the success of a particular learning task (Flavell, 1976).

States that there are two components in metacognition abilities, namely knowledge of cognition and regulation of cognition (Kuntjojo, 2010).

There are 3 things of cognitive knowledge according to Kuntjojo, namely:

a. Declarative Knowledge

Knowledge of himself as a learner and strategic skills, and the learning resources he needs for learning purposes.

b. Procedural Knowledge

Knowledge of how the steps or how to apply the knowledge that has been known in one's own knowledge for his learning activities.

c. Conditional Knowledge

Namely knowledge about when to use a procedure other skills,and strategies.If they are not used,then why did aprocedure take place and under what conditions progress, and why one procedure is better then other procedures.

2. Metacognitive reading strategies awareness and reading comrehension

It believes that self-monitoring and regulation is the main important factor in reading comprehension. These strategies not only promote reading comprehension but also motivate readers to read more and understand better the written message/messages. Metacognitive reading strategy awareness in reading comprehension processes relates to the knowledge that we recognize ourselves as readers, the reading assignment that we encounter, and the reading strategies that metacognitive reading strategy awareness in reading is defined

as the reader-performed actions such as planning, monitoring, or evaluating the success of a particular learning task. (Flavell, 1976)

2. TOEFL

TOEFL or known as the Test of English as a Foreign Language an English test that is used to measure the level of language acquisition Someone English thrugh listening, writing and structure expression, and reading test (Sukur, 2013). TOEFL is one type of standard test to test someone's English proficiency as an absolute prerequisite for continuing education to a higher level in almost all universities in the world, including in Indonesia. So that means, the TOEFL is an English test to measure English language skills including four skills, namely listening, writing, expression structure and reading. TOEFL is also an absolute prerequisite for continuing education to a higher level in almost all universities in the world.

a. Types of TOEFL

TOEFL is divided into several types, namely (1) PBT is the most conventional form of TOEFL. The test system uses question and answer paper sheets which must be filled in with a 2B pencil. The material tested is listening, structure, and reading. (2) Computer Based Test (CBT) is a more practical form of Paper Based Test (PBT). The TOEFL CBT test system is no longer using paper, but using a computer. All questions are displayed on the screen using interactive software. Participants can immediately work on the computer. The material tested is listening, structure, reading, and writing. (3) Internet Based Test (iBT) is the newest form that uses computers and the internet as the medium.

The test materials being tested are reading, listening, writing, and speaking. The material structure does not disappear, but dissolves into the other four materials. The questions tested were not only independent test (individual test), but also integrated test (combination test). Combination test means that in one question there is more than one material. For example a paragraph (reading) followed by someone's explanation of the paragraph (listening). The test duration is 4 hours (Aries Utomo et al.,2019).

In addition, the form of the test on the TOEFL question is divided into three tests namely: (1) Listening Comprehension, this test aims to demonstrate the ability to understand English speaking, the person being tested must listen to various types of speech a recording and responds by selecting the multiple options provided. (2) Structure and Written Expressions. This test aims to demonstrate the ability to recognize grammatically correct English, the person being tested must choose the correct answer to complete the sentence or find errors in the sentence. (3) Reading Comprehension. To demonstrate the ability to understand written English, the person being tested must answer multiple choice questions about the ideas and meanings of the words found in the reading article (Philips, 2001).

b. TOEFL test for university students

Based on regulation the minister of the national education republic of Indonesia number 20 of 2009, about the superior scholarship minister of national education. the following are the conditions for receiving scholarships for outstanding students Regulation of the minister of national education republic of Indonesia number 20 years 2009 about the superior scholarship the minister of national education.

Undergraduate Program (S1)

Have achievements in the fields of science, technology, arts, and / or sports recommended by higher education leaders. Have academic achievement with a minimum grade point average (GPA) of 3.00;Has a valid Indonesian Language Proficiency Test certificate.

Masters Program (S2)

Has achievements in the fields of science, technology, arts, and / or sports recommended by higher education leaders; Have academic achievement with a minimum GPA of 3.25; Submit a photocopy of a valid foreign language proficiency certificate, equivalent to TOEFL with a minimum score of 500; Has a valid Indonesian Language Proficiency Test certificate; Passed the Academic Potential Test held by the Ministry of National Education.

Doctoral Program (S3)

Has achievements in the fields of science, technology, arts, and / or sports recommended by the leadership of the Higher Education; Have academic achievement with a minimum GPA of 3.50; Submit a photocopy of a valid foreign language proficiency certificate equivalent to TOEFL with a minimum score of 550; Has a valid Indonesian Language Proficiency Test certificate; Passed the Academic Potential Test held by the Ministry of National Education.

3. Reading

Reading is essentially the process of getting information from the written language (Burt et al., 2003). Reading as making sense of something and then interpreting it (Smith, 2004). Reading is a complex information processing skill in which the reader interacts with text in order to (re) create meaningful discourse (Silberstein, 1994).

Based on some of the definitions of reading above, it can be concluded that reading is a process of thinking and understanding the meaning of written text. In short, it can be said that reading involves a complex process. This requires analysis, coordinationand interpretation of multiple sources of information.

a. Types of reading

There are a few sorts of reading, for example, intensive reading, extensive reading, Aloud reading, and silent reading. First, intensive reading is the type of reading that focuses on idiom and vocabulary taught by the teacher in the classroom and that idiom and vocabulary exist in poem, poetry, novel, or another source. For example, The students focus on linguistic or semantic details of reading and focus on structure details such as grammar. Second, extensive Reading is the type of reading that involves learners reading texts for enjoyment and to develop general reading skills.

For example, The students read as many different kinds of books such as journals, newspapers, and magazine as you can, especially for pleasure, and only needing a general understanding of the contents. Third, aloud reading is reading by using a loud voice and clearly. For example Reading poetry, dialogue, and another type of text. And the last, the silent reading activity is

meant to train the students to read without a voice so that the students can concentrate their attention or though to comprehend the texts. For example, The students reading a text by heart. (As per Patel et al.,2008).

b. Reading in a TOEFL test

Reading is tried in the third segment on both the paper TOEFL test and the PC TOEFL test. This segment comprises of reading sections followed by various inquiries. The paper and the PC reading segments are comparable in the accompanying manners:

1). Reading on the paper TOEFL test

On the paper TOEFL test, the third area is called Understanding Cognizance. This part comprises of five entries and fifty inquiries (albeit a few tests might be longer). You have 55 minutes to finish the fifty inquiries in this segment. There is just one kind of inquiry in the Perusing Understanding segment of the paper TOEFL test: Different Decision questions request that you select the most appropriate response to inquiries concerning the data given in the understanding sections. A various decision question on the paper test may get some information about the fundamental thoughts, straightforwardly, addressed subtleties, in a roundabout way addressed subtleties, jargon, or generally speaking audit thoughts.

c. Reading on the computer TOEFL test

on the PC TOEFL test, the third segment is known as the Understanding segment. This part comprises of four to five sections and 44 to sixty inquiries. You have seventy to an hour and a half to finish the inquiries in this segment. There are three kinds of inquiries in the Perusing part of the PC TOEFL test: The first is multiple choice questions request that you select the most fitting response to inquiries regarding the data given in the understanding entries. A multiple choice question on the PC test may get some information about the principle thoughts, straightforwardly addressed subtleties, in a roundabout way addressed subtleties, jargon, or by and large survey thoughts. Second, click-on questions ask you to find a word, phrase, sentence, or paragraph in a pas sage

that answers a question and to click on that word, phrase, sentence, or paragraph.

They may likewise request you to tap on one from four pictures following a section. In a tick on question, you might be approached to tap on a jargon word with a particular importance, a reference for a specific pronoun, a sentence or picture responds to a detail question, or a section that builds up a principle thought. Third, Addition questions request that you track down the most legitimate spot in an entry to embed explicit snippet of data. In an inclusion question, you might be approached to embed a sentence that communicates a fundamental thought, a supporting point of interest or a model, a transition, or a closing thought into the fitting spot in a section.

d. Reading comprehension

Reflects how readers acquire the information from written text. It requires interrelatıng system between previous knowledge of the readers and their new knowledge to comprehend the message included in the text .It is a process of making meaning from text and its objective is to acquire a general comprehension of what is portrayed in the content instead of to get significance from disengaged words or sentences. Perusing perception happens when per users speak with the created word in an exchange of contemplations among themselves and the message in the substance to build up the significance. It implies perusing perception is the capacity to handle text, comprehend the importance of the content and incorporate it with what the per user knows.

e. The characteristics of reading comprehension

There are three characteristict of reading comprehension according to kuntoyo:

1) Literal reading refers to the ideas and facts that are directly stated on the printed page. In fact, literal ideas and facts are usually so clearly stated that one could go back in the passage and underline the information desired. The literal level of comprehension is primary to all reading skills at any level because a reader must first understand what the author said before he can draw an inference or make an evaluation.

2) Inferential to get the inference or implied meanings from the treading materials one must read between lines. Inferences are ideas which a reader receives when he goes beneath the surface to sense relationship, puts facts and ideas together to draw conclusions and make generalization, and detects the mood of the material. Making inferences requires more thinking on one's part because it must depend on the author and more on personal insight.

3) Critical reader requires a higher degree of skill development and perception. Critical reading requires reading with an inquiring mind and with active and critical finding the wrong statement. It including questioning, comparing and evaluating. Finding main ideas or the topic of the reading text is one of the most important aspect should be mastered by readers.

f. Strategies for developing reading comprehension

There are many strategies provided from variety of literatures to develop reading comprehension. The followings strategies might help the students to achieve reading goal.

1. Previewing

It is done before reading the text. The reader reviews the title, section headings and photo captions to get a sense of the structure and content of a reading selection.

2. Predicting

Knowledge of the subjects matter is used by the reader to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make prediction about discourse structure; using knowledge about the author to make prediction about writing style, vocabulary and content.

