

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some theories from the research variables that are going to apply to do the research. It describes the theories and explanations on metacognitive and reading comprehension.

A. The Concept Of Reading Comprehension

1. Definition of Reading

Reading is the process of forming meaning through a dynamic interplay between the reader's prior knowledge, the information provided by written language, and the reading situation's context (Farrell, 2002). In the same line, Widdowson argued that reading is the process of getting linguistic information viaprint (Urquhart & Weir, 2016).

Reading entails comprehension, or the creation of meaning. Interacting with the text allows readers to construct meaning. Research based on schema theory has highlighted the importance of background information in reading. Readers interpret what they read exclusively in relation to what they already know, according to schema theory. As a result, the extent to which individuals grasp what they read about a given issue is influenced by their prior understanding of that area. Because the material isn't completely explicit, readers must rely on prior information to comprehend it (Anne, 2000).

Reading is an interactive activity in which the text interacts with the reader's processing techniques and background knowledge. The reader

should master a set of word-level skills known as bottom-up skills when reading Birch and Rumelhart (2010). These abilities can be coupled to enable us to decode linked text. Linguistic Processing techniques and language knowledge are represented in the Birch Reading Model (Lems et al., 2010).

Reading is also a fluent activity in which readers combine information from a book with prior knowledge to construct meaning. The goal of reading is to understand what you're reading. Strategic reading is described as a reader's capacity to apply a number of reading tactics to achieve a certain reading goal. When faced with problems, good readers know what to do.

Reading, as previously stated, is an activity conducted to eliminate doubt about the meanings conveyed by a text.

2. Definition of Comprehension

The construction of a coherent representation or picture in the reader's mind of what the text is about is defined as the interpretation of the information in the text, the use of prior knowledge to conclude this information, and finally the construction of a coherent representation or picture in the reader's mind of what the text is about (McNamara, 2007).

To put it another way, comprehension is the activity of reading to learn new knowledge about what the readers have read. As a result, understanding might be defined as the ability to comprehend the significance of a notion or action.

3. Definition of Reading Comprehension

The study of reading necessitates an understanding of comprehension processes. Any definition of comprehension should be based on a consideration of the reader's or the reader's own goals for reading. Reading comprehension, according to Grabe and Stoller (2019), is the skill to comprehend or get information from a text (Grabe & Stoller, 2019). Reading comprehension refers to the process of extracting and constructing meaning from written language while interacting with it. They also use the words extracting and creating to stress the importance of the text as a predictor of reading comprehension as well as its inadequacy (Snow, 2002).

Reading comprehension, as stated above, is a complicated ability that necessitates active interaction between text, parts, and the reader. The reader is an active participant with a text, and interpretive interactions between what the reader gleans from the text and what the reader already knows, to help the reader make sense of how concepts based on the text relate to one another. It is evident from the statement that comprehension is the most crucial aspect of reading. Because the ultimate purpose of reading is to comprehend the material. The study of reading necessitates an understanding of comprehension processes.

4. Models of Reading Comprehension

a Top-down model

The top-down paradigm, as Ahmadi, Hairul, and Pourhossein (2012) point out, emphasizes reading skills such as prediction,

summarizing, and anticipating from texts. The top-down approach, according to Farrell (2002), can clarify as follows: The readers are presented with a phrase or a text (the readers carry out something like a piece of prior knowledge and adventure). The readers read the material to learn more about the issue after reading the title, direction, and sub direction. As a result, the material is integrated into the readers' existing knowledge and experiences. It can be concluded that this paradigm emphasizes the reader's contributions to a book, such as prior knowledge and adventure, and that comprehension begins with the reader's thoughts.

b. Bottom-up model

The bottom-up approach involves a reader reading the words or sentences and identifying the text's structure (without relating it to past knowledge or experiences) in order to manage the meaning that the writer has written. This model emphasizes the written or printed text, with comprehension beginning with the lowest language unit, or phoneme, and progressing to bigger units (Syllables, words, phrases, sentences). The bottom-up strategy focuses on the text, teachers, and readers. Readers begin by grasping words and letters, then progress to larger linguistic chunks, phrases, and finally meaning.

c. Interactive model

The interactive approach highlights the link between a reader and the text by combining bottom-up and top-down concepts. For both L1 and L2 readers, it is now widely acknowledged as the most conclusive

depiction of the reading process. As a result, the interactive model reveals that the bottom-up and top-down processes interact, and this model demonstrates that neither bottom-up nor top-down models can adequately represent the entire reading process. During the reading process, this model identifies the interaction between bottom-up and top-down processes (Farrell, 2002). In short, two models can be combined in the reading process.

