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**THE CORRELATION BETWEEN METACOGNITIVE KNOWLEDGE
AND STUDENTS' READING COMPREHENSION OF RECOUNT
TEXT AT TENTH GRADE OF SENIOR HIGH SCHOOL
WIDYA GRAHA PEKANBARU**



UIN SUSKA RIAU

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STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1441 H/2019 M**



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TEXT AT TENTH GRADE OF SENIOR HIGH SCHOOL
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A Thesis

Submitted in Partial Fulfillment of the Requirements for
Bachelor Degree in English Education
(S. Pd.)



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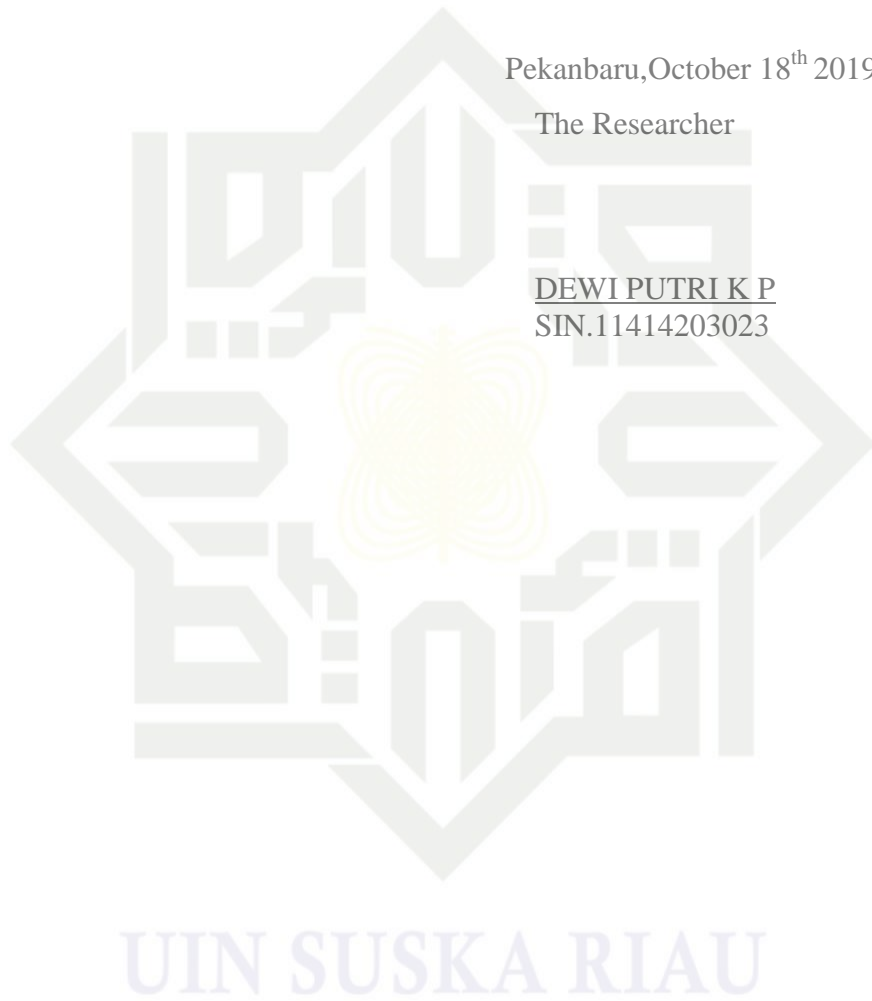
Finally, the researcher realizes that this thesis has many weaknesses. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

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Pekanbaru, October 18th 2019

The Researcher

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ABSTRACT

Dewi Putri K P, (2019): The Correlation between Metacognitive Knowledge and Students' Reading Comprehension Of Recount Text At The Tenth Grade Of Senior High School Widya Graha Pekanbaru.

This research was correlational research. There were 3 formulations of the problems, they are: (1) how is metacognitive knowledge of the tenth grade students at Senior High School Widya Graha Pekanbaru (2) how is reading comprehension of recount text of the tenth grade students at Senior High School Widya Graha Pekanbaru (3) Is there any significant correlation between metacognitive knowledge and reading comprehension of recount text of the tenth grade students at Senior High School Widya Graha Pekanbaru. There are two variables used in this research. The first is variable X (students' Metacognitive Knowledge) and the second is variable Y (students' Reading Comprehension of recount text). The subject of this research was the tenth grade students at state Senior High School Widya Graha Pekanbaru, while the object of this research is students' metacognitive knowledge and students' reading comprehension of recount text. The population of this research was 22. The researcher took all students from the total population. To collect the data, the researcher used a questionnaire to measure the students' metacognitive knowledge, and a test used to know the students' reading comprehension. The technique of analyzing data was Pearson Product Moment and it was analyzed by using SPSS 19 program. Based on the data analysis, the researcher concluded that there is a significant correlation between correlation between Metacognitive Knowledge and Students' Reading Comprehension Of Recount Text At The Tenth Grade Of Senior High School Widya Graha Pekanbaru. It was considered from sig. (2-tailed) = 0.000 that was longer than (0.05). It means that H_a is accepted and H_o is rejected. From the research findings, it shows that there is a significant correlation between Metacognitive Knowledge and Students' Reading Comprehension Of Recount Text At The Tenth Grade Of Senior High School Widya Graha Pekanbaru.

Keywords: *Correlation, Metacognitive Knowledge, Reading Comprehension*



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ABSTRAK

Dewi Putri K P, (2019): Hubungan antara Pengetahuan Metakognitif dan Pemahaman Membaca dari Teks recount pada siswa kelas X di SMA Widya Graha Pekanbaru

Penelitian ini merupakan penelitian korelasional. Terdapat 3 rumusan masalah, yaitu: (1) bagaimana pengetahuan metakognitif dari siswa kelas x di SMA Widya Graha Pekanbaru (2) bagaimana pemahaman membaca siswa di teks recount dari siswa kelas x di SMA Widya Graha Pekanbaru. (3) apakah terdapat hubungan yang signifikan antara pengetahuan metakognitif dan pemahaman membaca dari siswa kelas x di SMA Widya Graha Pekanbaru. Ada dua variable X (pengetahuan metakognitif) dan kedua variable Y (pemahaman membaca di teks recount). Subjek dari penelitian ini adalah siswa kelas X SMA Widya Graha Pekanbaru, sementara itu, objek dari penelitian ini adalah pengetahuan metakognitif dan pemahaman membaca dalam teks recount. Populasi di penelitian ini ada 22. Peneliti mengambil seluruh siswa dari keseluruhan populasi. Untuk mengambil data, peneliti menggunakan sebuah angket untuk mengukur pengetahuan metakognitif siswa, dan sebuah test digunakan untuk mengetahui pengetahuan membaca siswa. Penulis dipermudah dalam memproses data dengan sebuah aplikasi pemrosesan data yaitu SPSS 19. Berdasarkan rumus yang digunakan dalam penganalisaan data, penulis menemukan nilai dari Sig. (2-tailed) = 0.000. Ini menunjukkan nilai yang lebih rendah dari pada nilai (0.05). Hal ini mengindikasikan bahwa H_a telah diterima dan H_o telah ditolak dan ini membuktikan bahwa terdapat hubungan yang signifikan antara pengetahuan metakognitif dan pemahaman membaca dari teks recount kelas X di SMA Widya Graha Pekanbaru.

Kata kunci: *Hubungan, Metakognitif, Pemahaman Membaca*



ملخص

ديوي فوتري ك ف، (٢٠١٩): الارتباط بين المعرفة وراء المعرفي وفهم القراءة من النصوص السردية لدى التلاميذ في الصف العاشر بالمدرسة الثانوية ويديا جراحا بكنبارو

هذا البحث بحث ارتباطي. يتكون هذا البحث من ٣ أسئلة البحث، كمايلي: (١) كيف المعرفة وراء المعرفي من التلاميذ في الصف العاشر بالمدرسة الثانوية ويديا جراحا بكنبارو، (٢) كيففهم القراءة في النصوص السردية من التلاميذ في الصف العاشر بالمدرسة الثانوية ويديا جراحا بكنبارو، (٣) هل يوجد الارتباط الكبير بين ال معرفة وراء المعرفي وفهم القراءة لدى التلاميذ في الصف العاشر بالمدرسة الثانوية ويديا جراحا بكنبارو. ويتكون هذا البحث من متغيرين، وهم المتغير X (المعرفة وراء المعرفي) والمتغير Y (فهم القراءة من النصوص السردية). أفراد هذا البحث التلاميذ في الصف العاشر بالمدرسة الثانوية ويديا جراحا بكنبارو، وموضوع هذا البحث المعرفة وراء المعرفي وفهم القراءة من النصوص السردية. مجتمع هذا البحث ٢٢ تلميذا. أخذت الباحثة جميع التلاميذ من جميع مجتمعات البحث. لأخذ البيانات، استخدمت الباحثة الاستبيان لقياس المعرفة وراء المعرفي والاختبار لمعرفة فهم القراءة لدى التلاميذ. سهلت الباحثة في معالجة البيانات باستخدام برنامج معالجة البيانات وهي البرنامج الإحصائي للعلوم الإجتماعية ١٩. بناء على أسئلة البحث في تحليل البيانات، وجدت الباحثة نتيجة سيح. (٢-ذيل) = ٠,٠٠٠. يدل على هذا أن نتيجة أضغر من نتيجة (٠,٠٥). وهذا يعني H_a مقبول و H_0 مردود ويدل هذا يوجد الارتباط بين المعرفة وراء المعرفي وفهم القراءة من النصوص السردية لدى التلاميذ في الصف العاشر بالمدرسة الثانوية ويديا جراحا بكنبارو.

الكلمات الأساسية: الارتباط، المعرفة وراء المعرفي، فهمالقراءة.

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CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is an activity that needs high concentration and it will increase conversational skill of the students. It will make brain active and work better. Reading is not easy to do because in reading process the students not only reads the words, sentences, paragraphs, and text but also should understand the contents of reading. Reading without understanding is useless. That is also stated by Klingner (2007), reading comprehension is the process of conducting meaning by coordinating a number of complex processes that include word reading, knowledge, and fluency.

According to Anderson (1997), recount is a piece of texts that retells past events, usually in the order in which they happened. It might be about exciting things that happened when we were on holidays. Speaking or writing about past events is called a recount. Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience.

According to Snow (2002), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In the other hand, reading activities can support the students in learning English in some ways. For example, the students may do reading activities in order to learn the language. It is process

of working with the text. In reading process, the most important point is how the students comprehend the text.

According to Flavell (1979), defines metacognitive knowledge consists primarily of knowledge or beliefs about what factors or variables act and interact in what ways to affect the course and outcome of cognitive enterprises. There are three categories of these factors person, task, and strategy. The students necessarily need to know how to improve and use person, task, and strategy starting to read.

In Senior High School Widya Graha Pekanbaru, teaching learning process applies School Based Curriculum 2013 as their guidance in teaching learning process. In the School-Based Curriculum, there are some competence for reading skill. The indicator of reading recount text based on the syllabus are, the students are able to identification of social function, text structure, and substance of language in the daily life context. In addition, the scores of cumulative minimum standard (KKM) for the tenth grade of Senior High School Widya Graha Pekanbaru is 70. On the syllabus of the tenth grade of learning objective, the students are able to understand and comprehend the material in reading comprehension. So, the researcher focused on the recount text. Based on the rubrics of recount texts, the researcher describes the students competency of reading comprehension:

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Scores	Categories	Criteria/competency	Aspect/Generic Structure
91-100	A (Very Good)	Students are able to identify the information of recount text, to identify the social function of recount text, to identify the language features of the text, to identify the main idea of recount text, and to identify the communicative purpose of recount text very well.	Orientation (to introduce paragraph telling who, what, where, why, and when). Events (tell what happened in what sequence). Reorientation (a conclusion).
81-90	B (Good)	Students are able to identify the information of recount text, to identify the social function of recount text, to identify the language features of the text, to identify the main idea of recount text, and to identify the communicative purpose of recount text well.	Orientation (to introduce paragraph telling who, what, where, why, and when). Events (tell what happened in what sequence). Reorientation (a conclusion).
70-80	C(Sufficiently)	Students have enough skill to identify the information of recount text, to identify the social function of recount text, to identify the language features of the text, to identify the main idea of recount text sufficiently.	Orientation (to introduce paragraph telling who, what, where, why, and when). Events (tell what happened in what sequence). Reorientation (a conclusion).
0-69	D (Less)	Students have enough skill to identify the information of recount text, to identify the social function of recount text, to identify the language features of the text, to identify the main idea of recount text, and to identify the communicative purpose of recount text	Orientation (to introduce paragraph telling who, what, where, why, and when). Events (tell what happened in what sequence). Reorientation (a conclusion).

Based on the preliminary research done by interviewing the English teacher, on 21 November 2018, in Senior High School Widya Graha Pekanbaru. The teacher taught reading using recommended English learning book, and always taught the students through reading tasks that they already knew such as reading to a recount texts. However, based on the scores of cumulative minimum standard (KKM), some of students got remedial when the students were assigned and examined in reading tasks. Some of students less in

each English lesson in all skills: listening, reading, speaking, and writing. The students English language competency comprehension especially in reading comprehension still encountered in the areas of orientation, events, conclusion as stated in the above rubric.

In this case, there were some problems as mention above, the phenomena can be seen as follows:

1. Some of the students are not able to identify the information of recount text.
2. Some of the students are not able to identify the generic structure of recount text.
3. Some of the students are not able to identify the language features of recount text.
4. Some of the students are not able to identify the communicative purpose of recount text.

Based on phenomena the researcher is interested in conducting a research entitled **“The Correlation Between Metacognitive Knowledge and Students’ Reading Comprehension Of Recount Text At The Tenth Grade Of Senior High School Widya Graha Pekanbaru”**.

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B. The Problem**1. Identification of the problem**

Based on the background and supported by phenomena in the field, the problems can be identified as follow:

- a. Why are some of students not able to comprehending the text in reading comprehension?
- b. Why are some of students have limited vocabularies?
- c. Why are some of students have difficulty to identify the generic structure in recount text?
- d. Why are some of the students have low motivation in reading comprehension?

2. Limitation of the Problem

Based on the problem identified above it is clear that there are many problems in this research, the problems of this research are necessary to be limited. As a result, this research was only focuses on students' metacognitive knowledge and their reading comprehension of recount text.

3. Formulation of the Problem

The problems of this research can be formulated in the following research questions:

- a. How is metacognitive knowledge of the tenth grade students at Senior High School Widya Graha Pekanbaru?
- b. How is reading comprehension of recount text of the tenth grade students at Senior High School Widya Graha Pekanbaru?

- c. Is there any significant correlation between metacognitive knowledge and reading comprehension of recount text of the tenth grade students at Senior High School Widya Graha Pekanbaru?

