

**A PORTRAIT OF LEARNER'S AUTONOMY  
THROUGH METACOGNITIVE STRATEGY ON  
READING COMPREHENSION**

**(A Study at SMP N 32 Semarang)**

**THESIS**

Submitted in Partial Fulfillment of the Requirement  
for the Degree of Bachelor of Education  
in English Language Education



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SEMARANG  
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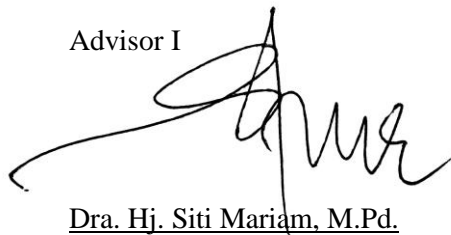
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I state that the thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo State Islamic University to be examined at Munaqosyah session.

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## **DEDICATION**

The final project is dedicated to:  
My beloved parents, Imam Saefudin and Siti Zulaekha, also my  
beloved sister.



## MOTTO

If you want something, don't wish for it, work for it.

Life is too short to wait.<sup>1</sup>

Stephen Hines

---

<sup>1</sup> David Setiawan and Ade Rai, *Becoming the True You*, (Jakarta: Gramedia, 2014), page 32.



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Finally, the researcher realizes that this thesis is still far from being perfect. Therefore, the researcher will accept constructive criticism in order to make it better. The researcher hopes that this thesis would be beneficial for everyone. Amiin.

Semarang, 02 July 2018

Researcher,

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## ABSTRACT

Title : A Portrait of Learner's Autonomy through Metacognitive Strategy on Reading Comprehension (A Study at SMP N 32 Semarang)  
Author : Kartika Ayu Septiningrum  
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Keywords : Learner Autonomy, Metacognitive Strategy, Reading Comprehension

Autonomy or the capacity to take charge of one's own learning was seen not only as a popular topic, but also as a crucial necessity in language learning. In Indonesia, the principle of autonomous learning was implemented in 2013 curriculum. This research aims to capture the practice of learner autonomy and its' role in learning process through a strategy which is used in practicing the autonomy. Metacognitive strategy, which has planning process, monitoring process, problem solving process, and evaluating process is definitely necessary for learners' autonomy. Qualitative research method was used in conducting this research. Three data collection methods were used in capturing the data in all metacognitive's process. Each method has their own dimension in collecting the data. A participatory observation was used to collect data from activeness dimenssion, a student questionnaire for awareness dimenssion and an interview for responsibility and ability dimenssion. The data from these data collection methods were triangulated to make it valid. This research has flexibility to be conducted in any institution in condition the 2013 curriculum is implemented there. SMP N 32 Semarang was choosen for this reason. Based on the research, the learners are autonomous, they are active, aware, responsible, and able to take control of their own learning in all metacognitive strategy processes (planning, monitoring, problem solving and evaluating), yet they are not completely free from teacher's guidance, they need it in making a plan, monitoring, solving problem, and evaluating their learning.



## TABLE OF CONTENT

PAGE OF TITLE .....	i
THESIS STATEMENT .....	ii
RATIFICATION .....	iii
ADVISOR APPROVAL .....	iv
DEDICATION .....	vi
MOTTO .....	vii
ACKNOWLEDGEMENT.....	viii
ABSTRACT.....	x
TABLE OF CONTENT.....	xi
LIST OF TABLE AND DIAGRAM .....	xiv
LIST OF APPENDICES .....	xv

### CHAPTER I INTRODUCTION

A. Background of the Research.....	1
B. Research Question .....	5
C. Objective of the Research .....	6
D. Significances of the Research .....	6
E. Limitation .....	7

## **CHAPTER II REVIEW OF RELATED LITERATURE**

A. Review of Previous Studies .....	9
B. Theoretical Review .....	14
1. Learner Autonomy.....	14
2. Learner Autonomy and Metacognitive Concept ....	22
3. Metacognitive in Reading Strategy .....	23

## **CHAPTER III RESEARCH METHOD**

A. Research Design .....	33
B. Research Setting .....	36
1. Time of the Research .....	36
2. Place of the Research.....	36
C. Research Subject .....	36
1. Population .....	36
2. Sample and Sampling.....	37
D. Types and Data Source .....	38
E. Data Collection Technique .....	39
1. Participatory Observation .....	40
2. Student Questionnaire .....	43
3. Interview .....	45
F. Data validity test .....	47
G. Data Analysis Technique .....	49
1. Data Reduction .....	49
2. Data Presentation .....	50
3. Conclusion .....	50

## **CHAPTER IV RESEARCH FINDING AND DISCUSSION**

A. Description of the Research .....	52
B. Data Analysis .....	54
1. Autonomy Represented in Learners' Metacognitive Reading Strategy through Planning Process .....	54
2. Autonomy Represented in Learners' Metacognitive Reading Strategy through Monitoring Process.....	63
3. Autonomy Represented in Learners' Metacognitive Reading Strategy through Problem Solving Process .....	71
4. Autonomy Represented in Learners' Metacognitive Reading Strategy through Evaluating Process .....	80
C. Discussion of Research Finding .....	89

## **CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion .....	92
B. Suggestion .....	93
C. Closing .....	94

## **BIBLIOGRAPHY**

## **APPENDICES**

## **CURRICULUM VITAE**



## **LIST OF TABLE AND DIAGRAM**

Diagram 2.1	Learner Autonomy and Metacognitive Concept
Table 3.1	Participatory Observation List
Table 3.2	Student Questionnaire
Table 3.3	Questions of Ability and Responsibility
Table 4.1.1	Participatory Observation Finding on Planning Process
Table 4.1.2	Participatory Observation Finding on Planning Process
Table 4.1.3	Interview Question on Planning Process
Diagram 4.1	Finding on Planning Process
Table 4.2.1	Student Questionnaire Finding on Monitoring Process
Table 4.2.2	Interview Question on Monitoring Process
Diagram 4.2	Finding on Monitoring Process
Table 4.3.1	Participatory Observation Finding on Problem Solving Process
Table 4.3.2	Student Questionnaire Finding on Problem Solving Process
Table 4.3.3	Problem Solving Interview Question
Diagram 4.3	Finding on Problem Solving Process
Table 4.4.1	Participatory Observation Finding on Evaluating Process
Table 4.4.2	Student Questionnaire Finding on Evaluating Process
Table 4.4.3	Evaluating Interview Question
Diagram 4.4	Finding on Evaluating Process





## **APPENDICES LIST**

Appendix 1	Lattice of Instrument
Appendix 2	Interview Gudeline
Appendix 3	Participatory Observation Finding
Appendix 4	Students' Questionnaire Finding
Appendix 5	Reading Text and Exercises
Appendix 6	Students' Answer Sheet
Appendix 7	Students' Evaluation Sheet
Appendix 8	Students' Questionnaire



# CHAPTER I

## INTRODUCTION

This chapter discusses about the background of the research, the reason why choosing the topic, the research questions, the objective of the research, and significance of the research.

### A. Background of the Research

Learner's autonomy as a concept "erupted" as a need of defining the move from conventional educating to interactive educating. The process thusly takes into thought components that offer assistance cultivate and keep up superior learning, self-motivated learning and helps learners' in the finding of who they really are, what they really like and how they learn best. Jacobs & Farrell (2001) state that "the concept of learner autonomy emphasizes the part of the learner, rather than the part of the teacher, centers on the process, rather than the product and energizes learners to create their own purposes of learning and to see learning as a long lasting process."<sup>1</sup> The portion where the learner really has control over his/her learning is stress-free for both the teacher and the learner. The teacher is no longer beneath the highlight and the learner has presently more self-confidence. When scholarly learning is considered, learners' own styles

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<sup>1</sup>George M Jacobs and Thomas S C Farrell, "Paradigm Shift: Understanding and Implementing Change in Second Language Education", <http://tesl-ej.org/ej17/a1.html>, accessed on 30/10/2017 at 10.15 p.m.

learning are ensured, in this case, strategy of reading.<sup>2</sup> Metacognitive which includes planning, monitoring, evaluating, and problem solving processes appears as a strategy towards autonomy.

Human being are told to consider their learning, to take control of their learning and to cultivate self-motivated learning in the finding of who they really are, what they really like and how they learn best. This command is written on Qur'an chapter al-Hasyr, verse 18.

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَلْتَنْظُرْ نَفْسٌ مَّا قَدَّمَتْ لِغَدٍ وَاتَّقُوا  
اللَّهَ إِنَّ اللَّهَ خَبِيرٌ بِمَا تَعْمَلُونَ ﴿١٨﴾

O ye who believe! Fear Allah, and let every soul look to what (provision) he has sent forth for the morrow. Yea, fear Allah: for Allah is well acquainted with (all) that ye do.<sup>3</sup>

The meaning of the verse is that all of us for private sake ought to examine the deeds he has executed. It is like a learner who examining their learning. Further, ought to also make calculations approximately the provision for the journey of his life within the future.<sup>4</sup> From the explanation it is defined that consistent with

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<sup>2</sup> Igballe Miftari, "The Concept of Learner Autonomy - a Focus on Metacognitive Reading Strategies at University Level", *Promoting Learner Autonomy in Higher Education*, (2015), page 101.

<sup>3</sup> Departemen Agama RI, "Al Jamil Al-Qur'an Tajwid Warna, Terjemah Per Kata, Terjemah Inggris", (Bekasi: Cipta Bagus Segara, 2012), page 548.

<sup>4</sup> M. Quraish Shihab, accessed from <https://tafsirq.com/59-al-hasyr/ayat-18#tafsir-quraish-shihab> on Monday, 15/4/2018.

Islam, all of us needs to consider what to do within the future, by means of workout control in every motion, thinking with full consciousness of what he is doing. That is the equivalent of metacognition as a strategy towards autonomy.

In Indonesia, the practice of learner autonomy was conducted in 2013 educational programs. Concurring to Sahiruddin in Permata and Arianti (2016), the government has planned the instruction educational programs a few times. The 2013 educational programs is the most current one that is outlined by the government. The concept of the 2013 educational programs is learners can make progress their capacity in learning English autonomously. The 2013 educational programs is learner centered learning approach where the point is to create learners' independence and autonomy (Jones 2007) by putting duty for the learning way in the hands of students (Rogers 1983, Pedersen, S., & Liu, M. 2003, Hannafin, M. J., & Hannafin, K. M. 2010). Agreeing to Sahiruddin in Permata and Arianti (2016), these days the Indonesian learners have a potential to be autonomous and independent. It can happen when the teacher can construct the learners' learning mindfulness. Learners ought to take an active part in finding and fathoming the issue amid the learning process in the classroom. The teacher takes a part as the controller and the facilitator for the learners in accomplishing their objective. There are a few contrasts of 2013 educational programs with the other educational programs (e.g. the time designation in learning

English in Indonesia). Time designation in learning English is constrained. The government requests the learners be dynamic in finding and learn English freely. The learners learn English not as it were in the school, but moreover learn English exterior the classroom.<sup>5</sup>

Agreeing to Dardjowidjojo in Ardi (2017) executing the concept of autonomy is a challenging task for EFL learners in Indonesia basically due to three existing social and philosophical values in its society.<sup>6</sup> Begin with the *manut-lan-miturut* (to concur and comply) logic, considering that great children are those who complying and concurring with their parents, older folks, or individuals in tall positions. Complaints and distinctive sees are in this way not permitted to be made by children. Another concept is the *ewuh-pekewuh* (awkward and uneasy) logic, in which individuals are hesitant to provide diverse conclusions to the older folks or individuals with higher specialist. The third is the *sabda pendita ratu* (the words of a consecrated lord) logic, saying that the words of individuals with tall positions in the society are respected as god's truth. As a result, those words cannot be addressed by individuals with lower

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<sup>5</sup> Ni Putu Intan Permatasari and Ni Made Mas Arianti, "Learner Autonomy and Culture in Bali: Perspectives from Secondary School Indonesian EFL Context" , downloaded from [http://www.vnseameo.org/TESOLConference2016/materials/13\\_1.pdf](http://www.vnseameo.org/TESOLConference2016/materials/13_1.pdf) on 29/08/2017 at 10.07 a.m.

<sup>6</sup> Priyatno Ardi, "Promoting Learner Autonomy Through Shoology M-Learning Platform in an EAP Class at Indonesian University", *The Journal of Teaching English with Technology*, (Vol.17, No.2, 2017), page 56.

positions. Those three shapes of logic are showed in the control relationship between teacher and learners in EFL classroom practice. Most learners subsequently acknowledge their instructors as a specialist figure they ought to take after and comply. Almost four a long time 2013 educational programs have been actualized in this philosophical and social reality. That's why capturing the practice of learner autonomy and its role in the learning process through metacognitive reading strategy is interesting. SMP N 32 Semarang was chosen in conducting the research because it implements the 2013 curriculum. Like capturing the phenomenon of 'cat running' we can indicate the cat is running from the cat's feet position, movement and speed. Similar with capturing the phenomenon of learner autonomy we can indicate it from the strategy inside it. Metacognitive strategy include planning aspect, monitoring aspect, problem-solving aspect, and evaluation aspect that are definitely necessary for learners' autonomy.

## **B. Research Question**

Based on background of the study, the problem can be formulated as follows:

How is the learners' autonomy represented in their metacognitive reading strategy through planning, monitoring, problem-solving, and evaluating processes?

### **C. Objective of the Research**

Regarding to the problems above, the aims of the study are as follows:

To explain the learners' autonomy represented in their metacognitive reading strategy through planning, monitoring, problem-solving, and evaluating processes.

### **D. Significances of the Research**

This study is important for some reasons:

1. For the readers, to expand the knowledge of learner autonomy especially for those who interested in this subject theoretically.
2. For the teachers, to assist in fostering learner autonomy completely.
3. For learners, to improve learners' awareness on learner autonomy practically.
4. For the education obligation maker, to give the real image of learner's autonomy happen on the field practically.
5. For the next researcher, to be one of the references for those who are interested to this study practically.



## **E. Limitation**

This study only captures learner autonomy through metacognitive strategy in reading comprehension. Reading as one of English skills is chosen because this skill requires foremost interest and passion, creativity and imagination; it requires deep vocabulary knowledge and prior experience with books. In reading especially, the learner should be able to identify the different metacognitive strategy that are most suitable for them. This study was conducted in SMP N 32 Semarang one of junior high schools in Semarang that implements the 2013 curriculum.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter the researcher discusses the related literatures that have contributed to this research including some previous research and the explanation of the theoretical concept of learner autonomy in language learning to understand learner autonomy conceptually, the intersection of learner autonomy as a phenomenon and metacognitive as a strategy, and the theoretical concept of metacognitive in reading strategy itself.

#### A. Review of Previous Studies

In process of writing this thesis, the researcher used some theoretical backgrounds and previous research thesis as follow:

1. Stanley Mohandoss Stephen & Xavier Pradheep Singh (2010), in their study, *Learning Grammar Autonomously through Metacognitive Strategies: An Experiment*.<sup>1</sup> This paper detailed an experimental study was conducted with fifty freshmen in college on autonomous learning of ‘concord’ using metacognitive strategy. This experimental study is an attempt to verify whether students can learn English grammar autonomously when they are trained to use metacognitive knowledge and strategy. This experiment used the method described by Best and Kahn (2000). This

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<sup>1</sup> Stanley Mohandoss Stephen & Xavier Pradheep Singh, “Learning Grammar Autonomously through Metacognitive Strategies: An Experiment”, *Journal of NELTA*, (Vol.15, No.1-2, 2010), page 146-150.

research didn't explain about how the students learned autonomously, this research only focused on the test result, the process itself, actually a meaningful finding, and instructional guide was made so that the student learned by following the instructional guide. That was the weaknesses of this research. On the other side, five separate sessions were conducted. It gave the valid data. That is the strength of this research. The process should be more explained in detail, and instructional guide should not be made so that students learn on their own needs. The similarity between this research and mine is examining autonomous learners through metacognitive strategy. While the differences are this study is an experimental research and this study examines grammar, and the participants of this study is college student.

2. Hala Ahmed Ismael (2015), in his research, *The Role of Metacognitive Knowledge in Enhancing Learners Autonomy*.<sup>2</sup> This study implied that many scholars have identified different methodological approaches to metacognition development and learners' autonomy in teaching and learning English as a foreign or second language. Garcia (2010) states that "learning cannot be

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<sup>2</sup> Hala Ahmed Ismael, "The Role of Metacognitive Knowledge in Enhancing Learners Autonomy", *International Journal of Language and Linguistic*, (Vol.2, No.4, 2015), page 95-102.

autonomous if there is no metacognition to supervise, organize and plan the process. Learning is part of everyone's life; whether they attend formal schooling, university, or not, people will learn". As established by Flavell (1975), metacognition is simply defined as "thinking about thinking" which consists of components that are made up of knowledge and regulation. Metacognitive knowledge includes knowledge about oneself as a learner (personal knowledge) and the factors that might impact performance (task knowledge), knowledge about strategy, and knowledge about when and why to use strategy (strategy knowledge). Since the present paper sets out to discuss the role of metacognitive knowledge in enhancing learner autonomy, the paper reviews related metacognition literature on both learners' autonomy and language learning strategy. This research has a weakness on the way the researcher analyzed the data. The researcher simplified the data discussion from a very flexible instrument without highlighting the point of the data to make a conclusion. This is the impact of using the very flexible instrument where the research subject can freely write something. Meanwhile the very flexible instrument also requires the very flexible data which can be the strength of this research. It can discover some points out of the researcher's knowledge. If the same research is conducted by me as the researcher, a list of metacognitive

component will be made because with it, analyzing the data become easier to be done and it will stimulate research subject to provide the data needed. The similarity between this research and mine is examining learner autonomy through metacognitive strategy and the belief of “learning cannot be autonomy if there is no metacognition to supervise, organize, and plan the process. The difference of this research and mine is this research is examining learner autonomy through metacognitive strategy in listening skill.

3. Igballe Miftari (2015), in his study, *The Concept of Learner Autonomy - A Focus on Metacognitive Reading Strategies at University Level*.<sup>3</sup> In this study, the researcher explored the awareness of learner autonomy and its’ role in the learning process, the role of different metacognitive reading strategy and how they should be applied in teaching, student motivation, self-evaluation and different outcomes of the learning process. This research was based on former research in the field and on personal experiences concerning the issue. Metacognitive strategy generally divided into three, they are planning, monitoring, and evaluating. Some theories add one strategy; problem solving strategy. To know the concept of learner autonomy focusing on metacognitive reading strategy all of the strategy should be

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<sup>3</sup> Igballe Miftari, “The Concept of Learner Autonomy - a Focus on Metacognitive Reading Strategies at University Level”, *Promoting Learner Autonomy in Higher Education*, (2015), page 101-111.

examined. The instrument of this research only examines about the learner autonomy awareness, the metacognitive strategy in general, and the evaluation strategy. That's the weakness of this research. There is inequity distribution of instrument. The evaluating strategy questionnaire is separated from the general metacognitive strategy questionnaire, and the general metacognitive strategy questionnaire is not enough to examine about the planning and monitoring strategy. In the other side, this research used novel as he reading material and conducted on one semester. That was the strength of this research. It provided a big chance to examine learner autonomy through metacognitive strategy. If the same research is conducted by me as the researcher, a fair distribution on the questionnaire was made to fit on metacognitive strategy processes. The similarity of this research and mine is examining learner autonomy through metacognitive strategy in reading skill, and the differences are on the reading material and the research subject. The reading material of this research is a novel, and the subject is university students.

## B. Theoretical Review

This theoretical review serves the explanation of the theoretical concept of learner autonomy in language learning to understand learner autonomy conceptually, an intersection of learner autonomy as a phenomenon and metacognitive as a strategy, and the theoretical concept of metacognitive in reading strategy itself.