5. Types of Reading Comprehension

The types of reading are divided into two, as follow:

Extensive Reading is defined as "skimming and scanning activities" by some, while others associate it with the amount of material read. Intensive reading is the second step. Students read a page in intensive or creative reading to find meaning and learn how to use the writing mechanism. Learners may only gain meaningful practice in using these methods more independently from a variety of sources by doing more comprehensive reading. During intensive reading activities, students are typically exposed to relatively brief texts that are meant to demonstrate specific parts of the lexical, syntactic. (Farrell, 2002).

According to the previous arguments, there are two types of reading comprehension: extensive reading and intensive reading. Every kind has its own characteristic, which differs from one type to the next.

6. Factors That Involved In Reading Comprehension

Irwin identifies five fundamental comprehension mechanisms that work in tandem and support one another (Klingner et al., 2007)

a. Integrative processes

The reader is processing more than the individual meaning units within sentences as he/she moves through individual sentences. He/she is also actively connecting sentences. Integrative processing is the process of comprehending and inferring the links between clauses. Integrative processing requires the ability to recognize and understand pronoun referents, as well as the ability to infer causation or sequence.

b. Macro processes

When the reader can logically organize his or her thoughts, they are easier to comprehend and recall. The reader accomplishes this by summarizing the main points discussed. He or she may select the most significant information to remember either automatically or consciously (i.e., subconsciously or consciously) and discard less relevant details.

c. Elaborative processes

When we read, we use our prior knowledge to draw inferences beyond what is expressly stated in the text. We can draw on information from earlier in the text or our own prior experiences to make these assumptions (e.g., perhaps at some point the reader was followed home and hurried inside and quickly shut and locked the door). Elaborative processing is the name for this method.

d. Metacognitive processes

Metacognition, or thinking about thinking, has received a lot of attention. The reader's conscious awareness or control of cognitive processes is known as metacognition. The reader's metacognitive

processes include those for monitoring comprehension, selecting what to recall, and managing reading tactics. Rehearsing (i.e., repeating information to improve recall) is one of the reader's metacognitive methods. The researcher concluded that several factors have a role in reading comprehension based on the previous explanation. Readers must be able to balance all of the aspects that go into reading comprehension to comprehend the text.

e. Teaching Reading as a Language Experience

As the language experience approach evolved, researchers began to focus more on infants' interactions with print in the environment and during shared reading experiences with parents. What has arisen as a result of these changes is a strategy for capitalizing on early children's language experiences.

The argument behind this approach is that infants are born with a propensity for language acquisition, which are able and should be focused on toward the acquisition of reading ability. Proponent the language experience approach to this purpose.

Teacher comprehension of students' language experiences and capacities is required for the implementation of the language experience approach, sharebook experience, and environmental print. Instead of teaching children "how to learn to read" or "how to read" the language experiences method focuses on supporting rather than teaching them "how to learn to read" To put it another way, teaching reading as a linguistic experience necessitates the teacher responding to the learner

as he or she teaches themselves to read. Teacher-directed activities should not obstruct students' ability to review Allen's (Allen's language experiences in the communication), Aston-(Aston-Wenner Wanner's organic reading), Holdaway's (Stauffer language-experience approach), and Stauffer's (Shared book experience) suggestions, and then develop their strategies or patterned language approach.

7. Teaching Reading Comprehension

Reading comprehension is taught in a variety of ways in schools. Make pupils read a piece first, then ask them to read, remark on, or answer questions about it. The comments and questions can cover a wide range of issues, from the meaning of certain words to the overall message of the article. This method stresses key aspects of reading comprehension, but it sees them as products rather than processes.