C. The Objective and Significance of the Research

1. Object of the Research

- a. To find out students' metacognitive knowledge at the tenth grade of Senior High School Widya Graha Pekanbaru.
- b. To find out students' reading comprehension of recount text at the tenth grade of Senior High School Widya Graha Pekanbaru.
- c. To find out whether there is a significant correlation between metacognitive knowledge and students' reading comprehension at the tenth grade of Senior High School Widya Graha Pekanbaru.

2. Significance of the Research

- a. Hopefully, the research is very meaningful that the researcher as a novice researcher in term of learning to conduct a research.
- b. This research gives information for the students to increase their metacognitive knowledge and motivate the students to be interested.
- c. These research findings are also expected to give the positive contribution or information to the tenth grade students of Senior High School Widya Graha Pekanbaru.

- d. Finally, these research finding are also expected to be the practical and theoretical information to development of the theories on language teaching in general.

D. The Definition of Term

These are so many terms that are applied in this research. The researcher provides the definition of all the terms as follows:

1. Correlation

According to Creswell (2012), the correlation is a statistical test to determine the tendency or pattern for two (more) variables or two sets of data to vary consistently. Identified as X and Y, with X values represented on the horizontal axis, and Y values represented on the vertical axis. A single point indicates where the X and Y scores interest for one individual. In this research, correlation refers to determine the correlation between Metacognitive knowledge and reading comprehension.

2. Metacognitive Knowledge

Flavell (1979), defines metacognitive knowledge consists primarily of knowledge or beliefs about what factors or variables act and interact in what ways to affect the course and outcome of cognitive enterprises. There are three categories of these factors person (believe about student ability to achieve specific learning goals/oneself as a learner), task (factors that might impact performance), and strategy (when and why use strategy).

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3. Reading Comprehension

According to Snow (2002), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language which consists of three elements: the reader, the text, and the activity or purpose for reading. It means that reading comprehension is not simple process. Readers need their metacognitive knowledge about text and understanding components include in texts to build their comprehension. In this research, reading comprehension means that the students' comprehension in recount text.

4. Recount Text

According to Anderson (1997), recount is a piece of texts that retells past events, usually in the order in which they happened. The aim of the text is retell the past event or to tell someone's experience in chronological order. It might be about exciting things that happened when we were on holidays.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Nature of Reading Comprehension

According to Snow (2002), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. She used the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements:

- a. The students who is doing the comprehending
- b. The text that is to be comprehended
- c. The activity in which comprehension is a part

According to Klingner (2007), reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). It means that reading comprehension is not a simple process. In reading comprehension, the readers need their prior knowledge about the text to build their comprehension. Reading comprehension is not a unitary construct but a complex skill dependent on a number of cognitive processes. To understand written text, a child needs

to decode printed words and to access their meanings relevant background knowledge needs to be activated, and inferences have to be generated as information is integrated during the course of reading.

In addition, control processes monitor both ongoing comprehension and the internal consistency of text, allowing the reader to initiate repair strategies if comprehension breakdown is detected (at the simplest level, re-reading a section of the text). The complexity of reading comprehension presents challenges for assessment, especially as many of the cognitive processes that contribute to reading comprehension are covert and therefore cannot be directly observed or measured. To understand the natural problems of reading comprehension, it requires to have available appropriate data identifying, which readers can successfully undertake reading activities. Moreover, students should be able to recognize the topic, to identify genre text, and to identify the purpose of the text, and the ideas of the author.

Based on the explanation above, the reader aims at findings specific information of the text. At the critical comprehension, the readers compare and conclude their own knowledge and values with the text. Meanwhile, appreciative comprehension brings the reader to go within an emotional response from a text. Irwin (2008: 7), stated that reading comprehension is an active process in which each reader brings his or her individual attitudes, interest, expectation, skills, and prior knowledge.

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Based on the definition of reading comprehension above, the researcher concludes that reading comprehension is a complex process in term of constructing the meaning in purposes to know what the text talks about. When readers read, they will make a connection between their background knowledge and the new information from the text. Reading needs comprehension on it, so the readers need to connect their background knowledge with the text that they read. So, good comprehend have learned that they have control of the reading process.

2. The Assessment of Reading Comprehension

Reading comprehension refers to a student's ability to understand the meaning of a text. Thus, student assessment for reading refers to the evaluation of an individual's ability to understand text. Some believe a reading can ask simple recall questions to see if a student has understood what was read. Hasibuan and Ansyari (2007), stated that reading comprehension is very difficult to assess accurately. But if the students are able to achieve the goal, it means that assessment of reading ability needs to be correlated with purpose of reading. By reading, people may get a lot of information. The more information students will get. Reading also makes someone smarter and more creative.

Furthermore, Brown (2003), mentioned there are four types of reading performance which are typically identified, and these will serve as organizers of various assessment tasks, such as *perceptive*, *selective*, *interactive*, and *extensive*. *Perceptive* in which emphasize letters, words,



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punctuation, and other graphemic symbols. *Selective*, it is focused on ascertaining one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, such as picture cued-task, matching, true/false, and multiple choice. Then, *interactive*, stretching of language of several paragraphs or more in which the reader must, in a psycholinguistic sense. Meanwhile, in *extensive*, applies to texts of more than a page, up to and including professional articles, essays, books, etc. There are several kinds of test to measure students' reading comprehension especially in the level of interactive reading type, since the test-takers are senior high school students. The kinds of tests as follows:

a. Cloze Tasks

Cloze task is ability to fill in gap in an incomplete text with a calculate guess, using linguistic expectancies, background experiences and some strategic competence. So, in cloze task, test-taker have to fill incomplete text with appropriate words.

b. Impromptu Reading Plus Comprehension Questions

In this activity, there will be reading comprehension passages followed by some questions in form of multiple-choice question. The questions cover these features of comprehension:

- 1) Main Idea (topic)
- 2) Expression/idioms/Phrases in context
- 3) Inference

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- 4) Grammatical features
- 5) Detail
- 6) Excluding fact not written
- 7) Supporting ideas
- 8) Vocabulary in context

c. Short-Answer Tasks

In this activity, there will be reading passages followed by some questions which must be answered in sentences. Questions might cover the same specifications indicated above, but it is in form of open-ended questions.

d. Editing

In this activity, test-taker have to detect grammatical or rhetorical errors in passages of 300 to 300 words.

e. Scanning

In this activity, test-taker will be given texts (can be in form of prose or something in chart or graph) and it requires rapid identification of relevant information.

f. Ordering Tasks

In this activity, test-taker will be given some sentences and need to assemble it into a story.

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g. Information Transfer: Reading Charts, Maps, Graphs, Diagram

In this activity, test-taker will be given such as charts, maps, graphs, or diagram and need to interpret the information include there.

Based on explanation above. Thus, in this research, the researcher used impromptu reading plus comprehension questions and multiple-choice tasks in assessing students' reading comprehension by considering its function and features include.

3. The Nature of Metacognitive Knowledge

According to Händel (2013), metacognitive knowledge refers to the knowledge about memory, comprehension, and learning processes that an individual can verbalize. Metacognitive help the students to use appropriate in comprehend the text and also help the students to control and evaluate their own learning process. Thus, it includes knowledge about the strengths and weaknesses of one's own memory and learning, about cognitive requirements of tasks (i.e., their complexity and difficulty) as well as knowledge about ways and means of attaining cognitive learning and achievement goals.

Brown in Van Velgen (2016), described metacognitive knowledge as knowledge of one's own cognitive process in the context of learning as the kind of information learners processes about themselves (personal characteristic likes tendency to begin with learning too late, the ability to memorize) and about learning context (knowledge about learning tasks and study and memorization techniques).

In conclusion, metacognitive knowledge is the students know about their ability in academic learning. In applying metacognitive, the students are expected to work autonomously or without any help from others and supposed to get better result of their study, in this case including reading comprehension.

4. The Assessment of Metacognitive Knowledge

According to Flavel (1979), metacognitive knowledge refers to knowledge about three categories processes that is explained in the follow:

a. Person

Person knowledge includes specific knowledge students have acquired about how the above factors apply in their experience. Students may also have acquired (person) knowledge about their proficiency in a given area, based on assessments students have made or received about their skills Language students, for example, will have some notion of how well they read, write, how much grammar they know. Further, person knowledge includes what learners believe about their effectiveness as learners in general, likes self-efficacy beliefs about their ability to mobilize and manage the resources necessary to learn and to sustain the effort. Finally, person knowledge refers to beliefs about their ability to achieve specific learning goals, such as the knowledge or skills.



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b. Task

It refers to what learners know about the purpose of a task and how it will serve their language learning needs, for example, expand vocabulary and develop fluency in oral communication. It also includes knowledge that is the outcome of a classification process that determines the nature of a particular task. This may mean understanding that learning to read is different from learning to write or being able to distinguish a creative thinking task from a problem solving task. Finally, task knowledge includes information about the task's demands, how to learn general, how to go about doing a particular task, and the knowledge and skills needed to do so.

c. Strategic

Strategic refers to general knowledge about what strategies are, why they are useful, and specific knowledge about when and how to use them. According to Vandergrift (2012), metacognitive knowledge involves three distinct and highly interactive knowledge:

- a. Person knowledge: Knowledge about how particular individual learns and the various factors that affect that individual's learning. Include what we know about ourselves as students and the beliefs we have about what leads to success or failure in learning. It is knowledge about person strength and weakness.
- b. Task knowledge: Knowledge about to purpose, demands, and nature of learning tasks. It includes knowing how to approach and

complete a real-life listening task, knowing about features of different types of spoken test.

- c. Strategy knowledge: To knowing which strategies can be used to accomplish a specific goal, be it achieving comprehension in a specific communicative context or importing.

In this research, the researcher adapted the instrument from Flavell (1979). The researcher modified the instrument by adding the scale 1-5.

d. The Nature of Recount Text

According to Anderson (1997), a recount is a piece of text that retells past events, usually in the order in which they happened. It might be about exciting things that happened when we were on holidays. Speaking or writing about past events is called a recount. Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience.

There is no complication among the participants and that differentiate it from narrative. Something which happened in the past is the main resource to compose both recount and narrative text. In the writer's point of view the thing is an experience. It can be what the writer has done, heard, read, or felt. Composing recount and narrative is retelling the experiences of the past event to be a present event. The easiest way to catch the difference is analyzing the generic structure. Recount text presents the past experiences in the order of time or place, what happened on Sunday, then on Monday, then on Tuesday. In simple

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way, recount describes series of events in detail. It does not expose the struggle on how to make them happen. The event happened smoothly.

In the other line, the purpose of a recount is to give the audience a description of what occurred and when it occurred. The common examples of recount text types are: newspaper reports, conversation, speeches, television interviews, eyewitness accounts, and letters. Recounts begin by telling the reader who was involved, what happened, where this event took place and when it happened. This is called the orientation. The sequence of events is then described in some sort of order (e.g. time). There may be a reorientation at the end which summarizes the event. The steps for constructing a written recount are:

- a. The first paragraph that gives background information about who, what, where, and when (called orientation).
- b. A series of paragraphs that retell the events in the order in which they happened.
- c. A concluding paragraph, the steps for constructing a recount text stated by Anderson above are called generic structure. There is also another thought in giving the characteristics or generic structure of recount text type, those are:
 1. Orientation: introducing the participants, place and time.
 2. Events: describing series of events that happened in the past.
 3. Reorientation: stating personal comment of the writer to the story, it is optional.

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According to Andersons (1997), the language features usually found in a recount are proper nouns to identify those involved in the text; descriptive words to give details about who, what, when, where, and how; the use of the past tense to retell the events; and words that show the order of events (for example, first, next, then). Simply, the language features of a recount text are:

- 1) Introducing personal participant: I, my group, etc.
- 2) Using chronological connection: Then, first, etc.
- 3) Using linking verbs: Was, were, saw, heard, etc.
- 4) Using action verbs: Look, go, change, etc.
- 5) Using simple past tens

e. **Correlation Between Metacognitive Knowledge and Reading Comprehension**

Reading comprehension is complex skill that requires an active interaction between text elements and the students. The students is an active participant with a text and the students make sense of how ideas based on the text relate to one another by interpretive interactions between what the reader gleans from the text and what the reader already knows. From the statement, it is clearly understood that comprehension is the most important in reading. Since comprehension of the text is the ultimate goal in reading. Understanding comprehension processes is crucial to the study of reading.

Following Flavell's theoretical composition, the present study represents metacognitive knowledge in reading as person, task and strategy variables. Specifically person knowledge refers to one's self-awareness of own reading strengths or weaknesses and how the motivational characteristics such as self-efficacy, goal setting and interest affect his/her own reading process. Task knowledge refers to readers' knowledge about various task demands and purposes of reading. Strategy knowledge includes knowledge of strategies of how readers plan, monitor and regulate their reading. As task knowledge and strategy knowledge are related to each other and hard to distinguish. Vandergrift (2006), they are merged into the category of strategy knowledge in operation in the present study. The increasing influence of metacognitive knowledge on reading comprehension seems to provide evidence for the threshold hypothesis which holds that a learner's reading ability cannot be transferred to reading in his/her language knowledge remains below a threshold level. That is, the learner's reading ability is short circuited by his/her low proficiency. In Schoonen (1998), metacognitive knowledge played amore significant role in grade 10 than in grade 8. This seemed to indicate that as students' language knowledge increases they are more capable of utilizing metacognitive knowledge.

Zhang (2010), found a strong relationship between metacognition and successful reading comprehension, and the successful students differ from the less succesfull students in the amount of the metacognitive

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knowledge they possess. However, Pang (2006), found that poor readers used more types of metacognitive knowledge than good readers.

B. The Relevant Research

1. A research by Setiani (2017), entitled “The Correlation Between Metacognitive Knowledge and Their Listening Comprehension at Vocational High School Telkom Pekanbaru”. This study aimed to investigate correlation between Metacognitive Knowledge to the students Listening Comprehension. The researcher used quantitative data analysis. The data was collected by using questionnaire and test. The result showed that there was a positive and significant relationship.
2. A research by Dian Utari (2016), in his research entitled “The Correlation between Metacognitive awareness and Reading Comprehension Achievement of the eleventh grade students of SMA N 1 SP Padang. The writers concluded that significant correlation between metacognitive awareness strategy and reading comprehension achievement of the eleventh grade students of SMAN 1 SP Padang.

In conclusion, this research was similarities and differences with the research above. The similarities between this research and relevant are the X variable ‘Metacognitive Knowledge’. The differences between research and the relevant research are both of the Y variables such as Listening Comprehension, Reading Comprehension Achievement. It means they do not focus on correlation between Metacognitive Knowledge and Students’ Reading Comprehension Of Recount Text.