### 1. Learner autonomy

It has been four decades learner autonomy was conceptualized in the field of language education. In 1971 the Council of Europe's Modern Languages Project set up the Centre de Recherches et d'Applications Pedagogiques en Langues (CRAPEL) at the College of Nancy in France, which got to be the center of inquire about and practice in the field of language educating. When Yves Châlon, the author of CRAPEL and has been considered the father of autonomy in language learning passed away, Henri Holec took the leadership of CRAPEL. Holec's extend report to the Chamber of Europe got to be a key early report on independence in language learning. The venture pointed to supply grown-ups with openings for long lasting learning, and to evacuate boundaries between learning and living.<sup>4</sup>

The approach created at CRAPEL was influenced by

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<sup>4</sup> E-book: David Little, *Learner Autonomy 1: Definitions, Issues, and Problem*, (Dublin: Authentik Language Learning Resources Ltd, 2016), page 6-7.



proposition from the developing field of grown-up self-directed learning. These propositions emphasize the significance to create the individual's freedom by creating learning abilities, which will empower him or her to act more responsibly in running the undertakings of the society in which he or she lives. This association between education, person flexibility, and social responsibility are moreover reflected winning sees of individual autonomy in European and North American political logic at the time. From at that point on learner autonomy in language educating has gotten to be the prevalent theme among teachers and analysts around the world.<sup>5</sup>

Autonomy or the capacity to take charge of one's possess learning was seen not as it were as a well-known theme, but moreover as a pivotal need in language learning. The term autonomy is the concept of "how I learn best and why" and once we take this into thought, an entirety modern enterprise in teaching will start. The analyst once came over an article which depicted learner independence as being "first and preminent, a mentality, a way of considering

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<sup>5</sup> Michael Wikins, "Learner Autonomy in Japanese High Schools: an Exploratory Study", downloaded from [https://www.academia.edu/12899512/Learner\\_autonomy\\_in\\_Japanese\\_high\\_schools\\_An\\_exploratory\\_study](https://www.academia.edu/12899512/Learner_autonomy_in_Japanese_high_schools_An_exploratory_study) at 09/092017 at 01.58 p.m.

around learning as a travel, where you choose where to go and how to travel...”<sup>6</sup>

If we predict of it, therefore the learner would be the traveler and teacher would be the guide, aiding only required or asked for. This relationship between each the learner and also the teacher would then be that of a collaborator, as a result of each would assist the opposite once required. A traveler can ordinarily have browsed a lot of regarding the attractions of the precise place and may ordinarily raise the guide to examine those specific places. The guide ought to after all continually be ready to satisfy the tourists’ desires and needs. As you'll conclude, this can be however the connection ought to be within the schoolroom, i.e. the teacher and also the learner ought to assist one another within the journey of learning.<sup>7</sup>

Many researchers within the field have so tried to “construct” one and best which means and definition concerning autonomy. they need solely ended that, all of them incorporates a personal saying, some way of saying it and some way of making the foremost relevant elements of autonomous learning. They coincide, however aren't constant. They're totally different just because as people, we

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<sup>6</sup> Hayo Reinders, “Learner Strategies in the Language Classroom: which Strategies, When and How?”, accessed on 29/10/2017 at 10.40 a.m. from <http://innovationinteaching.org/article%20-%202004%20-%20Guidelines.pdf>.

<sup>7</sup> Igballe, “The Concept ...”, page 102.

tend to be all totally different. We tend to have a spread of individuals thinking in a very wide range of ways that, for each individual, the most effective definition, let our mind assume of the way learners think, act and behave, the way they answer queries and the way they create remarks. Two students may provide similar answers, however they'll never be utterly the same; for on the contrary, they need to derive the others' answer. As academics, we must always so take these variations as normal and as positive, and place into use our students' suggestions: 'autonomy is basically a matter of the learners' psychological reference to the method and content of learning; a capability for detachment, essential reflection, decision-making and independent action.'<sup>8</sup>

In step with Benson & Voller in Nunan (2003) the term autonomy has emerged as used as follows: a. for conditions in which learners learn completely on their own, b. for a set of capabilities which may be found out and implemented in self-directed studying, c. for an inborn capability that is suppressed through institutional schooling, d. for the workout of learners' duty for his or her personal studying,

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<sup>8</sup> Little, *Learner Autonomy 1 ...*, page 4.

and e. for the proper of learners to decide the route in their personal studying.<sup>9</sup>

Autonomy is strongly tied to a learners' capacity. Benson in Nunan (2003) states that

“autonomy is the capacity to take control of one's own learning i.e. Learners initiate and manage their own learning, set their own priorities and goals and attempt to link them together with their own will and abilities in order to enhance better learning”.<sup>10</sup>

He refers to “capacity” as connected to autonomy through learners' potential, desire and freedom.

A capacity to take very own studying is commonplace in adult. Adult studies on their personal manner for his or her personal want. It's far a unique case for scholar at school age. They engaged in complete-time schooling. they are more youthful, the path in their life has now not yet been decided, their interest are probably to be age associated and can brief-lived, they may be studying because they ought to, not necessarily because they need to, and their studying ends not after they have completed their studying aim but in step with timetable commonly prescribed by using their date of birth. For those within the machine, it could be easily visible that there are such a lot of elements over which teachers and

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<sup>9</sup> David Nunan, “Nine Steps to Learner Autonomy”, [http://www.andrasprak.su.se/polopoly\\_fs/1.84007.1333707257!/menu/standard/file/2003\\_11\\_Nunan\\_eng.pdf](http://www.andrasprak.su.se/polopoly_fs/1.84007.1333707257!/menu/standard/file/2003_11_Nunan_eng.pdf), downloaded on 16/11/2017 at 10.02 a.m, page. 193-194.

<sup>10</sup> Nunan, “Nine Steps ...”, page.194.

learner don't have any manipulate, which make learner autonomy is an impossible dream. Absolute confidence it does occur. However a recommend of this melancholy is founded on three misconceptions.<sup>11</sup>

The primary false impression has to do with the strength of the syllabus, which is meant to decide the entirety that the teacher does in the school room. Teacher has their personal constructs and a completely unique knowledge of the syllabus; in order that their teaching can't be equal to every person else's. The syllabus has now not yet been written that precisely what the teacher ought to do of their teaching-learning activities. Even the most discipline syllabus can't keep away from taking a bunch of person choices and initiatives with a view to educate their classes. Absolute confidence teaching should continually have an eye fixed at the syllabus.<sup>12</sup>

The second false impression is that the examinations as a barrier to the improvement of learner autonomy due to the fact they predetermine the content material of studying. This became much more likely to be real at a time whilst foreign language syllabuses gave a central position to prescribed (typically literary) texts; although even it turned into commonly now not the purpose of the syllabus that learners

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<sup>11</sup> Little, *Learner Autonomy I: ...*, page. 8-10.

<sup>12</sup> Little, *Learner Autonomy I: ...*, page. 8-10.

have to study only the texts that had been prescribed. However these days prescribed texts play a far decreased role in examination programs, which by means of and massive seeks to check abilities as opposed to content material. Certain skills inevitably constrain content material; as an instance, materials about public notices or public announcements have to be based on the right variety of feasible instances. However different capabilities like reading and listening comprehension, standard communication, letter-writing or speaking are content material-free. For this reason, there's no way of ensuring every candidates had uncovered to precisely the identical input, leading them to a mastery of precisely the identical words and structures. It didn't assist learners to learn with simplest the examination in mind; for this unavoidably limits their learning and gave upward thrust to exactly the disjunction among learning and living that autonomy have to assist us to keep away from.<sup>13</sup>

The third false impression is the content of studying. Even permitting that neither the syllabus nor the examination can completely specify what is to be learned, many teachers stay convinced that there is a sure quantity of material that ought to be blanketed, sure matters that need to be taught. In concept of language acquisition, 2nd and overseas language

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<sup>13</sup> Little, *Learner Autonomy 1: ...*, page. 8-10.

is found out or internalized with the aid of the identical interactive system as first language. When learner is focused in studying a material, reading as an instance, in addition they ought to master the features of the language like grammar, morphology, vocabulary, or maybe syntax. The express treatment of features of the target language system can likely assist these strategies. That's wherein autonomy wanted. The maximum successful learners are probably to be those who are constantly interacting with and through the target language, receiving and expressing meanings which can be crucial to them.<sup>14</sup>

The perception that the existence of curriculum is a barrier for learner autonomy is a false impression. As Nunan states that curriculum exist as a plan.<sup>15</sup> Consequently, we want to think about the carried out curriculum (what absolutely occur inside the classroom) and the curriculum as final results (what students truly learn). Languages are discovered in an effort to be used. There aren't any real limitations to learning. Benson states that no unique curriculum in learning overseas language. Wherein they're learned in an effort to be used as a medium of learning, the limits of the language curriculum are in large part relative to contexts described by means of the daily life of the learners

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<sup>14</sup> Little, *Learner Autonomy I: ...*, page. 8-10.

<sup>15</sup> Nunan, "Nine Steps ...", page.195.

themselves. In lots of institutional settings, consequently, language teachers discover themselves within the leading edge of efforts to sell autonomy as a particular reaction to the needs of teaching their subject matter.<sup>16</sup>

## 2. Learner Autonomy and Metacognitive Strategy Concept

Once learners reflecting their studying and the effectiveness of the method is referred as “metacognition”. Metacognitive includes self-control inside which encompass the activities of self-regulated thinking. This self-regulated thinking is vital as it results in making plans and practice as how to finish an assignment, tracking ones’ fulfillment, reflecting and self-evaluating the results of undertaking of completion. The learner is actively element-taking in the process and as a primary factor is now auto-crucial. The learner is now able to specialize in the primary factors of relevance in powerful learning (personal powerful learning). Metacognitive strategy are described by Singhal (2001) as behaviors undertaken through the learners to devise, set up, and examine their personal studying. Such strategies include directed attention and self-evaluation, organization, placing goals and targets, looking for exercise opportunities, and so

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<sup>16</sup> E-book: Phill Benson and Lor Winnie, *Making Sense of Autonomous Language Learning*, (Education Resources and Information Center, 1998), page. 9.



on. Inside the context of reading, self-tracking and correction of mistakes are further examples of metacognitive strategy.<sup>17</sup>

### 3. Metacognitive in Reading Strategy

Reading as a skill requires primary interest and passion, creativity and imagination; it requires deep vocabulary expertise and prior experience with books. In reading particularly, the learner ought to be capable of become aware of the extraordinary metacognitive strategy which are most appropriate for them.

Clarke and Silberstein (1977) and Coady (1979), defined reading as an active process of text comprehension wherein the reader makes use of prior knowledge and suitable techniques, which includes previewing text, using contextual clues or making inferences. in line with Chan (2003): “bad readers score lower than proper readers in using all reading strategies, and particularly in using sophisticated cognitive and metacognitive strategy. The attention and the use of cognitive and metacognitive strategy are intently associated with the performance of the reading

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<sup>17</sup> Meena Singhal, “Reading, Proficiency, Reading Strategies, Metacognitive Awareness and L2 Learners”, <http://www.readingmatrix.com/articles/singhal/> on 01/12/2017 at 02.16 p.m.

process.<sup>18</sup> I.e. learners that understand a way to value and use metacognitive strategy are those who rates better marks and recognize text better than bad readers. Some metacognitive strategies regarding reading are: centering the reading (linkages with prior understanding, goals and desires), arranging and making plans, and self-monitoring. Singhal (2001), in the broader context of standard reading strategies, described particular reading strategies as:

- a. Cognitive reading strategies used to control the language that encompass note-taking, summarizing, paraphrasing, predicting, analyzing and the usage of context clues.
- b. Memory reading strategies, that are strategies used to help the learner to collect data, which includes word affiliation and semantic mapping.
- c. Compensation reading strategies, such as ‘inferencing’, and guessing while reading, that may help the learner in making up for reading deficiencies.
- d. Affective reading strategies, which encompass self-encouraging behavior to decrease tension, which include rewarding oneself for reading effectively.

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<sup>18</sup> David W. Chan, “Reading Strategy Use and Motivation among Chinese Good and Poor Readers in Hong Kong”, *Journal of Research in Reading* (Vol. 26, No. 2, 2003) page. 177–190.

- e. Social reading strategies, related to taking part with friends, as an example, to ask questions, seek assist or correction and to get comments while reading.<sup>19</sup>

Many experts across different content areas have supported metacognitive control and regulation processes. Various phrases, i.e., self-directed competencies, or self-regulatory competencies within the cognitive psychology, and special classes of such competencies were proposed. Zimmerman (1998), as an example, advocates a cyclical self-regulatory process that entails self-evaluation and monitoring; aim setting and strategic making plans; strategy implementation and monitoring and strategic final results and monitoring.<sup>20</sup> Hacker (1998) in Danuwong (2006) categorizes metacognitive processes into executive monitoring processes and executive regulation processes.<sup>21</sup> The previous studies contain choices that assist to pick out a project; to test on contemporary development with the project; to assess that development; and to expect the final results of that development.<sup>22</sup> The latter, i.e., executive regulatory processes, direct a regulation of the course of

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<sup>19</sup> Singhal, "Reading, Proficiency, ..."

<sup>20</sup> Barry J. Zimmerman, "Academic Studying and the Development of Personal Skill: A Self-Regulatory Perspective", *Educational Psychologist*, (Vol. 33, No. 2-3, 1998), Page. 73-86.

<sup>21</sup> Chayada Danuwong, "The Role of Metacognitive Strategies in Promoting Learning English as a Foreign Language Independently", *Thesis* (Edith Cowan University, 2006), page 34.

<sup>22</sup> Danuwong, "The Role ...", page 34.

one's personal thinking. They contain choices that assist to allocate sources to the contemporary project to decide the order of steps to be taken to finish the project, and to set the depth or the rate at which to work at the project.<sup>23</sup>

After a decade of persevering with studies, Chamot, Barnhardt, El-Dinary & Robbins (1999) in Danuwong (2006) propose the Metacognitive version of Strategic learning. This version advanced from previous theory which includes three metacognitive processes: making plans, tracking and assessment.<sup>24</sup> Later within the version improvement, Chamot and associates in Danuwong (2006) supplied four processes: making plans, monitoring, problem-solving and evaluating. The version also suggests learning strategies, i.e., metacognitive, cognitive and social-affective, those have been powerful in lots of learning tasks, such as FL/SL learning and were classified beneath every metacognitive process.<sup>25</sup>

The individual strategy of the planning process allow a person to arrange an idea or precept learning task earlier, prepare strategies for an upcoming task and make a plan for the components, series, major thoughts or language function for use. Those strategies are, as an example, aim putting, selecting strategies for the task, making predictions,

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<sup>23</sup> Danuwong, "The Role ...", page 34.

<sup>24</sup> Danuwong, "The Role ...", page 34.

<sup>25</sup> Danuwong, "The Role ...", page 34.

directing interest selectively, creating a plan, activating prior understanding, and pre-reviewing ideas and self-management.<sup>26</sup>

The monitoring process includes the capacity to check, affirm or to accurate learner's comprehension or overall performance. Such strategies as comprehension checking, referring to background knowledge, checking progress, checking interest, checking strategy use and detecting errors are concerned.<sup>27</sup>

The problem-solving process consist of the capacity to inference/elaborate, ask for clarification, attempt out options, access numerous sources, and work a trouble out in a group and self-encouragement.<sup>28</sup>

In the end, evaluating process entails the capacity to consider the results/achievement of the studying or overall performance and decide how effective a plan is being done. Those strategies consist of checking whether or not the aim has been met, judging the correctness of predictions/guesses, judging how properly the project has been executed, judging how good has been found out, assessing strategy use, summarizing and self-assessment.<sup>29</sup>

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<sup>26</sup> Danuwong, "The Role ...", page 34-35.

<sup>27</sup> Danuwong, "The Role ...", page 35.

<sup>28</sup> Danuwong, "The Role ...", page 35.

<sup>29</sup> Danuwong, "The Role ...", page 35.

This study is aimed at capturing the phenomenon of learner autonomy through metacognitive strategy. Therefore, from the theoretical concept above, the researcher concludes that the phenomenon of learner autonomy is visible in four dimensions. They are responsibility, awareness, activity, and ability. For the description of these dimensions are as follow:

a. Responsibility

Responsibility is a major dimension of learner autonomy and is seen as one of the two main features of learner autonomy.<sup>30</sup> One of Littlewood's main points is that students should take responsibility for their own learning because only the students themselves can carry out the learning. In addition, they need to develop the ability to continue learning after the end of their formal education. The second point defines taking responsibility as learners taking ownership (partial or total) of many processes which have traditionally belonged to the teacher such as deciding on learning objectives, selecting learning methods, and evaluating the process.<sup>31</sup>

b. Awareness

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<sup>30</sup> William Littlewood, "Defining and Developing Learner Autonomy in East Asian Contexts", *Applied Linguistics*, (Vol.20, No.1, 1999), page. 71-94.

<sup>31</sup> Wikins, "Learner Autonomy ...", accessed at 09/092017 at 01.58 p.m.

Autonomy involves students having a range of learning strategies which they are able to apply flexibly in different contexts. Teachers can help students to develop learning strategies through learner training in the classroom and this can take many forms. One important practical step is awareness-raising on how to use self-reference tools such as English-English dictionaries and grammar books.<sup>32</sup>

c. Activeness

Students' activeness is tasks that involve active cognitive processes (which are based from students' metacognitive process) such as creating, problem solving, reasoning, decision-making, and evaluation. In these tasks, for example, students feel comfortable asking questions and have maximum opportunity to communicate in the target language in a classroom environment that is warm, open, and encourages students to participate.<sup>33</sup>

d. Ability

Ability, as another dimension of learner autonomy utilized in this study, refers to students' capability of accomplishing those many processes or tasks previously mentioned. The

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<sup>32</sup> Wikins, "Learner Autonomy ...", accessed at 09/092017 at 01.58 p.m.

<sup>33</sup> Wikins, "Learner Autonomy ...", accessed at 09/092017 at 01.58 p.m.

development of this ability is necessary for students to take responsibility for their own learning.<sup>34</sup>

The capacity to take control of one's own learning make learners initiate and manage their own learning, set their own priorities and goals, and attempt to link them together with their own will and abilities in order to enhance better learning. This capacity is common in adult, but seems impossible in school age learner. It is because they engage in fulltime education. They learn not because they want to, but because they have to. But this impossibility is a misconception. Especially for reading comprehension which in its learning there is no way of guaranteeing that all learners will have been exposed to exactly the same input, leading them to a mastery of exactly the same words and structures. A disjunction is created between learning and living when the result of this learning is examined only by an examination. Thus, learner autonomy helps to avoid.

Metacognitive involves self-management inside which encompass the activities of self-regulated thinking. This self-regulated thinking is necessary for taking own learning, because it leads to plan and prepare as to how to complete a task, monitoring ones' success, reflecting and self-evaluating the outcomes of task completion. The metacognitive strategy consist

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<sup>34</sup> Wikins, "Learner Autonomy ...", accessed at 09/092017 at 01.58 p.m.



of four processes that have been mentioned before, they are planning, monitoring, problem solving, and evaluating process. The appearance of these processes is visible from the four dimensions above which presented on the diagram below.

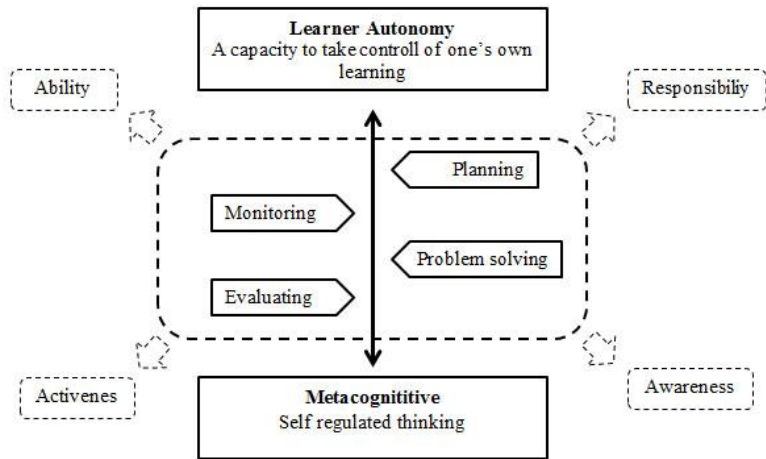


Diagram 4.1. Learner Autonomy and Metacognitive Concept



## CHAPTER III

### RESEARCH METHOD

This chapter discusses about research design, research setting, research subject, types and data source, and data collection technique.

