

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses the background of the study, problem of the study, objective of the study, hypothesis, significance of the study, scope and limitation and the last is the definition of the key term.

#### **A. Background of the Study**

One of the skill in English is reading. According to Khasawneh (2021), reading is a skill that involves a thought process that not only limits the ability of the eyes, mouth or mind, but also uses it simultaneously to achieve accuracy and proper understanding of what is read. Reading must exert the nature of analysis, synthesis, reflection, assessment, selection, inference and others, so that understanding in the development of a text can be taken appropriately. The reading process is a process to do or give up the so-called ability to get the information needed with the right accuracy.

The ability to read and listen are receptive ability and the ability to speak and write are productive ability. Therefore, improving receptive skills is done first in order to improve productive skills in the future. By reading, someone will understand what they can get materials to do the ability to write and speak. Therefore reading is one of the main components in the development of English skills (Mohammed, Sidky, & Nagar, 2020). In the other words, the ability to read is required for someone to get the various information that is needed. Similarly, the ability to read English texts is also a very important thing. A person who is able to read English texts can develop his ability in other abilities. Thus it can be said that the ability to read is the most important ability

to learn something. Because with reading, people can get any information, knowledge and other to enrich their insight.

While reading comprehension shows that students can understand the reading text and they can draw conclusions from what they have read. Reading comprehension skill is a very important skill so that students can draw conclusions obtained and express them in their own language (Fakhrurriana, 2023). According to Ramadhani, Maryansyah and Achmad (2020), reading comprehension is a reading activity by understanding the meaning of texts through the knowledge they get. This understanding can be in the form of understanding related information in the meaning of words, sentences or paragraphs in a reading text.

However, English as a foreign language for students in Indonesia makes them have difficulty to learn it. Because it is not their own language that from childhood is accustomed to using it. In this case, of course, comprehending skills to be able to speak English well is also quite a difficult challenge. As for this reading comprehension skill, students are required to read a text or reading in a language that most of them do not understand, so that various obstacles arise to learn this reading comprehension skill. Some challenges for students who are often encountered today in comprehending reading skills are unknown vocabulary, limited ability to understand the text read, difficulty in following the flow of reading and lack of concentration while reading.

Some of previous studies are shown that there are many challenges in comprehending reading skill. One of them is according to the study conducted by Fadhillah and Hikmat (2022). They investigated inhibiting factors in beginning reading ability of class I elementary school students. It shows that the challenges in

comprehending reading skill are lack of interest among students in reading, insufficient motivation from their surroundings, which affects their ability to master reading skill and a preference for playing rather than engaging with reading texts, result in their reading comprehension skill are not developing.

Comparable with the challenges explained above, based on preliminary study that the researcher did in SMAN 1 Plemahan Kediri, especially in 10<sup>th</sup> grade. It could be concluded many students felt unable to understand English reading texts because of the lack of English vocabulary that were understood, they had not been able to determine the right strategy in order to understand a reading text, they also seemed confused and difficulty to find any information or main idea of the text what they read. They assume that if they do not understand a lot of vocabulary, they will not be able to read or understand English texts. Similar to the strategy used, they consider reading English texts are difficult, so they cannot determine what is the right way or the right strategy that can be used to understand an English reading text.

That is why in comprehending reading skills, students should use reading strategies. Reading strategy is the technique carried out or the application of methods carried out to understand the text or reading material (Fitriyah, 2021). With reading strategies, students can improve their comprehension and can overcome difficulties in reading a text. Thus, students are required to be able to use reading strategies so their comprehension of reading skill can be better and more effective. Because with the use of reading strategies, students can master reading skills with the right steps.

Reading strategy and reading comprehension skill cannot be separated because they are related to each other. As explained above, reading strategies is needed to understand reading comprehension skill. Strategies play an important role in developing ones' abilities through tricks or exploration processes to achieve proper and efficient understanding. It is also in line with previous research conducted by Fitriyah (2021). She investigated the correlation between reading strategies and reading comprehension achievement of the twelfth grade students of SMK Plus Darus Salam Kediri. This study aims to determine whether there is a correlation between reading strategy and reading comprehension level. Using Pearson Product Moment Correlation, the study shows that there was a correlation between the two variables. This shows that the more students understand or master reading strategies well, the ability in reading comprehension skill can also increase.

