

CHAPTER I

INTRODUCTION

This chapter explains the background of the study, the research problem, the objectives of the study, the hypothesis, the scope and limitation, the significance of the study, and the definition of the key terms.

A. Background Of The Study

In this fast and competitive era, English is learned and applied by almost all people around the world in many sector of their life since it is an international language. According to (Khamkhien, 2010), reading comprehension, which is considered as primary tool for the reader to gain some information, is important to be mastered by the English learner. As mentioned by Harmer (2007) and Willis (2008), reading can help someone to find general or specific information they needs.

Reading as complex performance that needs implementation from the interdependent task which means that readers not only try to know what words are present in the text but also understand meaning from what is being read from the text Miller & Schwanenflugel (2006). Erlina et al., (2018) said that reading activities give opportunities for students to identify the formation of the text and understand how the author develops the ideas. In addition, reading instruction must be adjusted appropriately that can help students getting through the reading process successfully. Furthermore, Iser, as cited by Flippo and Caverly (2008) argues reading isn't just a text-based activity; it's also a collaborative (transactive) process in which both the reader and the

text contribute to the meaning that emerges (Flippo & Caverly, 2008). The researcher concludes that reading is a process that is dependent on the author's ability to explain or convey the meaning in a text using words and how the author delivers the opinion to create new words or meaning of the sentence and then explore it to be sentences or paragraphs, based on expert opinion.

Reading comprehension, again, can be stated as the process of simultaneously extracting and formulating meaning through interaction and involvement with written language (Snow, 2002). Many students are easy to read the text without understanding the meaning of it, it only passes through their eyes without comprehending the text. However, most of the students still face many difficulties in reading comprehension even though they have done it for many years. They do not know how to comprehend a text and gain some information from the text. Consequently, the students become slow down. Not infrequently, they will feel bored if they must comprehend the text. For them, reading comprehension is a task of little concern. So that, it is a problem for teachers in teaching reading.

The purpose of reading is to connect ideas on the page to knowledge that you've already known. By reading the students can gain information and improve their knowledge. Furthermore, by reading, they can recall the information if they forget next time then they just listen to them. The main goal of the reading process is comprehension.

Reading can be difficult, especially when the content is unfamiliar, technical, or complicated. The readers may understand each word, but when

the word is linked together into meaningful ideas, the readers find it difficult to be understood. The ability to understand the ideas and links between ideas provided in a text is referred to as comprehension. Comprehension and the approaches that help readers develop their capacity to comprehend the text require cognitive processes. This study focuses on reading comprehension strategies. There is a lot of evidence that reading methods are important. Successful readers know when and how to apply conscious tactics to repair comprehension, which is one source of proof. One implication of this discovery is that training readers' reading strategies could be a key to helping them increase comprehension (McNamara, 2007).

The self-assessment of comprehension is one component of reading that cognitive psychologists and educators are studying. A person's cognitions regarding their cognitive phenomena fall under the category of metacognition (Flavell), which includes analyzing or managing reading. Metacognition for textual content involves assessments about degrees of comprehension and learning, as well as predictions about future memory. Since learning how to comprehend the text is important, Maki and Berry (1984) use the stated a term metacomprehension refers to metacognition that involves text material. Moreover, it needs a breakthrough to increase the reading of students by using a metacognition strategy. Metacognition can be understood as learning activity that includes the programming, controlling, and evaluation process.

Metacognitive awareness is vital in reading comprehension because it allows students to utilize the best technique for understanding the texts while also allowing them to regulate and evaluate their learning. Metacognition

includes self-knowledge (understanding of one's habits and tendencies) (Baker, 1989).

Some researchers have observed and have found results relating to metacognitive strategy. In a quasi-experimental study, Ismail and Tawalbeh (2015) looked at the impact of metacognitive reading strategies on EFL low achievers in reading. The study found that teaching low-achieving EFL learners how to employ metacognitive methods enhances their reading comprehension. In Turkey, Sen (2009) did a similar study. His research demonstrated that metacognitive reading practices have the potential to help readers become more productive and successful. Royanto (2012) also looked into the efficacy of a scaffolding-based intervention program for improving metacognitive processes in reading. He discovered that the program engaged an underutilized metacognitive technique, leading her to believe that the students possess meta-knowledge.

On the basis of preliminary observations made by the researcher there were in the problem or difficulties faced to the students in learning reading comprehension they were: First, students did not know about the meaning of a word. It is caused by the vocabulary mastery of the students' reading comprehension. They just read a text but did not know what the text was especially English. Second, students were lazy to open their dictionary if they found difficult vocabulary they just guessed and cheated by copying their friends. Third, students could not answer the question from the text. Because of the students' difficulties to understand the main idea of the text. They did

not understand the meaning of the text, they just saw the text then searched similarity to the question, they choose it to be the answer.

Reading lessons using metacognitive strategies give good result towards student's understanding. Exposure among primary school students can be very suitable to train students to understand the text that they are reading more meaningfully.

B. Research Problem

The problems of this research can be formulated as the following:

1. Is there any significant effect of using Metacognitive Strategies on the students' reading comprehension?

C. Objectives Of The Study

Based on the statement of the problem above, the general objective of the study is

1. To investigate the effectiveness of using Metacognitive Strategies on the students' reading comprehension

D. Hypothesis

Based on the conceptual framework, the research hypothesis can be formulated as follows:

Ha: There is a significant effect of using Metacognitive Strategy on the Students' Reading Comprehension.

Ho: There is no significant effect of using Metacognitive Strategy on the Students' Reading Comprehension.

E. Scope And Limitation

The limitation in a study help both the researcher and the reader to understand the writing. In this case, this research will be up to of standard the maxim of quantity that means the elaborations are not out of the context. Thus, the researcher focuses on the three problems that the students have and whether or not the metacognitive learning help them to improve their ability in reading comprehension.

F. Significance Of The Study

From the research we can get many benefits, it has benefits too:

1. For the Students

The result of this study can make the students easier to understand, creative, interested in the learning process, and increase the knowledge of reading comprehension.

2. For the Teacher

To give them more information on how to apply in teaching reading comprehension by metacognitive strategies.

3. For the Researchers

Hopefully, this research can be useful for future researchers who want to do similar research.

G. Definition Of The Key Terms

1. Metacognitive

Metacognitive learning is described as how pupils comprehend facts that must be mastered while maintaining individual awareness of and control over the thought process. It plays an essential part in representing

an individual's cognitive abilities in terms of how the study process should be carried out in the most efficient manner possible. Planning, monitoring, and assessing are the three basic phases of metacognitive knowledge acquisition.

2. Reading Comprehension

After read some definition of reading comprehension by some expert, the researcher find a simple definition for it. Reading comprehension is an ability in understanding the meaning of the text well, helped by their background knowledge.