#### **A. Research Design**

Qualitative research method was used in this study because of several reasons adapted from Bungin (2015). Those reasons are; the research area is organized in a narrow space, the variable is simple, yet difficult in content, the study questioned the meaning, the study questioned the phenomenon, if measurements were made in the study, it would be very complicated, as a measuring tool is the researcher herself, and recorder or data collector can the researcher herself with or without tools.<sup>1</sup> Regarding to these reasons this study may not be held on another research method. Only qualitative research method is appropriate for this study.

This study is a case study. A case study is a research method involving an up-close, in-depth, and detailed examination of a subject of study (the case), as well as its related contextual conditions. This research examined about the case of learner autonomy in reading comprehension through metacognitive

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<sup>1</sup> Burhan Bungin, *Analisis Data Penelitian Kualitatif*, (Jakarta: Rajawali Pers, 2015), page 7-16.

reading strategy. This research type was chosen because of some reasons adopted from Yin (1996), and Guba (1985) in Felix (2015). Those reasons are based on Three Epistemological Reasons. According to Yin (1996) the reason for the choice of case study strategy departs from the answers to three epistemological questions, which are related to the type of question, the control over the object, and the pumping of the research. The choice will fall on the case study strategy if the answers are as below.

First, the research question pertains to the "how" (process) and or "why" (motive, reason) of a social event/phenomenon occurs. The "how" or "why" in question contains the spirit of exploration (searching, exploring: how?), Explanation (explanation: why?), and description (explaining: how/why?). Therefore, case study methods can be pursued both for explorative, explanative and descriptive purposes. The research questions on this study are questioning on how the phenomenon of learner autonomy happens and contains the spirit for exploring or searching 'how' the phenomenon happens. This study pursued both for explorative, explanative and descriptive purposes.

Second, the researcher did not control the social events/phenomena studied. In other words, the researcher examined a social event or phenomenon as it is. The "as it is" refers to a "naturalistic" condition. It is said "relatively natural"

because of the researcher's presence in the middle of a community studied has actually brought changes to the community by itself. Because of this study pursues both for explorative purposes and for explanative and descriptive purposes. In conducting this research, there was no influence or treatments given to the object. The research was held for exploring, explaining, and describing what happen in the field naturally.

Third, the papers of research are contemporary social events/phenomena in real-life contexts. This means that researchers can access the social events/phenomena studied through participatory observation methods and in-depth interviews with research subjects. Learner autonomy is an interactive contemporary phenomenon in language learning. Metacognitive reading strategy is one of indication to indicate the learner autonomy's presence as explained above. Participatory observation method is needed in this research for the purpose of observing the behavior of students and teachers in learning activeness, highlighting the aspect of learner autonomy implemented in learning activeness and the use of metacognitive reading strategies in reading comprehension while participated actively as a teacher. The questionnaire also used for documenting the statement (gained from yes/no questions) which indicates the awareness of learner autonomy and the existence of metacognitive reading strategies in reading comprehension.

Interviews with English teachers also conducted to expose information about teachers and students' ability and responsibility based on teacher's experience.

## **B. Research setting**

### 1. Time of the research

This research was conducted from 17<sup>th</sup> February 2018 to 16<sup>th</sup> March 2018 counted since the proposal was submitted until the end of research. This research was conducted together with teaching internship activity.

### 2. Place of the research

This research was conducted at class VIII SMP N 32 Semarang, located on Jl. Ki Mangunsarkoro No.1 Semarang. This is a kind of research which can be conducted wherever in condition that the school has implemented the 2013 curriculum.

## **C. Research subject**

Qualitative research does not use the term population, because qualitative research departs from certain cases that exist in certain social situations and the results of study will not be applied to the population, but transferred elsewhere in social situations that have similarities with social situations in the case studied. Spradley in Sugiyono reveals that in qualitative research does not use the term population, but is called a social situation or

situation that consists of three elements, places, actors, and activities interact synergistically.<sup>2</sup>

Sugiyono suggests that the samples in qualitative research are not called respondents, but as resource persons, or participants, informants, friends and teachers in the study.<sup>3</sup> In addition, the sample is also not called a statistical sample, but a theoretical sample, because the purpose of qualitative research is to generate theory. Determination of the sample in qualitative research done when researchers began to enter the field and during the study took place.

The subjects of this study were students of SMP N 32 Semarang which is the main informant. Subject selection is done by selecting samples of 50 students from VIII grade. VIII grade were chosen because unlike VII grade, VIII grade have more experienced and more adaptable to learning activities on SMP 32 Semarang. Researcher did not use IX grade because on even semester, IX grade focused on preparing national examination so that the school did not allow. To make the results of research more representative, four english teachers on SMP N 32 Semarang are utilized as research informants for interview. They are Mrs. Ambarwati, S.Pd as Informants 1 (I1), Mrs. Prihutami, S.Pd as Informants 2 (I2), Mr. Slamet Wiyono, S.Pd as

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<sup>2</sup> Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan RnD)*, (Bandung: Alfabeta, 2015), page 215.

<sup>3</sup> Sugiyono, *Metode Penelitian ...*, page 216.

Informants 3 (I3), and Mrs. Sri Wigiati, S.Pd as Informants 4 (I4).

#### **D. Types and data source**

The types and data source are divided into two, based on its source and based on its character. Based on data source, the data gained was primary data. Primary data is the data obtained or collected by researchers directly from the source data. Primary data is also referred to as original data or new data that has up to date properties. To get the primary data, the researcher must collect it directly. Techniques that can be used by researchers to collect primary data include observation, interviews, and the spread of questionnaires. Based on data character, the data gained was qualitative data (data in the form of words), yet this research didn't refuse the quantitative data (data in the form of number). Qualitative data obtained through various data collection techniques such as interviews, document analysis, focus group discussions, or observations that have been poured in the field notes (transcript). Another form of qualitative data is the images obtained by shooting or video recording. The data was gained from participatory observation, questionnaire and interview. The participatory observation was held to observe the behavior of students and teachers in learning activeness, highlighting the aspect of learner autonomy implemented in learning activeness and the use of metacognitive reading strategies in reading



comprehension while participated actively as a teacher. The questionnaire was used to gain some information needed on this study from students, and the interview for teachers.

#### **E. Data collection technique**

Regarding for the four dimensions, three techniques of collecting data was used in this research. They are participatory observation, questionnaire and interview.

The participatory observation data collecting method was conducted on the session of reading exercise. The research subject was gathered in one class after being told before to bring all facilities they have except cell phone because it is forbidden in SMP N 32 Semarang and given reading text of recount text with five questions of multiple choices exercises. The exercises were provided on appendix 3. All facility students have like; dictionary (book or electronic), text book, note book, grammar book, laptop, note book, mate or teacher (for discussing, clarifying or solving problem), etc. was allowed, but copying mate's answer was forbidden therefore, ten different passages with its exercises were made. Students are forced to do all effort in finishing the exercises. The ten packets of exercise created an impossibility to copy mate's answer and stimulate student's metacognitive strategy. The questionnaire was given after the session, and the interview was conducted as flexible as the informants' schedule after the session.

The instruments of each data collecting method were made from lattice of instrument. The lattice of instrument was provided the on table appendix 1, and the descriptions of each data collecting method are explained below.

1. Participatory observation

The use of participatory observation is to capture learner autonomy in the dimension of activeness, observing the students' activeness in taking control for their own learning process, and highlighting the aspect of learner autonomy implemented in learning activity and the use of metacognitive reading strategies in reading comprehension. The behavioral list was used to conduct this observation. One tally (/) was added each one activity appear in one meeting. The tallies were totaled and converted into percentage by dividing the total tallies by the number of students, so the formula of conversation is  $\frac{\text{total tallies}}{\text{number of student}} \times 100\%$ . This observation list is only for planning, problem solving, and evaluating processes.

The monitoring process is impossible to be indicated because the activity happens inside the students' mind. The Monitoring process as was said before, involves "checking, verifying or correcting one's comprehension or performance". Such strategies as comprehension checking, relating to background knowledge, checking progress, checking attention, checking strategy use and detecting

mistakes which impossible to be realized though observation.

The data of evaluating process is also impossible to be indicated through visual observation in class. Therefore, the researcher made an evaluation sheet to be filled by the students by marking. The students were on junior high school level, they may have difficulty to build words to express their strength and weakness. Therefore the evaluation sheet was designed with choice. Students only need to mark on the box beside the choice. The details of the evaluation sheet are provided on appendix. The researcher then looks for match between student's marks on their evaluation sheet and their exercise result. The data are divided on three groups. The first group is the students with all points marked on student's evaluation sheet match with student's exercise result. The second group is the students with some points marked on student's evaluation sheet match with student's exercise result. The third group is the students with no points marked on student's evaluation sheet match with student's exercise result.

The method of data collection for this process is quite different with other process in the dimension of activeness. On dimension of activeness, the method of data collection was made to capture students' activeness in their learning. Evaluation process is quite same with monitoring process the

activeness of it cannot be observed through visual observation on class, but the evaluation process is not totally impossible to be observed. The real implementation of student evaluating activity in their learning is through evaluation sheet. Therefore, it becomes the only method to observe how well students evaluate their learning.

There was different rule in adding tally for each category in participatory observation. On planning and evaluating process, one student only has one tally. It means that one student is categorized for one point of instrument as provided on the lattice of instrument. On problem solving process one student may have one, until three tallies. The three tallies are stand for the three point of instruments. The tally added on participatory observation sheet each student shows the activity. The participatory observation list is provided in table 3.1.

	No	Activeness	Indicator	Tallus	Number	%
Planning	1	Students set their own learning goal	No students ask what they should do with the task			
	2	Students need teacher to discuss their learning goal	Students ask or negotiate the goal with the teacher			
	3	Students depend on teacher's order	Students wait teacher's command			
Monitoring	4					
	5					
	6					
Problem solving	7	Students solve their problem by their self	Opening dictionary/ grammar book/ other resource			
	8	Students need teacher/ peer to solve their problem	Opening dictionary/ grammar book/ other resource and asking teacher/ peer for clarification			
	9	Students depend on teacher to solve their problem	Asking teacher to solve the problem they met			
Evaluating	10	Students are able to mention all of their weakness and strength	All points mentioned on students' evaluation sheet match with students' exercise result.			
	11	Students are able to mention some of their weakness and strength	Some points mentioned on students' evaluation sheet match with students' exercise result.			
	12	Students have difficulty to mention their weakness and strength	None points mentioned on students' evaluation sheet match with students' exercise result.			

Table 3.1 Participatory Observation List

## 2. Student Questionnaire

A questionnaire was designed for students regarding the dimension of awareness. This questionnaire was aimed to capture students' awareness in their metacognitive strategy. The questionnaire consisted of 20 questions consists of yes/no questions, divided into four parts: the first part (five questions) referred to students' planning strategies, the second part (five questions) referred to students' monitoring strategies, the third part (five questions) referred to students' problem solving strategies, and the last part (five questions) referred to students' evaluating strategies. The questions were

listed on table 3.2. From the questionnaire, the “yes” answer was scored 1, and “no” answer was scored 0. This questionnaire aimed to expose on which point of metacognitive students aware. The score was totaled and converted in percentage by formula:  $\frac{\text{total score}}{\text{the number of students}} \times 100\%$  for each points. This questionnaire was given to the students after reading a passage and finishing the exercises.

Four questions of each metacognitive process are items to examine students’ awareness to take control of their learning, and “no” answer for each question is an item to examine students’ unawareness to take control of their own learning. The last number on each process is an item to examine whether students need teacher guidance on their learning or not. “No” answer for the last number of each process of metacognitive strategy indicates students’ independence to take control of their learning.

	No	Questions	Answer	
			Yes	No
Planning	1	Do you choose a strategy to understand the text? (reading overall text or partial and so on)		
	2	Do you predict the incoming information before reading the text?		
	3	Do you link your prior knowledge to guess the content of the text?		
	4	Do you make preparation to overcome confront obstacles? (preparing dictionary/ grammar book)		
	5	Do you need teacher's guidance to know your learning goal?		
Monitoring	6	Do you check the appropriateness of the strategy used?		
	7	Do you check the importance of the information you found?		
	8	Do you check the correctness of the prediction?		
	9	Do you check your weakness/obstacles?		
	10	Do you need teacher's guidance to monitor your learning? (asking for the correctness of every single step you do in your learning)		
Problem solving	11	Do you elaborate your knowledge and information you found to make conclusion?		
	12	Do you make new guesses?		
	13	Do you access various resources to understand the text? (internet and dictionary for example)		
	14	Do you encourage yourself when you found difficulty? (like keep reading even if you found difficulty to understand the text)		
	15	Do you ask teacher/peer for clarification or solving the problem you met?		
Evaluating	16	Do you make sure that the goal you made before reading the text has been met?		
	17	Do you judge the correctness of your prediction?		
	18	Do you judge how well the task has been accomplished?		
	19	Do you assess how effective the strategy you used?		
	20	Do you need your test score to know your weakness and strength?		

*Table 3.2. Student Questionnaire*

### 3. Interview

Semi structured interview was made to gain information needed regarding of the dimensions of responsibility and ability. This interview questions on teacher's experience on teacher and students ability and responsibility in teaching-learning activity especially on reading comprehension. The interview guideline was provided on appendix, while the list of questions for metacognitive strategy on reading

comprehension was provided on table 3.3. From the interview, the data was listed and took for similarity among teachers.

Sequenced of question was made in spread covering all metacognitive process. Questions of responsibility are yes/no question. The questions of ability are provided for each possible answer from question of responsibility (yes/no). The mechanism of this interview is the researcher ask the responsibility question first (yes/no question), so that the informants answer yes or no, then from the answer, the researcher go to the ability question.

	no	Questions of Responsibility	
		no	answer
Planning	1	Questions of Ability	
		Are students responsible for making plan in their reading comprehension such as setting goal, choosing strategies, and doing self-management?	
		a	Yes In what way students making their plan for their reading comprehension?
	b	No Is it teacher's responsibility? Why don't students have ability for this?	
Monitoring	2	Are students responsible for monitoring their reading comprehension such as checking their progress, checking their learning strategy, and detecting their mistake?	
		a	Yes In what way students monitor their reading comprehension?
		b	No Is it teacher's responsibility? Why don't students have ability for this?
Problem solving	3	Are students responsible for solving their own problem in their reading comprehension such as accessing various resources, asking teacher or peers for solving their problem and elaborating their learning?	
		a	Yes In what way students solve their own problem in their reading comprehension?
		b	No Is it teacher's responsibility? Why don't students have ability for this?
Evaluating	4	Are students responsible in evaluating their reading comprehension such as judging how well the task been accomplished, judging how much has been learned, and assessing learning strategy they use?	
		a	Yes In what way students monitor their reading comprehension?
		b	No Is it teacher's responsibility? Why don't students have ability for this?

Table 3.3. Questions of Ability and Responsibility



Data obtained from observations, questionnaire and interviews were recorded in notes consisting of two parts: descriptive and reflective. A descriptive note is a natural record, (note of what the researcher see, hears, witnesses and experiences by the researcher without any opinions and interpretations from the researcher on the phenomenon experienced. The reflective note is a record of the researcher's impressions, comments, opinions, and interpretations from the findings, and is the material of the data collection plan for the next step.

#### **F. Data validity test**

Sugiyono, 2015 says that data validity test in qualitative research consists of testing the credibility (internal validity), transferability (external validity), dependability (reliability), confirmability (objectivity).<sup>4</sup> Triangulation technique was used to test the credibility (internal validity). Data triangulation technique was used to make sure that the data was valid. Triangulation technique is a technique for testing the validity of a data by checking the data from the same source with different technique (Sugiyono, 2015). This study used three kinds of data collection. They are participatory observation, documentation/questionnaire and interview. If the data found was

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<sup>4</sup> Sugiyono, *Metode Penelitian ...*, page 366-377.

differ from one another technique, further discussion will be held to the related data source or another data source, to make sure which one is the correct data, or maybe all of them are correct, the data differ only because of the different views of the data source. For testing transferability (external validity), a clear, detail, and systematic explanation in presenting this research was conducted so that the reader can understand easily the result of this research and arose the probability for implementing the result of this research, because transferability (external validity) indicates the degree of accuracy or the applicability of a research result to the population where the sample is taken. This transfer value is related to the question to which the results of the research can be applied or used in other situations. The researcher alone cannot guarantee this "external validity". The parameters are that if the reader can get a picture with such a clear, "what sort" of a research result can be applied then a research result that has a standard transferability (Safinah Faisal, 1990 in Sugiyono, 2015). Testing dependability (reliability) was done by conducting an audit of the entire research process. This was done by an independent auditor or mentor in this research. Testing confirmability (objectivity) conducted in conjunction with testing dependability (reliability). Confirmability (objectivity) means to test the results of research associated with the process undertaken. If the results of research are function of the research

process undertaken, then the research has met the standards of confirmability (objectivity).

## **G. Data analysis technique**

Qualitative research allows data analysis process while the researchers collecting the data or after returning from collecting the data. In this research, data analysis has been conducted simultaneously with data collection process. The flow of analysis follows an interactive analysis model as revealed by Miles and Huberman.<sup>5</sup> The technical used in analyzing the data can be visualized as follows:

### **1. Data Reduction**

After data has been collected, data reduction is then made in order selecting relevant and meaningful data, focusing data to problem solving, discovering the meaning or answering research questions, simplifying and systematically organizing and describing the important things about the findings and their meaning. In the process of data reduction, only the findings of data relating to research problems are selected. While the data are not related to the research problem is discarded. Data reduction is used for analysing that sharpens, classifies, directs and discards unimportant

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<sup>5</sup> Miles M, B and Huberman, A, M, "*Analisis Data Kualitatif*", translation, (Jakarta: Penerbit Universitas Indonesia, 1992), page 15-21.

ones, and organizes data, making it easier for researchers to draw conclusions.

## 2. Data Presentation

The presentation of data can be in the form of writing or words, images, graphs and tables. The purpose of the data presentation is to combine the information so it can describe the phenomenon. In this study, the data from the three data collection methods was performed in diagram. The diagram served sorted and reduced data. The sorted and reduced based on the lattice of instruments.

## 3. Conclusion

Conclusions was made during the process of research took place as well as data reduction process, after the data collected is sufficient then the following concluding conclusions, and after the data is completely complete then taken the final conclusion.

After the data were preceded and analyzed, the next step is data validation. Data triangulation technique was used to make sure that the data is valid. Triangulation technique is a technique for testing the validity of data by checking the data from the same source with different technique.<sup>6</sup> This study used three kinds of data collection. They were participatory observation, documentation/questionnaire and interview.

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<sup>6</sup> Sugiyono, *Metode Penelitian ...*, page 366-377.



## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter discusses the data that was collected during the research, which divided on three parts. The first is description of the research. The second is data analysis. The last part is discussion of research finding.

#### **A. Description of the Research**

The research had been conducted since 17<sup>th</sup> February 2018 to 16<sup>th</sup> March 2018 in SMP N 32 Semarang.

Pre observation was conducted before the researcher did the research. From the pre observation the researcher got data that SMP N 32 Semarang implements the 2013 curriculum. This observation was done while the researcher participated actively as a teaching internship teacher there. The teacher training internship was taking time of two months. Here, the first month is used to conduct the pre observation and the last one month was used to conduct the research. So that, the syllabus, the class activity, the students, and the curriculum were well observed.

After the pre observation the researcher began to do the research start from participatory observation to capture students' activeness through a session of reading comprehension exercise. Students may use all facilities they have on doing the exercise. Asking teacher, asking friend, opening dictionary, grammar book, text book, or note book was allowed. The exercises contain one

reading passage - recount text which the material is included on eighth grades, and five exercises on third level bloom taxonomy, the level of understanding. Students are forbidden to copy mate's answer, therefore the researcher made 10 packets exercise. There are 10 different titles of reading comprehension passage and 10 different exercises contain 5 exercises with one lattice of exercise.

On this session the researcher is participated actively as a teacher, yet has limited action regarding this research is aimed to describe the phenomenon of learner autonomy, so that the teacher did not give any treatment. The students are given a text and an exercise from the lesson they have got from their English teacher. The researcher participated actively as a facilitator. On the same time students also have given a sheet of questionnaire to capture students' awareness. After the participatory observation and the questionnaire were done, the researcher conduct interview to all English teachers on SMP N 32 Semarang. The details of the data gained will be explained on the next sub chapter.