The reading group is another popular way for teaching reading comprehension. The children in this group take turns reading aloud. The teacher occasionally assists the student when he or she encounters difficulties, and occasionally makes a comment or asks a question about the material. This method helps to teach the process of reading comprehension, although the teacher often only addresses low-level issues (word and parsing difficulties) and only asks questions regarding interpretations (Collins et al., 2007)

In teaching reading comprehension, the teacher can utilize a variety of tactics or strategies to assist the student in comprehending the material.

B. The Concept Of Metacognitive Strategy

1. Definition of Metacognitive Strategy

Metacognition is defined as process of analyzing comprehension processes, or “thinking about thinking” (Peregoy et al., 2013). According to Lauca (Papaleontiou-Louca, 2003) The term "metacognition" has been applied to a wide range of epistemic processes. Metacognition is simply cognition about cognition; it relates to second-order cognitions such as thoughts about thoughts, knowledge about knowledge, and reflections on actions. So, if cognition entails perceiving, comprehending, remembering, and so on, metacognition entails reflecting on one's perceiving, comprehending, remembering, and so on. These numerous cognitions about cognitions are referred to as "meta perception", "metacomprehension," and "metamemory," with "metacognition" serving as the superordinate term.

"Knowledge and cognition about cognitive phenomena" is what metacognition itself. Metacognition, in otherwords, is the knowledge of cognitive processes and results, as well as the reflection on one's thoughts or cognition about cognition. Furthermore, Anderson thought that metacognition is linked to critical reflection and examination of one's thinking, which might lead to specific modifications in learning styles.

Metacognitive knowledge and metacognitive experiences are both included in Flavell's paradigm of metacognition. Learners' person, task, and strategy characteristics, which affect the course and outcome of cognitive operations, make up metacognitive knowledge. Cognitive or

affective experiences about intellectual tasks that are actively engaged in metacognitive knowledge in practice are referred to as metacognitive experiences.

Metacognition entails the active monitoring, modulation, and orchestration of cognitive processes to attain cognitive objectives. Metacognition is a term that is frequently used interchangeably with comprehension monitoring. It entails an awareness of both purpose and performance; that is, the reader considers why he is reading and how well she is comprehending what he is reading (Collins, 2007).

According to the definition given above, metacognition is the information gained by someone as a result of the process or activity by which learners control, guide, regulate, and direct their learning, which includes programming, controlling, and evaluation.

Programming consists of previewing main ideas, making plans to accomplish a task, paying attention to key information, and seeking out and arranging for conditions to promote successful learning, second Controlling consists of self-checking one's comprehension, third Evaluating consists of developing the ability to determine how well one has accomplished the task.

2. The Model of Metacognitive Strategy

The metacognitive methods are separated into two sections that are different but connected.;

a. Metacognitive Knowledge

Metacognitive knowledge is the understanding that we hold about

our own and other people's thinking. There are three kinds of metacognitive knowledge that each play a role in learning and problem solving:

- Declarative knowledge: “knowing what”-knowledge of one's learning processes, and about strategies for learning.
- Procedural knowledge: “knowing how”-knowing what skills and strategies to use how to apply them.
- Conditional knowledge: “knowing when”-knowledge about why and when various learning strategies should be used.

b. Self-regulation

Self-regulation, on the other hand, refers to a set of activities that help learners to control their learning. At the heart of self-regulation are three essential skills:

- *Planning* involves working out how a task might be come before you do it. For example, we predict reading and choose a strategy before tackling a problem, etc.
- *Controlling* deals with the pupil's on-task awareness of progress, comprehension, and overall performance. Monitoring ability is not easy to develop and even adults find it difficult. Yet, it can be improved by training and practicing.
- *Evaluating* demands the student to review the outcomes and efficiency of the learning experience. Evaluation includes revisiting goals and conclusions, choosing how to improve next time, and assessing learning from another person's perspective to

diagnose problems (SESS Metacognition Resource, 2009)

The model of metacognitive strategy can be divided into two categories based on the explanations: metacognitive knowledge and self-regulation. Self-regulation is a series of actions that helps learners govern their learning. Metacognitive knowledge relates to one's own thinking.