In understanding reading strategies to comprehend reading skills, awareness or ability is needed to determine what reading strategy suits the students. Of course, it requires an understanding of how much ability you have to adjust to the strategy to be used in order to master reading skills well. According to study conducted by Bagci and Unveren (2020). They investigated the relationship between metacognitive awareness of reading strategies and self-efficacy perception in reading comprehension in mother-tongue: sample of 8th graders. It shows that the ability to determine is called metacognitive awareness. Metacognitive awareness is the process of thinking about how we learn and understand information. It involves students' self-awareness of their learning styles and their ability to self-regulate. In metacognitive practice, students consider how they learn, comprehend content and how to enhance their effectiveness.

They utilize this knowledge to organize the best learning strategies, monitor their progress and evaluate outcomes. Metacognitive entails self-awareness and the ability to self-regulate within the learning process.

In same line, metacognition is a persons' awareness to think critically, in the sense that they are able or have the awareness to understand their potential and are able to use it at the right time which involves an active thinking process, so that a person or student can direct their learning or problems according to what they understand and can find solutions (Usuludin, 2019). According to Alfarwan (2021), he was defined that metacognitive is the high-level ability of ones' self to be able to determine which strategies or ways of self-understanding to suit ourselves when facing a problem.

It can be said, metacognitive awareness also plays an important role in reading comprehension skill. With the awareness to understand abilities, recognize yourself and control the thought process independently. Students can easily determine the right reading strategy or way, so that they can produce good reading comprehension (Çakıcı, 2017).

There are some previous studies related to reading comprehension skill, reading strategy and metacognitive awareness. The first is conducted by Fitriyah (2021). She investigated the correlation between reading strategies and reading comprehension achievement of the twelfth grade students of SMK Plus Darus Salam Kediri. This study aims to determine whether there is a correlation between reading strategy and reading comprehension level. Using Pearson Product Moment Correlation, the study shows that there is a correlation between the two variables. This shows that

the more students understand or master reading strategies well, the ability in reading comprehension skill can also increase.

The second is the research conducted by Manda, Sadapotto, Hanafi, Buhari, Lababa, M and Purwika (2022). They investigated the interplay of compensation strategies and students' reading comprehension of language learners. It showed reading is an important skill for second language students to master English. By using compensation strategy, the study showed that the strategy had a significant relationship. So it can be said that the use of strategies such as in the study can develop students' mastery of their reading skills comprehension.

The third is conducted by Xiao (2021). She investigated the empirical study of English reading strategies used by learners with introversion and extroversion in rural junior high schools in Western China. It shows that there are two variables in her study, but only one related to this study. She said that the reading strategy is a process of interaction between the reading text and the reader so as to produce an understanding of what is read. In this study, researcher correlated reading strategies with rural junior high student' personality (introversion and extroversion) which resulted in that the two had no correlation. Researcher also found that metacognitive and cognitive strategies were also used by introversion and extroversion.

The fourth is the research conducted by Bagci and Unveren (2020). They investigate the relationship between metacognitive awareness of reading strategies and self-efficacy perception in reading comprehension in mother-tongue: sample of 8th graders. It shows that students with high metacognitive awareness can understand

reading materials and texts well, so they have skills in developing their abilities because of their high self-efficacy.

Based on the description above, this research aims to investigate the correlation among metacognitive awareness, reading strategy and reading comprehension skill of senior high school students. This research entitled “The Correlation among Metacognitive Awareness, Reading Strategy and Reading Comprehension Skill of the 10<sup>th</sup> graders of SMAN 1 Plemahan Kediri”.

### **B. Problem of the Study**

Based on the background of the study above, the researcher wants to investigate:

1. Is there any significant correlation between metacognitive awareness and reading strategy of the 10<sup>th</sup> graders of SMAN 1 Plemahan Kediri?
2. Is there any significant correlation between metacognitive awareness and reading comprehension skill of the 10<sup>th</sup> graders of SMAN 1 Plemahan Kediri?
3. Is there any significant correlation between reading strategy and reading comprehension skill of the 10<sup>th</sup> graders of SMAN 1 Plemahan Kediri?
4. Is there any significant correlation among metacognitive awareness and reading strategy with reading comprehension skill of the 10<sup>th</sup> graders of SMAN 1 Plemahan Kediri?