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C. Operational Concept

As stated by Zulhidah (2014), operational definitions/concepts used to define special terms used in the research. It means define term on introduction should completed on review of related literature. That all related theoretical frameworks can be operated in the operational concept.

Based on the statement above, the researcher concludes that there are some indicator needed to be operated in operational concept.

1. Variable X, according to Flavell (1979) metacognitive knowledge consists three processes:
 - a. **Person**
 1. Students have acquired and begin to create their goals.
 2. Students beings learn and process information.
 - b. **Task**
 1. The students know about the purpose of a task.
 2. The students serve their language learning needs.
 - c. **Strategic**
 1. Students know what strategies to use by searching the solution.
 2. Students know what appropriate to use strategies searching the solution.

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2. Variable Y, the indicators of reading comprehension:
 - a. The students are able to find main idea in the text.
 - b. The students are able to find specific information in the text.
 - c. The students are able to understand the meaning of phrases and words in the text.
 - d. The students are able to determine the information provided either it is correct or incorrect in the text.

D. The Assumption and the Hypothesis of the Research**1. The Assumption**

The assumption of this research: if the students have good metacognitive knowledge, their reading comprehension of recount text will be improved.

2. The Hypothesis

H_0 : There is no significant correlation between students' metacognitive knowledge and their reading comprehension of recount text.

H_a : There is a significant correlation between students' metacognitive knowledge and their reading comprehension of recount text.

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CHAPTER III

RESEARCH METHOD

A. The Research Design

This research is a correlation explanatory research. According to Creswell (2012), an explanatory research design is a correlation design in which the researcher is interested in the extent to which two variables. There were two variables in this research, they were metacognitive knowledge and students' reading comprehension at recount text. Metacognitive Knowledge was independent variable symbolized by X and the students' reading comprehension at recount text was a dependent variable symbolized by Y.

B. Time and Location of the Research

The research was conducted on May 2019 at Senior High School WidyaGraha Pekanbaru which is located at Banda Aceh Gg Nangka, Tangkerang Utara, Pekanbaru.

C. The Subject and the Object of the Research

The Subject of this research was the tenth grade students of Senior High School WidyaGraha Pekanbaru. Furthermore, the object of the research was metacognitive knowledge and reading comprehension at recount text.

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D. The Population and Sample of Research

1. Population

According to Creswell (2012), population is a group of individual who have the same characteristic". The population of this research was the students at the Tenth Grade of Senior High School WidyaGraha Pekanbaru. The number of students at the Tenth Grade of Senior High School were 22 students.

Table III.I
The Population of the Research

No	Class	Total		Total Population
		Male	Female	
1	X IPA	14	8	22
Total				22

2. Sample of the Research

In this research, the researcher was all responsible. So the total sample that the researcher was 22 students as the sample. Technique for sampling is total population sampling.

E. Technique of Collection Data

In order to get some data needed to support this research, the researcher applied the techniques as follow:

1. Questionnaire

According to Cohen (2007), said that questioner is a widely used and useful instrument to collecting survey information, providing structured, often numeric data, being able to be administered without the presence of the researcher, and often being comparatively straight forward to analyze.

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The questionnaire is administered in Indonesian to avoid confusion from students. According to Gay (2012), a rating scale provides description of performance or preference and requires the individual to check the most appropriate description. The scale used in the questionnaire is Rating scale.

Table III.2
Blue Print of Metacognitive Knowledge

No	Kinds of question	Items
1.	Person	1,3,4,8,11,20
2.	Task	2,6,12,15,16,17,18
3.	Strategic	5,7,9,10,13,14,19

Table III.3
Rating Scale

Always	Almost always	About half the time	Rarely	Never
5	4	3	2	1

Riduwan(2011), indicated the scale to classify the gained percentage of questionnaire as follows:

Table III.4
Percentage of Questionnaire

No	Percentage	Category Level
1	81% -100%	Very High
2	61% -80%	High
3	41% -60%	High Enough
4	21% -40%	Low
5	0% -20%	Very Low

2. Test

The test was conducted by providing 20 multiple choice test which is intended to find out students' reading comprehension. The provided items of questions created by on the syllabus at tenth grade of Senior High School Widya Graha Pekanbaru.

Table III.5
Blue Print of Reading Comprehension

No	Indicators	Numbers
1.	Finding the main idea	1,8,12,14
2.	The students can find specific information.	2,3,4,7,11,13
3.	The students can understand the meaning of phrases and words in a sentence.	5,6,9,10
4.	The students can determine the information provided either it is correct or incorrect according to the text.	15,16,17,18,19,20

According to Arikunto (2002), state 5 category of students achievement as described in following table:

Table III.6
The Category of Students' score on the Reading Test

No	Score	Category
1.	80-100	Very High
2.	66-79	High
3.	56-65	Medium
4.	46-55	Low
5.	0-45	Very Low

3. Validity

To obtain the data from the respondents, the researcher made try out the questionnaire to determine the validity and reliability of the instruments.

a. Validity of Questionnaire

According to Gay (2012), validity refers to the degree to which a test measures what it is supposed to measure and, consequently, permits appropriate interpretation of scores. Thus, the validity of instrument is device used to get the valid data. Those means that the instrument can be used to measure what should to be measured. There are four kinds of validity. They are content validity, criterion related validity, construct validity, and consequential validity. According to Gay (2012), construct validity is the most important form of validity because it asks the fundamental validity question. The researcher

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findings about the questionnaire use construct validity because make questionnaire based on theory.

To analyze the validity of the questionnaire, the researcher used SPSS 19 program. The researcher tried out 22 students by using *Product Moment Pearson Correlation Formula*. Then the researcher compared r_o and r_{table} . If $r_o > r_{table}$ it means that each question of variable was valid.

Table III.7
An Analysis of Metacognitive Knowledge
Questionnaire Validity

No.	R_o	R_{table}	Result
1.	0.666	0.514	Valid
2.	0.620	0.514	Valid
3.	0.687	0.514	Valid
4.	0.726	0.514	Valid
5.	0.680	0.514	Valid
6.	0.575	0.514	Valid
7.	0.647	0.514	Valid
8.	0.548	0.514	Valid
9.	0.730	0.514	Valid
10.	0.728	0.514	Valid
11.	0.747	0.514	Valid
12.	0.739	0.514	Valid
13.	0.577	0.514	Valid
14.	0.787	0.514	Valid
15.	0.635	0.514	Valid
16.	0.775	0.514	Valid
17.	0.521	0.514	Valid
18.	0.769	0.514	Valid
19.	0.780	0.514	Valid
20.	0.542	0.514	Valid

Based on the table above, it shows that 20 items were valid. It means that there are 20 items that can be used in this research.

b. Validity of Reading Comprehension of Recount Text

Creswell (2012), described that content validity is the extent to which the questions on the instrument and the scores that could be asked about the content or skills. Based on theory explained, the test

used to the students' reading comprehension of recount text should be valid and reliable. In this research, the researcher used content validity because make the test based on students material. To analyze the validity of the test, the researcher used SPSS 19 program. The researcher tried out 22 students by using *Product Moment Pearson Correlation Formula*. Then the researcher compared r_o and r_{table} . It means that each question of variable was valid.

Moment Pearson Correlation Formula. Then the researcher compared r_o and r_{table} . It means that each question of variable was valid.

Table III.8
Analysis of Reading Comprehension of Recount Text
Test Validity

No.	R_o	R_{table}	Result
1.	0.724	0.514	Valid
2.	0.751	0.514	Valid
3.	0.577	0.514	Valid
4.	0.724	0.514	Valid
5.	0.522	0.514	Valid
6.	0.646	0.514	Valid
7.	0.740	0.514	Valid
8.	0.603	0.514	Valid
9.	0.687	0.514	Valid
10.	0.769	0.514	Valid
11.	0.861	0.514	Valid
12.	0.724	0.514	Valid
13.	0.653	0.514	Valid
14.	0.724	0.514	Valid
15.	0.769	0.514	Valid
16.	0.584	0.514	Valid
17.	0.577	0.514	Valid
18.	0.543	0.514	Valid
19.	0.690	0.514	Valid
20.	0.579	0.514	Valid

Based on the table above, it shows that 20 items were valid. It means that there are 20 items that can be used in this research.

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4. Realibility

a. Realibility of the Questionnaire

Brown (2004), says that realibility has to do with accuracy of measurement. This kind of accuracy was reflected in obtaining of similiar results when measurement was repeated on different occasion or with different instruments or by different person. The characteristic of realibility was sometimes termed consistency. To obtain the realibility of the test given, the researcher used the SPSS 19 to find out whether the test is reliable or not. The following table is the level of internal consistency of Croanbach Alpha:

Table III.9
The Alpha Coefficients

Croanbach Alpha	Internal Consistency
>0.90	Very Highly Reliable
0.80-0.90	Highly Reliable
0.70-0.79	Reliable
0.60-0.69	Marginally/Minimally Reliable
<0.60	Unacceptably Low Reliability

To obtain the reliability of the questionnaire given, the researcher used SPSS 19 program to find out whether the questionnaire was reliable or not.

Table III.10
Cronbach's Alpha Table
Reliability Statistics

Cronbach's Alpha	N of Items
0.830	20

From the table above, it could be seen that the reliability analysis yielded a Cronbach's Alpha of 0.830. It means that the reliability of the questionnaire was very highly reliable.

b. Reliability of Reading Comprehension of Recount Text

Variable Y (Reading Comprehension of Recount Text), the researcher also used the following table to determine the level of reliability of Reading Comprehension of Recount Text. The researcher computed the data by using SPSS 19.

Table III.11
Cronbach's Alpha Table
Reliability Statistics

Cronbach's Alpha	N of Items
0.707	20

From table above, it could be seen that the reliability analysis yielded a Cronbach's Alpha of 0.707. It means that the reliability of the test was categorized reliable.

F. The Technique of Analyzing the Data

According to Hartono (2007), if the variables are connected in interval form and the spread of the data is normal distribution, so the suitable formula is product moment relationship. In analyzing the data of students' metacognitive knowledge and reading comprehension, the researcher analyzed it statistically.

The researcher uses the Pearson Product Moment Correlation (Hatch and Farhady, 1982; Coolidge, 2000) asserted that Pearson Product Moment



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correlation is used to measure the strength of a relationship between two variables.

Meanwhile, in order to analyze the data, the researcher used SPSS 19. The product moment correlation coefficient is obtained by considering the degree of freedom ($df = N - nr$; ($N = \text{number of sample}$ and $nr = \text{number of variable}$)). Statistically the hypotheses are:

$$H_a : r_o > r_{table}$$

$$H_o : r_o \leq r_{table}$$

H_a is accepted if $r_o > r_{table}$ or there is a significant correlation between the students' metacognitive knowledge and their reading comprehension.

H_o is accepted if $r_o \leq r_{table}$ or there is no significant correlation between the students' metacognitive knowledge and their reading comprehension.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on what has been discussed as well as presented in the previous chapter, the conclusion that can be taken for this research as follows:

1. The mean score of the students' Metacognitive Knowledge at Senior High School Widya Graha Pekanbaru was 73.80 which was categorized into high level.
2. The mean score of the students' Reading Comprehension of Recount Text at Senior High School Widya Graha Pekanbaru was 72 which was categorized into high level.
3. There is a significant correlation between Metacognitive Knowledge and Students' Reading Comprehension Of Recount Text At The Tenth Grade Of Senior High School Widya Graha Pekanbaru.

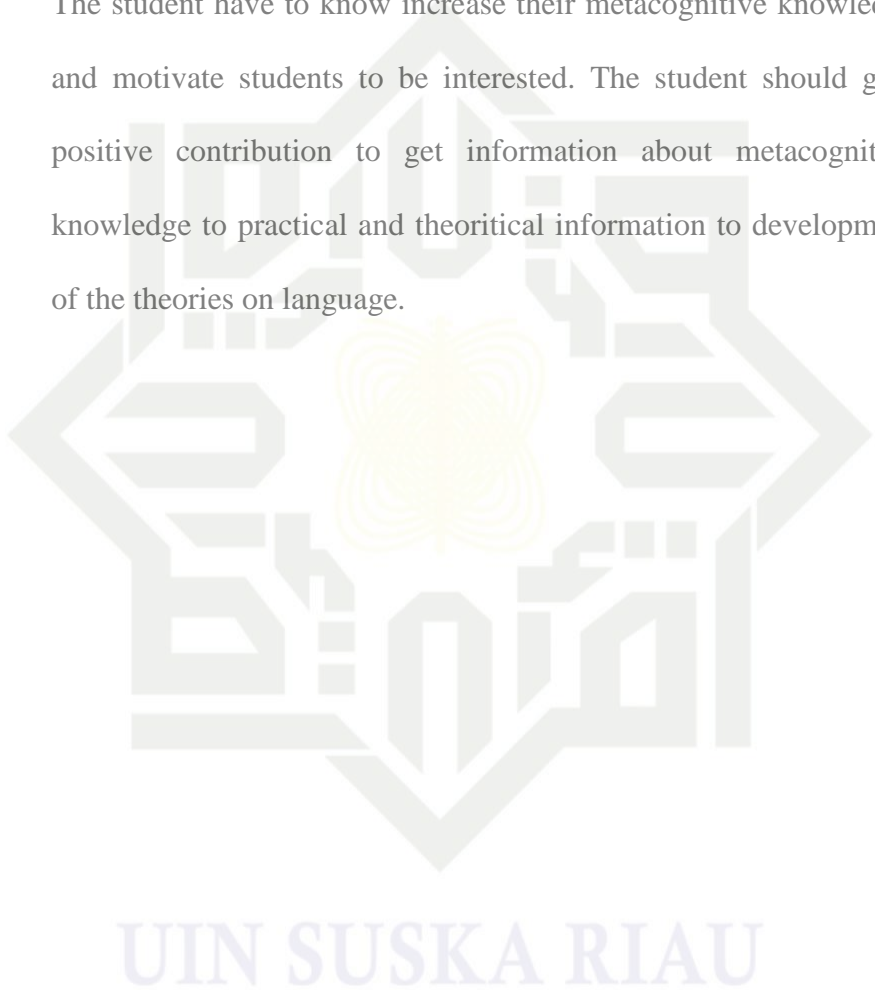
B. Suggestion

1. For the Teacher

The researcher suggested for teacher to be meaningful about in term of learning also help teacher to know about ability student. The teacher should development practical and theoretical information on language.

2. For the Students

The student have to know increase their metacognitive knowledge and motivate students to be interested. The student should give positive contribution to get information about metacognitive knowledge to practical and theoritical information to development of the theories on language.