3. Skimming and scanning

It is using a quick survey of the text to get the main ideas, identify text structure, confirm or question prediction.

B. Previous Studies

Here a past report related with metacognitive perusing perception methodology. The principal research was directed by Zuledwi Wahyuni and Companions (2020) with the title "The Relationship of Understudies' Metacognitive Perusing System Mindfulness and Understanding Perception: The Instance of 6th Semester Understudies of the Branch of English, Padang State College (UNP)" quantitative graphic. This examination is about the connection between understudies' metacognitive understanding procedures and understanding perception: six-semester understudies division of English, Padang State College (UNP). Since it's as yet in question whether there is a huge relationship between understudies' metacognitive understanding systems and understanding appreciation , that is the creator investigates to find solutions to these inquiries.

Prior to knowing the relationship, the exploration attempts to find out the degree of awareness and type methodologies respondents utilized when they read English scholarly messages and systems for their understanding presentation. Utilizing the SORS poll and the TOEFL test with k1-15 understudies studying English (UNP), the examination found that mindfulness. Respondents who utilize metacognitive perusing systems are at a moderate level. Of the three classifications of metacognitive understanding procedures, Critical thinking The methodology (PROB) is frequently utilized by respondents. At the perusing understanding level, respondents are underneath the normal or at a low level. For Relationship, the examination utilizes the Pearson item connection second. The investigation uncovered that there was no relationship between consciousness of metacognitive understanding procedures and understanding cognizance.

The subsequent examination was led by Anita Dwi Hapsari (2019) named "Preparing on Metacognitive Methodologies in Showing Understanding Cognizance: Is it Compelling in EFL Study halls". This investigation intends to test the viability of metacognitive procedure preparing in getting the hang of perusing understanding for understudies studying English Schooling at UNISDA Lamongan for the 2018-2019 scholarly year. This investigation utilizes test research which is perhaps the most normally applied in genuine examinations

called arbitrary subjects, pre test-post test control bunch plan. In general, it is uncovered that the biggest mean contrast between the trial bunch and the benchmark group is 3.9. While the yield of matched example relationships shows a huge connection between examples, where it very well may be seen that the identifier of the two relationships is 0.848 and the test importance is 0.000 with a t estimation of 2.960.

At that point the importance (2-followed) 0.008 is under 0.05, implying that there is a contrast between the qualities. Understudies who are educated with metacognitive methodologies and understudy grades instructed by ordinary strategies. Learning is significant, to put it plainly, learning metacognitive methodologies is one of the conceivable critical learning systems that can be applied to build up understudies' understanding cognizance. The third examination was directed by Dilyana D. Sungatullina and companions (2016) named "Metacognitive Mindfulness in the TOEFL Perusing Cognizance System". The current goal of the investigation is to decide the worldwide understudies' metacognitive attention to scholarly understanding techniques, specifically the utilization of setting signs, in the system of groundwork for the TOEFL understanding area.

This exploration utilizes subjective unmistakable techniques to depict and decipher the different mix-ups made by test takers when managing understanding areas. . Generally, it was uncovered that the greater part of the writers focused on the interpretive content from the TOEFL perusing area as test material and gave point by point portrayals of the sort of single setting hint and the example of numerous setting hints that are normal for the construction of this content. The accompanying examination manages the correlation and translation of the outcomes got in three center gatherings of understudies who have finished the TOEFL iBT perusing understanding errand with and without figuring out how to utilize the setting guide understanding system.

The similarity, this study has the same focus as the three studies above, namely both discussing metacognitive strategies, but there are several differences. First, Zuledwi Wahyuni and Friends (2020) this study focused on the relationship

between students' metacognitive reading strategies and reading comprehension: sixth-semester student of the English Department of Padang State University (UNP). The second, Anita Dwi Hapsari (2019) the effectiveness of metacognitive strategy training in learning reading comprehension for students majoring in English Education at Lamongan UNISDA 2018-2019 academic year. And third, Dilyana D. Sungatullina (2016) focuses her research on global students' metacognitive awareness about academic reading strategies, namely the use of context clues, in preparation for the TOEFL reading section. On the other hand, this research will focus on the types of metacognitive strategies that are mostly used. by English students at one of the universities in Indonesia, and the researcher also intends to analyze their awareness in implementing metacognitive strategies during the TOEFL test.

CHAPTER III
RESEARCH METHOD

A. Research Design

The research design used in this study was a survey technique or quantitative approach. Sugiyono stated that (2008). Quantitative research is research based on the positivism philosophy, used to research on certain populations or samples, sampling techniques are generally carried out randomly, data collection uses quantitative or statistical data analysis research instruments with provisions to test hypotheses that have been set. Besides quantitative research can also be referred to as scientific research or systematic science that uses mathematical models, theories, and hypotheses related to phenomena.

B. Research Subject

In this study, the researcher use a quantitative approach to analyze the types of metacognitive strategies that are often used by English students at IAIN Bengkulu when answering TOEFL reading questions and analyzing the awareness of English students at IAIN Bengkulu about the application of metacognitive strategies.

C. Population and Sample

The research subjects in this study were 28 seventh semester English students who had taken the 2020 TOEFL, selected randomly from a total population of 113 people.

1. Population

The population is a generalization area consisting of objects or subjects that have certain qualities and characters that are applied by the author to study and then draw conclusions (Sugiyono, 2008). In connection with this research, the population in this study were all English students who have taken the TOEFL in 2020, totaling 113 people.

2. Research Sample

The sample is a portion of the population taken as a data source that is considered to be representative of the entire population. The sample is part of the number and characteristics of the population (Sugiyono, 2008: 81). In this

study, the authors only took samples from the entire population. Due to the limitations of the authors, random sampling was carried out in this study, namely taking a portion of the population deemed suitable to be the research sample.

Table 3.1
Population and Research Sample

Population	Sample %
113	25%
113	28
Total	28 People

The sampling technique can be described as shown in Figure 3.1 below:

Figure 3.1 Technique random sampling
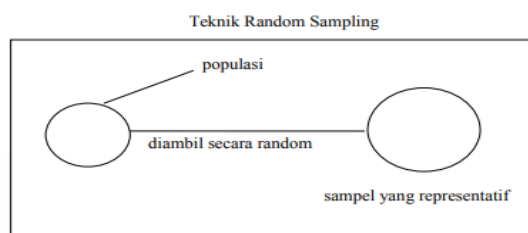
Source : (Sugiyono, 2008)

To determine how many samples were used in this study, the researcher referred to the opinion expressed by Sugiyono (2008) who stated that the sample was said to be due to random sampling of sample members from the population without paying attention to the strata in that population.

If the population is less than 100, it is best to take all of them. However, if the population is more than 100 then 10-15% or 20-25% or more can be taken (Arikunto, 2006). In this study, researcher took 25% of the total population. The total number of English students who have taken the TOEFL test in 2020. The researcher determined that the sample size of this study was 25% of the total population of 113 people. So the researchers took a study of 25% of 113 people. From these calculations the following formula appeared:

N= 25 % x n

Note :

N= Total Number of Samples

n = Number of existing population

Based on the formula above, the number of samples in this study are as follows:

N= 25% x n

= 0,25 x 113

= 28,25 Rounded to 28

The researcher determined a sample of 4 classes with a total sample size of 28 people. Seventh-semester English students who had taken TOEFL in 2020.

C. Research Variables and Indicators

1. Form of Instrument

In this study, researchers collected data by distributing questionnaires through a google form. There were two questionnaires to be distributed, namely a student metacognitive ability questionnaire and a metacognitive reading strategy questionnaire. The purpose of this questionnaire is to find out the types of metacognitive reading strategies that are mostly used by English students in answering reading questions on the TOEFL and to analyze how the students' metacognitive abilities are. Lattice for the student's metacognition ability and survey of reading strategies with "Yes" or "No" questionnaire see in the appendix.

Table 3.2 Indicator Metacognitive Ability

No	Metacognition Ability	Indicator	Sub Competence	Question	Question Number
1	Declarative knowledge	Students can identify themselves through their personality	a. Hobby / penchant for reading books.	I like to read books to add information and knowledge.	1
		Students can identify themselves through the way they learn.	b. Learn to be independent	I looked for other references to increase my understanding of the material being studied.	2

2		Students can identify themselves through adaptation to the surrounding environment.	a. Students' attention to teachers during lessons.	I pay attention to the descriptions given by the teacher during the lesson carefully and thoroughly.	4
			b. Students' attention to other students during lessons.	I discussed with other students regarding the material presented by the teacher while learning was taking place.	3
		Students can identify themselves through achievements, demonstrations and discussions.	a. Confidence.	I am more confident in reading and understanding the contents of the reading text before retelling it in a presentation in front of the class about the material given by the lecturer.	6
			b. Activeness of opinions and questions.	I always actively argue and ask questions when discussing the material provided by the lecturer.	9
2	Procedural knowledge	Students can measure their speed reading skills.	a. How to measure reading skills	I know how to measure speed reading ability from text I have read.	5
			b. The result of measuring the ab o read qu	Based on the measurement results of speed reading ability, I am in the good category with the criteria of reading 150-200 words per minute of text.	8
		Students can measure reading comprehension.	a. The results of the reading comprehension	I got a satisfactory score on fast	7

3			score b. Answering speed reading comprehension questions.	reading comprehension. I can answer the questions carefully and well after doing quick reading and understanding the content of the reading.	10
		Students can explain how to read correctly.	a. Read by moving your eyes b. Read silently	I have the habit of reading by moving my eyes quickly when reading a passage. I am happier and can easily understand the text when I read the text silently and silently.	11 13
		Students can do things that are done in speed reading.	a. Read skimming. b. The main idea of reading	When reading reading texts I often do it by skimming. I always pay attention to the main idea in each paragraph when reading quickly so that it is easier to understand the content of the reading.	14 12
3	Conditional Knowledge	Students can motivate themselves through their abilities.	a. The desire to learn to understand reading.	I always have the desire to learn to understand the text better in reading so that the speed reading level and comprehension will be excellent.	15
		Students can do something with their abilities.	a. Answering questions from the teacher. .	I answer the questions from the teacher correctly based on the abilities I have with the	16

				understanding from reading that I have learned.	
		Students can read quickly based on their abilities.	b. Skills to think in speed reading.	I believe that I have good thinking skills by understanding the reading rather than memorizing the reading.	17
4.	Metacognition experience or skills	Students can manage information from their learning process.	a. Organizing information	In order to understand a reading better, I organize the material I get by making my own examples to make it easier to understand.	18
		Students can evaluate their learning strategies.	a. Benefit from learning	After I succeeded in solving a problem regarding reading a passage, I thought I had benefited from the learning process, of course, with a strategy that was isn accordance with the material begieing studied.	19

Table 3.3 Survey of Reading Strategies with "YES" or "NO" questions

No	Statement	YES	NO
1	I have a purpose in mind when i read reading questions on TOEFL		
2	I takes notes while reading to help me understand what i read when i want to answer reading question on TOEFL		
3	When facing TOEFL reading questions, I think about what I know to help me understang what I read		
4	When facing TOEFL reading questions, I take an overall view of the text to see what it is about before reading it.		
5	When text becomes difficult, I read aloud to help me understand what I read.		
6	When facing TOEFL reading questions, I think about whether the contents of the text fits my reading purpose.		