## B. Data Analysis

The data gained from the three data collection methods were analyzed by interactive analysis model as revealed by Miles and Huberman. The model has three phase of data analysis; they are data reduction, data presentation and conclusion. On this sub chapter the researcher served all data gained from the research first, the data then being reduced. The reduced data is presented in diagram. Conclusion is drawn after the data is presented.

### 1. Autonomy Represented in Learners' Metacognitive Reading Strategy through Planning Process.

No	Activity	Indicator	Sum	%
1	Students are active to set their own learning goal	No students ask what they should do with the task	8	16,0
2	Students need guidance to discuss their learning goal	Students ask or negotiate the goal with the teacher	35	70,0
3	Students depend on teacher's order	Students wait teacher's command	7	14,0

*Table 4.1.1 Participatory Observation Finding on Planning Process*

The data of students activeness from participatory observation shows that 70% of students need teacher guidance to discuss their learning goal. These activities indicated by students are actively asking or negotiating the goal with the teacher. The questions they arose while doing the reading comprehension exercise is like; where they should write the answer, should they translate it on the note book, should they underline the verb, may they open the dictionary, should they



write new vocab in their ‘vocabulary note’ and may they ask friend or teacher if they found a problem. At first the researcher did not announce the obligation if any learning facilities are allowed to test this point. The researcher who participated actively as a teacher just commands to do the exercise individually. Then after most students negotiate about the goal, the researcher announced the obligation as has been mentioned above.

16% of students look so confident and just do the task without asking or negotiating the goal with teacher. After the session finished and the researcher did further check for the data, these students made some notes on their exercise sheet. They made translation, note of vocab, underlined the verb, or wrote the meaning of unfamiliar word above the English word.

14% of students wait teacher’s command. After some students negotiate their learning goal with teacher, some of them just did the teacher’s command.

No	Questions	Yes Answer			No Answer		
		Sum	%	% Average Question 1-4	Sum	%	% Average Question 1-4
1	Do you choose a strategy to understand the text? (reading overall text or partial and so on)	44	88	63,5	6	12	36,5
2	Do you predict the incoming information before reading the text?	19	38		31	62	
3	Do you link your prior knowledge to guess the content of the text?	39	78		11	22	
4	Do you make preparation to overcome confront obstacles? (preparing dictionary/ grammar book)	25	50		25	50	
5	Do you need teacher's guidance to know your learning goal?	48	96		2	4	

*Table 4.1.2 Student Questionnaire Finding on Planning Process*

The data of students' awareness from questionnaire shows that 96% of students need teacher's guidance to discuss their learning goal. 63,5% of students are aware to set their own learning goal. This phenomenon captured from question number 1 until 4, with details 88% of students are aware to choose their own strategy to understand the text, 38% of students are aware to predict the incoming information before reading the text to guess the content of the text, 78% of students are aware to link their prior knowledge to guess the content of the text, 50% of students are aware to make preparation to overcome confront obstacles like preparing dictionary, grammar book text book or note book. This number supported by 4% of students whose express that they didn't need teacher's guidance by answering "no" for question number 5.

36.5% of students are unaware to set their own learning goal, with details 12% of students are unaware to choose their own strategy to understand the text, 62% of students are unaware to predict the incoming information before reading the text to guess the content of the text, 22% are unaware to link their prior knowledge to guess the content of the text, 50% of students are unaware to make preparation to overcome confront obstacles like preparing dictionary, grammar book, text book or note book.

The data of students' responsibility and ability from interview are as follow:

Question number 1, Planning process.

	no	Questions of Responsibility		
		no	Answer	
Planning	1	Questions of Ability		
		Are students responsible for making plan in their reading comprehension such as setting goal, choosing strategies, and doing self-management?		
		a	Yes	In what way students making their plan for their reading comprehension?
		b	No	Is it teacher's responsibility? Why don't students have ability for this?

*Table 4.1.3 Interview Question on Planning Process*

Informants answer:

I1 : No! That is exactly teacher's responsibility. Because teacher, as a facilitator ... (silent for a while) like the teacher as a puppeteer ... students don't know "what I need to learn" student only prepared, and follow.

I2 : No, I think that is teacher's duty, it is ok if students know exactly what they need to learn, but in reality, they only should be prepared for their learning but most of them should be pursued to do that...

I3 : No, actually depends on the teacher, but generally the students must follow the teacher.

I4 : Yes, but depend on the grade, 7<sup>th</sup> grade is impossible to do that but 8th and 9th grade are possible. They do that by knowing the generic structure of the text, the purpose, the grammatical feature. Off course it should be informed and instructed by the teacher before.

I1, I2, and I3 gave same answer for responsibility question, and I4 gave contrary answer. The "no" answer from I1, I2, and I3 was asked for the ability question; why did student have no ability in making plan for their learning. I1 and I2 gave the same reason that students don't know what should they learn, then I1 and I3 give strengthen that students only need to follow the teacher. The "yes" answer from I4 was asked for what way students making plan for their learning, and the answer is they do that by knowing the generic structure of the text, the purpose, the grammatical feature which has been informed by teacher first. All points students should be mastered are announced by the teacher before they begin to learn. This action answers the I1 and I2 reason of

why students have no ability to make plan for their learning. It can be concluded that students actually have ability to make plan for their learning, if teacher announced all points they would mastered before they begin to learn (involving teacher's action). So that, they know what should they do and what should they learn to master it.

The data from three data collection methods above are reduced and sorted in some groups based on the lattice of instruments. The data from participatory observation are reduced and sorted into three groups. They are; the group of learners who active to make plan in their learning, the group of learners who need teacher guidance to make plan in their learning, and the group of learners who depend on teacher's order to make plan in their learning. The data from questionnaire are reduced and sorted into three groups. They are; the group of learners who aware to make plan in their learning, the group of learners who need guidance to make plan in their learning, and the group of learners who depend on teacher's order to make plan in their learning. The data from interview are reduced and sorted into two groups for each dimension. The groups for responsibility dimension are; learners are responsible to make plan in their learning, and teacher is responsible to make plan in student's learning. The groups for ability dimension are; learners are able to make

plan in their learning, and learners are unable to make plan in their learning. After the data reduced and sorted, triangulation data was used to draw conclusion. The reduced and sorted data are presented on diagram 4.1.

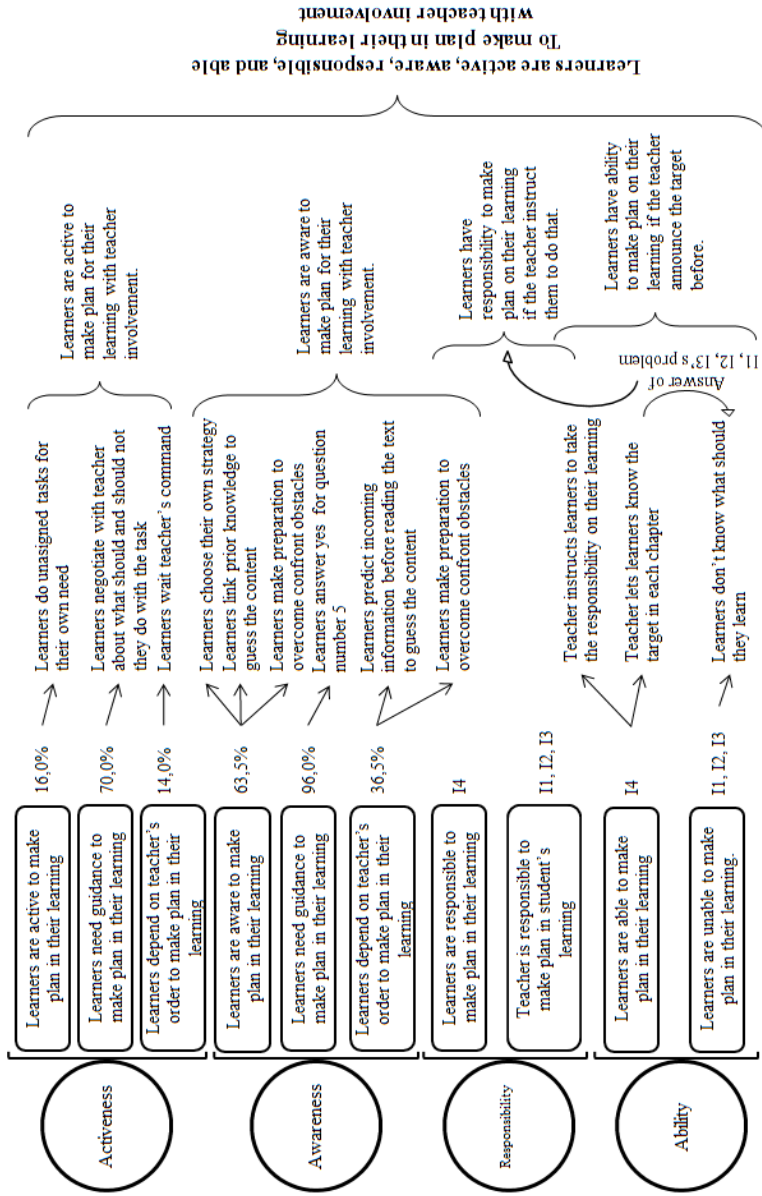


Diagram 4.1. Finding on Planning Process

The research found that, autonomy represented in learners' metacognitive strategy through planning process is dominated by the need of teacher's guidance in all dimensions. The learners are autonomous; they are active, aware, responsible, and able to make plan in their learning. Yet, they are not completely free from teacher's guidance. Teacher's guidance in planning process takes important role.

Especially for the learners' activeness which has slight difference from its inactiveness. Here, the application of learner autonomy is lack of freedom for learner. 'Freedom' which becomes important point in autonomy. Learners can use it to have awareness to take responsibility which brings them to the ability to make plan in their learning based on their own need by understanding the benefit they will get from the task ordered. It was teachers' action needed. Therefore, in the session showed that learners are actively asking and negotiating to teacher in order to get the guidance.

Learners are aware in choosing their own strategy, linking their prior knowledge, and preparing to overcome confront obstacles, yet, they have less awareness in predicting incoming information before reading the text to guess the content. Most of learners are aware they need teacher guidance in making plan for their learning.

Learners have responsibility to make plan in their learning if teacher takes role as the learners' consultant to



negotiate the learning goal in narrow scope (the scope of materials or chapter) not on boarder scope (the scope of lesson planning for one semester or one year because the materials are already provided in sequence on syllabus). Learners have ability to take the responsibility if the teacher announces the learning targets so, they know what should they do, what should they learn, and how they learn best to master it.

## 2. Autonomy Represented in Learners' Metacognitive Reading Strategy through Monitoring Process.

No	Questions	Yes Answer			No Answer		
		Sum	%	% Average Question 1-4	Sum	%	% Average Question 1-4
6	Do you check the appropriateness of the strategy used?	41	82	78	9	18	22
7	Do you check the importance of the information you found?	41	82		9	18	
8	Do you check the correctness of the prediction?	39	78		11	22	
9	Do you check your weakness/obstacles?	35	70		15	30	
10	Do you need teacher's guidance to monitor your learning? (asking for the correctness of every single step you do in your learning)	45	90		5	10	

*Table 4.2.1 Student Questionnaire Finding on Monitoring Process*

The data of students' awareness from questionnaire shows that last question on this process, question number 10 got the highest number than other questions in the same

process. 90% of students need teacher's guidance to monitor their own learning. 78% of students are aware to monitor their own learning goal. This phenomenon captured from question number 6 until 9, with details 82% of students are aware to check the appropriateness of the strategy they used, 82% of students are aware to check the importance of the information they found, 78% are aware check the correctness of the prediction, 70% of students are aware to check their weakness/obstacles. This number supported by 10% of students who express that they don't need teacher's guidance by answering "no" for question number 10.

22% of students are unaware to monitor their own learning goal, with details 18% of students are unaware to check the appropriateness of the strategy they used, 18% of students are unaware to check the importance of the information they found, 22% are unaware check the correctness of the prediction, 30% of students are unaware to check their weakness/obstacles.

The data of students' responsibility and ability from interview are as follow:

Question number 2, Monitoring process.

	no	Questions of Responsibility	
		no	Answer
Monitoring	2	Questions of Ability	
		Are students responsible for monitoring their reading comprehension such as checking their progress, checking their learning strategy, and detecting their mistake?	
		a	Yes
		b	No

Table 4.2.2 Interview Question on Monitoring Process

Informants' answer:

I1 : Yes. By doing the exercise, and correcting the answer together let students involve "is this answer true?" ask like that, don't just mention "this is true... that is wrong" try to test the students' understanding.. From there, students know their weakness.

I2 : Yes, student can monitor their learning from the value they got from the teacher.

I3 : Teacher, Student and Parents contribute. Student can monitor their learning from their value, from their progress; after learning... Is something increases? Or not? they can do that from this.

I4 : No! Teacher exactly, student can't. Teacher gives them value of their work, let them know, and from there they know whether they have mastered or not.

On responsibility dimension, the informants gave varies answer. I1 and I2 have same answer, they agree if it was students' responsibility. I4 gave contrary data; she said that it was not students' responsibility. I3 has his own opinion, Teacher, Student and Parents are contributing to take responsibility.

With that answer the researcher went to the next, question for ability dimension. The "yes" answer from I1 and I2 was asked about the way students monitor their learning, and the answer quite similar even looks different. I1 said that then can do that when teacher involves them to test their understanding, and I2 said that students can do that by knowing their value given by teacher. The similarity is, students can monitor their learning by teacher's involvement. Teacher let them know teir understanding by testing them and giving their values.

The "no" answer form I4, was asked for the reason why the student don't have ability for monitoring their learning, but she did not explain the answer. She just strengthens if it is absolutely teacher's responsibility, teacher gives them value of their work, let them know, and from there they know whether they have mastered or not. Overall, this answer is similar with I1 and I2, and come to the same conclusion; the

existence of teacher's involvement which makes students has responsibility and ability to monitor their learning.

The different answer from I3, Teacher, Student and Parents are contributed, asked for the ability question for "yes" answer because on I3's responsibility answer, the students are mentioned. I3's answer for the questions of ability was "from the value, and from the progress (is there something increase after learning or not.)" I3 provide similar conclusion with I1, I2, and I4; the existence of teacher's involvement, with boarder scope. The parents are contributed, and students monitor their learning not only form the value, but also from the progress.

The data from two data collection methods above are reduced and sorted in some groups based on the lattice of instruments. The data from questionnaire are reduced and sorted into three groups. They are; the group of learners who aware to monitor their learning, the group of learners who need guidance to monitor their learning, and the group of learners who depend on teacher's order to monitor their learning. The data from interview are reduced and sorted into two groups for each dimension. The groups for responsibility dimension are; learners are responsible to monitor their learning, and teacher is responsible to monitor student's learning. The groups for ability dimension are; learners are

able to monitor their learning, and learners are unable to monitor their learning. After the data reduced and sorted, data triangulation is used to draw conclusion. The reduced and sorted data are presented on diagram 4.2.

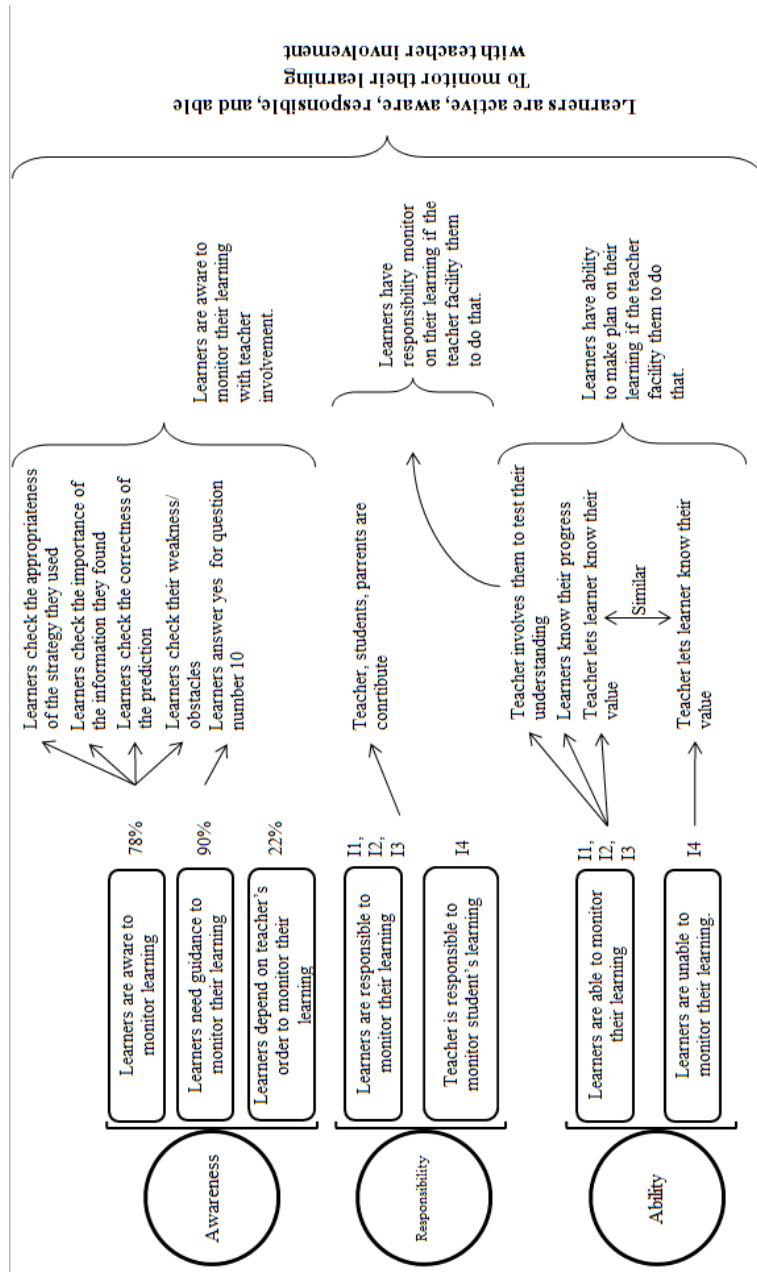


Diagram 4.2. Finding on Monitoring Process

The research found that, autonomy represented in learners' metacognitive strategy through monitoring process is dominated by the need of teacher's guidance in all dimensions. The learners are autonomous; they are active, aware, responsible, and able to monitor their learning. Yet, they are not completely free from teacher's guidance. Teacher's guidance in monitoring process takes important role.

Learners are aware in checking the appropriateness of the strategy, checking the importance of the information, checking the correctness of the prediction, and checking their weakness/obstacles. No learners' unawareness point got higher percentage than the unawareness. Most of learners are aware they need teacher guidance in monitoring their learning.

Learners have responsibility to monitor their learning with teacher involvement, besides parents also have responsibility to monitor students' learning by considering the progress. Learners have ability monitor their learning by involving teacher and parents to make them know their value and their learning progress.



### 3. Autonomy Represented in Learners' Metacognitive Reading Strategy through Problem Solving Process.

No	Activity	Indicator	Sum	%
7	Students solve their problem by their self	Opening dictionary/ grammar book/ other resource	18	36
8	Students need teacher/ peer to solve their problem	Opening dictionary/ grammar book/ other resource and asking teacher/ peer for clarification	43	86
9	Students depend on teacher to solve their problem	Asking teacher to solve the problem they met	17	34

*Table 4.3.1 Participatory Observation Finding on Problem Solving Process*

The data of students' activeness from participatory observation showed that 86% students asking teacher/ peer for clarification. The clarification most founded is clarification of the meaning of a word or a sentence, or the content of a paragraph. They have personal prediction, then to make sure, they ask to teacher or peer whether their prediction is true or not. The conversation between students often heard in this session is.. "see? As what I said!", "see, you won't believe me!", and "oh, as I though". The students who bring dictionary also did the same thing.

36% of students solved the problem they met by themselves. They did it by opening dictionary, note book, or their vocabulary book. They also did the clarification

There were 34% of students asked teacher to solve the problem they met. This group of students did not consult or

clarification their prediction or their guess, they also did not try to solve it by themselves or by asking friends but they directly asked teacher about the problem they met.