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Bahasa Inggris Umum

Satuan Pendidikan : SMA/MA
 Kelas : X (Sepuluh)
 Kompetensi Inti :

KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: subjective, objective, possessive)	<ul style="list-style-type: none"> • Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan - Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>) - Subjek Pronoun: <i>I, You, We, They, He, She, It</i> - Kata ganti possessive <i>my, your, his, dsb.</i> - Kata tanya <i>Who? Which? How? Dst.</i> 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan penting dan perbedaan antara beberapa cara yang ada - Menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal. - Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya
1. Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		



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 b. Pengutipan tidak merugikan kepentingan umum yang wajar UIN Suska Riau.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
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2. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), serta menanggapi, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman dan orang lain. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (<i>extended</i>) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar - Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, n mengidentifikasi persamaan dan perbedaannya - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar
3. Menerapkan fungsi sosial, struktur	<ul style="list-style-type: none"> • Fungsi Sosial 	<ul style="list-style-type: none"> - Mencermati beberapa contoh interaksi terkait niat melakukan suatu



	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>1. Hak Cipta Dilindungi Undang-Undang</p> <p>3. Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be going to, would like to</i>)</p>	<p>Menyatakan rencana, menyarankan, dsb.</p> <ul style="list-style-type: none"> • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan atau di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan pernyataan niat yang sesuai, dengan modal <i>be going to, would like to</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <ul style="list-style-type: none"> Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI 	<p>tindakan/kegiatan dalam/dengan tampilan visual (gambar, video)</p> <ul style="list-style-type: none"> - Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya - Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan - Bermain game terkait dengan niat mengatasi masalah - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar.
<p>4. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	<p>4.1.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana</p>	<ul style="list-style-type: none"> • Fungsi Sosial <ul style="list-style-type: none"> Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • Struktur Teks <ul style="list-style-type: none"> Dapat mencakup <ul style="list-style-type: none"> - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan istilah terkait dengan 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan



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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
6. Cara benar dan sesuai konteks	<p><i>their</i>, dsb.</p> <ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia <i>Layout</i> dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik. 	
6. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense vs present perfect tense)	<ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interrogative dalam <i>simple past tense</i>, <i>present perfect tense</i>. - Adverbial dengan <i>since</i>, <i>ago</i>, <i>now</i>; klausa dan adverbial penunjuk waktu - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a</i>, <i>the</i>, <i>this</i>, <i>those</i>, <i>my</i>, <i>their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat - Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut - Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait. - Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung - Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut - Melakukan refleksi tentang proses dan hasil belajar
6. Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang		



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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>7.1.1.1 benar dan sesuai konteks</p> <p>7.1.1.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya</p> <p>7.1.1.3 Teks recount – peristiwa bersejarah</p> <p>7.1.1.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah</p> <p>7.2.1 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>termuat di KI</p> <ul style="list-style-type: none"> • Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> - orientasi - urutan kejadian/kegiatan - orientasi ulang • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan - Adverbia penghubung waktu: <i>first, then, after that, before, when, at last, finally,</i> dsb. - Adverbia dan frasa preposisional penunjuk waktu - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks - Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks - Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya - Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia - Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.
<p>8.1.1 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi</p>	<ul style="list-style-type: none"> • Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil 	<ul style="list-style-type: none"> - Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>8. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat</p>	<p>teladan</p> <ul style="list-style-type: none"> • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> - Orientasi - Komplikasi - Resolusi - Orientasi ulang • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat-kalimat dalam <i>simple past tense</i>, <i>past continuous</i>, dan lainnya yang relevan - Kosakata: terkait karakter, watak, dan setting dalam legenda - Adverbia penghubung dan penunjuk waktu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Didiktekan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada - Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi - Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan - Melakukan refleksi tentang proses dan hasil belajar.
<p>9. Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p> <p>9. Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<ul style="list-style-type: none"> • Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<ul style="list-style-type: none"> - Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda - Mengambil teladan dari pesan-pesan dalam lagu - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya

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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
© Hak cipta milik UIN Suska Riau	<ul style="list-style-type: none">• Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI	



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Mark the appropriate statements below with a sign (O) on the appropriate options. There is no correct and incorrect answer because these are based on the student's knowledge.

- (Tidak Pernah)
- (Jarang)
- (Ragu-ragu)
- (Hampir selalu)
- (Selalu)

No.	Statements	Options
1.	Before I start to read, I have a plan in my head for how I am going to read. (sebelum saya mulai membaca, saya berencana untuk bagaimana saya akan mendengarkan)	1 2 3 4 5
2.	I focus harder on the text when I have trouble understanding. (saya fokus pada teks yang lebih sulit ketika saya sulit memahaminya)	1 2 3 4 5
3.	I find that reading is more difficult than listening, speaking, or writing in English. (saya fikir bahwa membaca itu lebih sulit daripada mendengarkan, berbicara, atau menulis dalam Bahasa Inggris)	1 2 3 4 5
4.	I translate in my head as I read (saya menerjemahkan sebagaimana saya membaca)	1 2 3 4 5
5.	I use the words I understand to guess the meaning of the words I do not understand (saya menggunakan kata-kata yang saya mengerti untuk menebak arti dari kata-kata yang saya tidak pahami)	1 2 3 4 5
6.	When my mind wanders, I recover my concentration right away. (ketika pikiran saya kemana-mana, saya	1 2 3 4 5



<p>17. membaca) 1. Diarahkan untuk menggunakan ide umum dari teks untuk membantu saya dalam menebak kata yang tidak saya mengerti)</p>	<p>17. Use a general idea of the text to help me guess the meaning of the words that I don't understand. 1. Diarahkan untuk menggunakan ide umum dari teks untuk membantu saya dalam menebak kata yang tidak saya mengerti)</p>	<p>1 2 3 4 5</p>
<p>18. translate word by word, as I read</p>	<p>18. When I translate word by word, as I read</p>	<p>1 2 3 4 5</p>
<p>19. When I guess the meaning of a word, I think of anything else that I have heard, to see if my guess makes sense.</p>	<p>19. When I guess the meaning of a word, I think of anything else that I have heard, to see if my guess makes sense.</p>	<p>1 2 3 4 5</p>
<p>20. I have a goal in my mind as read.</p>	<p>20. I have a goal in my mind as read.</p>	<p>1 2 3 4 5</p>

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- (Tidak Pernah)
- (Jarang)
- (Ragu-ragu)
- (Hampir selalu)
- (Selalu)

No.	Statements	Options
1.	Before I start to read, I have a plan in my head how I am going to read. (sebelum saya mulai membaca, saya berencana bagaimana saya akan mendengarkan)	1 2 3 (4) 5
2.	I focus harder on the text when I have trouble understanding. (saya fokus pada teks yang lebih sulit ketika saya sulit memahaminya)	1 2 3 (4) 5
3.	I find that reading is more difficult than listening, speaking, or writing in English. (saya fikir bahwa membaca itu lebih sulit daripada mendengarkan, berbicara, atau menulis dalam Bahasa Inggris)	1 2 (3) 4 5
4.	I translate in my head as I read. (saya menterjemahkan sebagaimana saya membaca)	1 (2) 3 4 5
5.	I use the words I understand to guess the meaning of the words I do not understand. (saya menggunakan kata kata yang saya mengerti untuk menebak arti dari kata yang saya tidak pahami)	1 2 3 4 (5)
6.	When my mind wanders, I recover my concentration right away. (ketika pikiran saya kemana-mana, saya	1 (2) 3 4 5

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<p>1. Dianggap kembali konsentrasi saya) I read, I compare what I understand with what I know about the topic</p>	<p>1 2 3 4 5</p>
<p>2. Dianggap bahwa pemahaman dalam Bahasa Inggris adalah sesuatu yang menakutkan bagi saya)</p>	<p>1 2 3 4 5</p>
<p>3. Saya menggunakan pengalaman dan pengetahuan saya untuk membantu saya dalam memahami)</p>	<p>1 2 3 4 5</p>
<p>4. Sebelum membaca, saya fikir teks yang sama yang pernah saya dengarkan)</p>	<p>1 2 3 4 5</p>
<p>5. Saya menerjemahkan kata kunci seperti yang saya baca)</p>	<p>1 2 3 4 5</p>
<p>6. Saya mencoba untuk kembali kejalur ketika saya kehilangan konsentrasi)</p>	<p>1 2 3 4 5</p>
<p>7. Ketika saya membaca, saya segera menginterpretasikan jika saya sadar bahwa itu tidak benar)</p>	<p>1 2 3 4 5</p>
<p>8. Setelah membaca, saya berfikir kembali untuk melakukan apa yang saya lakukan itu berbeda di kemudian hari)</p>	<p>1 2 3 4 5</p>
<p>9. Ketika saya membaca, saya bertanya pada diri saya sendiri apakah saya puas dengan tingkat pemahaman saya)</p>	<p>1 2 3 4 5</p>
<p>16. Ketika saya kesulitan dalam memahami apa yang saya baca, saya menyerah dan berhenti</p>	<p>1 2 3 4 5</p>

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b. Pengutipan tidak merugikan kepentingan akademik yang wajar UIN Suska Riau.

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(Tidak Pernah)

(Jarang)

(Ragu-ragu)

(Hampir selalu)

(Selalu)

No.	Statements	Options
1.	Before I start to read, I have a plan in my head about how I am going to read. (sebelum saya mulai membaca, saya berencana bagaimana saya akan mendengarkan)	1 2 <input checked="" type="radio"/> 3 4 5
2.	I focus harder on the text when I have trouble understanding. (saya fokus pada teks yang lebih sulit ketika saya sulit memahaminya)	1 2 3 4 <input checked="" type="radio"/> 5
3.	I find that reading is more difficult than listening, speaking, or writing in English. (saya pikir bahwa membaca itu lebih sulit daripada mendengarkan, berbicara, atau menulis dalam Bahasa Inggris)	1 2 3 <input checked="" type="radio"/> 4 5
4.	I translate in my head as I read. (saya menjemahkannya sebagaimana saya membaca)	1 <input checked="" type="radio"/> 2 3 4 5
5.	I use the words I understand to guess the meaning of the words I do not understand. (saya menggunakan kata kata yang saya mengerti untuk menebak arti dari kata yang saya tidak pahami)	1 2 3 <input checked="" type="radio"/> 4 5
6.	When my mind wanders, I recover my concentration right away. (ketika pikiran saya kemana-mana, saya	<input checked="" type="radio"/> 1 2 3 4 5

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<p>2. Ditarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.</p>	<p>1. Dapat kembali konsentrasi saya) I read to compare what I understand with what I know about the topic (sebagaimana membaca, saya membandingkan apa yang saya mengerti dengan apa yang saya tahu tentang topik)</p>	<p>1 2 3 4 5</p>
	<p>2. I feel that reading comprehension in English is a challenge for me (saya merasa bahwa pemahaman dalam memahami di dalam Bahasa Inggris adalah sebuah tantangan bagi saya)</p>	<p>1 2 3 4 5</p>
	<p>3. I use my experience and knowledge to help me understand (saya menggunakan pengalaman dan pengetahuan saya untuk membantu saya dalam memahami)</p>	<p>1 2 3 4 5</p>
	<p>4. Before reading, I think of similar texts that I may have read to. (sebelum membaca, saya fikir teks yang sama yang pernah saya dengarkan)</p>	<p>1 2 3 4 5</p>
	<p>5. I translate key words as I read (saya menerjemahkan kata kunci seperti yang saya baca)</p>	<p>1 2 3 4 5</p>
	<p>6. I try to get back on track when I lose concentration. (saya mencoba untuk kembali kejalur ketika saya kehilangan konsentrasi)</p>	<p>1 2 3 4 5</p>
	<p>7. As I read, I quickly adjust my interpretation if I realize that it is not correct (seperti yang saya baca, saya segera menginterpretasikan jika saya sadar bahwa itu tidak benar)</p>	<p>1 2 3 4 5</p>
	<p>8. After reading, I think back to how read, and about what I might do differently next time (setelah membaca, saya berfikir kembali untuk membaca dan apa yang saya lakukan itu berbeda dikemudian hari)</p>	<p>1 2 3 4 5</p>
	<p>9. As I read, I periodically ask myself if I am satisfied with my level of comprehension (sebagaimana apa yang saya baca, saya bertanya pada diri saya sendiri apakah saya puas dengan tingkat pemahaman saya)</p>	<p>1 2 3 4 5</p>
	<p>10. When I have difficulty understanding what I hear, I give up and stop reading (ketika saya kesulitan dalam memahami apa yang saya baca, saya menyerah dan berhenti)</p>	<p>1 2 3 4 5</p>



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<p>1. Diarahkan menggunakan ide umum dari teks untuk membantu saya dalam menebak kata yang tidak saya mengerti)</p>	<p>1 2 3 4 5</p>
<p>2. Diarahkan untuk menterjemahkan kata per kata, saat saya membaca. Ketika saya menebak arti sebuah kata, saya memikirkan kembali tentang semua yang telah saya baca, untuk melihat apakah tebakan saya benar atau tidak)</p>	<p>1 2 3 4 5</p>
<p>3. Diarahkan untuk menetapkan tujuan saat membaca. Saya mempunyai sebuah tujuan ketika saya membaca)</p>	<p>1 2 3 4 5</p>

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1. Diarahkan menggunakan ide umum dari teks untuk membantu saya dalam menebak kata yang tidak saya mengerti)

2. Diarahkan untuk menterjemahkan kata per kata, saat saya membaca. Ketika saya menebak arti sebuah kata, saya memikirkan kembali tentang semua yang telah saya baca, untuk melihat apakah tebakan saya benar atau tidak)

3. Diarahkan untuk menetapkan tujuan saat membaca. Saya mempunyai sebuah tujuan ketika saya membaca)



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- (Tidak Pernah)
- (Jarang)
- (Ragu-ragu)
- (Hampir selalu)
- (Selalu)

No.	Statements	Options
1.	Before I start to read, I have a plan in my head for how I am going to read. (sebelum saya mulai membaca, saya berencana untuk bagaimana saya akan mendengarkan)	1 2 3 <input checked="" type="radio"/> 4 5
2.	I focus harder on the text when I have trouble understanding (saya fokus pada teks yang lebih sulit ketika saya sulit memahaminya)	1 2 3 <input checked="" type="radio"/> 4 5
3.	I find that reading is more difficult than listening, speaking, or writing in English. (saya fikir bahwa membaca itu lebih sulit daripada mendengarkan, berbicara, atau menulis dalam Bahasa Inggris)	1 <input checked="" type="radio"/> 2 3 4 5
4.	I translate in my head as I read (saya menterjemahkan sebagaimana saya membaca)	1 2 <input checked="" type="radio"/> 3 4 5
5.	I use the words I understand to guess the meaning of the words I do not understand (saya menggunakan kata kata yang saya mengerti untuk menebak arti dari kata yang saya tidak pahami)	1 2 3 <input checked="" type="radio"/> 4 5
6.	When my mind wanders, I recover my concentration right away. (ketika pikiran saya kemana-mana, saya	1 2 3 <input checked="" type="radio"/> 4 5

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Mark your answers on the statements by giving a sign (O) in the one of the appropriate options. There is no correct and incorrect answer because these are based on the student's knowledge.