7	When facing TOEFL reading questions, I read slowly and carefully to make sure i understand what I am reading.		
8	When facing TOEFL reading questions, I review the text first by nothing its characteristics like length and organization.		
9	When facing TOEFL reading questions, I try to get back on track when I lose concentration.		
10	When facing TOEFL reading questions, I underline and circle information in the text to help me remember it.		
11	When facing TOEFL reading questions, I adjust reading speed according to what I am reading.		
12	When facing TOEFL reading questions, I decide what to read closely and what to ignore		
13	When facing TOEFL reading questions, I use reference materials (e.g dictionary) to help me understand what I read.		
14	When text becomes difficult,I pay closer attention to what I am reading.		
15	When facing TOEFL reading questions, I use tables, figures, and pictures in text to increase my understanding.		
16	When facing TOEFL reading questions, I stop from time to and think about what I am reading		
17	When facing TOEFL reading questions, I use context clues to help me better understand what I am reading.		
18	When facing TOEFL reading questions, I paraphrase (restate ideas in my own words) to better understand what I read.		
19	When facing TOEFL reading questions, I try to picture or visualize information to help remember what I read.		
20	When facing TOEFL reading questions, I use typograpichal features like bold face and italics to identify key information.		
21	When facing TOEFL reading questions, I critically analyze and evaluate the information presented in the text.		
22	When facing TOEFL reading questions, I go back and forth in the text to find relationship among ideas in it.		
23	When facing TOEFL reading questions, I check my understanding when I come across new information.		
24	When facing TOEFL reading questions, I try to guess what the content of the text is about when I read.		
25	When text becomes difficult, I re-read it to increase my understanding.		
26	When facing TOEFL reading questions, I ask myself questions I like to have answered in the text.		
27	When facing TOEFL reading questions, I check to see if my guesses about the text are right or wrong.		
28	When I read, I guess the meaning of unknown words or phrases		
29	When reading, I translate from English into my native language.		
30	When reading, I think about information in both English and my mother tongue.		

In this study, researchers used a liker research scale. Sugiyono stated that: The likert scale is used to measure the attitudes, opinions, and perceptions of a person or group of people regarding social phenomena. With a Likert scale, the variables are then used as a starting point for compiling instrument items in the form of statements or questions, (Sugiyono, 2008).

The answer to each instrument item that uses a Likert scale will be weighted using an ordinal measure, namely:

(4) Strongly Agree

(3) Agree

(2) Disagree

(1) Totallly Disagree

In this study, to facilitate understanding in each item of the questionnaire, the questionnaire was written in Indonesian.

2. Instrument testing

Testing the instrument in the form of a questionnaire consisting of verification of the validity of the item characteristics and reliability. The number of try out questionnaires was 19 items to investigate how to English students' metacognitive abilities in dealing with reading questions on TOEFL and 30 items to investigate the types of metacognitive reading strategies that were most widely used by students dealing with reading questions on the TOEFL. Tests were carried out on English students who had participated TOEFL test in 2020, amounting to 17 students who were selected randomly.

3. Documentation

In this research, researcher looked at the results of the TOEFL scores of English students who had taken the TOEFL in 2020 and then looked the scores of the metacognitive ability questionnaires og English students and then analyzed them.

a. Validity

In this study, researchers used product moment correlation to measure the validity of the items.

$$rb = \frac{n(\sum xy) - (\sum x).(\sum y)}{\sqrt{\{n.\sum x^2 - (\sum x)^2 .\{n.\sum y^2 - (\sum y)^2\}}}$$

Note :

Rb : Coefficient correlation

$\sum x$: Total score item

$\sum y$: Total Score (all items)

N   : Total Respondents

Then the researchers concluded using the t-test, with the formula below:

$$t = \frac{r \sqrt{n-2}}{\sqrt{1-r^2}}$$

Note :

t : calculation point

r : coefficient correlation of r result

n : the number of respondent

t- table distribution for α = 0,514 and the freedom of degree (dk:n-2), the decision rules are below:

if t-calculated > t-table = Valid

t- calculated < t-table = Invalid

Table 3.4

Validity questionnaire

Questios to	r-calculate	r-table	Explanation
1	0,87008305	0,514	VALID
2	0,70608402	0,514	VALID
3	0,62760089	0,514	VALID
4	0,60977132	0,514	VALID
5	0,64927715	0,514	VALID
6	0,75240789	0,514	VALID
7	0,63864716	0,514	VALID
8	0,49293647	0,514	INVALID
9	0,80213388	0,514	VALID
10	0,82199091	0,514	VALID
11	0,82990942	0,514	VALID
12	0,87671164	0,514	VALID
13	0,63873101	0,514	VALID
14	0,74764738	0,514	VALID
15	0,53939121	0,514	VALID
16	0,46431799	0,514	INVALID
17	0,66230076	0,514	VALID
18	0,5781035	0,514	VALID
19	0,79336582	0,514	VALID

Source : Processed by researcher in 2021

In this study, researchers tested the validity of the questionnaire using the PEARSON formula in Microsoft Excel. First, the researcher downloaded the r-table to determine the significance level of 5% and 1%. In this study, the researcher used 5% significance with the number of respondents 15 people, on the r-table the researcher saw that if the number of respondents was 15 people, the r-table was 0.514. secondly, the researcher recaps all the questionnaire scores that have been tested with other study program students who are not participants. By making the table above to test the validity of the questionnaire, the researcher writes the formula in r-calculate, namely = PEARSON (block all scores from the respondent item number 1 then write down; block the total score obtained later) enter. Then the results appear. the researcher tests the validity of the question questionnaire in this way until you get the r-count of all the questionnaire questions h r-calculate then the researcher looks at the r-table. If r-calculate> r-table then the questionnare is valid, but if r-calculate <r-table then the questionnaire is invalid. Based on the results of the validity test, 17 valid items and 2 invalid items were obtained to investigate students' metacognitive abilities in reading, then the valid items were used in this study to collect data.

b. Reliability

Reliability is the suitability of measuring what is intended to be measured or refers to the consistency of measurement (Sugiyono, 2008). To determine the reliability of the instrument the researcher used the Cronbach alpha formula below:

$$r_{ac} = (\frac{k}{k-1}) \, [\, 1 - \frac{\sum \sigma \vartheta^2}{\sigma \tau^2 !}$$

Note :

r : Instrument reliability coefficient (cronbach alpha)

k : The number of questions or the number of items

$\sum \sigma \vartheta^2$: Total grain variants

$\tau \sigma^2$: The total number of variants

Known :

k   = 19

k/k-1   =19/18 = 1,05

$\sum \sigma\vartheta^2$ = 5,714285714

$\tau\sigma^2$= 51,06666667

$[1-\frac{\sum \sigma\vartheta^2}{\sigma\tau^2!}]$ = 1- 0,1118985453060

         = 0,888101454694

r_{ac} = 1,05 X 0,888101454694 = 0,9325

The instrument is said to have a high level of reliability if the value is r_ac > 0,6.

Based on the results of the questionnaire reliability test above, it can be concluded that the questionnaire items that the researcher use in collecting data have high reliability.

D. Technique for Collecting the Data

The data collection technique used in this study was to use a survey technique with a quantitative approach through distributing questionnaires. a questionnaire is a data collection technique that is carried out by giving a set of questions or a written statement which is done by giving a set of questions or written statements to the respondent to answer (Sugiyono, 2008). In doing this, the researcher distribute a questionnaire using a google form to obtain the required data. The distribution of the questionnaire was focused on the seventh-semester students of IAIN Bengkulu who had taken the TOEFL in 2020.

The distribution of the questionnaire was carried out in three stages, the first being the researcher would distribute a questionnaire about students' metacognitive reading skills via a google form, with 15 study program students who were not research participants. , this is done to test the validity and reliability of the questionnaire instrument to be used, this has been done on March 18, 2021, then the researcher distribute a questionnaire about students' metacognitive reading abilities to research participants, namely seventh semester English students who have taken the 2020 TOEFL The researcher asked the participants to send the completed questionnaire through the google form. This was done to analyze the questionnaire score obtained by the participants, then describe it in

percentage form. To test the types of metacognitive reading strategies of English students in dealing with questions m When reading the TOEFL, the researcher uses a questionnaire with the answer "yes" or "no", totaling 30 questions consisting of questions about skimming, slowdown, activating prior knowledge, mental integration and diagrams. The researcher coding each question then calculate the percentage of each type of metacognitive reading strategy used.