No	Questions	Yes Answer			No Answer		
		Sum	%	% Average Question 1-4	Sum	%	% Average Question 1-4
11	Do you elaborate their knowledge and information you found to make conclusion?	39	78	69	11	22	31
12	Do you make new guesses?	27	54		23	46	
13	Do you access various resources to understand the text? (internet and dictionary for example)	29	58		21	42	
14	Do you encourage yourself when you found difficulty? (like keep reading even if you found difficulty to understand the text)	43	86		7	14	
15	Do you ask teacher/peer for clarification or solving the problem you met?	45	90		5	10	

*Table 4.3.2 Student Questionnaire Finding on Problem Solving Process*

The data of students' awareness from questionnaire showed that last question on this process, question number 15, got the highest number than other questions in the same process. 90% of students need teacher's guidance to solve the problem they met on their learning. 69% of students were aware to solve the problem they met on their learning. This phenomenon captured from question number 11 until 14, with details 78% of students were aware to elaborate their knowledge and information they found to make conclusion,

54% of students were aware to make new guesses, 58% of students were aware access various resources to understand the text like dictionary, grammar book, text book, or note book, 86% of students were aware to encourage their selves when they found difficulty, like keep reading even if they found difficulty to understand the text. This number supported by 10% of students whose express that they didn't need teacher's guidance by answering "no" for question number 15.

31% of students are unaware to solve the problem they met on their learning, with details 22% of students were unaware to elaborate their knowledge and information they found to make conclusion, 46% of students were unaware to make new guesses, 42% of students were unaware access various resources to understand the text like dictionary, grammar book, text book, or note book, 14% of students were unaware to encourage themselves when they found difficulty, like keep reading even if they found difficulty to understand the text.

Question number 3, Problem Solving Process.

	no	Questions of Responsibility		
		no	Answer	Questions of Ability
Problem solving	3	Are students responsible for solving their own problem in their reading comprehension such as accessing various resources, asking teacher or peers for solving their problem and elaborating their learning?		
		a	Yes	In what way students solve their own problem in their reading comprehension?
		b	No	Is it teacher's responsibility? Why don't students have ability for this?

*Table 4.3.3 Problem Solving Interview Question*

Informants' answer:

I1 : Both of them. Students can do that by lots of practice and peer tutors.

I2 : Both of them, teacher as facilitator, have function to facilitate students to solve their problem.

I3 : Both of them. Students can do that when they have many facilities, I recommend an online dictionary, with voice on it.

I4 : Both of them. Students by peer sharing, and teacher by teaches them.

On responsibility dimension, all informants gave same answer for the question of responsibility. Both of teacher and student have responsibility to solve the student's problem. This answer was asked for the "yes" answer of question of ability because the student was mentioned. I1

and I4 gave the same answer. Students have ability to solve their own problem by peer tutor or peer sharing. Beside peer tutor, I1 add another way, which is a lot of practice. This answer highlighted to the students' own ability to solve their problem. Beside peer sharing, I4 added another method that is teacher may teach student or help student when they found a problem. I2 share the same answer, that teacher as facilitator, have function to facilitate students to solve their problem. This answer highlighted to the teacher's involvement in solving student's problem. I3 gave different answer that students have ability to solve their problem by accessing facilities. He recommends the sophisticated dictionary with voice on it. Basicaly this answer highlighted to the student's own ability to solve their problem by utilizing the sophisticated technology.

The data from three data collection methods above are reduced and sorted in some groups based on the lattice of instruments. The data from participatory observation are reduced and sorted into three groups. They are; the group of learners who actively solve the problem they met on their learning, the group of learners who need teacher guidance to solve the problem they met on their learning, and the group of learners who depend on teacher's order

to solve the problem they met on their learning. The data from questionnaire are reduced and sorted into three groups. They are; the group of learners who aware to solve the problem they met on their learning, the group of learners who need guidance to solve the problem they met on their learning, and the group of learners who depend on teacher's order to solve the problem they met on their learning. The data from interview are reduced and sorted into two groups for each dimension. The groups for responsibility dimension are; learners are responsible to solve the problem they met on their learning, and teacher is responsible to solve problem in student's learning. The groups for ability dimension are; learners are able to solve the problem they met on their learning, and learners are unable to solve the problem they met on their learning. After the data reduced and sorted, data triangulation is used to draw conclusion. The reduced and sorted data are presented on diagram 4.3.

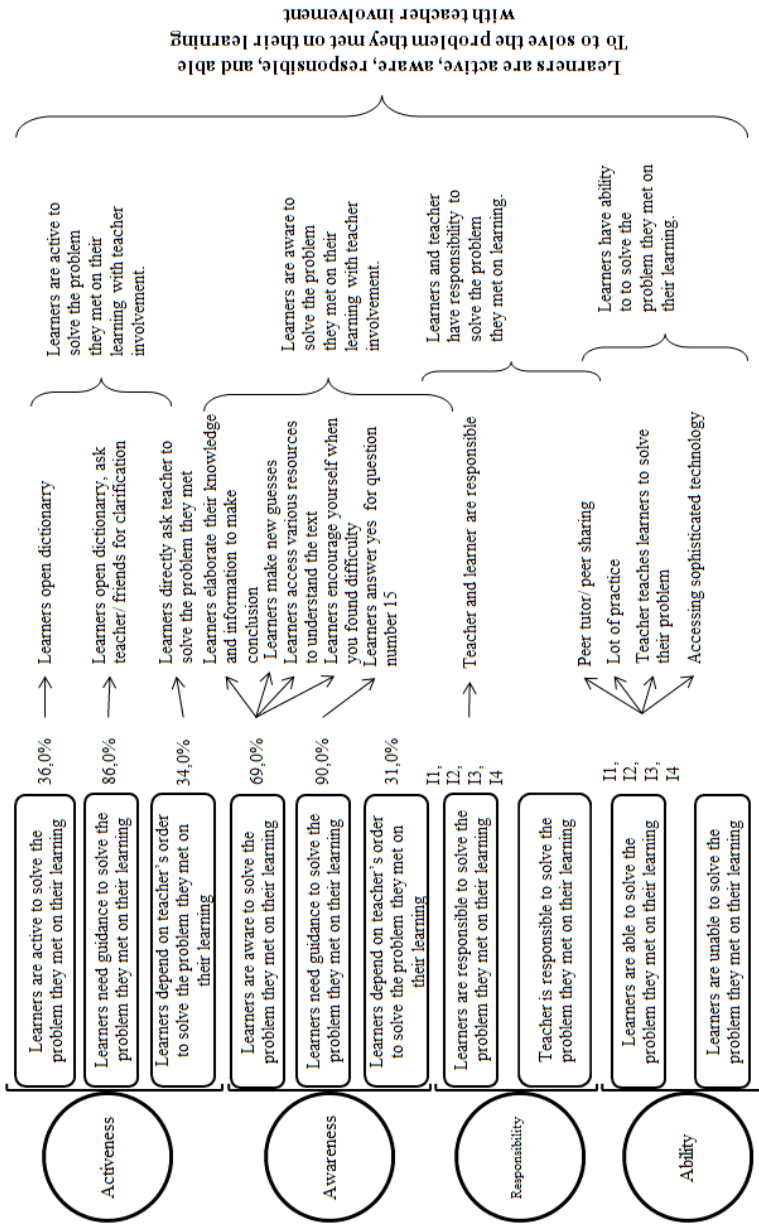


Diagram 4.3. Finding on Problem Solving Process

The research found that, autonomy represented in learners' metacognitive strategy through problem solving process is dominated by the need of teacher's guidance in all dimensions. The learners are autonomous; they are active, aware, responsible, and be able to solve the problem they met on their learning. Yet, they are not completely free from teacher's guidance. Teacher's guidance in planning process takes important role.

Especially for the learners' activeness which has slight difference from its inactiveness. Here, the application of learner autonomy is lack of facility for learner. 'Facility' which becomes important point in autonomy. Learners can use it to have awareness to take responsibility which brings them to the ability to solve the problem they met on their learning based on their own need. When the teacher is the only facility they have, they only have one choice to solve their problem, directly ask to teacher. It is one of teacher's roles as facilitator, but teacher has limit action to satisfy all of students' curiosity. The unsatisfied curiosity will grow into laziness. Better if students have their own 'weapon' to solve their own problem. The existence of facility to support students' learning is influenced by some factors. One of it can be the



students' awareness to facility themselves but this factor is in big control of school or teacher' obligation.

Learners are aware in elaborating knowledge and information to make conclusion, making new guesses, accessing various resources to understand the text, and self-encouraging when they found difficulty. No learners' unawareness points got higher percentage than the awareness. The problem solving process in awareness dimension is dominated by the percentage of learner's awareness. Most of learners are aware they need teacher guidance in solving problem they met in their learning.

The responsibility to solve learner's problem is become the responsibility of both teacher and learner. The learners have ability to solve their own problem by various methods. They have ability to do that by themselves, by accessing various resource or peer sharing. Besides, they can ask teacher to teach them about the things they don't know, the base of the problem they found on their learning.

#### 4. Autonomy Represented in Learners' Metacognitive Reading Strategy through Evaluating Process.

No	Activity	Indicator	Sum	%
10	Students are able to mention all of their weakness and strength	All points mentioned on students' evaluation sheet match with students' exercise result.	6	12,0
11	Students are able to mention some of their weakness and strength	Some points mentioned on students' evaluation sheet match with students' exercise result.	39	78,0
12	Students have difficulty to mention their weakness and strength	None points mentioned on students' evaluation sheet match with students' exercise result.	5	10,0

*Table 4.4.1 Participatory Observation Finding on Evaluating Process*

The data of students' activeness from participatory observation showed that 64% of students with some points marked on student's evaluation sheet match with student's exercise result. This group is indicated as a group of students that are able to mention some of their weakness and strength. 12% students with all points marked on student's evaluation sheet match with student's exercise result. This group is indicated as a group of students that are able to mention all of their weakness and strength. 10% students with no points marked on student's evaluation sheet match with student's exercise result. This

group is indicated as a group of students that are not able to mention their weakness and strength.

No	Questions	Yes Answer			No Answer		
		Sum	%	% Average Question 1-4	Sum	%	% Average Question 1-4
16	Do you make sure that the goal you made before reading the text has been met?	26	52	60	24	48	40
17	Do you judge the correctness of your prediction?	29	58		21	42	
18	Do you judge how well the task has been accomplished?	34	68		16	32	
19	Do you assess how effective the strategy you used?	31	62		19	38	
20	Do you need your test score to know your weakness and strength?	48	96		2	4	

*Table 4.4.2 Student Questionnaire Finding on Evaluating Process*

The data of students' awareness from questionnaire showed that last question on this process, question number 20, got the highest number than other questions in the same process. 96% of students need teacher's guidance to evaluate their learning. 60% of students were aware to evaluate their learning. This phenomenon captured from question number 16 until 19, with details 52% of students were aware to make sure that the goal they made before reading the text has been met, 58% of students were aware to judge the correctness of their prediction, 68% of students were aware to judge how well

the task has been accomplished, 62% of students were aware to assess how effective the strategy they used. This number supported by 4% of students who's express that they didn't need teacher's guidance by answering "no" for question number 20.

40% of students were unaware to evaluate their learning, with details 48% of students were unaware to make sure that the goal they made before reading the text has been met, 42% of students were unaware to judge the correctness of their prediction, 32% of students were unaware to judge how well the task has been accomplished, 38% of students were unaware to assess how effective the strategy they used.

The data of students' responsibility and ability from interview are as follow:

Question number 4, Evaluating Process.

	no	Questions of Responsibility		
		no	Answer	
Evaluating	4	Are students responsible in evaluating their reading comprehension such as judging how well the task been accomplished, judging how much has been learned, and assessing learning strategy they use?		
		a	Yes	In what way students monitor their reading comprehension?
		b	No	Is it teacher's responsibility? Why don't students have ability for this?

Table 4.4.3 Evaluating Interview Question

Informants' answer:

I1 : Both of them. Students if they do not insight they cannot be smart, while teacher need value. Students can do that from judging how much they understand the text, from the value given by teacher, or peers. On 2013 curriculum there are peer evaluations right?

I2 : Both of them, students need to do that, if they don't, they didn't learn.. if teacher... Of course, teacher need value. One of the ways for students to evaluate their learning is from their peers.

I3 : Both of them. By assistance umm... peers tutor, peer evaluation.

I4 : Of course! Teacher's responsibility... Students can do that when instructed... or.. Teacher gives students responsibility for that. Should be instructed before.

I1, I2, and I3 share the same answer for question of responsibility; the responsibility to evaluate is handled by both of teacher and students. I4 share the contrary answer; the responsibility to evaluate is handled by teacher.

I1, I2, and I3 was asked question for ability for "yes" answer because students are mentioned. Students have ability to evaluate their learning by doing peer tutor. This method shared by I1, I2, and I3. Beside peer tutor, I1 shares the other way; students have ability to evaluate their learning by

judging how much they understand the text. I1, I2, and I3's answer highlighted on students' own ability to evaluate their learning by doing peer tutor and judging their understanding. From I1, I2, and I3's answer this ability is guided by teacher, because both of teacher and students have responsibility to evaluate students' learning.

I4's answer was asked question for "no" answer. She explains that the student actually have ability to evaluate their learning if they are given responsibility for that. This answer has contrary meaning with her answer for the responsibility question. The meaning of this answer become the student have ability to evaluate their learning in condition teacher instructs them to do that. This contrary meaning of answer makes I4's answer for question of ability share the same answer with I1, I2, and I3's, students have ability to evaluate their learning. This answer highlighted to the role of the teacher in giving students responsibility to evaluate their learning, or in the other word, teacher guiding them to activate their ability in evaluating their learning.

The data from three data collection methods above are reduced and sorted in some groups base on the lattice of instruments. The data from participatory observation are reduced and sorted into three groups. They are; the group of learners who actively evaluate their learning, the group of

learners who need teacher guidance to evaluate their learning, and the group of learners who depend on teacher's order to evaluate their learning. The data from questionnaire are reduced and sorted into three groups. They are; the group of learners who were aware to evaluate their learning, the group of learners who need guidance to evaluate their learning, and the group of learners who depend on teacher's order to evaluate their learning. The data from interview are reduced and sorted into two groups for each dimension. The groups for responsibility dimension are; learners are responsible to evaluate their learning, and teacher is responsible to evaluate student's learning. The groups for ability dimension are; learners are able to evaluate their learning, and learners are unable to evaluate their learning. After the data reduced and sorted, data triangulation is used to draw conclusion. The reduced and sorted data are presented on diagram 4.4.

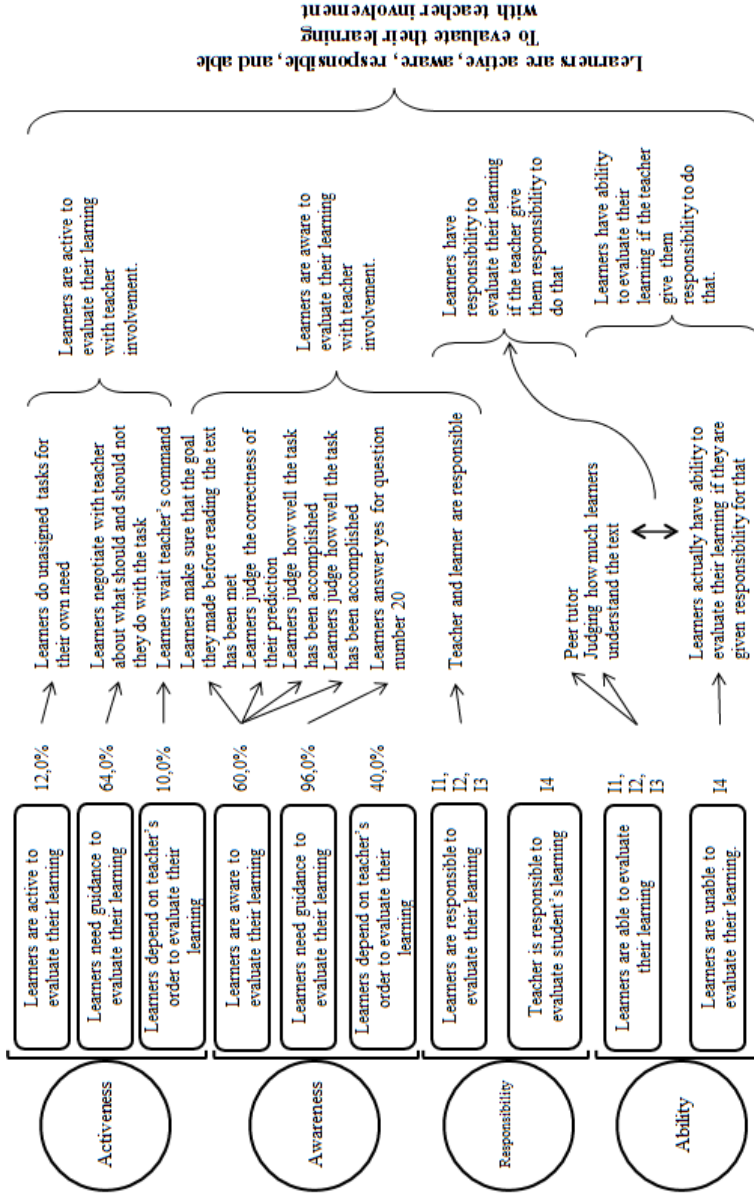


Diagram 4.4. Finding on Evaluating Process



The research found that, autonomy represented in learners' metacognitive strategy through evaluating process is dominated by the need of teacher's guidance in all dimensions. The learners are autonomous; they are active, aware, responsible, and be able to make plan in their learning. Yet, they are not completely free from teacher's guidance. Teacher's guidance in planning process takes important role.

Especially for the learners' activeness which has slight difference from its inactiveness. Most of learners are able to mention some of their weakness and strength. It means that they need teacher guidance to know exactly their weakness and strength, and also to improve their evaluating skill.

Learners are aware in checking the appropriateness of the strategy, checking the importance of the information, checking the correctness of the prediction, and checking their weakness/obstacles. No learners' unawareness points got higher percentage than its awareness. The monitoring process in awareness dimension is dominated by the percentage of learner's awareness. . Most of learners are aware they need teacher guidance in evaluating their learning.

Learners have responsibility to evaluate their learning. They have ability to do that by themselves (judging how much they understand the text) or by peer tutor. Besides, the teacher also involved to give them instruction and give them responsibility to evaluate themselves.

The research found that, autonomy represented in learners' metacognitive strategy through planning, monitoring, problem solving, and evaluating process is dominated by the need of teacher's guidance in all dimension. The learners are autonomous; they are active, aware, responsible, and able to make plan in their learning. Yet, they are not completely free from teacher's guidance. Teacher's guidance in planning process takes important role.

### C. Discussion of Research Finding

Autonomous learners are learners which take control for their own learning. They should have activeness, awareness, ability and responsibility to do that. It is a challenging task to be executed for EFL learners in Indonesia basically due to the three existing social and philosophical values in its society. They are *manut-lan-miturut* (to concur and comply), *ewuh-pekewuh* (awkward and uneasy), and *sabda pendita ratu* (the words of a consecrated lord) philosophies. Another reason that makes autonomy become a challenging task is the belief that the capacity to take own learning is impossible for school age learners because they are engaged in complete-time schooling, youthful, the path in their life has now not yet been decided, their interest are probably to be age associated and can brief-lived, they may be studying because they ought to, not necessarily because they need to, and their studying ends not after they have completed their studying aim but in step with timetable commonly prescribed by using their date of birth. Not enough with that, learners in school age are within the machine, it could be easily visible that there are such a lot of elements over which teachers and learner don't have any manipulate, which make learner autonomy is an impossible dream, but in boarder point of view all of these belief is no more than false impressions.

About four years learner autonomy was conducted in 2013 curriculum. This research is aimed to capture the practice of

learner autonomy through metacognitive strategy in the case of SMP N 32 Semarang. Like capturing the phenomenon of 'cat running' we can indicate the cat is running from the cat's feet position, movement and speed. Similar with capturing the phenomenon of learner autonomy we can indicate it from the strategy inside it. Metacognitive Strategy include planning process, monitoring process, problem-solving process, and evaluation process that are definitely necessary for learners' autonomy. All processes was captured though dimensions. They are activeness dimension, awareness dimension, responsibility dimension, and ability dimension.