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- (Tidak Pernah)
- (Jarang)
- (Ragu-ragu)
- (Hampir selalu)
- (Selalu)

No.	Statements	Options
1.	Before I start to read, I have a plan in my head of how I am going to read. (sebelum saya mulai membaca, saya berencana untuk bagaimana saya akan mendengarkan)	1 2 3 4 (5)
2.	I focus harder on the text when I have trouble understanding. (saya fokus pada teks yang lebih sulit ketika saya sulit memahaminya)	1 2 (3) 4 5
3.	I find that reading is more difficult than listening, speaking, or writing in English. (saya fikir bahwa membaca itu lebih sulit daripada mendengarkan, berbicara, atau menulis dalam Bahasa Inggris)	1 2 3 (4) 5
4.	I translate in my head as I read. (saya menterjemahkan sebagaimana saya membaca)	1 (2) 3 4 5
5.	I use the words I understand to guess the meaning of the words I do not understand. (saya menggunakan kata kata yang saya mengerti untuk menebak arti dari kata yang saya tidak pahami)	1 2 3 4 (5)
6.	When my mind wanders, I recover my concentration right away. (ketika pikiran saya kemana-mana, saya	1 2 3 (4) 5



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<p>2. Dilatih mengemukakan dan memperbanyak sebagian atau seluruhnya tulisannya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.</p>	<p>1. Dapat kembali konsentrasi saya) As I read, I compare what I understand with what I know about the topic (setelah selesai membaca, saya membandingkan apa yang saya mengerti dengan apa yang saya ketahui tentang topik)</p>	<p>1 (2) 3 4 5</p>
<p>b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.</p>	<p>2. I feel that reading comprehension in English is a challenge for me (saya merasa bahwa pemahaman dalam mendengarkan di dalam Bahasa Inggris adalah sebuah tantangan bagi saya)</p>	<p>1 2 (3) 4 5</p>
<p>1. Diizinkan mengutip sebagian atau seluruh karya tulisnya tanpa izin UIN Suska Riau.</p>	<p>3. I use my experience and knowledge to help me understand (saya menggunakan pengalaman dan pengetahuan saya untuk membantu saya dalam memahami)</p>	<p>1 2 (3) 4 5</p>
<p>2. Dilatih mengemukakan dan memperbanyak sebagian atau seluruhnya tulisannya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.</p>	<p>4. Before reading, I think of similar texts that I may have read to. (sebelum membaca, saya fikir teks yang sama yang pernah saya dengarkan)</p>	<p>1 2 (3) 4 5</p>
<p>1. Diizinkan mengutip sebagian atau seluruh karya tulisnya tanpa izin UIN Suska Riau.</p>	<p>5. I translate key words as I read (saya menerjemahkan kata kunci seperti yang saya baca)</p>	<p>1 2 3 (4) 5</p>
<p>2. Dilatih mengemukakan dan memperbanyak sebagian atau seluruhnya tulisannya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.</p>	<p>6. I try to get back on track when I lose concentration. (saya mencoba untuk kembali ke jalur ketika saya kehilangan konsentrasi)</p>	<p>1 2 3 4 (5)</p>
<p>1. Diizinkan mengutip sebagian atau seluruh karya tulisnya tanpa izin UIN Suska Riau.</p>	<p>7. As I read I quickly adjust my interpretation if I realize that it is not correct (seperti yang saya baca, saya segera menginterpretasikan jika saya sadar bahwa itu tidak benar)</p>	<p>1 2 3 (4) 5</p>
<p>2. Dilatih mengemukakan dan memperbanyak sebagian atau seluruhnya tulisannya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.</p>	<p>8. After reading, I think back to how I read, and about what I might do differently next time (setelah membaca, saya berfikir kembali untuk membaca dan apa yang saya lakukan itu berbeda di kemudian hari)</p>	<p>1 2 (3) 4 5</p>
<p>1. Diizinkan mengutip sebagian atau seluruh karya tulisnya tanpa izin UIN Suska Riau.</p>	<p>9. As I read I periodically ask myself if I am satisfied with my level of comprehension (setelah selesai membaca, saya bertanya pada diri saya sendiri apakah saya puas dengan tingkat pemahaman saya)</p>	<p>1 2 3 4 (5)</p>
<p>2. Dilatih mengemukakan dan memperbanyak sebagian atau seluruhnya tulisannya untuk kepentingan pendidikan, penelitian, penulisan karya tulis ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.</p>	<p>10. When I have difficulty understanding what I hear, I give up and stop reading (ketika saya kesulitan dalam memahami apa yang saya baca, saya menyerah dan berhenti)</p>	<p>1 2 3 (4) 5</p>



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Hak Cipta Di Lindungi Undang-Undang

<p>1. Diarahkan untuk menggunakan ide umum dari teks untuk membantu saya dalam menebak kata yang tidak saya mengerti)</p>	<p>1 2 3 4 (5)</p>
<p>1. Diarahkan untuk menebak arti sebuah kata, saya berpikir kembali tentang semua yang telah saya dengar, untuk melihat apakah tebakan saya benar (atau tidak)</p>	<p>1 2 (3) 4 5</p>
<p>1. Diarahkan untuk menebak arti sebuah kata, saya berpikir kembali tentang semua yang telah saya dengar, untuk melihat apakah tebakan saya benar (atau tidak)</p>	<p>1 2 3 (4) 5</p>
<p>2. Diarahkan untuk memiliki sebuah tujuan ketika saya membaca)</p>	<p>1 2 3 (4) 5</p>

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1. Diarahkan untuk menggunakan ide umum dari teks untuk membantu saya dalam menebak kata yang tidak saya mengerti)
1. Diarahkan untuk menebak arti sebuah kata, saya berpikir kembali tentang semua yang telah saya dengar, untuk melihat apakah tebakan saya benar (atau tidak)
1. Diarahkan untuk menebak arti sebuah kata, saya berpikir kembali tentang semua yang telah saya dengar, untuk melihat apakah tebakan saya benar (atau tidak)
2. Diarahkan untuk memiliki sebuah tujuan ketika saya membaca)



79	74	65	78	75	70	68	71	80	78	74	77	75	79	70	77	74	77	78	71	75
1	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
6	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
7	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
8	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
9	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
10	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
11	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
12	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
13	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
14	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
15	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
16	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
17	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
18	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
19	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
20	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
21	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
22	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4

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Key Answer of Multiple Choice Test

6.	B	11.	C	16.	C
7.	B	12.	A	17.	B
8.	A	13.	C	18.	D
9.	B	14.	E	19.	D
10.	C	15.	C	20.	B

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UIN
SUSKA RIAU

UIN SUSKA RIAU



Bomb in Bali

$$T = 15 \times 5 = 75$$

✓. What is the main idea of the text?

- Ⓐ The history of how bomb in Bali
- b. Bomb had exploded outside Paddy's Bar before a Bar bomb hit.
- c. Tourist of Australia became victims
- d. How hard the bomb in the resort Kuta
- e. Leave diplomats and non-essential government staff

✓. Which tourists who were being the most victims in the accident?

- a. Local tourists
- b. Domestic tourist
- Ⓒ Australian tourist
- d. European tourist
- e. American tourist

✗. How many Britons killed in the Bali attack?

- Ⓐ 220
- b. 33
- c. 50
- d. 43
- e. 76

✗. Why did it take days to identify all the victims?

- a. Because most the victims couldn't be identified well
- b. Because some of the victims were trapped in the Sari Club by a wall of flames.

the bomb in the resort of Kuta, destroyed the Sari Club and a crowded nightspot. Many people have fallen victims to this blast. Many of them were foreign tourists, especially from Australia. They were hard to be beyond recognition. Some tourist who were at the scene of the blast said there were two explosions around the night club. One bomb had exploded outside Paddy's Bar before a Bar bomb hit the Sari Club which was located some meters away. Hundred were injured in the explosion and about 220 Australians remain unaccounted for. The U.K. Foreign Secretary, Jack Straw, said that 33 Britons were among those killed in the Bali attack. The Australian Primer Minister, John Howard, closed its borders, saying it had been a problem for a long time. Lists of missing people have been posted in Bali and official said that it could take days to identify all the victims, some of whom were trapped in the Sari Club by a wall of flames. A notice board at the hospital in Bali includes a section called "Unknown Identity" and detailed list on victims such as : "Young girl in intensive care, 11-14 years old, face burned, income, Causation, or "Girl in intensive care, about 5 years old, 130 cm, fair skin, Caucasian with reddish brown hair. She has a purple belly button ring." Many embassies, including the British and the American, are advising their people to cancel spending their planned holidays in Indonesia, and all U.S. citizens in the country have been told to leave including diplomats and non-essential government staff.



- c. Because they were unknown identity.
- d. Because of the lack of medical team.
- e. Because the face burned and the body are separated.
- Many embassies, including the British and the American, are advising their people to cancel spending their planned holidays in Indonesia. The underlined word refers to...
- Embassies
 - British people
 - American people
 - Australian people
 - British and American people

Questions 6-10 refer to the following text.

Joining the Traditional Dance Competition

I joined the Traditional Dance Competition in Jakarta last year. I represented my Junior High School. It was my biggest competition. I practised hard with my teacher for a month. We also prepared the best costume we had. We only had one day in Jakarta. We went there by plane. We left at 6 a.m. and arrived in Jakarta at 7 a.m. We took a taxi to take us to the place where the competition was held. It took an hour to get there. There were already some participants when we arrived. The competition would start in an hour. First, my teacher and I went to the dressing

room. My teacher helped me do the make-up and the costume. We spent almost an hour for the preparation. I told my teacher that I was really nervous. I was not ready for this. However, she told me that everything was alright, and I felt better. Then, the time came for me to perform on stage. There were five judges and about two hundred people watching me. However, I did not feel nervous anymore. I performed on the stage confidently. I really did the best I could. I was glad when it ended smoothly.

After that, we waited for the announcement of the result. It was 4 p.m. when the judges finished making their final decision. I was so impatient to hear the result. I still could not believe when they called my name as the first winner. I was so happy to be given the trophy. My teacher was also proud of my achievement. Finally, we went back to Yogyakarta in the evening. We were so tired. However, we were satisfied because our effort was not useless.

9. The meaning joined is about...
- Disparate
 - Merged
 - Apart
 - Separated
 - Subtracted
10. Which of the following statement is NOT TRUE?
- The writer joined the Traditional Dance Competition.
 - The writer was the runner up of competition
 - The writer went to Jakarta with her teacher.

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d. The writer took one hour by

plane to Jakarta

e. The writer performed on the stage confidently.

What is the main idea of the text?

a. I joined the Traditional Dance

Competition

b. Our effort was not useless

c. My biggest competition joined

the Traditional Dance

Competition

d. Performed on the stage

confidently

e. Impatiently

“However, we were satisfied because our effort was not useless.”

(Paragraph 5).

The underlined word is similarly in meaning with

a. Pride

b. Attempt

c. Talent

d. Awareness

e. Assignment

10. “I still could not believe when they

called my name as the first winner”

(Paragraph 5)

What does underlined pronoun

refer to?

a. The writer and her teacher

b. The participants

c. The judges

d. The judges and the participants

e. Two hundred people

Questions 11-13, answer based on the text.

Last week, Mr. Damier’s wife had an accident. Her younger child, Ali, was at home when it happened. He was playing with his new toy car. Suddenly Ali heard his mother calling, “Help! Help!” he ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pain was on fire. Mr. Damiri had gone to the office. The other children had gone to the school. Ali was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbor’s house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Ali’s mother to the clinic. When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son, “When you are a man, you will be just like your father,” she said.

11. Who took Mrs. Damiri to the clinic?

a. Her son

b. Her husband

c. Her neighbour

d. Her children

e. Her self

12. The main idea of the text is ...

a. Mrs. Damiri got accident

b. Mr Damiri was proud of his son

c. Ali asked his neighbor to help

d. Mr. Damiri and his other children had gone



e. The other children had gone to

the school

How did the neighbour help Mrs. Damiri?

a. He called Mrs. Damiri's

husband and ran to the kitchen

b. He called the fireman and put

out the fire

c. He put out the fire and took

Mrs. Damiri to the clinic

d. He called the fireman and

advised Mrs. Damiri to stay

calm

e. He called ambulans

Questions 14-16, complete the blank

with the best word

Cut Nyak Dhien was a leader of the Acehnese guerrilla forces during the Aceh War. She was born in Lamadang in 1848. Following the death of her husband Teuku Umar, she led guerrilla actions against the Dutch for 25 years. She was awarded the title of Indonesian National Hero on 2 May 1964 by the Indonesian government. Cut Nyak Dhien was born into an Islamic aristocratic family in Aceh Besar. Her father, Teuku Nanta Setia, was a member of the ruling Uleë Balang aristocratic class in VI mukim, and her mother was also from an aristocratic family. She was educated in religion and household matters. She was renowned for her beauty, and many men proposed to marry her. Finally, she married Teuku Cik Ibrahim Lamnga, the son of an aristocratic family, when she was twelve.

On 26 March 1873, the Dutch (15) war on Aceh. In November 1873, during the Second Aceh Expedition, the Dutch successfully captured VI mukim in 1873, followed by the Sultan's Palaced in 1874. In 1875, Cut Nyak Dhien and her baby, along with other mothers, were (16) to a safer location while her husband Ibrahim Lamnga fought to reclaim VI mukim. Lamnga died in action on June 29, 1878. Hearing this, Cut Nyak Dhien was enraged and swore to destroy the Dutch.

4. What is main idea of the text ?

a. Cut Nyak Dhien was enraged and swore to destroy the Dutch.

b. Cut Nyak Dhien was awarded the title of Indonesian National Hero.

c. Cut Nyak Dhien married Teuku Cik Ibrahim Lamnga.

d. Cut Nyak Dhien followed by the Sultan's Palaced in 1874.

e. Cut Nyak Dhien was a leader of the Acehnese.

5. a. declare

b. declares

c. declared

d. educated

e. declaring

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19. The Dutch general Johannes Benedictus van Heutsz a spy to Aceh. Teuku Umar was killed during a battle when the Dutch launched a surprise attack on him in Meulaboh.

- a. send
- b. sends
- c. sended
- d. sent
- e. sending

20. After her husband, Cut Nyak Dhien continued to resist the Dutch with her small army until its destruction in 1901, as the Dutch adapted their tactics to the situation in Aceh.