E. Data Analysis

The results of the questionnaire responses that have been filled in by the research sample are then evaluated in the form of a percentage using the formula proposed by (Sudjana, 1989). as follows:

P=F/N x 100

Note :

P   = Persentage of the students score

F   = Frequency of students score

N   = The number of students

Table 3.5

Rating category

No	The percentage of the interval limit	Rating Category
1	0-20%	Very low
2	21-40%	Low
3	41-60%	Moderate
4	61-80%	High
5	81-100%	Very high

Source : Rating Category (Arikunto, 2008)

CHAPTER IV

RESULT AND DISCUSSION

A. Data Description

This chapter describes the analysis of the percentage of students' metacognitive abilities and the analysis of the types of metacognitive reading strategies most widely used by English students at IAIN Bengkulu in dealing with reading questions on the TOEFL. This chapter consists of two parts, namely results and discussion based on research questions.

1. English Students' Metacognitive Ability

Based on student response data obtained through questionnaire scores, the category of English students' metacognitive ability ratings can be seen in the table below.

Table 4.1 Metacognitive Ability

Respondent	Total Score	Max score	%	% Average	Rating Category
1	57	76	75		High
2	66	76	87		Very high
3	65	76	86		Very high
4	59	76	78		High
5	67	76	88		Very high
6	71	76	93		Very high
7	59	76	78		High
8	53	76	70		High
9	59	76	78		High
10	53	76	70		High
11	55	76	72		High
12	69	76	91		Very high
13	65	76	86		Very high
14	72	76	95	82%	Very high
15	76	76	100		Very high
16	69	76	91		Very high
17	65	76	86		Very high
18	67	76	88		Very high
19	67	76	88		Very high
20	57	76	75		High
21	66	76	87		Very high
22	65	76	86		Very high
23	57	76	75		High
24	57	76	75		High
25	59	76	78		High
26	59	76	78		High
27	61	76	80		High
28	57	76	75		High

Based on the table above, it shows that 14 people or 50% of English students are included in the "High" ranking category, these students have high metacognitive abilities, this is by the results of the calculation of the questionnaire scores that have been filled in by each student. And 14 or 50% of other students are included in the category of "Very high" ranking students in this rank have very high metacognitive abilities, this is also based on the acquisition score based on the questionnaire that has been filled in. The average is 82%, which shows that the average metacognitive ability of English students at IAIN Bengkulu is very high.

To describe the percentage rating category for the metacognitive ability of English students at IAIN Bengkulu based on the results of the above research well, see the diagram below.

Figure 4.1 Percentage of English students' metacognitive ability category
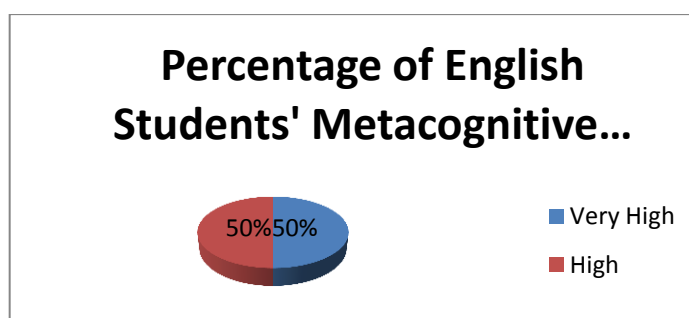
2. Types of metacognitive reading strategies

   a. Skimming

   of the 30 items in the questionnaire, questions about skimming were distributed, namely item numbers 4,8,11,24,27,28.

Table 4.2 Skimming

Respondent	Total Score/ F	Max Score	%	% Average
1	3	30	10	
2	5	30	16,66667	
3	4	30	13,33333	
4	6	30	20	
5	4	30	13,33333	
6	5	30	16,66667	
7	6	30	20	
8	6	30	20	
9	5	30	16,66667	
10	6	30	20	
11	6	30	20	
12	5	30	16,66667	

13	6	30	20	
14	6	30	20	
15	6	30	20	18 %
16	6	30	20	
17	5	30	16,66667	
18	6	30	20	
19	6	30	20	
20	6	30	20	
21	4	30	13,33333	
22	6	30	20	
23	6	30	20	
24	6	30	20	
25	4	30	13,33333	
26	6	30	20	
27	5	30	16,66667	
28	6	30	20	

Based on the results of the questionnaire scores obtained by English students at IAIN Bengkulu, it shows that there are 18% of students use the type of metacognitive reading strategy "Skimming" when they face TOEFL prediction reading questions.

b. Slow Down

of the 30 items in the questionnaire, questions about slow down were distributed, namely item numbers 1,7,9,14,16,25.

Table 4.3 Slow Down

Respondent	Total Score/ F	Max Score	%	% Average
1	4	30	13,33333	
2	6	30	20	
3	6	30	20	
4	6	30	20	
5	6	30	20	
6	6	30	20	
7	6	30	20	
8	6	30	20	
9	6	30	20	
10	6	30	20	
11	6	30	20	
12	6	30	20	
13	6	30	20	
14	6	30	20	19%
15	6	30	20	
16	6	30	20	
17	6	30	20	
18	6	30	20	
19	6	30	20	
20	6	30	20	
21	5	30	16,66667	

22	2	30	6,666667	
23	6	30	20	
24	5	30	16,66667	
25	6	30	20	
26	6	30	20	
27	6	30	20	
28	6	30	20	

Based on the questionnaire score table above, shows that 19% of English students at IAIN Bengkulu use the "Slow Down" metacognitive reading strategy when dealing with reading questions on the TOEFL prediction.

c. Activating prior knowledge

of the 30 items in the questionnaire, questions about activating prior knowledge were distributed, namely item numbers 3,6,19,21,23,26.

Table 4.4 Activating Prior Knowledge

Respondent	Total Score/ F	Max Score	%	% Average
1	5	30	16,66667	
2	5	30	16,66667	
3	6	30	20	
4	5	30	16,66667	
5	6	30	20	
6	5	30	16,66667	
7	6	30	20	
8	5	30	16,66667	
9	6	30	20	
10	4	30	13,33333	
11	6	30	20	
12	6	30	20	
13	6	30	20	
14	6	30	20	18%
15	5	30	16,66667	
16	6	30	20	
17	6	30	20	
18	6	30	20	
19	5	30	16,66667	
20	6	30	20	
21	5	30	16,66667	
22	4	30	13,33333	
23	6	30	20	
24	6	30	20	
25	3	30	10	
26	6	30	20	
27	6	30	20	
28	6	30	20	

Based on the results of the questionnaire scores in the table above, it shows that 18% of English students at IAIN Bengkulu use the type of metacognitive reading strategy "Activating prior knowledge" when dealing with reading questions on the TOEFL prediction.

d. Mental Integration

of the 30 items in the questionnaire, questions about mental integration were distributed, namely item numbers 2,10,12,13,18,30.

Table 4.5 Mental Integration

Respondent	Total Score/ F	Max Score	%	% Average
1	5	30	16,66667	
2	5	30	16,66667	
3	6	30	20	
4	4	30	13,33333333	
5	6	30	20	
6	3	30	10	
7	6	30	20	
8	6	30	20	
9	6	30	20	
10	6	30	20	
11	6	30	20	
12	5	30	16,66667	
13	6	30	20	
14	6	30	20	18%
15	5	30	16,66667	
16	6	30	20	
17	3	30	10	
18	6	30	20	
19	5	30	16,66667	
20	6	30	20	
21	4	30	13,33333333	
22	4	30	13,33333333	
23	6	30	20	
24	6	30	20	
25	6	30	20	
26	6	30	20	
27	6	30	20	
28	6	30	20	

Based on the table above, we can see that 18% of English students at IAIN Bengkulu use the metacognitive type "Mental integration" when they face reading questions on the TOEFL prediction.

e. Diagrams

of the 30 items in the questionnaire, questions about diagrams were distributed, namely item numbers 5,15,17,20,22,29.

Table 4.6 Diagrams

Respondent	Total Score/ F	Max Score	%	% Average
1	1	30	3,333333	
2	5	30	16,66667	
3	4	30	13,33333	
4	3	30	10	
5	6	30	20	
6	3	30	10	
7	6	30	20	
8	5	30	16,66667	
9	5	30	16,66667	
10	4	30	13,33333	
11	6	30	20	
12	4	30	13,33333	
13	6	30	20	
14	6	30	20	15%
15	2	30	6,666667	
16	6	30	20	
17	2	30	6,666667	
18	4	30	13,33333	
19	5	30	16,66667	
20	6	30	20	
21	5	30	16,66667	
22	3	30	10	
23	5	30	16,66667	
24	5	30	16,66667	
25	5	30	16,66667	
26	6	30	20	
27	6	30	20	
28	4	30	13,33333	

Based on the table above, we can see that there are 15% of English students at IAIN Bengkulu using the type of metacognitive reading strategy "Diagrams" when they face reading questions on the TOEFL prediction.