The research's result shows that the learners are autonomous; they are active, aware, responsible, and able to make plan in their learning. Yet, they are not completely free from teacher's guidance. Teacher's guidance in planning process takes important role. Autonomy represented in learners' metacognitive strategy through planning, monitoring, problem solving, and evaluating process is dominated by the need of teacher's guidance in all dimensions.

The belief that learner autonomy is impossible in school age learner is a false impression. As has been mentioned above, the syllabus has not yet been written that precisely what the teacher ought to do of their teaching-studying activities. This research shows that learners may take control their own learning in narrow scope, in the scope of material. Not on boarder scope, the scope of

syllabus which has been predetermined the spread of materials and the content of studying in each grade at school. The learners have opportunity to make plan, to monitor, to solve their problem, and to evaluate their learning with teacher involvement. Thus, the portrait of learner autonomy which has been conducted on 2013 curriculum. The learners have ability to learn autonomously when teacher gives them responsibility for that. By this responsibility, learners activate their activeness and awareness. Learners never against teacher's obligation, so that without the "mandate" of responsibility given by teacher, they keep learn by complying teacher's order. It can be due to the three cultural and philosophical values.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter discusses about the conclusion of this research and the researcher's suggestions for the teacher, learners, school and the next researcher.

#### A. CONCLUSION

The result of this research is the learners are autonomous, they are active, aware, responsible, and able to take control of their own learning in all metacognitive strategy processes (planning, monitoring, problem solving and evaluating), yet they are not completely free from teacher's guidance, they need it in making plan, monitoring, solving problem, and evaluating their learning. Learners' autonomy represented in their metacognitive reading strategy through planning processes show the need of teacher's guidance in consulting and negotiating the learning goal in narrow scope (the scope of materials or chapter) not on boarder scope (the scope of lesson planning for one semester or one year because the material are already provided in sequence on syllabus). Learners' autonomy represented in their metacognitive reading strategy through monitoring processes shows the need of teacher's guidance in guiding learners by letting they know their value and their learning progress. Beside the teacher, parents also have responsibility to monitor their children's learning by considering at their progress. Learners'

autonomy represented in their metacognitive reading strategy through problem solving processes shows the need of teacher's guidance in solving learner's problem as facilitator. Learners' autonomy represented in their metacognitive reading strategy through evaluating processes shows the need of teacher's guidance in giving the instruction and responsibility to make learners evaluate themselves.

Thus, the learners' autonomy represented in their metacognitive reading strategy through planning, monitoring, problem-solving, and evaluating process which has been implemented on one of school that implements 2013 curriculum, SMP N 32 Semarang.

## **B. SUGGESTION**

From the conclusion above the researcher gives some suggestions:

1. The school should support English teaching learning activity by providing facilities that are needed to build learners' autonomy completely.
2. The teachers should assist in fostering learner autonomy completely.
3. The learners should improve learners' awareness on learner autonomy practically.
4. The next researcher should examine the portrait of learner autonomy in different place with different cultural and philosophical values in order to make a comparison.

### **C. CLOSING**

Praise be to Allah SWT, who has given fluency and guidance to finish this thesis. The researcher realizes that the thesis cannot be perfect. So, the researcher hopes the critics or suggestions for this thesis. Hopefully, this thesis will be useful for the reader and the next researcher.



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## APPENDIX 1. LATTICE OF INSTRUMENT

Process	Dimension	Indicator	Description	Item number
Planning	Activeness	Students are active to set their own learning goal	No students ask what should they do with the task	1.1
		Students need guidance to discuss their learning goal	Students ask or negotiate the goal with the teacher	1.2
		Students depend on teacher's order	Students wait teacher's command	1.3
	Awareness	Students are aware to set their own learning goal	Students set their strategy, link prior knowledge, predict incoming information, and make preparation to confront obstacles	2.1 2.2 2.3 2.4
		Students need guidance to discuss their learning goal	Students ask or negotiate the goal with the teacher	2.5
		Students depend on teacher's order	Students answer "no" for all questioner items	2.1-2.5
	Responsibility	Students take responsibility to make plan in their learning	The responsibility of planning strategies such as setting goal, choosing strategies, and self-management is taken by students	3.1
		Teacher takes responsibility to make plan in student's learning	The responsibility of planning strategies such as setting goal, choosing strategies, and self-management is taken by teacher	3.1

	Ability	Students have ability to make plan in their learning	Students have ability for making plan in their learning such as setting goal, choosing strategies, and self-management.	3.1a
		Students don't have ability to make plan in their learning.	Students don't have ability for making plan in their learning, so the strategy is handled by teacher	3.1b
Monitoring	Activeness			
	Awareness	Students are aware to monitor their own learning goal	Students monitor the appropriateness of strategy, check the importance of information, check the correctness of prediction, and check the weaknesses/obstacles	2.6 2.7 2.8 2.9
		Students need guidance to monitor their learning goal	Students ask teacher to monitor their learning goal	2.10
		Students depend on teacher's order	Students answer "no" for all questioner items	2.6-2.10
	Responsibility	Students take responsibility to monitor their learning	The responsibility of monitoring strategies such as checking progress, checking learning strategies, and detecting mistake is taken by students	3.2
		Teacher takes responsibility to monitor	The responsibility of monitoring strategies	3.2

		student's learning	such as checking progress, checking learning strategies, and detecting mistake is taken by teacher	
	Ability	Students have ability to make plan in their learning	Students have ability for monitoring their learning such as checking progress, checking learning strategies, and detecting mistake	3.2a
		Students don't have ability to make plan in their learning.	Students don't have ability for monitoring their learning, so the strategy is handled by teacher	3.2b
Problem solving	Activeness	Students are active to solve their problem by their self	Opening dictionary/ grammar book/ other resource	1.7
		Students need teacher/ peer to solve their problem	Opening dictionary/ grammar book/ other resource and asking teacher/ peer for clarification	1.8
		Students depend on teacher to solve their problem	Asking teacher to solve the problem they met	1.9
	Awareness	Students are aware to solve their problem by their self	Students elaborate their knowledge and information they found to make conclusion, make new guesses, access various resources, and do self-encouragement	2.11 2.12 2.13 2.14
		Students need guidance to solve their problem	Students ask teacher for clarification or solving their problem	2.15
		Students depend on	Students answer "no"	2.11-2.15

		teacher to solve their problem	for all questioner items	
	Responsibility	Students take responsibility to solve their problem	The responsibility of problem solving strategies such as accessing various resource, elaborating knowledge and, and self-encouragement is taken by students	3.3
		Teacher takes responsibility to solve student's problem	The responsibility of problem solving strategies such as accessing various resource, elaborating knowledge and, and self-encouragement is taken by teacher	3.3
	Ability	Students have ability to solve their problem	Students have ability for solving the problem they met in their learning such as accessing various resource, elaborating knowledge and, and self-encouragement	3.3a
		Students don't have ability to solve their problem	Students don't have ability for solving the problem they met their learning, so the strategy is handled by teacher	3.3b
	Evaluating	Activeness	Students are able to mention all of their weakness and strength	All points mentioned on students' evaluation sheet match with students' exercise result.
Students are able to mention some of their weakness and strength			Some points mentioned on students' evaluation sheet match with students' exercise	1.11

			result.	
		Students have difficulty to mention their weakness and strength	None points mentioned on students' evaluation sheet match with students' exercise result.	1.12
	Awareness	Students are aware to evaluate their learning by their self	Students make sure the goal has been met, judge the correctness of prediction, judge how well the task has been accomplished, judge how much learn, assess how effective strategy used	1.16 1.17 1.18 1.19
		Students need guidance to evaluate their learning	Students need their test score to know their weakness and strength?	1.20
		Students depend on teacher to evaluate their learning	Students answer "no" for all questioner items	1.16-1.20
	Responsibility	Students take responsibility to evaluate their learning	The responsibility of evaluating strategies such as judging how well the task has been accomplished, judging how much has been learned, and assessing strategy is taken by students	3.4
		Teacher takes responsibility to evaluate their learning	The responsibility of evaluating strategies such as judging how well the task has been accomplished, judging how much has been learned, and assessing strategy is	3.4



			taken by teacher	
Ability	Students have ability to evaluate their learning	Students have ability for evaluating their learning such as judging how well the task has been accomplished, judging how much has been learned, and assessing strategy		3.4a
	Students don't have ability to evaluate their learning	Students don't have ability for evaluating their learning such as judging how well the task has been accomplished, judging how much has been learned, and assessing strategy so the strategy is handled by teacher		3.4b

## **APPENDIX 2. INTERVIEW GUIDELINE**

### 1. Opening

- a. Introduction with research informant, English teachers in SMP N 32 Semarang.
- b. Explaining the interview purpose; to expose information on the informants' experience.
- c. Explaining about the parts inside the interview which consist of three parts; exposing informants' past experience, exposing informants' present experience, and reflection part which is focused on reading comprehension.

### 2. Body

#### a. Responsibility

The feel or fact of being responsible, answerable, or accountable for something within one's power, control, or management.

- 1) Exposing what aspects become the responsibilities of teachers and/or students related to the condition in the past (before active learning/ learner autonomy/ curriculum 2013 were applied). This part is aimed to build the knowledge of the informants' past experience.

- a) How are your roles in your learning process related to your responsibility as a teacher when the education system engaged to KTSP curriculum?

- b) What can you see on your own perspective based on your own experience about students' roles related to their responsibility as a learner when the education system engaged to KTSP curriculum?
- 2) Exposing what aspects become the responsibilities of teachers and/or students related to the condition in the present (after active learning/ learner autonomy/ curriculum 2013 were applied). This part is aimed to build the knowledge of the informants' present experience.
  - a) How are your roles in your learning process related to your responsibility as a teacher when the education system engaged to 2013 curriculum?
  - b) What can you see on your own perspectives based on your own experience about students' roles related to their responsibility as a learner when the education system engaged to 2013 curriculum?
- 3) Exposing the subject's reflection on past experience conditions linked with the present and future conditions, and explaining that this section will focus on reading comprehension. (questions for subject's reflection is provided in table 3)

b. Ability

Competence in an activeness or occupation because of one's skill, training, or other qualification.

1) Exposing what aspects become the abilities of teachers and/or students related to the condition in the past (before active learning / learner autonomy / curriculum 2013 were applied). This part is aimed to build the knowledge of the informants' past experience.

a) As a teacher, what abilities support you to fulfill your responsibility when the education system engaged to KTSP curriculum?

b) What can you see on your own perspective based on your own experience about students' ability to fulfill their responsibility as a learner when the education system engaged to KTSP curriculum?

2) Exposing what aspects become the abilities of teachers and/or students related to the condition in the present (after active learning / learner autonomy / curriculum 2013 were applied). This part is aimed to build the knowledge of the informants' present experience.

a) As a teacher, what abilities support you to fulfill your responsibility when the education system engaged to 2013 curriculum?

- b) What can you see on your own perspectives based on your own experience about students' ability to fulfill their responsibility as a learner when the education system engaged to 2013 curriculum?
- 3) Exposing the subject's reflection on past experience condition linked with the present and future conditions, and explaining that this section will focus on reading comprehension. (questions for subject's reflection is provided in table 3)

### 3. Closing

- a. Giving thank you and gift to research informant, English teachers in SMP N 32 Semarang.



## APPENDIX 4. RAW DATA OF STUDENTS' AWARENESS METACOGNITIVE STRATEGY

No	Name	Questionare Answer																					
		Planning					Monitoring					Problem solving					Evaluating						
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	ADIT	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
2	AMALIA SALSABILA	1	0	1	0	1	1	1	1	0	1	1	1	0	1	1	1	0	1	0	1		
3	AMANDA AYU DIVA	0	0	1	0	1	0	0	0	1	1	1	0	1	1	0	0	1	0	1	1		
4	ANGGA RIDFIAN M	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1		
5	ANGGAWA	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1		
6	AVICANNA R	1	1	1	0	1	1	0	1	1	1	1	1	0	0	0	0	1	0	0	1		
7	AYU AZZAHRA	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1		
8	AZZA ROCHMA	1	0	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	0	0	1		
9	BIMA SAPUTRA MAULANA	0	0	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1		
10	DEA TUNJUNG	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1		
11	DEVINA PRAMIDITA	1	0	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	0	0	1		
12	DHEA ALVIANA PUTRIS	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1		
13	FARHAN BAYULAKSANA	1	0	0	1	1	1	0	1	1	0	1	0	1	1	1	1	1	1	0	0	1	
14	FARHAN RAIS	1	1	1	1	1	0	1	1	0	1	1	0	0	1	1	1	1	1	1	0	1	
15	FARISKIBAGUS SETIAWAN	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1		
16	FERIYANTO	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1		
17	FERNANDA	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1		
18	FHADIA SHEILAZIVANA	1	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1		
19	GILANG SAPUTRA	1	1	1	1	1	0	0	1	1	1	0	0	1	1	1	0	0	1	1	1		
20	IHSAN ARJOM	1	1	1	1	1	0	1	1	0	1	1	0	0	1	1	1	1	0	1	1		
21	LENY DIKA PAMBUDI	1	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1		
22	MARCELLA LUTDENO	1	0	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	0	0	1		
23	MAULANA SURYA	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	
24	MEUTIA HANNY	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
25	MUHAMMAD AZKA MAULANA	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	
26	MUHAMMAD FAHRUL ASZAHRO	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	
27	MUTIRAH	0	1	0	0	1	1	1	1	1	1	1	0	0	1	1	0	0	1	1	0	0	1
28	NADHIFA KHOIRUNNISA Q	1	1	0	0	0	1	0	1	0	1	0	1	0	1	0	1	0	1	1	1	1	

29	NADYA CHANTIKA PUTRI	1	1	0	0	1	1	0	0	1	1	0	0	1	1	0	0	1	1	0	0	1	1	0	0	1	1	0	1
30	NAILA PUTRI AMANDA	1	1	0	0	1	1	1	0	1	1	1	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1
31	NINDA FITRIANI	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
32	NOVAL ADIS	1	0	0	0	1	1	1	0	1	1	1	0	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1
33	OKTANIA	1	0	0	0	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1
34	OSCARIO ANDREAS	0	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	0	1	1	0	0	1	1	1
35	PURWANTO	0	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	1
36	RESTIANI YU WULANDARI	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	0	1	1	1	1	1	1
37	RIKA NOVITA NURAINI	1	1	1	0	1	0	0	0	1	1	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	1
38	RIO RIZKY	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	0	1	1
39	RIZKI OKA P	1	0	1	0	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1	0	1	1	1	0	0	1	1	1
40	SAIFULDWI S	1	0	1	0	1	1	1	1	1	1	0	1	1	0	1	0	0	1	1	1	1	1	1	0	1	1	1	1
41	SALSABILA F	1	0	0	1	1	0	0	1	1	1	1	1	1	0	1	1	1	0	1	0	1	0	1	0	1	1	1	0
42	SALWA S	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	0	0	1
43	SEBRINA PRECYLIA	1	0	0	0	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	0	1	1	1	1	1	1
44	SITI LESTARI	1	0	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	0	1	1
45	SOFYAN IBRAHIM	0	0	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	0	1	1	0	0	1	1	1	1
46	TEUKU M BINTANG	1	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	0	0	1	1	1	0	0	1	1
47	TRI ERLINA A	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	0	1
48	WULAN P	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1
49	ZAKYA LAYLA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1
50	ZIDANEWAHYU SAPUTRA	1	0	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1
	Sum:	44	19	39	25	48	41	41	39	35	45	39	27	29	43	45	26	29	34	31	48								
	% Yes answer	88	38	78	50	96	82	82	78	70	90	78	54	58	86	90	52	58	68	62	96								
	% average question 1-4			63,5				78					69								50								
	% No Answer	12	62	22	50	4	18	18	22	30	10	22	46	42	14	10	48	42	32	38	4								
	% average question 1-4			36,5				22				31									40								

Table 4.2 Student Questionnaire



## APPENDIX 5. READING TEXT AND EXERCISES

### Very Tired Day

Last Tuesday was a busy day for me. I spent my time to do a lot of activities from my senior high school to my home. I had no time to take a rest.

First, at the morning, I went jogging. After that I went to school to study until 3.00 pm. from my school, I went to sanggarian sport hall to practice badminton until 8.00 pm. I practiced hard because that I felt very tired. After that, I went home. But when I would sleep, I remembered there was some homework that I had to do. I did my homework until 11.40 pm. And finally I could take a rest in my bed.

Those activities made my day busy and I felt very tired.

*Source: <http://britishcourse.com/>*

1. What is the purpose of the text?
  - a. To amuse the reader from his story
  - b. To tell his experience
  - c. To describe his experience
  - d. To explain why he was so tired
2. What does the second paragraph tell you about?
  - a. The writer's activity
  - b. The writer's feeling
  - c. The writer's happiness
  - d. The writer's sadness
3. When did the writer remember to do his homework?
  - a. At 3.00 p.m.
  - b. At 8.00 p.m.
  - c. When he go home
  - d. When he go to bed
4. "And finally I could take a rest in my bed." The underline word has the same meaning with...
  - a. Break
  - b. Exercise
  - c. Take bath
  - d. Eat
5. From the text we can conclude that the writer feels ... with his activity on that day.
  - a. Sad
  - b. Mad
  - c. Tired
  - d. Sick

### Came Late to school

Last Wednesday, I came late to my school because I played PlayStation until 2.00 am in the night. Because that I woke up late.

I woke up about 6.30 am and the class would be begun at 7.00 am. I ran to bathroom to take a bath. I usually had a breakfast after took a bath, but in that day I did not do that.

I always went to school by my motorcycle. But in that day, I forgot where I put the key. So, I went to the school by public transportation. It made me took a longer time. I arrived at school at 7.15 am, I ran to my class but I saw my teacher has stood in front of the class to teach. I entered to my class and of course my teacher was angry to me because I came late.

It was my bad experience and I hoped I would not do that again.

Source:<http://britishcourse.com/>

1. What is the purpose of the text?
  - a. To tell his experience
  - b. To amuse the reader from his story
  - c. To describe his experience
  - d. To explain why the teacher was angry
2. What does the second paragraph tell you about?
  - a. The writer's feeling
  - b. The writer's activity
  - c. The writer's happiness
  - d. The writer's sadness
3. Why did the writer come late to school?
  - a. Because he get trapped on traffic jam
  - b. Because he got an accident
  - c. Because he forgot where he put his key
  - d. Because he wash his motorcycle before he went to school
4. "of course my teacher was angry."  
The underline word has the same meaning with...
  - a. Sad
  - b. Proud
  - c. Mad
  - d. Glad
5. From the text we can conclude that the writer feels ... with his activity on that day.
  - a. Regret
  - b. Mad
  - c. Tired
  - d. Sick

## My First Experience to Drive a car

Last year, when I was twenty years old, my oldest brother bought a car. That was Honda jazz RS. I wanted to know how to drive it. I persuaded my oldest brother to teach me to drive the car. But, my brother refused my request. He promised that he would teach me to drive the car about three or four years later, but I still whimpered.

Finally, my brother accepted my request and he wanted to teach me to drive a car. Three days later, my brother and i went to the field to teach me how to drive a car. My brother was very patient to give me some directions. I was very nervous because that was my first time to drive a car.

One week later, my family visited my grandmother in Bandung, about 4 hours from my home. Because that, I was alone at home. So, I had a opportunity to drive a car alone. I drove about 6 km but after that I got nervous and I lost my control because the street was narrow and I crashed the wall.

After that I called my brother by phone to tell him about the accident. I imagined my brother would be angry. But the reality was exactly on the contrary, my brother was not angry. He just gave me some advices and since that accident, I promised I would always ask my brother's permission to drive him car.

Source: <http://contohcontohteks.blogspot.co.id/>

1. What is the purpose of the text?
  - a. To amuse the reader from his story
  - b. To describe his experience
  - c. To tell his experience
  - d. To explain why the brother was angry
2. What does the third paragraph tell you about?
  - a. The writer's experience
  - b. The writer's activity
  - c. The writer's happiness
  - d. The writer's accident
3. When did the family go to Bandung?
  - a. A week after the writer learns to drive.
  - b. A week before the writer learns to drive.
  - c. A week after the writer got an accident
  - d. A week before the writer got an accident
4. "I imagined my brother would be angry." The underline word has the same meaning with...
  - a. Mad
  - b. Sad
  - c. Proud
  - d. Glad
5. From the text we can conclude that the writer feels ... with his activity on that day.
  - a. Regret
  - b. Mad
  - c. Tired
  - d. Sick

### Travel on the train for the First Time

Last year, I was Eighteen years old. I had graduated from my senior high school and I wanted to continue my education in Yogyakarta. I lived with my family in Cirebon during eighteen years So, I would live alone there and it was new experience for me.