- a. die
- b. died
- c. dies
- d. dying
- e. had died



Ferry Gunawan

T: 1445 = 70

Bomb in Bali

A bomb in the resort of Kuta, destroyed the Sari Club and a crowded nightclub. Many people have fallen victims to this blast. Many of them were foreign tourists, especially from Australia. They were found beyond recognition. Some tourist who were at the scene of the blast said there were two explosions around the nightclub. One bomb had exploded outside Paddy's Bar before a Bar bomb hit the Sari Club which was located some meters away.

Hundred were injured in the explosion and about 220 Australians remain unaccounted for. The U.K. Foreign Secretary, Jack Straw, said that 33 Britons were among those killed in the Bali attack. The Australian Primer Minister, John Howard, closed its borders, saying it had been a solemn for a long time.

Lists of missing people have been posted in Bali and official said that it could take days to identify all the victims, some of whom were trapped in the Sari Club by a wall of flames. A notice board at the hospital in Bali includes a section called "Unknown Identity" and detailed list on victims such as : "Young girl in intensive care, 11-14 years old, face burned, income, Caucasian, or "Girl in intensive care, about 5 years old, 130 cm, fair skin, Caucasian with reddish brown hair. She has a purple belly button ring."

Many embassies, including the British and the American, are advising their people to cancel spending their planned holidays in Indonesia, and all U.S. citizens in the country have been told to leave including diplomats and non-essential government staff.

- ✓ X. What is the main idea of the text?
- The history of how bomb in Bali
 - Bomb had exploded outside Paddy's Bar before a Bar bomb hit.
 - Tourist of Australia became victims
 - How hard the bomb in the resort Kuta
 - Leave diplomats and non-essential government staff
- ✓ 2. Which tourists who were being the most victims in the accident?
- Local tourists
 - Domesticsn tourist
 - Australian tourist
 - European tourist
 - American tourist
- ✓ 3. How many Britons killed in the Bali attack?
- 220
 - 33
 - 50
 - 43
 - 76
- ✓ 4. Why did it take days to identify all the victims?
- Because most the victims couldn't be identified well
 - Because some of the victims were trapped in the Sari Club by a wall of flames.



d. The writer took one hour by plane to Jakarta

e. The writer performed on the stage confidently.

What is the main idea of the text?

a. I joined the Traditional Dance Competition

b. Our effort was not useless

c. My biggest competition joined the Traditional Dance Competition

d. Performed on the stage confidently

e. Impatiently

“However, we were satisfied

because our effort was not useless.”

(Paragraph 5).

The underlined word is similarly in meaning with

a. Pride

b. attempt

c. talent

d. awareness

e. assignment

√0. “I still could not believe when they called my name as the first winner”

(Paragraph 5)

What does underlined pronoun refer to?

a. The writer and her teacher

b. The participants

c. The judges

d. The judges and the participants

e. Two hundred people

Questions 11-13, answer based on the text.

Last week, Mr. Damier’s wife had an accident. Her younger child, Ali, was at home when it happened. He was playing with his new toy car. Suddenly Ali heard his mother calling, “Help! Help!” he ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pain was on fire. Mr Damiri had gone to the office. The other children had gone to the school. Ali was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbor’s house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Ali’s mother to the clinic. When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son, “When you are a man, you will be just like your father,” she said.

X1. Who took Mrs. Damiri to the clinic?

a. Her son

b. Her husband

c. Her neighbour

d. Her children

e. Her self

√2. The main idea of the text is ...

a. Mrs. Damiri got accident

b. Mr Damiri was proud of his son

c. Ali asked his neighbor to help

d. Mr. Damiri and his other children had gone

e. Two hundred people

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e. The other children had gone to the school

How did the neighbour help Mrs. Damiri?

- a. He called Mrs. Damiri's husband and ran to the kitchen
- b. He called the fireman and put out the fire
- c. He put out the fire and took Mrs. Damiri at the clinic
- d. He called the fireman and advised Mrs. Damiri to stay calm
- e. He called ambulans

Questions 14-16, complete the blank with the best word

Cut Nyak Dhien was a leader of the Acehnese guerrilla forces during the Aceh War. She was born in Lampadang in 1848. Following the death of her husband Teuku Umar, she led guerrilla actions against the Dutch for 25 years. She was awarded the title of Indonesian National Hero on 2 May 1964 by the Indonesian government. Cut Nyak Dhien was born into an Islamic aristocratic family in Aceh Besar. Her father, Teuku Nanta Setia, was a member of the ruling Uleë Balang aristocratic class in VI mukim, and her mother was also from an aristocratic family. She was educated in religion and household matters. She was renowned for her beauty, and many men proposed to marry her. Finally, she married Teuku Cik Ibrahim Lamnga, the son of an aristocratic family, when she was twelve.

On 26 March 1873, the Dutch (15) war on Aceh. In November 1873, during the Second Aceh Expedition, the Dutch successfully captured VI mukim in 1873, followed by the Sultan's Palaced in 1874. In 1875, Cut Nyak Dhien and her baby, along with other mothers, were (16) to a safer location while her husband Ibrahim Lamnga fought to reclaim VI mukim. Lamnga died in action on June 29, 1878. Hearing this, Cut Nyak Dhien was enraged and swore to destroy the Dutch.

4. What is main idea of the text ?

- a. Cut Nyak Dhien was enraged and swore to destroy the Dutch.
- b. Cut Nyak Dhien was awarded the title of Indonesian National Hero.
- c. Cut Nyak Dhien married Teuku Cik Ibrahim Lamnga.
- d. Cut Nyak Dhien followed by the Sultan's Palaced in 1874.
- e. Cut Nyak Dhien was a leader of the Acehnese.

5. a. declare

b. declares

c. declared

d. educated

e. declaring

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19. a. evacuate

b. vacates

c. evacuated

d. vacating

e. vaccination

20. Some time later, Teuku Umar proposed

to marry her. Learning that Teuku Umar

would allow her to fight, she ... his

proposal. They were married in 1880.

a. accept

b. accepted

c. was accepted

d. were accepted

e. has accepted.

21. The Dutch army welcomed him and

appointed him as a commander, giving

him the title of Teuku Umar Johan

Bahawan. However, Teuku Umar ...

planned to betray the Dutch.

a. secret

b. secrets

c. secreted

d. secretly

e. secretion

19. The Dutch general Johannes Benedictus van Heutsz a spy to Aceh. Teuku Umar was killed during a battle when the Dutch launched a surprise attack on him in Meulaboh.

a. send

b. sends

c. sended

d. sent

e. sending

20. After her husband, Cut Nyak Dhien continued to resist the Dutch with her small army until its destruction in 1901, as the Dutch adapted their tactics to the situation in Aceh.

a. die

b. died

c. dies

d. dying

e. had died

7 = 12 x 5 = 60

Hendra

Bomb in Bali

A bomb, in the resort of Kuta, destroyed the Sari Club and a crowded nightclub. Many people have fallen victims to this blast. Many of them were foreign tourists, especially from Australia. They were unrecognizable beyond recognition. Some tourist who were at the scene of the blast said there were two explosions around the nightclub. One bomb had exploded outside Paddy's Bar before a Bar bomb hit the Sari Club which was located some meters away. Hundred were injured in the explosion and about 220 Australians remain unaccounted for. The U.K. Foreign Secretary, Jack Straw, said that 33 Britons were among those killed in the Bali attack. The Australian Primer Minister, John Howard, closed its borders, saying it had been a problem for a long time. Lists of missing people have been posted in Bali and official said that it could take days to identify all the victims, some of whom were trapped in the Sari Club by a wall of flames. A notice board at the hospital in Bali includes a section called "Unknown Identity" and detailed list on victims such as : "Young girl in intensive care, 11-12 years old, face burned, income, Causation" or "Girl in intensive care, about 5 years old, 130 cm, fair skin, caucasian with reddish brown hair. She has a purple belly button ring." Many embassies, including the British and the American, are advising their people to cancel spending their planned holidays in Indonesia and all U.S. citizens in the country have been told to leave including diplomats and non-essential government staff.

- X What is the main idea of the text?
- The history of how bomb in Bali
 - Bomb had exploded outside Paddy's Bar before a Bar bomb hit.
 - Tourist of Australia became victims
 - How hard the bomb in the resort Kuta
 - Leave diplomats and non-essential government staff
2. Which tourists who were being the most victims in the accident?
- Local tourists
 - Domesticsn tourist
 - Australian tourist
 - European tourist
 - American tourist
3. How many Britons killed in the Bali attack?
- 220
 - 33
 - 50
 - 43
 - 76
4. Why did it take days to identify all the victims?
- Because most the victims couldn't be identified well
 - Because some of the victims were trapped in the Sari Club by a wall of flames.



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- c. Because they were unknown identity.
- d. Because of the lack of medical team.

e. Because the face burned and the body are separated.

Many embassies, including the British and the American, are advising their people to cancel spending their planned holidays in Indonesia. The underlined word refers to...

- a. Embassies
- b. British people
- c. American people
- d. Australian people
- e. British and American people

Questions 6-10 refer to the following text.

Joining the Traditional Dance Competition

I joined the Traditional Dance Competition in Jakarta last year. I represented my Junior High School. It was my biggest competition. I practised hard with my teacher for a month. We also prepared the best costume we had. We only had one day in Jakarta. We went there by plane. We left at 6 a.m. and arrived in Jakarta at 7 a.m. We took a taxi to take us to the place where the competition was held. It took an hour to get there. There were already some participants when we arrived. The competition would start in an hour. First, my teacher and I went to the dressing

room. My teacher helped me do the make-up and the costume. We spent almost an hour for the preparation. I told my teacher that I was really nervous. I was not ready for this. However, she told me that everything was alright, and I felt better. Then, the time came for me to perform on stage. There were five judges and about two hundred people watching me. However, I did not feel nervous anymore. I performed on the stage confidently. I really did the best I could. I was glad when it ended smoothly.

After that, we waited for the announcement of the result. It was 4 p.m. when the judges finished making their final decision. I was so impatient to hear the result. I still could not believe when they called my name as the first winner. I was so happy to be given the trophy. My teacher was also proud of my achievement. Finally, we went back to Yogyakarta in the evening. We were so tired. However, we were satisfied because our effort was not useless.

6. The meaning joined is about....

- a. Disparate
- b. Merged
- c. Apart
- d. Separated
- e. Subtracted

7. Which of the following statement is NOT TRUE?

- a. The writer joined the Traditional Dance Competition.
- b. The writer was the runner up of competition
- c. The writer went to Jakarta with her teacher.



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d. The writer took one hour by plane to Jakarta

c. The writer performed on the stage confidently.

What is the main idea of the text?

a. Joined the Traditional Dance Competition

b. Our effort was not useless

c. My biggest competition joined the Traditional Dance Competition

d. Performed on the stage confidently

e. Impatiently

9. "However, we were satisfied because our effort was not useless." (Paragraph 5).

The underlined word is similarly in meaning with

a. Pride

b. attempt

c. talent

d. awareness

e. assignment

10. "I still could not believe when they called my name as the first winner" (Paragraph 5)

What does underlined pronoun refer to?

a. The writer and her teacher

b. The participants

c. The judges

d. The judges and the participants

e. Two hundred people

Questions 11-13, answer based on the text.

Last week, Mr. Damier's wife had an accident. Her younger child, Ali, was at home when it happened. He was playing with his new toy car. Suddenly Ali heard his mother calling, "Help! Help!" he ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pain was on fire. Mr Damiri had gone to the office. The other children had gone to the school. Ali was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbor's house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Ali's mother to the clinic. When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son, "When you are a man, you will be just like your father," she said.

11. Who took Mrs. Damiri to the clinic?

a. Her son

b. Her husband

c. Her neighbour

d. Her children

e. Her self

12. The main idea of the text is ...

a. Mrs. Damiri got accident

b. Mr Damiri was proud of his son

c. Ali asked his neighbor to help

d. Mr. Damiri and his other children had gone



- e. The other children had gone to the school
14. How did the neighbour help Mrs. Damiri?
- a. He called Mrs. Damiri's husband and ran to the kitchen
 - b. He called the fireman and put out the fire
 - c. He put out the fire and took Mrs. Damiri at the clinic
 - d. He called the fireman and advised Mrs. Damiri to stay calm
 - e. He called ambulans

Questions 14-16, complete the blank spaces with the best word

Cut Nyak Dhien was a leader of the Acehese guerrilla forces during the Aceh War. She was born in Lampadang in 1848. Following the death of her husband Teuku Umar, she led guerrilla actions against the Dutch for 25 years. She was awarded the title of Indonesian National Hero on 2 May 1964 by the Indonesian government. Cut Nyak Dhien was born into an Islamic aristocratic family in Aceh Besar. Her father, Teuku Nanta Setia, was a member of the ruling Ule' Balang aristocratic class in VI mukim, and her mother was also from an aristocratic family. She was educated in religion and household matters. She was renowned for her beauty, and many men proposed to marry her. Finally, she married Teuku Cik Ibrahim Lamnga, the son of an aristocratic family, when she was twelve.

On 26 March 1873, the Dutch (15) war on Aceh. In November 1873, during the Second Aceh Expedition, the Dutch successfully captured VI mukim in 1873, followed by the Sultan's Palaced in 1874. In 1875, Cut Nyak Dhien and her baby, along with other mothers, were (16) to a safer location while her husband Ibrahim Lamnga fought to reclaim VI mukim. Lamnga died in action on June 29, 1878. Hearing this, Cut Nyak Dhien was enraged and swore to destroy the Dutch.

14. What is main idea of the text ?

- a. Cut Nyak Dhien was enraged and swore to destroy the Dutch.
- b. Cut Nyak Dhien was awarded the title of Indonesian National Hero.
- c. Cut Nyak Dhien married Teuku Cik Ibrahim Lamnga.
- d. Cut Nyak Dhien followed by the Sultan's Palaced in 1874.
- e. Cut Nyak Dhien was a leader of the Acehnese.

- ~~a. declare~~
- b. declares
- c. declared
- d. educated
- e. declaring

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5. Pengutipan harus mencantumkan nama penerbit dan tahun terbit.
6. Pengutipan harus mencantumkan nama penerbit dan tahun terbit.
7. Pengutipan harus mencantumkan nama penerbit dan tahun terbit.
8. Pengutipan harus mencantumkan nama penerbit dan tahun terbit.
9. Pengutipan harus mencantumkan nama penerbit dan tahun terbit.
10. Pengutipan harus mencantumkan nama penerbit dan tahun terbit.
11. Pengutipan harus mencantumkan nama penerbit dan tahun terbit.
12. Pengutipan harus mencantumkan nama penerbit dan tahun terbit.
13. Pengutipan harus mencantumkan nama penerbit dan tahun terbit.
14. Pengutipan harus mencantumkan nama penerbit dan tahun terbit.
15. Pengutipan harus mencantumkan nama penerbit dan tahun terbit.
16. Pengutipan harus mencantumkan nama penerbit dan tahun terbit.
17. Pengutipan harus mencantumkan nama penerbit dan tahun terbit.
18. Pengutipan harus mencantumkan nama penerbit dan tahun terbit.
19. Pengutipan harus mencantumkan nama penerbit dan tahun terbit.
20. Pengutipan harus mencantumkan nama penerbit dan tahun terbit.