Figure 4.2 The percentage of types of metacognitive reading strategies for English students
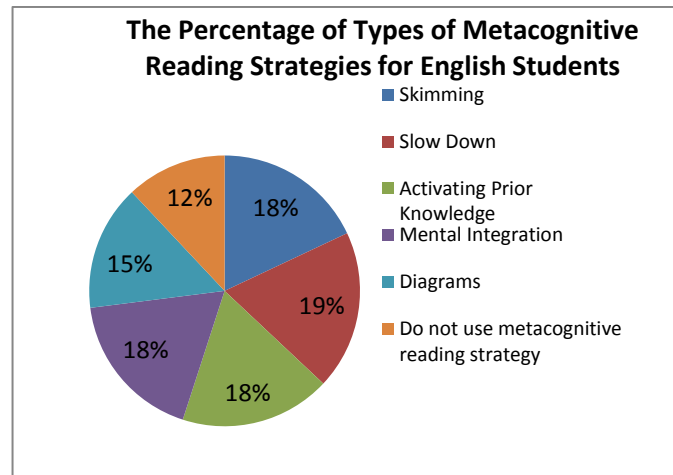
B. Data Analysis

This study is intended to analyze how the metacognitive ability of English students at IAIN Bengkulu. From the results of the distribution of the questionnaire respondents TOEFL Prediction were divided into five categories, namely very low, low, medium, high, very high. In addition, the researcher also intends to investigate what types of metacognitive reading strategies are most dominantly used by English students in dealing with reading questions on the TOEFL prediction. In this segment of the researcher, the discussion section is presented in accordance with the research questions posed. There are two topics discussed in this study based on the research questions , namely:

1. How is the ability of Metacognitive English Students who have taken the TOEFL prediction in 2020 at IAIN Bengkulu

Metacognition is the ability to reflects on what someone knows and do and what someone does not know and do not do ". Simple defined as "thinking about how to think" or "Cognition about the mode of cognition", metacognition itself is science is more specific and consists of several cognition, it plays an important role in the development of stronger learning skills in a learning process (Rinaldi,2017).

The results showed that the variable metacognitive ability of English students at IAIN Bengkulu who had taken the TOEFL prediction in 2020 was

in the high category of 50% and the other 50% belonged to the very high category. This shows that English students who have taken the TOEFL prediction in 2020 at IAIN Bengkulu already have excellent metacognitive abilities to reflect on what they know and do, as well as the ability to reflect on what they do not know and do not do. If you look at the results of the TOEFL prediction reading test of English students, which is a sample of this study, there are still some students who get a TOEFL prediction reading score which is still relatively low but their metacognitive ability is high, this also happened in previous research conducted by Syafura Ramadhan, 2018 based on the results of his research calculations he found that the metacognitive ability of the research sample was high while reading achievement was at a low level. After calculating the correlation between the use of metacognitive strategies and students' reading achievement is 0.282, this indicates that there is a weak correlation between the use of metacognitive strategies and reading achievement, it can be concluded that there is a weak relationship between the two variables, which means that metacognitive strategies have a positive effect, on students' reading achievement, although it does not have a strong effect.

From this description it can be concluded that although the metacognitive ability of the strategy is classified as high, it does not necessarily mean that the ability to read it is also high, this is because the metacognitive strategy does have a positive effect on students' reading ability, but does not have a strong effect on the achievement of students' reading comprehension.

Figure 4.1 Percentage of English students' metacognitive ability category
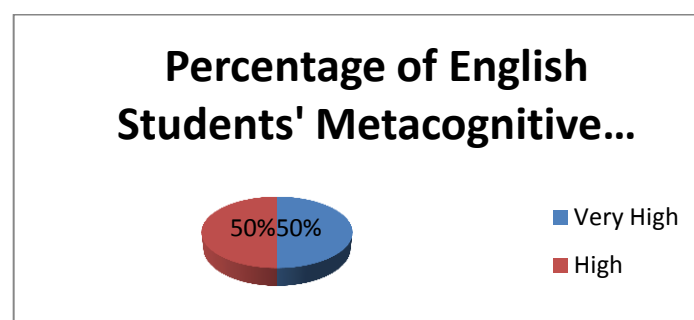
2. What types of metacognitive reading strategies are most used by English students who have taken the TOEFL prediction in 2020

There are five types of metacognitive Reading strategies namely skimming, slowing down, activating prior knowledge, mental integration and diagrams (Scraww,1998).The results of the study show that the types of metacognitive reading strategies of English students who have taken the 2020 TOEFL prediction have different percentages along with their descriptions.
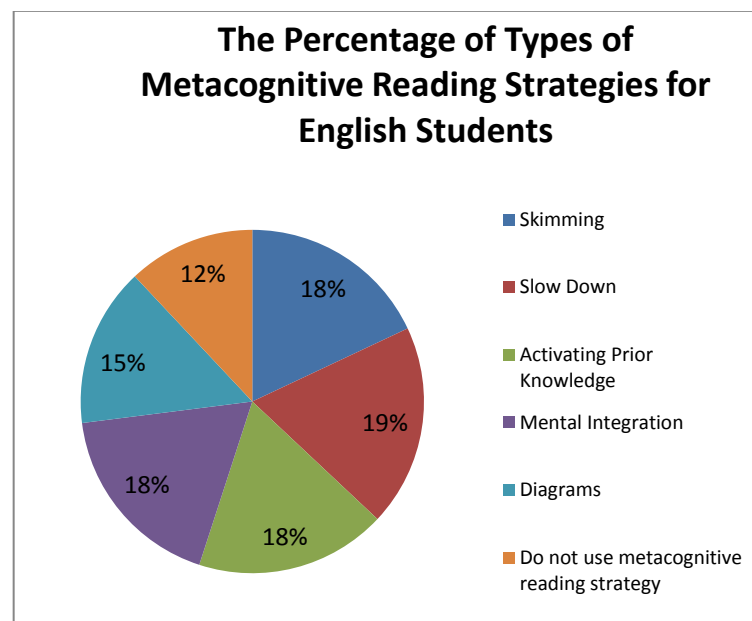
a. Based on the results of the study, there were 18% of English students using skimming techniques in dealing with TOEFL prediction reading questions. Based on the Scraww theory, skimming is a strategy in reading where the application method is by reading the title, highlighted words, preview, and summary. Skimming is usually used when reading long texts. Based on this theory, it can be concluded that 18% of English students who have taken the TOEFL prediction in 2020 use this skimming technique in dealing with TOEFL reading questions, they answer the TOEFL prediction reading questions by reading the text at a glance, reading the title, looking for the highlighted word, looking for the word. The key then focuses on the highlighted words and these keywords in answering the TOEFL prediction reading questions.

b. Based on the results of the study, there were 19% of English students had taken the TOEFL prediction in 2020 using a slow down reading strategy, in dealing with TOEFL prediction reading questions. Slow down is a technique of reading text by stopping for a moment to read and then thinking about the information read, this is done when finding information that seems very important (Scraww, 1998). Based on the theory above, it can be concluded that 19% of English students who have taken the TOEFL prediction in 2020, use slow down reading strategies in dealing with TOEFL prediction reading, students answer TOEFL prediction reading questions by reading slowly and rereading the text to improve reading comprehension, stopping Take a moment to read the text when you find information that seems important and then think about that information in answering the TOEFL prediction reading questions.

c. Based on the results of the study, there are 18% of English students have taken the TOEFL prediction in 2020, using the strategy of activating prior knowledge, in dealing with TOEFL prediction reading. Activating prior knowledge is a reading technique by pausing to read, looking at familiar words, then thinking about what is already known and asking what is not known. (Scraww, 1998). Based on the theory above, it can be concluded that 18% of English students who have taken the TOEFL prediction in 2020 use an activating prior knowledge strategy in dealing with TOEFL prediction reading, they answer TOEFL prediction reading questions by pausing to read, looking at familiar words, trying to guess and thinking about the meaning of the words they do not know. in answering the TOEFL prediction reading questions.

d. Based on the results of the study, there are 18% of English students who have taken the TOEFL prediction in 2020, using mental integration strategies, in dealing with TOEFL prediction reading questions. Mental integration is a reading strategy by connecting main ideas to build themes or conclusions (Scraww, 1998). Based on the theory above, it can be concluded that 18% of English students who have taken the TOEFL prediction in 2021, use mental integration strategies, in dealing with TOEFL prediction reading questions. They answered the TOEFL prediction reading by connecting the main ideas and building themes, then concluded the text in answering the reading questions.

e. Based on the results of the study, there were 15% of English students had taken the TOEFL prediction in 2020, using the diagrams strategy, in dealing with TOEFL prediction reading questions. Diagrams are a reading technique by identifying the main idea, then linking it with a list of supporting details under the main idea, and connecting with supporting details. (Scraws, 1998). Based on the results of the study, there were 15% of English students had taken the TOEFL prediction in 2020, using the diagrams strategy, in dealing with TOEFL prediction reading questions. Students answer the TOEFL prediction reading questions by reading the text and then connecting the main idea of each paragraph with supporting details.

f. Based on the results of the study, there were 12% of English students who had taken the 2020 TOEFL prediction, did not use metacognitive reading strategies. This is because 12% of the students answered "NO" in filling out the questionnaire that had been distributed, so it can be concluded that 12% of the students did not use the five types of metacognitive reading strategies above.

Based on the description of the research results above, it shows that the types of metacognitive reading strategies that are mostly used by English students who have taken the TOEFL prediction in 2020 are the "Slow down" type of reading strategy. Where in this strategy in reading a reading text students stop reading and think about the information they read, then increase the focus of attention and slow down reading when they find information that seems very important. This also happened in a previous study conducted by Dangin, 2016 where the results of his research stated that more than 62% of his research sample used reading strategies "slowly and carefully" and "rereading to improve understanding". used by the research sample.

Figure 4.2 The percentage of types of metacognitive reading strategies for English students

The Percentage of Types of Metacognitive Reading Strategies for English Students

- Skimming
- Slow Down
- Activating Prior Knowledge
- Mental Integration
- Diagrams
- Do not use metacognitive reading strategy

C. Limitations of the Research

The sample used by this research is English students who have taken the 2020 TOEFL as many as 28 people, both male and female, the location of this research is IAIN Bengkulu, the instrument used is a Linkert scale questionnaire about the metacognitive abilities of English students who have taken the 2020 TOEFL and a "yes" or "no" answer questions about types of metacognitive reading strategies. The sampling technique in this study is random sampling, meaning that the researcher needs some information from the population as a basis for stratification.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the previous analysis, the conclusions of this study are as follows:

The metacognitive abilities of English students at IAIN Bengkulu who have taken the TOEFL prediction test in 2020 are in the high category of 50% and the other 50% are in the very high category. excellent at reflecting on what they know and do, and the ability to reflect on what they don't know and don't do. The high or low level of one's strategy metacognitive ability does not guarantee that one has a high level of reading comprehension as well, this is because the correlation between metacognitive strategies and the achievement of reading comprehension has a weak correlation, which means that metacognitive strategies have a positive effect on one's reading comprehension but have no strong effect.