### **C. Objectives of the Study**

From the research problem above, the objective of the study can be set up by the researcher as the following:

1. The researcher wants to know the significant of the correlation between metacognitive awareness and reading strategy of the 10<sup>th</sup> graders of SMAN 1 Plemahan Kediri.
2. The researcher wants to know the significant of the correlation between metacognitive awareness and reading comprehension skill of the 10<sup>th</sup> graders of SMAN 1 Plemahan Kediri.
3. The researcher wants to know the significant of the correlation between reading strategy and reading comprehension skill of the 10<sup>th</sup> graders of SMAN 1 Plemahan Kediri.
4. The researcher wants to know the significant of the multiple correlation among metacognitive awareness and reading strategy with reading comprehension skill of the 10<sup>th</sup> graders of SMAN 1 Plemahan Kediri

### **D. Hypothesis**

Based on the objective of the study the researcher wants to know about the correlation among metacognitive awareness, reading strategy and reading comprehension skill of the 10<sup>th</sup> graders of SMAN 1 Plemahan Kediri. Thus, the researcher forms the hypothesis for this research. There are eight hypothesis, they are  $H_0$  (Null Hypothesis) and  $H_a$  (Alternative Hypothesis). The description of the hypothesis as following:



- H<sub>01</sub> : There is no significant correlation between metacognitive awareness and reading strategy of the 10<sup>th</sup> graders of SMAN 1 Plemahan Kediri.
- Ha<sub>1</sub> : There is significant correlation between metacognitive awareness and reading strategy of the 10<sup>th</sup> graders of SMAN 1 Plemahan Kediri.
- H<sub>02</sub> : There is no significant correlation between metacognitive awareness and reading comprehension skill of the 10<sup>th</sup> graders of SMAN 1 Plemahan Kediri.
- Ha<sub>2</sub> : There is significant correlation between metacognitive awareness and reading comprehension skill of the 10<sup>th</sup> graders of SMAN 1 Plemahan Kediri.
- H<sub>03</sub> : There is no significant correlation between reading strategy and reading comprehension skill of The 10<sup>th</sup> Graders of SMAN 1 Plemahan Kediri.
- Ha<sub>3</sub> : There is significant correlation between reading strategy and reading comprehension skill of the 10<sup>th</sup> graders of SMAN 1 Plemahan Kediri.
- H<sub>04</sub> : There is no significant correlation among metacognitive awareness and reading strategy with reading comprehension skill of the 10<sup>th</sup> graders of SMAN 1 Plemahan Kediri.
- Ha<sub>4</sub> : There is significant correlation among metacognitive awareness and reading strategy with reading comprehension skill of the 10<sup>th</sup> graders of SMAN 1 Plemahan Kediri.

### **E. Significances of the Study**

The researcher has some expectation of this research, the researcher expects this research can be done well by the researcher assisted by English teacher and the students of 10<sup>th</sup> grade in SMAN 1 Plemahan Kediri. And there are the expectation for:

1. Theoretically significances

This research is expected can help other researchers who want to conduct research about reading skill or one of the variables as a reference for their research.

2. Practical significances

- a. For the students

This research is very useful for students. This study includes a description of investigating the correlation among metacognitive awareness, reading strategy and reading comprehension skill. They can also find out their level of metacognitive awareness, as well as their reading comprehension skill level. So that students can improve or develop their mastery of reading skills.

- b. For the teachers or lecturers

The research is expected to help the teacher know the correlation among metacognitive awareness, reading strategy and reading comprehension skill of senior high school students. So they can decide the teaching strategy or learning process which appropriate to support or make the student can develop more their comprehension in reading skill.

- c. For the further researchers

This research is expected to help other researcher that will conduct research related to this study as a reference that can be utilized properly, so as to get good research results. This research can also increase other researchers' knowledge about the correlation among metacognitive awareness, reading strategy and reading comprehension skill.

## **F. Scope and Limitation**

Based on the background of the study and the identification problem of the research. The researcher focuses on the research that investigate the correlation among metacognitive awareness, reading strategy, reading comprehension skill of 10<sup>th</sup> senior high school students to know is there any significant correlation among the variables.

## **G. Definition of the Key Terms**

### **1. Reading Strategy**

Reading strategy is the technique carried out or the application of methods carried out to understand the text or reading material read. With reading strategies, students can improve their comprehension and can overcome difficulties in reading a text.

### **2. Reading Comprehension Skill**

Reading comprehension skill is students' ability in understanding and getting any information from what they read in English text. This is a very important skill so that students can draw conclusions obtained and express them in their own language. This involves understanding the meaning of texts through the knowledge they get which can be in the form of understanding related information in the meaning of words, sentences or paragraphs in a reading text.

### **3. Metacognitive Awareness**

Metacognitive awareness is awareness in recognizing and understanding ones' potential, so as to be able to determine or decide according to ones' abilities.