- 19. a. evacuate
- 20. a. evacuate
- 21. a. evacuated
- 22. a. evacuating
- 23. a. evacuation
- 24. a. Some time later, Teuku Umar proposed
- 25. a. marry her. Learning that Teuku Umar
- 26. a. would allow her to fight, she ... his
- 27. a. proposal. They were married in 1880.
- 28. a. accept
- 29. a. accepted
- 30. a. was accepted
- 31. a. were accepted
- 32. a. has accepted.
- 33. a. The Dutch army welcomed him and
- 34. a. appointed him as a commander, giving
- 35. a. him the title of Teuku Umar Johan
- 36. a. Malawan. However, Teuku Umar
- 37. a. planned to betray the Dutch.
- 38. a. secret
- 39. a. secrets
- 40. a. secreted
- 41. a. secretly
- 42. a. secretions

19. The Dutch general Johannes Benedictus van Heutsz a spy to Aceh. Teuku Umar was killed during a battle when the Dutch launched a surprise attack on him in Meulaboh.

- a. send
- b. sends
- c. sended
- d. sent
- e. sending

20. After her husband, Cut Nyak Dhien continued to resist the Dutch with her small army until its destruction in 1901, as the Dutch adapted their tactics to the situation in Aceh.

- a. die
- b. died
- c. dies
- d. dying
- e. had died

$$t = 12 \times 5 = 85$$

SaiRul anwar

Bomb in Bali

1. What is the main idea of the text?

- a) The history of how bomb in Bali
- b. Bomb had exploded outside Paddy's Bar before a Bar bomb hit.
- c. Tourist of Australia became victims
- d. How hard the bomb in the resort Kuta
- e. Leave diplomats and non-essential government staff

2. Which tourists who were being the most victims in the accident?

- a. Local tourists
- b. Domestic tourist
- c) Australian tourist
- d. European tourist
- e. American tourist

3. How many Britons killed in the Bali attack?

- a. 220
- b) 33
- c. 50
- d. 43
- e. 76

4. Why did it take days to identify all the victims?

- a. Because most the victims couldn't be identified well
- b) Because some of the victims were trapped in the Sari Club by a wall of flames.

The bomb in the resort of Kuta, destroyed the Sari Club and a crowded nightspot. Many people have fallen victims to this blast. Many of them were foreign tourists, especially from Australia. They were well known and recognition. Some tourist who were at the scene of the blast said there were two explosions around the night club. One bomb had exploded outside Paddy's Bar before a Bar bomb hit the Sari Club which was located some meters away. Hundred were injured in the explosion and about 220 Australians remain unaccounted for. The U.K. Foreign Secretary, Jack Straw, said that 33 Britons were among those killed in the Bali attack. The Australian Primer Minister, John Howard, closed its borders, saying it had been a polem for a long time. Lists of missing people have been posted in Bali and official said that it could take days to identify all the victims, some of whom were trapped in the Sari Club by a wall of flames. A notice board at the hospital in Bali includes a section called "Unknown Identity" and detailed list on victims such as : "Young girl in intensive care, 11-14 years old, face burned, income, causation, or "Girl in intensive care, about 5 years old, 130 cm, fair skin, Caucasian with reddish brown hair. She has a purpish belly button ring." Many embassies, including the British and the American, are advising their people to cancel spending their planned holidays in Indonesia, and all U.S. citizens in the country have been told to leave including diplomats and non-essential government staff.

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- c. Because they were unknown identity.
- Because of the lack of medical team.
- Because the face burned and the body are separated.

Many embassies, including the British and the American, are advising their people to cancel sending their planned holidays in Indonesia. The underlined word refers to...

- a. Embassies
- b. British people
- c. American people
- d. Australian people
- e. British and American people

Questions 6-10 refer to the following text.

Joining the Traditional Dance Competition

I joined the Traditional Dance Competition in Jakarta last year. I represented my Junior High School. It was my biggest competition. I practised hard with my teacher for a month. We also prepared the best costume we had. We only had one day in Jakarta. We went there by plane. We left at 6 a.m. and arrived in Jakarta at 7 a.m. We took a taxi to take us to the place where the competition was held. It took an hour to get there. There were already some participants when we arrived. The competition would start in an hour. First, my teacher and I went to the dressing

room. My teacher helped me do the make-up and the costume. We spent almost an hour for the preparation. I told my teacher that I was really nervous. I was not ready for this. However, she told me that everything was alright, and I felt better. Then, the time came for me to perform on stage. There were five judges and about two hundred people watching me. However, I did not feel nervous anymore. I performed on the stage confidently. I really did the best I could. I was glad when it ended smoothly. After that, we waited for the announcement of the result. It was 4 p.m. when the judges finished making their final decision. I was so impatient to hear the result, I still could not believe when they called my name as the first winner. I was so happy to be given the trophy. My teacher was also proud of my achievement. Finally, we went back to Yogyakarta in the evening. We were so tired. However, we were satisfied because our effort was not useless.

- 6. The meaning joined is about....
 - a. Disparate
 - b. Merged
 - c. Apart
 - d. Separated
 - e. Subtracted
- 7. Which of the following statement is NOT TRUE?
 - a. The writer joined the Traditional Dance Competition
 - b. The writer was the runner up of competition
 - c. The writer went to Jakarta with her teacher.



d. The writer took one hour by plane to Jakarta

e. The writer performed on the stage confidently

What is the main idea of the text?

a. Joined the Traditional Dance Competition

b. Our effort was not useless

c. My biggest competition joined the Traditional Dance Competition

d. Performed on the stage confidently

e. Impatiently

9. "However, we were satisfied because our effort was not useless." (Paragraph 5).

The underlined word is similarly in meaning with

a. Pride

b. attempt

c. talent

d. awareness

e. assignment

10. "I still could not believe when they called my name as the first winner" (Paragraph 5)

What does underlined pronoun refer to?

a. The writer and her teacher

b. The participants

c. The judges

d. The judges and the participants

e. Two hundred people

Questions 11-13, answer based on the text.

Last week, Mr. Damier's wife had an accident. Her younger child, Ali, was at home when it happened. He was playing with his new toy car. Suddenly Ali heard his mother calling, "Help! Help!" he ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pain was on fire. Mr. Damiri had gone to the office. The other children had gone to the school. Ali was too frightened to speak sensibly to him. But he ran to the neighbor's house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Ali's mother to the clinic. When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son, "When you are a man, you will be just like your father," she said.

11. Who took Mrs. Damiri to the clinic?

a. Her son

b. Her husband

c. Her neighbour

d. Her children

e. Her self

12. The main idea of the text is ...

a. Mrs. Damiri got accident

b. Mr Damiri was proud of his son

c. Ali asked his neighbor to help

d. Mr. Damiri and his other children had gone



- c. The other children had gone to the school

How did the neighbour help Mrs. Damiri?

- a. He called Mrs. Damiri's husband and ran to the kitchen
 b. He called the fireman and put out the fire
 c. He put out the fire and took Mrs. Damiri at the clinic
 d. He called the fireman and advised Mrs. Damiri to stay calm
 e. He called ambulans

Questions 14-16, complete the blank with the best word

Cut Nyak Dhien was a leader of the Acehnese guerrilla forces during the Aceh War. She was born in Lampadang in 1848. Following the death of her husband Teuku Umar, she led guerrilla actions against the Dutch for 25 years. She was awarded the title of Indonesian National Hero on 2 May 1964 by the Indonesian government. Cut Nyak Dhien was born into an Islamic aristocratic family in Aceh Besar. Her father, Teuku Nanta Setia, was a member of the ruling Uleë Balang aristocratic class in VI mukim, and her mother was also from an aristocratic family. She was educated in religion and household matters. She was renowned for her beauty, and many men proposed to marry her. Finally, she married Teuku Cik Ibrahim Lamnga, the son of an aristocratic family, when she was twelve.

On 26 March 1873, the Dutch (15) war on Aceh. In November 1873, during the Second Aceh Expedition, the Dutch successfully captured VI mukim in 1873, followed by the Sultan's Palaced in 1874. In 1875, Cut Nyak Dhien and her baby, along with other mothers, were (16) to a safer location while her husband Ibrahim Lamnga fought to reclaim VI mukim. Lamnga died in action on June 29, 1878. Hearing this, Cut Nyak Dhien was enraged and swore to destroy the Dutch.

14. What is main idea of the text ?

- a. Cut Nyak Dhien was enraged and swore to destroy the Dutch.
 b. Cut Nyak Dhien was awarded the title of Indonesian National Hero.
 c. Cut Nyak Dhien married Teuku Cik Ibrahim Lamnga.
 d. Cut Nyak Dhien followed by the Sultan's Palaced in 1874.

(c) Cut Nyak Dhien was a leader of the Acehnese.

15. a. declare
 b. declares
 c. declared
 d. educated
 e. declaring



16. a. evacuate
 b. evacuates
 c. evacuated
 d. evacuating
 e. evacuation

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Some time later, Teuku Umar proposed to marry her. Learning that Teuku Umar would allow her to fight, she ... his proposal. They were married in 1880.

- a. accept
 b. accepted
 c. was accepted
 d. were accepted
 e. has accepted.

The Dutch army welcomed him and appointed him as a commander, giving him the title of Teuku Umar Johan Bahlawa. However, Teuku Umar ... planned to betray the Dutch.

- a. secret
 b. secreted
 c. secreted
 d. secret
 e. secreted

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19. The Dutch general Johannes Beneddictus van Heutsz a spy to Aceh. Teuku Umar was killed during a battle when the Dutch launched a surprise attack on him in Meulaboh.

- a. send
 b. sends
 c. sended
 d. sent
 e. sending

20. After her husband, Cut Nyak Dhien continued to resist the Dutch wit her small army until its destruction in 1901, as the Dutch adapted their tactics to the situation in Aceh.

- a. die
 b. died
 c. dies
 d. diying
 e. had died



Bomb in Bali

The bomb, in the resort of Kuta, destroyed the Sari Club and a crowded nightspot. Many people have fallen victims to this bus. Many of them were foreign tourists, especially from Australia. They were better beyond recognition. Some tourist who were at the scene of the blast said there were two explosions around the night club. One bomb had exploded outside Paddy's Bar before a Bar bomb hit the Sari Club which was located some meters away.

Hundred were injured in the explosion and about 220 Australians remain unaccounted for. The U.K. Foreign Secretary, Jack Straw, said that 33 Britons were among those killed in the Bali attack. The Australian Primer Minister, John Howard, called its borders, saying it had been a problem for a long time.

Lists of missing people have been posted in Bali and official said that it could take days to identify all the victims. some of whom were trapped in the Sari Club by a wall of flames. A notice board at the hospital in Bali includes a section called "Unknown Identity" and detailed list on victims such as : "Young girl in intensive care, 11-14 years old, face burned, income. Causation," or "Girl in intensive care, about 5 years old, 130 cm, fair skin, Caucasian with reddish brown hair. She has a purplish belly button ring."

Many embassies, including the British and the American, are advising their people to cancel spending their planned holidays in Indonesia and all U.S. citizens in the country have been told to leave including diplomat and non-essential government staff.

1. What is the main idea of the text?

- a. The history of how bomb in Bali
- b. Bomb had exploded outside Paddy's Bar before a Bar bomb hit.
- c. Tourist of Australia became victims
- d. How hard the bomb in the resort Kuta
- e. Leave diplomats and non-essential government staff

2. Which tourists who were being the most victims in the accident?

- a. Local tourists
- b. Domestic tourist
- c. Australian tourist
- d. European tourist
- e. American tourist

3. How many Britions killed in the Bali attack?

- a. 220
- b. 33
- c. 50
- d. 43
- e. 76

4. Why did it take days to identify all the victims?

- a. Because most the victims couldn't be identified well
- b. Because some of the victims were trapped in the Sari Club by a wall of flames.



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- c. Because they were unknown identity.
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- c. Because of the lack of medical team.
- c. Because the face burned and the body are separated.
- c. Many embassies, including the British and the American, are advising their people to cancel sending their planned holidays in Indonesia. The underlined word refers to...
- a. Embassies
 - b. British people
 - c. American people
 - d. Australian people
 - e. British and American people

Questions 6-10 refer to the following text.

Joining the Traditional Dance Competition

I joined the Traditional Dance Competition in Jakarta last year. I represented my Junior High School. It was my biggest competition. I practised hard with my teacher for a month. We also prepared the best costume we had. We only had one day in Jakarta. We went there by plane. We left at 6 a.m and arrived in Jakarta at 7 a.m. We took a taxi to take us to the place where the competition was held. It took an hour to get there. There were already some participants when we arrived. The competition would start in an hour. First, my teacher and I went to the dressing

room. My teacher helped me do the make-up and the costume. We spent almost an hour for the preparation. I told my teacher that I was really nervous. I was not ready for this. However, she told me that everything was alright, and I felt better. Then, the time came for me to perform on stage. There were five judges and about two hundred people watching me. However, I did not feel nervous anymore. I performed on the stage confidently. I really did the best I could. I was glad when it ended smoothly. After that, we waited for the announcement of the result. It was 4 p.m. when the judges finished making their final decision. I was so impatient to hear the result. I still could not believe when they called my name as the first winner. I was so happy to be given the trophy. My teacher was also proud of my achievement. Finally, we went back to Yogyakarta in the evening. We were so tired. However, we were satisfied because our effort was not useless.

6. The meaning joined is about...
- a. Disparate
 - b. Merged
 - c. Apart
 - d. Separated
 - e. Subtracted
7. Which of the following statement is NOT TRUE?
- a. The writer joined the Traditional Dance Competition.
 - b. The writer was the runner up of competition
 - c. The writer went to Jakarta with her teacher.



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d. The writer took one hour by plane to Jakarta

e. The writer performed on the stage confidently.

What is the main idea of the text?

a. Joined the Traditional Dance Competition

b. Our effort was not useless

c. My biggest competition joined the Traditional Dance Competition

d. Performed on the stage confidently

e. Impatiently

9. "However, we were satisfied because our effort was not useless." (Paragraph 5).

The underlined word is similarly in meaning with ...

a. Pride

b. attempt

c. talent

d. awareness

e. assignment

10. "I still could not believe when they called my name as the first winner" (Paragraph 5)

What does underlined pronoun refer to?

a. The writer and her teacher

b. The participants

c. The judges

d. The judges and the participants

e. Two hundred people

Questions 11-13, answer based on the text.