Based on the results of the study, 18% of students used skimming, 19% of students used slow down, 18% used activating prior knowledge, 18% used mental integration, 15% used diagrams, and another 12% did not use metacognitive reading strategies. The types of metacognitive reading strategies that are most widely used by English students who have taken the 2020 TOEFL prediction are the "Slow down" type of reading strategy. Where in this strategy in reading a reading text they stop reading and think about the information they read, then increase the focus of attention and slow down reading when they find information that seems very important.

In addition, the cause of the low TOEFL reading score of English students is the reading strategy used by most English students who had taken the TOEFL, namely the slow down reading strategy where in this strategy students read slowly and repeat it while the time provided in answering the TOEFL reading is relatively short.

B. Suggestion

Based on the results of the research that has been done, researcher suggest lecturers or teachers use metacognitive reading strategies in the teaching and learning process to improve student's reading comprehension, some researchers

argue that metacognitive strategies are the most widely used in learning strategies and teachers should stimulate students by doing metacognitive strategies in learning English. Then the researcher suggested to English students to apply the types of metacognitive reading strategies that they considered most suitable for their preferences in understanding reading texts.

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APPENDIXES

Respondent to	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	TOTAL
1	4	3	4	4	3	3	3	3	3	3	4	4	3	4	3	3	4	4	3	65
2	4	3	3	3	4	3	3	3	3	3	4	4	3	4	3	3	3	4	3	63
3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	2	42
4	4	4	3	3	3	3	2	4	3	3	3	3	3	3	4	3	3	3	3	60
5	4	4	3	3	3	4	3	3	3	3	4	4	3	4	4	3	4	3	3	65
6	4	3	3	4	3	4	4	3	3	4	4	4	3	4	4	4	4	4	3	69
7	4	3	3	3	3	3	3	3	3	3	3	4	3	4	4	4	4	3	3	63
8	4	4	4	3	3	4	4	3	3	3	4	4	4	4	4	4	4	4	3	70
9	4	4	4	4	3	4	4	3	4	4	4	4	3	3	4	3	4	4	3	70
10	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	57
11	4	4	3	3	4	3	3	4	4	4	4	4	4	4	4	4	4	4	4	72
12	4	3	3	3	3	3	4	3	3	3	4	4	4	4	3	3	4	3	3	64
13	4	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	3	65
14	4	3	3	3	3	3	4	4	3	3	3	4	4	3	3	3	3	3	3	62
15	4	3	4	4	3	3	3	3	3	3	3	4	3	3	3	3	3	4	3	62
							Recap value validity metacognitive ability score													

Responden	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Jumlah/S	Score Maksimal/N	%	% Rata
1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	57	76	75	
2	4	3	3	3	3	4	4	4	4	4	4	4	4	3	3	3	3	3	3	66	76	86,84211	
3	4	4	4	4	3	4	3	3	3	3	3	3	3	3	4	3	4	3	4	65	76	85,52632	
4	3	3	3	2	2	4	2	3	3	3	4	3	4	2	4	4	4	3	3	59	76	77,63158	
5	3	4	4	3	3	4	3	3	4	3	4	4	3	3	4	3	4	4	4	67	76	88,15789	
6	4	3	4	4	4	4	3	4	4	4	3	3	4	3	4	4	4	4	4	71	76	93,42105	
7	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	4	4	4	59	76	77,63158	
8	3	3	3	3	3	3	3	2	3	2	2	3	2	3	3	3	3	3	3	53	76	69,73684	
9	4	3	3	4	4	3	3	3	3	3	3	3	3	2	3	3	3	3	3	59	76	77,63158	
10	3	3	3	3	2	2	2	3	2	3	3	3	3	3	3	3	3	3	3	53	76	69,73684	
11	2	3	3	3	3	4	3	3	2	3	3	3	3	2	3	3	3	3	3	55	76	72,36842	
12	4	4	3	4	4	3	4	4	4	4	4	4	4	4	3	3	3	3	3	69	76	90,78947	
13	3	4	3	3	3	4	4	3	3	4	4	4	3	3	3	3	4	4	3	65	76	85,52632	
14	4	4	4	4	4	3	4	3	4	4	4	4	4	4	4	3	4	4	3	72	76	94,73684	82,330827
15	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	76	76	100	
16	3	3	4	4	4	4	4	4	4	4	3	3	3	3	3	4	4	4	4	69	76	90,78947	
17	3	4	4	3	3	4	3	3	3	3	3	4	4	3	4	3	4	4	3	65	76	85,52632	
18	3	4	3	3	4	4	4	4	3	3	4	4	4	3	3	3	3	4	4	67	76	88,15789	
19	4	3	3	4	4	3	4	3	3	3	3	3	3	4	4	4	4	4	4	67	76	88,15789	
20	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	57	76	75	
21	4	4	3	3	3	4	3	4	3	3	3	4	4	4	3	4	4	3	3	66	76	86,84211	
22	4	4	3	3	4	4	3	4	3	3	2	3	4	3	4	4	4	3	3	65	76	85,52632	
23	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	57	76	75	
24	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	57	76	75	
25	4	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	59	76	77,63158	
26	4	3	3	4	3	3	3	2	3	4	2	2	3	3	3	3	4	4	3	59	76	77,63158	
27	4	3	3	3	3	3	3	3	3	3	3	4	4	3	3	3	4	3	3	61	76	80,26316	
28	4	4	3	3	3	3	3	2	3	3	3	3	2	3	3	3	3	3	3	57	76	75	

Recap value of Metacognitive ability Scores

Responden	Q4	Q8	Q11	Q24	Q27	Q28	Total /F	Max Score/N	%	% Average
								Recap data value metacognitive reading strategy " Skimming "		
1	1	1	1	0	0	0	3	30	10	
2	1	1	1	1	1	0	5	30	16,66667	
3	1	0	0	1	1	1	4	30	13,33333	
4	1	1	1	1	1	1	6	30	20	
5	0	0	1	1	1	1	4	30	13,33333	
6	1	0	1	1	1	1	5	30	16,66667	
7	1	1	1	1	1	1	6	30	20	
8	1	1	1	1	1	1	6	30	20	
9	0	1	1	1	1	1	5	30	16,66667	
10	1	1	1	1	1	1	6	30	20	
11	1	1	1	1	1	1	6	30	20	
12	1	0	1	1	1	1	5	30	16,66667	
13	1	1	1	1	1	1	6	30	20	
14	1	1	1	1	1	1	6	30	20	17,97619048
15	1	1	1	1	1	1	6	30	20	
16	1	1	1	1	1	1	6	30	20	
17	1	1	1	1	1	0	5	30	16,66667	
18	1	1	1	1	1	1	6	30	20	
19	1	1	1	1	1	1	6	30	20	
20	1	1	1	1	1	1	6	30	20	
21	1	0	1	0	1	1	4	30	13,33333	
22	1	1	1	1	1	1	6	30	20	
23	1	1	1	1	1	1	6	30	20	
24	1	1	1	1	1	1	6	30	20	
25	0	1	1	1	1	0	4	30	13,33333	
26	1	1	1	1	1	1	6	30	20	
27	1	1	1	1	0	1	5	30	16,66667	
28	1	1	1	1	1	1	6	30	20	

5	1	1	1	1	1	1	6	30	20
6	1	1	1	1	1	1	6	30	20
7	1	1	1	1	1	1	6	30	20
8	1	1	1	1	1	1	6	30	20
9	1	1	1	1	1	1	6	30	20
10	1	1	1	1	1	1	6	30	20
11	1	1	1	1	1	1	6	30	20
12	1	1	1	1	1	1	6	30	20
13	1	1	1	1	1	1	6	30	20
14	1	1	1	1	1	1	6	30	20
15	1	1	1	1	1	1	6	30	20
16	1	1	1	1	1	1	6	30	20
17	1	1	1	1	1	1	6	30	20
18	1	1	1	1	1	1	6	30	20
19	1	1	1	1	1	1	6	30	20
20	1	1	1	1	1	1	6	30	20
21	1	1	1	0	1	1	5	30	16.66667
22	1	0	1	0	0	0	2	30	6.666667
23	1	1	1	1	1	1	6	30	20
24	0	1	1	1	1	1	5	30	16.66667
25	1	1	1	1	1	1	6	30	20
26	1	1	1	1	1	1	6	30	20
27	1	1	1	1	1	1	6	30	20
28	1	1	1	1	1	1	6	30	20

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Recap data value metacognitive reading strategy " Activating prior knowledge "										
Respondent	Q3	Q6	Q19	Q21	Q23	Q26	Total/F	Max Score/N	%	% Average
1	1	1	1	1	1	0	5	30	16,66667	
2	1	1	1	0	1	1	5	30	16,66667	
3	1	1	1	1	1	1	6	30	20	
4	1	0	1	1	1	1	5	30	16,66667	
5	1	1	1	1	1	1	6	30	20	
6	1	1	1	0	1	1	5	30	16,66667	
7	1	1	1	1	1	1	6	30	20	
8	1	1	1	1`	1	1	5	30	16,66667	
9	1	1	1	1	1	1	6	30	20	
10	1	1	0	0	1	1	4	30	13,33333	
11	1	1	1	1	1	1	6	30	20	
12	1	1	1	1	1	1	6	30	20	
13	1	1	1	1	1	1	6	30	20	
14	1	1	1	1	1	1	6	30	20	18,21428571
15	1	1	1	0	1	1	5	30	16,66667	
16	1	1	1	1	1	1	6	30	20	
17	1	1	1	1	1	1	6	30	20	
18	1	1	1	1	1	1	6	30	20	
19	1	1	1	0	1	1	5	30	16,66667	
20	1	1	1	1	1	1	6	30	20	
21	1	1	1	0	1	1	5	30	16,66667	
22	1	1	0	0	1	1	4	30	13,33333	
23	1	1	1	1	1	1	6	30	20	
24	1	1	1	1	1	1	6	30	20	
25	1	0	0	1	1	0	3	30	10	
26	1	1	1	1	1	1	6	30	20	
27	1	1	1	1	1	1	6	30	20	
28	1	1	1	1	1	1	6	30	20	