I went to Yogyakarta by train, before I came to the train station, I did not know how to check-in. All procedures were so new to me. Fortunately, a security guard helped me and gave me some directions to check-in. After that I entered to the train and sat on the chair.

I listened to the song and I was really enjoyed when I was in the train. After 5 hours in the train, finally I arrived in Yogyakarta. I would start my new life in Yogyakarta. I was really excited to start my new adventure my new city.

Source:<http://britishcourse.com/>

1. What is the purpose of the text?
  - a. To amuse the reader from his story
  - b. To describe his experience
  - c. To explain how to ask for help
  - d. To tell his experience
2. What does the second paragraph tell you about?
  - a. The writer's experience
  - b. The writer's happiness
  - c. The writer's trip
  - d. The writer's confusion
3. Why did the writer go to Yogyakarta?
  - a. Because he need to see her grandparents
  - b. Because he need to continue his education
  - c. Because he need a vacation
  - d. Because he need to buy something
4. "I would live alone there"  
The underline word refers to..
  - a. Cirebon
  - b. His house
  - c. His school
  - e. Yogyakarta
5. From the text we can conclude that the writer feels ... with his activity on that day.
  - a. Confuse
  - b. Exited
  - c. Tired
  - d. Sick

## Holiday In Malaysia

Last holiday, My family was on vacation. We went to Malaysia. We used travel agent to manage our holiday. We had booked two days tour in Malaysia. We went Malaysia by plane. The travel agent had booked ticket for us.

The flight was only one hour from Jakarta. On the plane the cabin crews were very friendly and they were very handsome and beautiful. They gave us some directions before the flight. Our plane, Garuda Indonesia had very complete facilities to accompany passenger during the journey, such as movies player, music player, newspaper, magazine, etc. We had a very pleasant flight. On arrival at Kuala Lumpur, we had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully but their manners were very polite. After that, the travel agent brought us to Petronas Tower and took some photos there.

In the afternoon, we went to hotel to take a rest. The hotel was a well-known five-star hotel. The room had perfect view of city. On the third floor, there was a restaurant serving American, African, and Asian European food. They had variety of food. In the next day, we went to Sepang circuit to watch MotoGP race. I wanted to watch directly my idol Valentino Rossi and took photos with him. During the race, I was surprised because that was my first time I saw motorcycles ran fast up to 300 km/hour in front of my eyes. In the end of the race, Rossi was the first rider who touched the finish line. I was so happy because he won.

The two days in Malaysia went by fast. At the end of the second day, we were quite tired but we felt very happy.

*Source: <http://contohcontohteks.blogspot.co.id/>*

1. What is the purpose of the text?
  - a. To amuse the reader from his story
  - b. To describe his experience
  - c. To explain how Rossi won
  - d. To tell his experience
2. What does the second paragraph tell you about?
  - a. The writer's experience
  - b. The writer's happiness
  - c. The writer's trip
  - d. The writer's confusion
3. Why did the writer go to Malaysia?
  - a. Because he need to see her grandparents
  - b. Because he need to continue his education
  - c. Because he need a vacation
  - d. Because he need to buy something
4. "We had a very pleasant flight."  
The underline has contrary meaning with...
  - a. Disappointing
  - b. Good
  - c. Frightening
  - d. Exiting
5. From the text we can conclude that the writer feels ... with his activity on that day.
  - a. Confuse
  - b. Glad
  - c. Tired
  - d. Sick

### Study Tour to Bogor and Bandung

I went to Bogor with my teachers and my friends. It was a study tour actually. Study tour was held when I was junior high school. That was my first time I went to Puncak, Bogor. My teacher, my class friends, and I were in the same bus. We left our school at 10 p.m. trip to Puncak from Cirebon was about 7 hours. After 7 hours on the way, finally we arrived in Bogor. It was about 5.00 Am. We stopped in a mosque to pray first. Some of my friends took a bath in the mosque. But, I just brushed my teeth and washed my face because there was so cold. It made me lazy to touch the water.

After that, we went to a restaurant to have a breakfast. I was so hungry. Then, we went to Taman safari Bogor. We saw animal collection there. The animal collection was very complete. In Taman safari, every Sunday there was an animal circus and fortunately we visited Taman safari on Sunday. So, we could watch the animal circus there. The animal circus was very funny and made us entertained. After watched the animal circus we went back to the bus and we went to the villa to take a rest. In villa I and my friends swam together. In the next day, we left Bogor to visit Bandung. The journey from Bogor to Bandung was about 3 hours. Actually, it was a funny journey because I spent all of my time with my friends, like playing games, laughing, and kidding. But I felt that all of my tiredness gone all of sudden when we arrived at Bandung. In Bandung, we visited Cihampelas. Cihampelas was a very busy street. There were so many factory outlets there. We used that moment to buy some clothes and souvenirs there.

After From Cihampelas, We went home to our city. Study tour made me very tired, but I was very happy because I could spend many time with my friends.

Source: <http://contohtekst.blogspot.co.id/>

1. What is the purpose of the text?
  - a. To tell his experience
  - b. To amuse the reader from his story
  - c. To describe his experience
  - d. To explain his journey
2. What does the third paragraph tell you about?
  - a. The writer's experience
  - b. The writer's happiness
  - c. The writer's trip
  - d. The writer's activity
3. How's about the weather on Bogor?
  - a. Warm
  - b. Cold
  - c. Humid
  - d. Wet
4. "We used that moment to buy some clothes and souvenirs there."  
The underline word refers to...
  - a. Bogor
  - b. Taman Safari
  - c. Bandung
  - d. Outlet
5. From the text we can conclude that the writer feels ... with his activity on that day.
  - a. Confuse
  - b. Glad
  - c. Tired
  - d. Sad

## My Holiday In Bandung

Last holiday, I went to Bandung with my friends, Asep. We spent our holiday there. We went to Bandung by bus. The bus schedule from Indramayu was at 07.00 AM and arrived on Bandung at 11.30 AM

In the first day, we went to Bandung zoo. The ticket price was only Rp 30.000. The animal collections there were very complete. In the next day, we went to geological museum and talked with the guide about geology. It made us understood about geology. We saw rocks collection there. After that, I went to Bandung bus station because we had to go home to Indaramayu.

My holiday in Bandung was only two days but it made me happy.

Source:<http://britishcourse.com/>

1. What is the purpose of the text?
  - a. To amuse the reader from his story
  - b. To describe his experience
  - c. To tell his experience
  - d. To explain his journey
2. What does the second paragraph tell you about?
  - a. The writer's feeling
  - b. The writer's activity
  - c. The writer's happiness
  - d. The writer's trip
3. What did the writer learn on the museum?
  - a. Zoology
  - b. Botany
  - c. Geology
  - d. Climatology
4. "...was only two days but it made me happy."  
The underline word refers to...
  - a. Bandung
  - b. Zoo
  - c. Holiday
  - d. Indramayu
5. From the text we can conclude that the writer feels ... with his activity on that day.
  - a. Mad
  - b. Glad
  - c. Tired
  - d. Sad

## A Beautiful Day on Jakarta

Last month, my family went to Jakarta. We visited many places there.

First, we visited we visited Ragunan Zoo. We saw many kinds of animals there such as lion, birds collection, butterfly collections, etc. We looked around in that Zoo, and also took pictures of those animals. Second, we visited Ancol Beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.

For me, that was a good moment because I could spend my time with my family. We really enjoyed it.

Source:<http://britishcourse.com/>

1. What is the purpose of the text?
  - a. To tell his experience
  - b. To amuse the reader from his story
  - c. To describe his experience
  - d. To explain his journey
2. What does the second paragraph tell you about?
  - a. The writer's feeling
  - b. The writer's activity
  - c. The writer's happiness
  - d. The writer's trip
3. How's about the view on Ancol Beach?
  - a. Cloudy
  - b. Dark
  - c. Beauty
  - d. Dirty
4. "who sold many kinds of souvenirs."  
The underline word refers to...
  - a. The writer
  - b. The family
  - c. The seller
  - d. The souvenirs
5. From the text we can conclude that the writer feels ... with his activity on that day.
  - a. Mad
  - b. Tired
  - c. Glad
  - d. Sad



## Went Camping

Last Sunday, my friends and I went camping on the mountain. We went to Palutungan, Kuningan. The spot was near from our town. It was about one hour to get there. We choose Palutungan because it was not too far from our home.

We prepared everything before went to Palutungan. We brought cooking utensils and the food from home, clothes, camera, guitar, etc. We went there by motorcycles.

On the first day, we sat up the tent on the camping area. The air was so fresh there. We took a bath on the waterfall. The waterfall was called curug Putri. After played at waterfall, we felt hungry. Then, we cooked the food for the lunch and had lunch together. The first night of our camping, the air was so cold, we made a campfire, sang songs together and after we slept. We used sleeping bag when we slept to make our body still in warm condition.

On the second day, we had some activities. We tried to go fishing in the river near the waterfall but we got a shoe. After that, we packed everything we bought. We cleaned the area

We made a memory by taking photos together in front of a waterfall and then went home happily. We felt very tired.

*Source: <http://contohcontohteks.blogspot.co.id/>*

1. What is the purpose of the text?
  - a. To amuse the reader from his story
  - b. To tell his experience
  - c. To describe his experience
  - d. To explain his journey
2. What does the second paragraph tell you about?
  - a. The writer's feeling
  - b. The writer's activity
  - c. The writer's preparation
  - d. The writer's trip
3. What did the writer get from fishing?
  - a. Fish
  - b. Snail
  - c. Shoe
  - d. Snake
4. "The air was so fresh there,"  
The underline word refers to...
  - a. The waterfall
  - b. The camping area
  - c. The tent
  - d. The sleeping bag
5. From the text we can conclude that the writer feels ... with his activity on that day.
  - a. Mad
  - b. Tired
  - c. Frightened
  - d. Sad

## Making a Fish Pond

At last year holiday I didn't go anywhere. I just stay at home for the whole month. It was not too bad to spend the holiday at home because I had something to do. I did a small project building a small fishpond at home.

What I need is river sand, cement, and some tools. I choose the middle space of my yard. After that, I made the design. Anyway, I would like to keep some koi fish at that fishpond, so that I had to make the design as well as I can. I preferred to choose the nature landscape as the model. I did it alone, day and night. I was so happy to do that. After two weeks, I finished it. It was a small beautiful fishpond with nature landscape designed. Before I put on it some koi fish, I fill the water and waited for about two weeks to make sure that the fishpond was free from poison. Finally, I bought 5 koi fish and keep them at my new fishpond.

It was a nice thing to spend the holiday at home.

Source: <https://gudangpelajaran.com/>

1. What is the purpose of the text?
  - a. To amuse the reader from his story
  - b. To describe his experience
  - c. To tell his experience
  - d. To explain his how to make a fish pond
2. What does the second paragraph tell you about?
  - a. The writer's yard
  - b. The writer's activity
  - c. The writer's preparation
  - d. The writer's design
3. What did the writer do to make sure that the pond is free from poison?
  - a. Pour the water
  - b. Clean the pond
  - c. Wait until two weeks
  - d. Add some chemical material
4. "I choose the middle space of my yard."  
The underline has closest meaning with...
  - a. Circumstance
  - b. Around
  - c. Center
  - d. Corner
5. From the text we can conclude that the writer feels ... with his activity on that day.
  - a. Disappointed
  - b. Tired
  - c. Frightened
  - d. Satisfied

## APPENDIX 6. STUDENTS' ANSWER SHEET

Ayu Agahra

7

### A Beautiful Day on Jakarta

Last month, my family went to Jakarta. We visited many places there.

First, we visited Ragunan Zoo. We saw many kinds of animals there such as lion, birds collection, butterfly collections, etc. We looked around in that Zoo, and also took pictures of those animals. Second, we visited Ancol Beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.

For me, that was a good moment because I could spend my time with my family. We really enjoyed it.

1. What is the purpose of the text?
  - a. To tell his experience
  - b. To amuse the reader from his story
  - c. To describe his experience
  - d. To explain his journey
2. What does the second paragraph tell you about?
  - a. The writer's feeling
  - b. The writer's activity
  - c. The writer's happiness
  - d. The writer's trip
3. How's about the view on Ancol Beach?
  - a. Cloudy
  - b. Dark
  - c. Beauty
  - f. Dirty
4. "who sold many kinds of souvenirs." The underline word refers to...
  - a. The writer
  - b. The family
  - c. The seller
  - d. The souvenirs
5. From the text we can conclude that the writer feels ... with his activity on that day.
  - a. Mad
  - b. Tired
  - c. Glad
  - d. Sad

Bulan lalu, keluargaku pergi ke Jakarta kita mengunjungi banyak tempat.

Pertama, kami mengunjungi kebun binatang Ragunan. Kami melihat banyak jenis hewan seperti singa, koleksi burung, koleksi kupu-kupu, dll. Kami melihat sekitar kebun binatang, dan juga mengambil gambar hewan-hewan itu. Kedua, kami mengunjungi pantai Ancol Matahari bersinar sangat cerah dan pemandangan sekitar sangat cerah. Kami merasa bahwa angin bertuap melewati kita.

Nama: Sebrina precylia H  
Kelas = VIII 1

26  
48

### My First Experience to Drive a car

Last year, when I was twenty years old, my oldest brother bought a car. That was Honda jazz RS. I wanted to know how to drive it. I persuaded my oldest brother to teach me to drive the car. But, my brother refused my request. He promised that he would teach me to drive the car about three or four years later, but I still whimpered.

Finally, my brother accepted my request and he wanted to teach me to drive a car. Three days later, my brother and I went to the field to teach me how to drive a car. My brother was very patient to give me some directions. I was very nervous because that was my first time to drive a car.

One week later, my family visited my grandmother in Bandung, about 4 hours from my home. Because that, I was alone at home. So, I had a opportunity to drive a car alone. I drove about 6 km but after that I got nervous and I lost my control because the street was narrow and I crashed the wall.

After that I called my brother by phone to tell him about the accident. I imagined my brother would be angry. But the reality was exactly on the contrary, my brother was not angry. He just gave me some advices and since that accident, I promised I would always ask my brother's permission to drive him car.

1. What is the purpose of the text?
  - a. To amuse the reader from his story
  - b. To describe his experience
  - c. To tell his experience
  - d. To explain why the brother was angry
2. What does the third paragraph tell you about?
  - a. The writer's experience
  - b. The writer's activity
  - c. The writer's happiness
  - d. The writer's accident
3. When did the family go to Bandung?
  - a. A week after the writer learns to drive.
  - b. A week before the writer learns to drive.
  - c. A week after the writer got an accident
  - d. A week before the writer got an accident
4. "I imagined my brother would be angry."  
The underline word has the same meaning with...
  - a. Mad
  - b. Sad
  - c. Proud
  - d. Glad
5. From the text we can conclude that the writer feels ... with his activity on that day.
  - a. Regret
  - b. Mad
  - c. Tired
  - d. Sick

Nama: Siti Lestari

VIII F/27

44

### Came Late to school

Last Wednesday, I came late to my school because I played PlayStation until 2.00 am in the night. Because that I woke up late

I woke up about 6.30 am and the class would be begun at 7.00 am. I ran to bathroom to take a bath. I usually had a breakfast after took a bath, but in that day I did not do that.

I always went to school by my motorcycle. But in that day, I forgot where I put the key. So, I went to the school by public transportation. It made me took a longer time. I arrived at school at 7.15 am, I ran to my class but I saw my teacher has stood in front of the class to teach. I entered to my class and of course my teacher was angry to me because I came late.

It was my bad experience and I hoped I would not do that again.

1. What is the purpose of the text?
  - a. To tell his experience
  - b. To amuse the reader from his story
  - c. To describe his experience
  - d. To explain why the teacher was angry
2. What does the second paragraph tell you about?
  - a. The writer's feeling
  - b. The writer's activity
  - c. The writer's happiness
  - d. The writer's sadness
3. Why did the writer come late to school?
  - a. Because he get trapped on traffic jam
  - b. Because he got an accident
  - c. Because he forgot where he put his key
  - d. Because he wash his motorcycle before he went to school
4. "of course my teacher was angry."  
The underline word has the same meaning with...
  - a. Sad
  - b. Proud
  - c. Mad
  - d. Glad
5. From the text we can conclude that the writer feels ... with his activity on that day.
  - a. Regret
  - b. Mad
  - c. Tired
  - d. Sick

Nama: Muhammad Alza Maulana  
Kelas/No: VIII F / 13

25

### Holiday In Malaysia

Last holiday, My family was on vacation. We went to Malaysia. We used travel agent to manage our holiday. We had booked two days tour in Malaysia. We went Malaysia by plane. The travel agent had booked ticket for us.

The flight was only one hour from Jakarta. On the plane the cabin crews were very friendly and they were very handsome and beautiful. They gave us some directions before the flight. Our plane, Garuda Indonesia had very complete facilities to accompany passenger during the journey, such as movies player, music player, newspaper, magazine, etc. We had a very pleasant flight. On arrival at Kuala Lumpur, we had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully but their manners were very polite. After that, the travel agent brought us to Petronas Tower and took some photos there.

In the afternoon, we went to hotel to take a rest. The hotel was a well-known five-star hotel. The room had perfect view of city. On the third floor, there was a restaurant serving American, African, and Asian European food. They had variety of food. In the next day, we went to Sepang circuit to watch MotoGP race. I wanted to watch directly my idol Valentino Rossi and took photos with him. During the race, I was surprised because that was my first time I saw motorcycles ran fast up to 300 km/hour in front of my eyes. In the end of the race, Rossi was the first rider who touched the finish line. I was so happy because he won.

The two days in Malaysia went by fast. At the end of the second day, we were quite tired but we felt very happy.

1. What is the purpose of the text?
  - a. To amuse the reader from his story
  - b. To describe his experience
  - c. To explain how Rossi won
  - d. To tell his experience
2. What does the second paragraph tell you about?
  - a. The writer's experience
  - b. The writer's happiness
  - c. The writer's trip
  - d. The writer's confusion
3. Why did the writer go to Malaysia?
  - a. Because he need to see her grandparents
  - b. Because he need to continue his education
  - c. Because he need a vacation
  - d. Because he need to buy something
4. "We had a very pleasant flight."
  - a. Disappointing
  - b. Good
  - c. Frightening
  - f. Exciting
5. From the text we can conclude that the writer feels ... with his activity on that day.
  - a. Confuse
  - b. Glad
  - c. Tired
  - h. Sick

Nama : Muhammad Fahrul Aszorro

Kelas : VIII I

No : 19

26

### Travel on the train for the First Time

Last year, I was Eighteen years old. I had graduated from my senior high school and I wanted to continue my education in Yogyakarta. I lived with my family in Cirebon during eighteen years So, I would live alone there and it was new experience for me

I went to Yogyakarta by train, before I came to the train station, I did not know how to check-in. All procedures were so new to me. Fortunately, a security guard helped me and gave me some directions to check-in. After that I entered to the train and sat on the chair

I listened to the song and I was really enjoyed when I was in the train. After 5 hours in the train, finally I arrived in Yogyakarta. I would start my new life in Yogyakarta. I was really excited to start my new adventure my new city

1. What is the purpose of the text?  
 a. To amuse the reader from his story  
 b. To describe his experience  
 c. To explain how to ask for help  
 d. To tell his experience
2. What does the second paragraph tell you about?  
 a. The writer's experience  
 b. The writer's happiness  
 c. The writer's trip  
 d. The writer's confusion
3. Why did the writer go to Yogyakarta?  
 a. Because he need to see her grandparents  
 b. Because he need to continue his education  
 c. Because he need a vacation  
 d. Because he need to buy something
4. "I would live alone there"  
The underline word refers to.  
 a. Cirebon  
 b. His house  
 c. His school  
 d. Yogyakarta
5. From the text we can conclude that the writer feels ... with his activity on that day  
 a. Confuse  
 b. Excited  
 c. Tired  
 d. Sick

Nama : Saleabila - F.