Last week, Mr. Damier's wife had an accident. Her younger child, Ali, was at home when it happened. He was playing with his new toy car. Suddenly Ali heard his mother calling, "Help! Help!" he ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain as the pain was on fire. Mr Damiri had gone to the office. The other children had gone to the school. Ali was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbor's house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Ali's mother to the clinic. When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son, "When you are a man, you will be just like your father," she said.

11. Who took Mrs. Damiri to the clinic?

a. Her son

b. Her husband

c. Her neighbour

d. Her children

e. Her self

12. The main idea of the text is ...

a. Mrs. Damiri got accident

b. Mr Damiri was proud of his son

c. Ali asked his neighbor to help

d. Mr. Damiri and his other children had gone



e. The other children had gone to the school

How did the neighbour help Mrs. Damiri?

- a. He called Mrs. Damiri's husband and ran to the kitchen
- b. He called the fireman and put out the fire
- c. He put out the fire and took Mrs. Damiri at the clinic
- d. He called the fireman and advised Mrs. Damiri to stay calm
- e. He called ambulans

Questions 14-16, complete the blank spaces with the best word

Cut Nyak Dhien was a leader of the Chinese guerrilla forces during the Aceh War. She was born in Lampadang in 1848. Following the death of her husband Teuku Umar, she led guerrilla actions against the Dutch for 25 years. She was awarded the title of Indonesian National Hero on 2 May 1964 by the Indonesian government. Cut Nyak Dhien was born into an Islamic aristocratic family in Aceh Besar. Her father, Teuku Manta Setia, was a member of the ruling Ule' Balang aristocratic class in VI mukim, and her mother was also from an aristocratic family. She was educated in religion and household matters. She was renowned for her beauty, and many men proposed to marry her. Finally, she married Teuku Cik Ibrahim Lamnga, the son of an aristocratic family, when she was twelve.

On 26 March 1873, the Dutch (15) war on Aceh. In November 1873, during the Second Aceh Expedition, the Dutch successfully captured VI mukim in 1873, followed by the Sultan's Palaced in 1874. In 1875, Cut Nyak Dhien and her baby, along with other mothers, were (16) to a safer location while her husband Ibrahim Lamnga fought to reclaim VI mukim. Lamnga died in action on June 29, 1878. Hearing this, Cut Nyak Dhien was enraged and swore to destroy the Dutch.

14. What is main idea of the text ?

- a. Cut Nyak Dhien was enraged and swore to destroy the Dutch.
- b. Cut Nyak Dhien was awarded the title of Indonesian National Hero.
- c. Cut Nyak Dhien married Teuku Cik Ibrahim Lamnga.
- d. Cut Nyak Dhien followed by the Sultan's Palaced in 1874.
- e. Cut Nyak Dhien was a leader of the Acehnese.

15. a. declare

- b. declares
- c. declared
- d. educated
- e. declaring

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19. a. evacuate

b. evacuates

c. evacuated

d. evacuating

e. evacuation

Some time later, Teuku Umar proposed to marry her. Learning that Teuku Umar would allow her to fight, she ... his proposal. They were married in 1880.

a. accept

b. accepted

c. was accepted

d. were accepted

e. has accepted.

The Dutch army welcomed him and appointed him as a commander, giving him the title of Teuku Umar Johan Palawan. However, Teuku Umar ... planned to betray the Dutch.

a. secret

b. secrets

c. secretes

d. secret

e. secretin

19. The Dutch general Johannes Benedictus van Heutsz a spy to Aceh. Teuku Umar was killed during a battle when the Dutch launched a surprise attack on him in Meulaboh.

a. send

b. sends

c. sended

d. sent

e. sending

After her husband Cut Nyak Dhien continued to resist the Dutch with her small army until its destruction in 1901, as the Dutch adapted their tactics to the situation in Aceh.

a. die

b. died

c. dies

d. dying

e. had died

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1. Ka. Pradi PBI 25/5/17 f
 - 2.
 - 3.
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 - 5.
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*) Kepada bawahan "Instruksi" atau "informasi"
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Biasa

Pekanbaru, 24 Oktober 2018

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Yth. Dr. Hj. Zuhiddah, M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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Jurusan : Pendidikan Bahasa Inggris

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Dr. Drs. Alimuddin, M.Ag

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Alasan penggantian adalah:

1. Menunjukan Ibu Dr. Hj. Zulhiddah, sebagai Wakil Dekan II Fakultas Psikologi.
2. Keterbatasan dan keluangan waktu Ibu Dr. Hj. Zulhiddah, M. Pd untuk konsultasi bimbingan dikarenakan kesibukan sebagai Wakil Dekan II Fakultas Psikologi.

Demikian surat permohonan ini dibuat, atas perhatiannya diucapkan terima kasih.

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Sesuai dengan surat. Terima

Pembimbing
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 Judul : THE CORRELATION BETWEEN METACOGNITIVE KNOWLEDGE
 AND STUDENTS' READING COMPREHENSION OF RECOUNT TEXT
 AT THE TENTH GRADE OF SMAN 5 PEKANBARU
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Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
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- NIM : 11414203023
- Jurusan : Pendidikan Bahasa Inggris
- Judul : The Correlation Between Metacognitive Knowledge And Students' Reading Comprehension Of Recount Text At The Tenth Grade Of Senior High School Widya Graha Pekanbaru
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 a. Seminar usul Penelitian :
 b. Penulisan Laporan Penelitian :
 Nama Pembimbing : RIZKY GUSHENDRA, M. Ed
 a. Nomor Induk Pegawai (NIP) :
 Nama Mahasiswa : DEWI PUTRI KP
 Nomor Induk Mahasiswa : 11414203023
 Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	Feb/6 th /2019	Technique Collecting Data	<i>[Signature]</i>	
2.	Feb/7 th /2019	Operational concept and Indicator	<i>[Signature]</i>	
3.	Feb/10 th /2019	Approved for a Proposal Examination	<i>[Signature]</i>	
4.	March/28 th /2019	Approved for Instrument	<i>[Signature]</i>	
5.	August/28 th /2019	Fermlation of Chapter IV	<i>[Signature]</i>	
6.	August/29 th /2019	Rechnation of Chapter IV	<i>[Signature]</i>	
7.	August/30 th /2019	Approved for Menugasah	<i>[Signature]</i>	



Pekanbaru, 30 Agustus 2019
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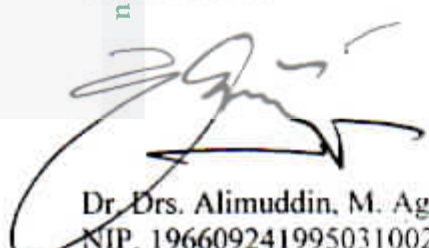
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 Hari/Tanggal Ujian : Senin / 18 Februari 2019
 Judul Proposal Ujian : The Correlation Between Metacognitive Knowledge And Students' Reading Comprehension Of Recount Text
 Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang Dalam Ujian proposal

NAMA	JABATAN	TANDA TANGAN	
		PENGUJI I	PENGUJI II
1. Drs. H. Kalayo Hasibuan, M. Ed. TESOL	PENGUJI I		
2. Zelly Putriani, M. Pd	PENGUJI II		

Mengetahui
 a.n. Dekan
 Wakil Dekan I

 Dr. Drs. Alimuddin, M. Ag
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 Yth. Kepala Sekolah
 SMA WIDYA GRAHA PEKANBARU

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Nama : DEWI PUTRI K P
 NIM : 11414203023
 Semester/Tahun : X (Sepuluh) 2019
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

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Des. Nursalim, M.Pd
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SEKOLAH MENENGAH ATAS
SMA WIDYA GRAHA
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(BAIK)**



NPSN. 10404030

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Dekan Fakultas Tarbiyah dan Keguruan
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Assalamu'alaikum Wr. Wb

Schubungan dengan surat Bapak dengan nomor Un.04/F.II.4/PP.00.9/3878/2019 perihal izin melakukan PraRiset tahun 2019, maka melalui surat ini kami menyatakan bersedia untuk memberikan izin melakukan PraRiset, atas nama :

Nama : Dewi Putri KP
NIM : 11414203023
Semester / Tahun : X (Sepuluh) /2019
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Demikian surat ini disampaikan, terimakasih.

Pekanbaru, 11 Maret 2019
Kepala Sekolah



DIANA RAFLES



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 450 Telp. (0751) 39064 Fax. (0751) 39117 PEKANBARU
 Email : dpmptsp@riau.go.id

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 UIN Sultan Syarif Kasim Riau

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REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/22344
 TENTANG



182010

**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : U.04/F.II/PP.00.9/5404/2019 Tanggal 28 Maret 2019**, dengan ini memberikan rekomendasi kepada:

- | | |
|----------------------|---|
| 1. Nama | : DEWI PUTRI K P |
| 2. NIM / KTP | : 114142030230 |
| 3. Program Studi | : PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : S1 |
| 5. Alamat | : PEKANBARU |
| 6. Judul Penelitian | : The Correlation Between Metacognitive Knowledge and Students' Reading Comprehension Of Recount Text At The Tenth Grade Of Senior High School Widya Graha Pekanbaru |
| 7. Lokasi Penelitian | : SENIOR HIGH SCHOOL WIDYA GRAHA PEKANBARU |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 2 Mei 2019

	Diandatangani Secara Elektronik Oleh: KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI RIAU
	EVAREFITA, SE, M.Si Pembina Utama Muda NIP. 19720628 199703 2 004

Demikian

disampaikan Kepada Yth :

- Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
- Kepala Dinas Pendidikan Provinsi Riau
- Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
- Yang bersangkutan

KEMENTERIAN AGAMA
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
 FAKULTAS TARBIYAH DAN KEGURUAN
 كلية التربية والتعليم
 FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
 Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

No. : 04/F.11/PP.00.9/5404/2019
 Bahasa :
 (Satu) Proposal
 Mohon Izin Melakukan Riset

Pekanbaru, 28 Maret 2019 M

Kepada
 Yth. Gubernur Riau
 Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
 Satu Pintu
 Provinsi Riau
 Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : DEWI PUTRI K P
 NIM : 11414203023
 Semester/Tahun : X (Sepuluh)/ 2019
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : THE CORRELATION BETWEEN METACOGNITIVE KNOWLEDGE AND STUDENTS READING COMPREHENSION OF RECOUNT TEXT AT THE TENTH GRADE OF SENIOR HIGH SCHOOL WIDYA GRAHA

Lokasi Penelitian : SMA WIDYA GRAHA PEKANBARU
 Waktu Penelitian : 3 Bulan (28 Maret 2019 s.d 28 Juni 2019)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor

Dekan



Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.
 NIP. 19740704 199803 1 001



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
 PEKANBARU

Pekanbaru, 07 MAY 2019

Kepada
 Yth. Kepala SMA Widya Graha
 Pekanbaru
 di-
 Pekanbaru

: 800/Disdik/1.3/2019/SQAG
 : Bahasa
 : Ilmu Riset / Penelitian

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN-RISSET/22344 Tanggal 2 Mei 2019 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : DEWI PUTRI K P
 NIM : 114142030230
 Program Studi : PENDIDIKAN BAHASA INGGRIS
 Jenjang : S1
 Alamat : PEKANBARU
 Judul Penelitian : THE CORRELATION BETWEEN METACOGNITIVE KNOWLEDGE AND STUDENTS' READING COMPREHESION OF RECOUNT TEXT AT THE TENTH GRADE OF SENIOR HIGH SCHOOL WIDYA GRAHA PEKANBARU
 Lokasi Penelitian : SMA WIDYA GRAHA PEKANBARU

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
 PROVINSI RIAU
 SEKRETARIS



AHYU SUHENDRA, SE

Pembina
 NIP. 1911209 200012 1 006

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State Islamic University of Sultan Syarif Kasim Riau

YAYASAN KESATUAN WANITA ISLAM (YKWI)
SEKOLAH MENENGAH ATAS
SMA WIDYA GRAHA
AKREDITASI B
(BAIK)



NPSN. 10404030

Alamat : Jl. Banda Aceh Gg. Nangka Telp. (0761) 34284 Tangkerang Utara - Pekanbaru

Nomor : 861b/SMA.WG/KWI/V/2019
Sifat : Penting
Lampiran : 1 (satu) Berkas
Hal : Surat Izin Telah Melakukan Riset

Kepada Yth.
Dekan Fakultas Tarbiyah dan Keguruan
UIN Sultan Syarif Kasim Riau
Pekanbaru

Assalamu'alaikum Wr. Wb

Sehubungan dengan surat riset/penelitian yang ditujukan ke SMA Widya Graha Pekanbaru, atas nama :

Nama : DEWI PUTRI KP
NIM : 11414203023
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau
Program Studi : Pendidikan Bahasa Inggris

Kami menyatakan nama tersebut di atas sudah melakukan riset di SMA Widya Graha Pekanbaru.

Demikian surat ini disampaikan, terimakasih.

Pekanbaru, 29 Mei 2019
Kepala Sekolah



Dra. Hj. DIANA RAFLES

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YAYASAN KESATUAN WANITA ISLAM (YKWI)
SEKOLAH MENENGAH ATAS
SMA WIDYA GRAHA
AKREDITASI B
(BAIK)



NPSN. 10404030

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Jl. Banda Aceh Gg. Nangka Telp. (0761) 43284 Tangkerang Utara - Pekanbaru

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: 843/SMA.WG/KWI/III/2019
: Penting
: 1 (satu) Berkas
: Balasan Surat Izin Melakukan PraRiset

Kepada Yth
Dekan Fakultas Tarbiyah dan Keguruan
UIN Sultan Syarif Kasim Riau
Pekanbaru

Assalamu'alaikum Wr. Wb

Sehubungan dengan surat Bapak dengan nomor Un.04/F.II.4/PP.00.9/3878/2019 perihal izin melakukan PraRiset tahun 2019, maka melalui surat ini kami menyatakan bersedia untuk memberikan izin melakukan PraRiset, atas nama :

Nama : Dewi Putri KP
NIM : 11414203023
Semester / Tahun : X (Sepuluh) /2019
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Demikian surat ini disampaikan, terimakasih.

Pekanbaru, 11 Maret 2019
Kepala Sekolah



DIANA RAFLES

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CURRICULUM VITAE

Dewi Putri K P was born on December 1st 1995 in Medan, North Sumatra. She is the fourth daughter of Mr. Rasillah Perangin-angin and Mrs. Lose Br Sembiring Maha . She has one sister, her name is Rosmeri Perangin-angin, SS and two brother, his name is Harianto Perangin-angin and Hartikan Perangin-angin. She finished study at Elementary School Amal Shaleh Medan and she continued her school to State Junior High School 1 Kabanjahe, then she finished her study at Senior High School Katolik 2 Kabanjahe. In 2014, she continued her study at Islamic University of Sultan Syarif Kasim Riau (UIN SUSKA RIAU) majoring in English Education, Faculty of Education and Teacher Training as her major.