Responden	Q2	Q10	Q12	Q13	Q18	Q30	Total/F	Max Score/N	%	% Average
1	1	1	1	1	1	0	5	30	16,66666667	
2	1	1	1	0	1	1	5	30	16,66666667	
3	1	1	1	1	1	1	6	30	20	
4	0	1	1	0	1	1	4	30	13,33333333	
5	1	1	1	1	1	1	6	30	20	
6	1	0	1	0	0	1	3	30	10	
7	1	1	1	1	1	1	6	30	20	
8	1	1	1	1	1	1	6	30	20	
9	1	1	1	1	1	1	6	30	20	
10	1	1	1	1	1	1	6	30	20	
11	1	1	1	1	1	1	6	30	20	
12	1	1	1	1	1	0	5	30	16,66666667	
13	1	1	1	1	1	1	6	30	20	
14	1	1	1	1	1	1	6	30	20	17,97619048
15	1	1	1	1	0	1	5	30	16,66666667	
16	1	1	1	1	1	1	6	30	20	
17	1	1	0	0	1	0	3	30	10	
18	1	1	1	1	1	1	6	30	20	
19	1	1	0	1	1	1	5	30	16,66666667	
20	1	1	1	1	1	1	6	30	20	
21	1	1	0	0	1	1	4	30	13,33333333	
22	1	0	0	1	1	1	4	30	13,33333333	
23	1	1	1	1	1	1	6	30	20	
24	1	1	1	1	1	1	6	30	20	
25	1	1	1	1	1	1	6	30	20	
26	1	1	1	1	1	1	6	30	20	
27	1	1	1	1	1	1	6	30	20	
28	1	1	1	1	1	1	6	30	20	

Recap data value metacognitive reading strategy " Metal Integration "

Responden	Q5	Q15	Q17	Q20	Q22	Q29	Total/F	Max Score/N	%	% average
Recap data value metacognitive reading strategy " Diagrams "										
1	0	0	0	0	0	1	1	30	3,333333	
2	1	0	1	1	1	1	5	30	16,66667	
3	0	1	1	0	1	1	4	30	13,33333	
4	0	1	0	0	1	1	3	30	10	
5	1	1	1	1	1	1	6	30	20	
6	1	0	1	0	1	0	3	30	10	
7	1	1	1	1	1	1	6	30	20	
8	1	1	1`	1	1	1	5	30	16,66667	
9	1	1	1	0	1	1	5	30	16,66667	
10	1	0	1	0	1	1	4	30	13,33333	
11	1	1	1	1	1	1	6	30	20	
12	1	1	1	0	1	0	4	30	13,33333	
13	1	1	1	1	1	1	6	30	20	
14	1	1	1	1	1	1	6	30	20	15,23809524
15	0	0	0	0	1	1	2	30	6,666667	
16	1	1	1	1	1	1	6	30	20	
17	0	0	1	0	1	0	2	30	6,666667	
18	1	0	1	0	1	1	4	30	13,33333	
19	1	1	1	0	1	1	5	30	16,66667	
20	1	1	1	1	1	1	6	30	20	
21	1	1	1	0	1	1	5	30	16,66667	
22	0	1	1	1	0	0	3	30	10	
23	0	1	1	1	1	1	5	30	16,66667	
24	1	1	1	1	1	0	5	30	16,66667	
25	1	0	1	1	1	1	5	30	16,66667	
26	1	1	1	1	1	1	6	30	20	
27	1	1	1	1	1	1	6	30	20	
28	0	0	1	1	1	1	4	30	13,33333	

SURAT PENUNJUKAN PEMBIMBING SKRIPSI
Nomor : 0880 /In 11/F 11/PP.009/ 01/2021

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan TadrisInstitut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiswa/NIM	Prodi	Judul
1	Dr. Syamsul Rizal, M.Pd. 196901291999903	P I	Siska Fitriana 1711230125	TBI	An Analysis of English Students' Metacognitive Awareness in Their TOEFL Reading Strategy at IAIN Bengkulu (A Qualitative Analysis Research towards Eighth Semester Students of English Department in IAIN Bengkulu)
2	Andri Saputra, M.Sc. 199106262201903	P II			

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian,hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 9 Januari 2021

Dekan,

ZUBAEDI

Tembusan:
1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip

Nomor: /In.11/F.I/PP.00.9/04/2021   Bengkulu, 26 April 2021

Hal : Penyeminar Proposal Skripsi

Kepada Yth.
1. Fera Zasrianita, M.Pd. (Penyeminar I)
2. Reko Serasi, M.A. (Penyeminar II)
    di –
      Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Tadris IAIN Bengkulu pada:
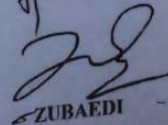
Hari/Tanggal : Senin, 26 April 2021
Waktu   : 08.00 sampai selesai
Tempat   : Gedung C4.1 (Ruang Munaqosah)

NAMA/NIM	JUDUL
Yuni Astri 1711230100	An Analysis Of Cohesion And Coherence In the Background Of Thesis.
Winda Purnamasari 1711230116	The Implementation Asynchronous Learning In Classroom In The Covid-19 Pandemic.
Pipit Melati 1711230099	Content Analysis Of Speaking Activities In English TextBook Based On 2013 Curriculum For The First Grade Student At Senior High School.
Niaka Fitriana 1711230125	An Analysis Of Metacognitive Strategies Ability Among English Students In Dealing With Reading Questions On TOEFL.
Intan Alvira Yulianti 1711230049	An Analysis Of English Teachers' Method In Teaching Speaking During Covid-19 Pandemic

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Dekan,

ZUBAEDI

INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS
...... : JL. Raden Fatah Pagar Dewa telp (0736) 51276, Fax (0736) 5117 Bengkulu

SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal   : Permohonan Perubahan Judul Skripsi
Lamp   : -

Kepada Yth. Ketua Prodi
        Tadris Bahasa Inggris
        IAIN Bengkulu

Dengan hormat,
Saya yang bertanda tangan di bawah ini:
Nama   : Siska Fitriana
NIM   : 1711230125
Jurusan/Prodi : Tadris Bahasa Inggris
Fakultas   : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

Adapun judul saya sebelumnya adalah: **An Analysis of Metacognitive Strategies Ability among English Students in Dealing with Reading Question on TOEFL**

Menjadi : **An Analysis of Metacognitive Reading Strategies of English Students in Dealing with Reading Questions on TOEFL (A Quantitative Analysis Research towards English Students in IAIN Bengkulu)**

Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.
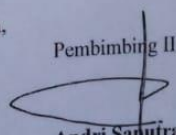
Bengkulu, Agustus 2021
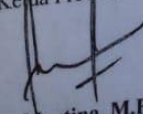
Disetujui oleh,

Pembimbing I,

Pembimbing II,

Dr. Syamsul Rizal, M.Pd
NIP.19690120199903

Andri Saputra, M.Sc.
NIP. 19910626201903

Diketahui oleh,
Ketua Prodi TBI

Feny Martina, M.Pd.
NIP. 198703242015032002

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Siska Fitriana, NIM : 1711230125 yang berjudul **"An Analysis of Metacognitive Strategies Ability among English Students in Dealing with Reading Questions on TOEFL** *(A Quantitative Analysis Research Towards English Students in IAIN Bengkulu)"*. Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Senin, 26 April 2021
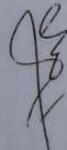
Pukul :08.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian)

Bengkulu, April 2021

Penyeminar II

Penyeminar I

Fera Zasrianita, M.Pd
NIP.19790217200912

Reko Serasi, M.A
NIP. 198711092018011002

Nomor : 2124 / In.11/F.II/TL.00/05/2021   6 Mei 2021

Lampiran : 1 (satu) Exp Proposal

Perihal : **Mohon izin penelitian**

Kepada Yth,
Koordinator TOEFL PUSBAKIK IAIN Bengkulu
Di –
    Bengkulu

Assalamu'alaikum Warahmatullah Wabarakatuh.

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul *"an Analysis of Metacognitive Strategies Ability Among English Students in Dealing with Reading Questions on TOEFL (a Quantitative Analysis Research Towards English Students in IAIN Bengkulu"*

Nama	:	Siska Fitriana
NIM	:	1711230125
Prodi	:	Tadris Bahasa Inggris
Tempat Penelitian	:	TOEFL PUSBAKIK IAIN Bengkulu
Waktu Penelitian	:	7 Mei s/d 18 Juni 2021

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Dekan,

Zubaedi

SURAT TUGAS KOMPRHENSIF BAHASA INGGRIS
DEKAN FAKULTAS TARBIYAH DAN TADRIS INSTITUT AGAMA ISLAM NEGERI (IAIN)
BENGKULU

Nomor : 2-001 /In. 11/F.II/PP.009/04/2021

Tentang

Penetapan Dosen Penguji Komprehensif Mahasiswa Fakultas Tarbiyah dan Tadris

Atas nama Mhs   : Siska Fitriana
NIM   : 1711230125
Program Studi   : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris IAIN Bengkulu menugaskan kepada Bapak/Ibu dosen yang namanya tercantum untuk menjadi penguji komprehensif mahasiswa yang tercantum namanya di atas.