Kelas : VIII F

NO : 26

41

### Making a Fish Pond

At last year holiday I didn't go anywhere. I just stay at home for the whole month. It was not too bad to spend the holiday at home because I had something to do. I did a small project building a small fishpond at home.

What I need is river sand, cement, and some tools. I choose the middle space of my yard. After that, I made the design. Anyway, I would like to keep some koi fish at that fishpond, so that I had to make the design as well as I can. I preferred to choose the nature landscape as the model. I did it alone, day and night. I was so happy to do that. After two weeks, I finished it. It was a small beautiful fishpond with nature landscape designed. Before I put on it some koi fish, I fill the water and waited for about two weeks to make sure that the fishpond was free from poison. Finally, I bought 5 koi fish and keep them at my new fishpond

It was a nice thing to spend the holiday at home

1. What is the purpose of the text?
  - a. To amuse the reader from his story
  - b. To describe his experience
  - c. To tell his experience
  - d. To explain his how to make a fish pond
2. What does the second paragraph tell you about?
  - a. The writer's yard
  - b. The writer's activity
  - c. The writer's preparation
  - d. The writer's design
3. What did the writer do to make sure that the pond is free from poison?
  - a. Pour the water
  - b. Clean the pond
  - c. Wait until two weeks
  - d. Add some chemical material
4. "I choose the middle space of my yard."  
The underline has closest meaning with.
  - a. Circumstance
  - b. Around
  - c. Center
  - d. Corner
5. From the text we can conclude that the writer feels ... with his activity on that day.
  - a. Disappointed
  - b. Tired
  - c. Frightened
  - d. Satisfied



Addit

Di

02

1

### Went Camping

Last Sunday, my friends and I went camping on the mountain. We went to Palutungan, Kuningan. The spot was near from our town. It was about one hour to get there. We choose Palutungan because it was not too far from our home.

We prepared everything before went to Palutungan. We brought cooking utensils and the food from home, clothes, camera, guitar, etc. We went there by motorcycles

*bagi* *di* *Kami pergi meraihi sepeda motor*

On the first day, we sat up the tent on the camping area. The air was so fresh there. We took a bath on the waterfall. The waterfall was called curug Putri. After played at waterfall, we felt hungry. Then, we cooked the food for the lunch and had lunch together. The first night of our camping, the air was so cold, we made a campfire, sang songs tog'ther and after we slept. We used sleeping bag when we slept to make our body still in warm condition.

On the second day, we had some activities. We tried to go fishing in the river near the waterfall but we got a shoe. After that, we packed everything we bought. We cleaned the area.

We made a memory by taking photos together in front of a waterfall and then went home happily. We felt very tired.

1. What is the purpose of the text?
  - a. To amuse the reader from his story
  - b. To tell his experience
  - c. To describe his experience
  - d. To explain his journey
2. What does the second paragraph tell you about?
  - a. The writer's feeling
  - b. The writer's activity
  - c. The writer's preparation
  - d. The writer's trip
3. What did the writer get from fishing?
  - a. Fish
  - b. Snail
  - c. Shoe
  - d. Snake
4. "The air was so fresh there."  
The underline word refers to...
  - a. The waterfall
  - b. The camping area
  - c. The tent
  - d. The sleeping bag
5. From the text we can conclude that the writer feels \_\_\_\_\_ with his activity on that day.
  - a. Mad
  - b. Tired
  - c. Frightened
  - d. Sad

Gilang Saputra  
VIII F / II

19

### Very Tired Day

Last Tuesday was a busy day for me. I spent my time to do a lot of activities from my senior high school to my home. I had no time to take a rest.

First, at the morning, I went jogging. After that I went to school to study until 3.00 pm. From my school, I went to sanggarian sport hall to practice badminton until 8.00 pm. I practiced hard because that I felt very tired. After that, I went home. But when I would sleep, I remembered there was some homework that I had to do. I did my homework until 11.40 pm. And finally I could take a rest in my bed.

Those activities made my day busy and I felt very tired.

1. What is the purpose of the text?  
 a. To amuse the reader from his story  
 b. To tell his experience  
 c. To describe his experience  
 d. To explain why he was so tired
2. What does the second paragraph tell you about?  
 a. The writer's activity  
 b. The writer's feeling  
 c. The writer's happiness  
 d. The writer's sadness
3. When did the writer remember to do his homework?  
 a. At 3.00 p.m.  
 b. At 8.00 p.m.  
 c. When he go home  
 d. When he go to bed
4. "And finally I could take a rest in my bed."  
 a. The underline word has the same meaning with...  
 a. Break  
 b. Exercise  
 c. Take bath  
 d. Eat
5. From the text we can conclude that the writer feels ... with his activity on that day.  
 a. Sad  
 b. Mad  
 c. Tired  
 d. Sick

NAME = Reuku M Bintang

NO = 24

KEP = 8 F

46

### My Holiday In Bandung

Last holiday, I went to Bandung with my friends, Asep. We spent our holiday there. We went to Bandung by bus. The bus schedule from Indramayu was at 07.00 AM and arrived on Bandung at 11.30 AM

In the first day, we went to Bandung zoo. The ticket price was only Rp 30.000. The animal collections there were very complete. In the next day, we went to geological museum and talked with the guide about geology. It made us understand about geology. We saw rocks collection there. After that, I went to Bandung bus station because we had to go home to Indramayu.

My holiday in Bandung was only two days but it made me happy.

1. What is the purpose of the text?  
 a. To amuse the reader from his story  
 b. To describe his experience  
 c. To tell his experience  
 d. To explain his journey
2. What does the second paragraph tell you about?  
 a. The writer's feeling  
 b. The writer's activity  
 c. The writer's happiness  
 d. The writer's trip
3. What did the writer learn on the museum?  
 a. Zoology  
 b. Botany  
 c. Geology  
 d. Climatology
4. "...was only two days but it made me happy."  
The underline word refers to...  
 a. Bandung  
 b. Zoo  
 c. Holiday  
 d. Indramayu
5. From the text we can conclude that the writer feels ... with his activity on that day  
 a. Mad  
 b. Glad  
 c. Tired  
 d. Sad

Nama: Salwa S

4/2

Saya pergi ke bogor <sup>Study Tour to Bogor and Bandung</sup> ~~ku~~ sebenarnya study tour. bersama guru saya dan teman saya

I went to bogor with my teachers and my friends. It was a study tour actually. Study tour was held when I was junior high school. That was my first time I went to Puncak, Bogor. My teacher, my class friends, and I were in the same bus.

We left our school at 10 p.m. trip to Puncak from Cirebon was about 7 hours. After 7 hours on the way, finally we arrived in Bogor. It was about 5.00 Am. We stopped in a mosque to pray first. Some of my friends took a bath in the mosque. But, I just brushed my teeth and washed my face because there was so cold. It made me lazy to touch the water.

After that, we went to a restaurant to have a breakfast. I was so hungry. Then, we went to Taman safari Bogor. We saw animal collection there. The animal collection was very complete. In Taman safari, every Sunday there was an animal circus and fortunately we visited Taman safari on Sunday. So, we could watch the animal circus there. The animal circus was very funny and made us entertained. After watched the animal circus we went back to the bus and we went to the villa to take a rest. In villa I and my friends swam together. In the next day, we left Bogor to visit Bandung. The journey from Bogor to Bandung was about 3 hours. Actually, it was a funny journey because I spent all of my time with my friends, like playing games, laughing, and kidding. But I felt that all of my tiredness gone all of sudden when we arrived at Bandung. In Bandung, we visited Cihampelas. Cihampelas was a very busy street. There were so many factory outlets there. We used that moment to buy some clothes and souvenirs there.

After From Cihampelas, We went home to our city. Study tour made me very tired, but I was very happy because I could spend many time with my friends.

1. What is the purpose of the text?
  - a. To tell his experience
  - b. To amuse the reader from his story
  - c. To describe his experience
  - d. To explain his journey
2. What does the third paragraph tell you about?
  - a. The writer's experience
  - b. The writer's happiness
  - c. The writer's trip
  - d. The writer's activity
3. How's about the weather on Bogor?
  - a. Warm
  - b. Cold
  - c. Humid
  - d. Wet
4. "We used that moment to buy some clothes and souvenirs there."  
The underline word refers to...
  - a. Bogor
  - b. Taman Safari
  - c. Bandung
  - d. Outlet
5. From the text we can conclude that the writer feels ... with his activity on that day.
  - a. Confuse
  - b. Glad
  - c. Tired
  - d. Sad

# APPENDIX 7. STUDENTS' EVALUATION SHEET

44

## LEMBAR EVALUASI

Saya baik dalam.... (beri tanda centang pada kotak)

- Mengetahui tujuan teks
- Mengetahui isi teks
- Mengetahui informasi yang terdapat dalam teks
- Mengetahui rujukan kata/ arti kata dalam teks
- Mengetahui kesimpulan yang didapat dari teks
- Lainya .....
- .....
- .....
- .....
- .....
- .....

Saya belum baik dalam.... (beri tanda centang pada kotak)

- Mengetahui tujuan teks
- Mengetahui isi teks
- Mengetahui informasi yang terdapat dalam teks
- Mengetahui rujukan kata/ arti kata dalam teks
- Mengetahui kesimpulan yang didapat dari teks
- Lainya..
- .....
- .....
- .....
- .....

.....

LEMBAR EVALUASI

Saya baik dalam... (beri tanda centang pada kotak)

- Mengetahui tujuan teks
- Mengetahui isi teks
- Mengetahui informasi yang terdapat dalam teks
- Mengetahui rujukan kata dalam teks
- Mengetahui kesimpulan yang didapat dari teks
- Lainya .....
- .....
- .....
- .....
- .....

Saya belum baik dalam... (beri tanda centang pada kotak)

- Mengetahui tujuan teks
- Mengetahui isi teks
- Mengetahui informasi yang terdapat dalam teks
- Mengetahui rujukan kata dalam teks
- Mengetahui kesimpulan yang didapat dari teks
- Lainya .....
- .....
- .....
- .....
- .....

LEMBAR EVALUASI

Saya baik dalam... (beri tanda centang pada kotak)

- Mengetahui tujuan teks
- Mengetahui isi teks
- Mengetahui informasi yang terdapat dalam teks
- Mengetahui rujukan kata dalam teks
- Mengetahui kesimpulan yang didapat dari teks
- Lainya .....
- .....
- .....
- .....
- .....

Saya belum baik dalam... (beri tanda centang pada kotak)

- Mengetahui tujuan teks
- Mengetahui isi teks
- Mengetahui informasi yang terdapat dalam teks
- Mengetahui rujukan kata dalam teks
- Mengetahui kesimpulan yang didapat dari teks
- Lainya .....
- .....
- .....
- .....
- .....

## APPENDIX 8. STUDENTS' QUESTIONNAIRE

44

ah tanda centang pada jawabanmu! (jawab dengan sejujurnya, tidak mempengaruhi nilai)

Pertanyaan	Jawaban	
	Ya	Tidak
Apakah kamu memilih strategi untuk memahami teks? (seperti membaca keseluruhan atau sebagian, dll)	✓	
Apakah kamu memprediksi informasi yang akan kamu dapat sebelum membaca teks?		✓
Apakah kamu menggunakan pengetahuanmu untuk memprediksi isi teks?	✓	
Apakah kamu melakukan persiapan untuk mengatasi masalah yang akan kamu hadapi? (seperti menyiapkan kamus, buku materi bahasa inggris atau buku grammar)		✓
Apakah kamu butuh bimbingan guru untuk mengetahui tujuan belajarmu? (tujuan seperti menjawab soal dengan benar, memahami struktur teks, memahami isi teks, dll)	✓	
Apakah kamu mengecek kecocokan strategi yang kamu gunakan untuk memahami teks?	✓	
Apakah kamu mengecek penting atau tidaknya informasi yang kamu dapatkan dari membaca teks?	✓	
Apakah kamu mengecek benar atau tidaknya prediksi yang sebelumnya kamu buat untuk memahami isi teks?	✓	
Apakah kamu mengecek kekuranganmu/ kelemahanmu dalam memahami isi teks?		✓
Apakah kamu butuh bimbingan guru untuk memonitor belajarmu? (jawab 'ya' jika kamu sering menanyakan benar atau tidaknya setiap langkah yang kamu lakukan saat belajar)	✓	
Apakah kamu menghubungkan pengetahuanmu dengan informasi yang kamu temukan pada teks untuk membuat kesimpulan?	✓	
Ketika prediksi yang kamu buat sebelumnya tidak sesuai, apakah kamu membuat tebakan baru?	✓	
Apakah kamu mengakses banyak sumber untuk memahami teks? (seperti kamus, buku bahasa inggris atau buku grammar)		✓
Apakah kamu menggiatkan diri ketika kamu menemukan kesulitan dalam memahami teks? (seperti tetap membaca teks meskipun kamu menemukan kesulitan dalam memahami isi teks)	✓	
Apakah kamu bertanya pada guru atau teman untuk mengklarifikasi atau menyelesaikan masalah yang kamu temui?	✓	
Apakah kamu memastikan bahwa tujuan yang kamu buat sebelum membaca teks sudah tercapai? (tujuan seperti menjawab soal dengan benar, memahami struktur teks, memahami isi teks, dll)	✓	
Apakah kamu menilai benar atau tidaknya prediksi yang kamu buat sebelumnya?		✓
Apakah kamu menilai seberapa baik tugas sudah diselesaikan?	~	
Apakah kamu menilai seberapa efektif strategi yang kamu gunakan?		✓
Apakah kamu perlu mengetahui nilai tesmu untuk mengetahui kelebihan dan kekuranganmu?	✓	



Berilah tanda centang pada jawabanmu! (jawab dengan sejujurnya, tidak mempengaruhi nilai)

no	Pertanyaan	Jawaban	
		Ya	Tidak
1	Apakah kamu memilih strategi untuk memahami teks? (seperti membaca keseluruhan atau sebagian, dll)	✓	
2	Apakah kamu memprediksi informasi yang akan kamu dapat sebelum membaca teks?		✓
3	Apakah kamu menggunakan pengetahuanmu untuk memprediksi isi teks?		✓
4	Apakah kamu melakukan persiapan untuk mengatasi masalah yang akan kamu hadapi? (seperti menyiapkan kamus, buku materi bahasa inggris atau buku grammar)		✓
5	Apakah kamu butuh bimbingan guru untuk mengetahui tujuan belajarmu? (tujuan seperti menjawab soal dengan benar, memahami struktur teks, memahami isi teks, dll)	✓	
6	Apakah kamu mengecek kecocokan strategi yang kamu gunakan untuk memahami teks?	✓	
7	Apakah kamu mengecek penting atau tidaknya informasi yang kamu dapatkan dari membaca teks?	✓	
8	Apakah kamu mengecek benar atau tidaknya prediksi yang sebelumnya kamu buat untuk memahami isi teks?	✓	
9	Apakah kamu mengecek kekuranganmu/ kelemahanmu dalam memahami isi teks?	✓	
10	Apakah kamu butuh bimbingan guru untuk memonitor belajarmu? (jawab 'ya' jika kamu sering menanyakan benar atau tidaknya setiap langkah yang kamu lakukan saat belajar)	✓	
11	Apakah kamu menghubungkan pengetahuanmu dengan informasi yang kamu temukan pada teks untuk membuat kesimpulan?	✓	
12	Ketika prediksi yang kamu buat sebelumnya tidak sesuai, apakah kamu membuat tebakan baru?		✓
13	Apakah kamu mengakses banyak sumber untuk memahami teks? (seperti kamus, buku bahasa inggris atau buku grammar)		✓
14	Apakah kamu mengjatkan diri ketika kamu menemukan kesulitan dalam memahami teks? (seperti tetap membaca teks meskipun kamu menemukan kesulitan dalam memahami isi teks)	✓	
15	Apakah kamu bertanya pada guru atau teman untuk mengklarifikasi atau menyelesaikan masalah yang kamu temui?	✓	
16	Apakah kamu memastikan bahwa tujuan yang kamu buat sebelum membaca teks sudah tercapai? (tujuan seperti menjawab soal dengan benar, memahami struktur teks, memahami isi teks, dll)		✓
17	Apakah kamu menilai benar atau tidaknya prediksi yang kamu buat sebelumnya?	✓	
18	Apakah kamu menilai seberapa baik tugas sudah diselesaikan?	✓	
19	Apakah kamu menilai seberapa efektif strategi yang kamu gunakan?	✓	
20	Apakah kamu perlu mengetahui nilai tesmu untuk mengetahui kelebihan dan kekuranganmu?	✓	

Berilah tanda centang pada jawabanmu! (jawab dengan sejujurnya, tidak mempengaruhi nilai)

no	Pertanyaan	Jawaban	
		Ya	Tidak
1	Apakah kamu memilih strategi untuk memahami teks? (seperti membaca keseluruhan atau sebagian, dll)	✓	
2	Apakah kamu memprediksi informasi yang akan kamu dapat sebelum membaca teks?		✓
3	Apakah kamu menggunakan pengetahuanmu untuk memprediksi isi teks?	✓	
4	Apakah kamu melakukan persiapan untuk mengatasi masalah yang akan kamu hadapi? (seperti menyiapkan kamus, buku materi bahasa inggris atau buku grammar)	✓	
5	Apakah kamu butuh bimbingan guru untuk mengetahui tujuan belajarmu? (tujuan seperti menjawab soal dengan benar, memahami struktur teks, memahami isi teks, dll)	✓	
6	Apakah kamu mengecek kecocokan strategi yang kamu gunakan untuk memahami teks?	✓	
7	Apakah kamu mengecek penting atau tidaknya informasi yang kamu dapatkan dari membaca teks?	✓	
8	Apakah kamu mengecek benar atau tidaknya prediksi yang sebelumnya kamu buat untuk memahami isi teks?	✓	
9	Apakah kamu mengecek kekuranganmu/ kelemahanmu dalam memahami isi teks?		✓
10	Apakah kamu butuh bimbingan guru untuk memonitor belajarmu? (jawab 'ya' jika kamu sering menanyakan benar atau tidaknya setiap langkah yang kamu lakukan saat belajar)	✓	
11	Apakah kamu menghubungkan pengetahuanmu dengan informasi yang kamu temukan pada teks untuk membuat kesimpulan?	✓	
12	Ketika prediksi yang kamu buat sebelumnya tidak sesuai, apakah kamu membuat tebakan baru?	✓	
13	Apakah kamu mengakses banyak sumber untuk memahami teks? (seperti kamus, buku bahasa inggris atau buku grammar)	✓	
14	Apakah kamu menggiatkan diri ketika kamu menemukan kesulitan dalam memahami teks? (seperti tetap membaca teks meskipun kamu menemukan kesulitan dalam memahami isi teks)	✓	
15	Apakah kamu bertanya pada guru atau teman untuk mengklarifikasi atau menyelesaikan masalah yang kamu temui?	✓	
16	Apakah kamu memastikan bahwa tujuan yang kamu buat sebelum membaca teks sudah tercapai? (tujuan seperti menjawab soal dengan benar, memahami struktur teks, memahami isi teks, dll)	✓	
17	Apakah kamu menilai benar atau tidaknya prediksi yang kamu buat sebelumnya?	✓	
18	Apakah kamu menilai seberapa baik tugas sudah diselesaikan?	✓	
19	Apakah kamu menilai seberapa efektif strategi yang kamu gunakan?	✓	
20	Apakah kamu perlu mengetahui nilai tesmu untuk mengetahui kelebihan dan kekuranganmu?	✓	

## APPENDIX 9. DOCUMENTATION



Mrs Ambarwati S.Pd,



Mrs Prihutami S.Pd,



Mr Slamet Wiyono, S.Pd,



Mrs Sri Wigiati S.Pd



Reading Sesion Activity

## **CURRICULUM VITAE**

### **A. PERSONALITY IDENTITY**

Name : Kartika Ayu Septiningrum  
Place, Date and Birth : Pemalang, 13 September 1995  
Sex : Female  
Nationality : Indonesian  
Marital Status : Single  
Home Address : St. Bintan Raya 09, Bojongbata,  
Pemalang.  
Phone : 085701167239  
Email : kartikaseptiningrum@gmail.com

### **B. EDUCATIONAL BACKGROUND**

SD : SDN 03 Bojongbata  
SMP : SMPN 02 Pemalang  
SMA : SMAN 03 Pemalang