NO	PENGUJI	ASPEK	INDIKATOR
1	Ikke Wulandari, M.Pd.I.	Kompetensi IAIN	1. Kemampuan membaca Al Quran 2. Kemampuan menulis Arab 3. Hafalan Surat (Ad Dhuha s/d An Naas)
2	Dr. Syamsul Rizal, M.Pd.	Kompetensi Jurusan/Prodi	1. Hapalan ayat dan hadits yang berhubungnan dengan pendidikan (tarbiyah) 2. Language Skill, Vocabulaty, grammar, Speaking, Writing, Reading 3. Linguistics: Psycholinguistics, Sociolinguistics, Phology, Semantics 4. Teaching skill, TEFL< LTR, ESP, CMD
3	Anita, M.Hum.	Kompetensi Keguruan	1. Kemampuan memahami UU/PP yang berhubungan dengan SISDIKNAS 2. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran 3. Kemampuan memahami Metodologi, Media, dan Sistem evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif dimaksud dilaksanakan dengan ketentuan sbb :
1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji .
2. Pelaksanaan ujian dimulai pelaksanaannya paling lambat setelah 1 minggu setelah diterimanya SK Pembimbing Skripsi dan Surat Tugas Penguji Komprehensif dan nilai diserahkan kepada Ketua Prodi selambat lambatnya satu minggu sebelum ujian munaqosah
3. Skor nilai kelulusan ujian komprehensif, adalah 60 s/d 100.
4. Dosen penguji berhak untuk menentukan Lulus atau Tidak lulusnya mahasiswa, dan jika belum dinyatakan lulus, dosen diberikan wewenang dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan, sehingga mahasiswa dapat dinyatakan lulus.
5. Angka kelulusan ujian komprehensif adalah kelulusan per-aspek

Demikianlah Surat Tugas ini dikeluarkan, dan disampaikan kepada yang bersangkutan untuk dilaksanakan.
Terima kasih.

Bengkulu, 27 April 2021
Dekan,

ZUBAEDI

<u>**SURAT KETERANGAN PENELITIAN**</u>

Dengan hormat,

Sehubungan dengan persetujuan penelitian sebelumnya, dengan ini saya

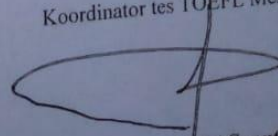|	
Nama	: Andri Saputra, M.Sc
NIP	: 199106262019031014
Jabatan	: Koordinator TOEFL PUSBAKIK IAIN Bengkulu

Menyatakan dengan sesengguhnya bahwa :

Nama	: Siska Fitriana
NIM	; 1711230125
Asal Perguruan Tinggi	: IAIN Bengkulu
Fakultas	: Tarbiyah dan Tadris
Program Studi	: Tadris Bahasa Inggris

Telah selesai melakukan penelitian TOEFL di PUSBAKIK IAIN Bengkulu, terhitung mulai tanggal 7 Mei s/d 18 Juni 2021 untuk memperoleh data guna penyusunan tugas akhir skripsi dengan judul **"An Analysis of Metacognitive Strategies Ability among English Students in Dealing with Reading Questions on TOEFL"**

Dengan surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk digunakan seperlunya.

Bengkulu,   Juni 2021

Koordinator tes TOEFL Menyetujui,

<u>Andri Saputra, M.Sc</u>
NIP.199106262019031014

26/07 2021

Hanura Febriani

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Student Paper

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1%

Nomor : 847 /In.11/F.II/PP.0.09/07/2021
Lamp. : -
Perihal : Ujian Skripsi

Bengkulu, 28 Juli 2021

Kepada Yth.
1. Dr.Adisel, M.Pd. (Ketua)
2. Andriadi, M.A. (Sekretaris)
3. Detti Lismayanti, M.Hum. (Penguji Utama)
4. Fera Zasrianita, M.Pd. (Penguji II)
di –
Bengkulu

Assalamu'alaikum Wr. Wb.
Dengan Hormat,
Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Kamis, 29 Juli 2021
Waktu : 08.00 sampai selesai
Tempat : C.4.1 (Ruang Munaqosyah)

No.	Nama/Nim	Judul
1.	Relin Karlina 1711230069	The Items Analysis of Summative Test at the Eighth Grade of SMPN 12 Lebong in the Academic Year of 2020/2021
2.	Siska Fitriana 1711230125	An Analysis of Metacognitive Strategies Ability Among English Students in Dealing with Reading Questions on TOEFL (A Quantitavive Analysis Research towards English Students in IAIN Bengkulu)
3.	Nur Anggolah 1416232938	The Effect of Think Aloud Strategy toward Students Reading Comprehension (A Quasi Experimantal Research at the Seventh Grade of MTS AL-Qur'aniyah Manna Kabupaten Bengkulu Selatan in Academid Year 2020/2021)
4	Dara Notia 1416232835	Factors of Difficulty for the Disability Students in Learning English (A Case Study at the Ninth Grade Students of Mental Retardation at SLB Dharma Wanita Persatuan Provinsi Bengkulu
5	Titin Istikasari 1611230009	The Use of Participation Point System in Teaching English Speaking (A Classroom Action Research at the Seventh Grade Students of SMPN 06 Seluma in Academic Year 2020/2021)

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Wassalamu'alaikum Wr. Wb.
Dekan,

Zubaedi

Mahasiswa: Siska Fitriana
1711230125
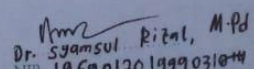Indris

Studi: Bahasa Inggris

Pembimbing I/II: Dr. Syamsul Rizal, M.Pd

Judul Skripsi: An analysis of Meta Cognitive Strategies Awareness among English Students h dealing with avestions on TOEFL

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
kamis, 18 maret 2021	CHAPTER I-II	- ganti metode - Instrument angket - metode kuantitatif - Perbaiki Teknik mengumpulkan data - sample dari 9 ke berapa	M
Rabu, 24 maret 2021	Chapter III	Research Instrument	4
Sdn	Sds	Acc	M

Bengkulu, 28/3/2021

Pembimbing I/II

Dr. Zubaedi M.Ag M.Pd
19690308199603100S

Dr. Syamsul Rizal, M.Pd
NIP 196901201999031044

Siska Fitriana

1711230125

Tadris

Bahasa Inggris

Pembimbing I/II : Dr Syamsul Rizal M.Pd

Judul Skripsi : An analysis Of Metacognitive Strategies ability among English Students in dealing with Reading questions On TOEFL

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
28 June	Chapter 4 and 5	-reduce the site of tables and Figures - Follow Format of writing a good and Correct thesis	𝖍
Tuesday, 30 June	Chapter 1-5	- Correct and replace the Correct word Choice in research question	𝖍
		- Complete and bring All Chapters 1-5	𝖍
		- look at the Preparation of the thesis, then arrange it according to the Format for the Preparation of the thesis.	𝖑

Bengkulu, July 23, 2021

Pembimbing I/II

Dr. Syamsul Rizal, M.Pd
NIP. 19690120 199903

M.Ag. M.Pd
196903081996031005

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172
Website www.iainbengkulu.ac.id

Nama Mahasiswa : Siska Fitriana
NIM : 1711230125
: Tadris
Studi : Bahasa Inggris

Pembimbing I/II : Dr. Syamsul Rizal, M.Pd
Judul Skripsi : An Analysis of Metacognitive Strategies ability among English Students in dealing with Reading question on TOEFL

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
...day, 02 July 2021	Chapter 4 and 5	- Fix bodynote Writing	
Thursday, 01 June 2021	Chapter 4 and 5	- round up the Percentage	
Friday 23/7/2021	chapter 4 V	Acc	

Bengkulu, July 23, 2021

Pembimbing I/II

Dr. Syamsul Rizal, M.Pd
NIP. 19690120199903

M. Ag. M.Pd
196903081996031005

Siska Fitriana

1711230125

Tadris

Bahasa Inggris

Pembimbing #II **ANDRI SAPUTRA M.Sc**

Judul Skripsi An Analysis of Metacognitive Strategies Awareness among English Students in Dealing with Reading Questions on TOEFL

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
January 2021	Mengantar SK Pembimbing	Chapter 1	✓
January 2021	chapter 1	specify the gap	✓
February 2021	chapter 1-2	- relate the current research with previous researcher studies - be more critical be mind with - grammar and punctuation	✓

Bengkulu, ...

Pembimbing #I

Zubaedi M.Ag. M.Pd
196903081996031005

Pembimbing #II

ANDRI SAPUTRA M.Sc
NIP 1981 06 26 2019 03 1014

Siska Fitriana

1711230125

Bahasa Inggris

Pembimbing I/II Andri Saputra M.Sc

Judul Skripsi   An analysis of Metacognitive
Strategies Ability among English Students
in dealing With Questions on TOEFL

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
February	Chapter 3	- sposify the sentences - in anguldfum - participants - go to hour to collect data with small bsize	✗
Maret	Acc Chapter 1-3	- go on to the primary supervisor	✗

Bengkulu,

Pembimbing I/II

Eubaedi M.Ag. M.Pd
196903081996031005

ANDRI SAPUTRA, M.Sc.
NIP. 199106262019031014
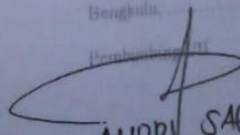
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172
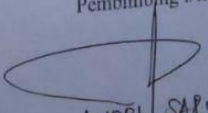Website: www.iainbengkulu.ac.id

Siska Fitriana

1711230125

Tadris

Bahasa Inggris

Pembimbing I/II : Andri Saputra M.Sc

Judul Skripsi : An analysis of Metacognitive
Strategies ability among English Students
In Dealing with reading questions on TOEFL

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
Senin 21, Juni 2021	Chapter 4 &5 add more explanation and redakbit to Previous studies		
Jumat, 25 Juni 2021	ACC		

Bengkulu, 25/06/2021

Pembimbing I/II

ANDRI SAPUTRA, M.Sc
NIP. 199106262019031014

Tubagadi M.Ag.M.Pd
196703081996031005