3. The Procedure of Metacognitive Strategy

Controlling, understanding, picking what to remember, and regulating the tactics employed when reading are all part of the metacognitive process that the reader engaged. Rehearsing (repeating information to improve recall), rereading, note-taking, and checking to understand are some of the metacognitive tactics used by the reader (Klingner et al., 2007).

There are many procedures of metacognitive strategies as mentioned: first Programming consist of previewing main ideas, making plans to accomplish a task, paying attention to key information, and seeking out and arranging for conditions to promote successful learning, second Controlling consists of self-checking one's comprehension, third Evaluating consists of developing the ability to determine how well one has accomplished the task (Nunan, 2003).

Furthermore, according to Chamot (1990), there are four processes of metacognitive, these are; planning, monitoring, problem-solving and evaluating.

4. Advantages and Disadvantages of Metacognitive Strategy

During cooperative learning, metacognitive processing tends to proceed on its own. Students discuss the benefits and drawbacks of various frameworks, as well as which concepts to include and eliminate, and how to self-regulate their efforts to achieve the above-mentioned requirements. When the group has finished their graphic organizers, they display them to the other groups, who provide feedback according on the criteria listed above. As a result, implementing metacognitive strategies such as self-monitoring or awareness aids in the development of self-learners who can organize their studies for the remainder of their learning periods. Metacognition can sometimes have a negative impact on students. Metacognition, for example, has an impact on students' self-esteem. Poor metacognition, in theory, prevents pupils from developing adequate self-esteem (Hartman, 2002).

Based on all concepts above, the writer concludes the goods and bads of using metacognitive strategy. There are;

a. The benefit of using metacognitive strategy are:

First Metacognition increases and enriches the learning experience, second Implementing metacognitive strategies such as self-awareness and self-monitoring is to develop independent learners who can control their learning and learn how to learn forlife, third Metacognition grows higher learning and problem-solving skill.

b. The detriment of poor metacognitive strategy:

First Poorself-esteem, second Problem in problem-solving, third

Problem in attaining success insociety.

C. The Narrative Text

The researcher presents some theories linked to narrative text in this section, including the concept of narrative text, its social role, its general structure, and its language qualities.

1. Definition of Narrative Text.

In reading, there are many different types of texts: descriptive, exposition, discussion, recount, narrative, and so on. In senior high school, almost all of the texts are examined. A narrative text is one of the texts chosen by the author (Yusismi & Jufri, 2017). A narrative text is one that tells about events or inaccuracies that give the reader the impression that the story is true. A story describes an event that occurred in the past. A piece of writing that recounts a tale is known as a narrative. Furthermore, a narrative text is one whose social function is to entertain or amuse readers with real or imagined experiences. This text's feature is distinguished by conflict and resolve. Typically, the text begins with the identification of the title, then carries on to the characteristics until the primary point and others are discovered.

2. The Generic Structure of Narrative Text.

The following are some common narrative text structures:

- a. Orientation: It establishes the context and introduces the participants (it answers the question: who, when, what, and where).
- b. Complication: Describes the story's obstacles and how the protagonist resolves them.

- c. Resolution: For better or worse, the crisis is over.
- d. Reorientation: The story's conclusion.

3. Language Features of Narrative Text

In order to grasp and recognize the meaning of narrative writing, students must first learn the generic structure and language aspects of narrative text. These are: (a) a focus on specific, usually individualized participants; (b) the use of specific processes (in this case, behavioral and verbal processes); (c) the use of relational and mental processes; (d) the use of temporal conjunctions and temporal circumstances; and (e) the use of the past tense.

D. Previous Studies

Some previous studies related with this research had conducted by some researchers, as follow:

First, Ismail and Tawalbeh (2015) conducted a quasi-experimental study to see how metacognitive reading strategies affected EFL low readers. The study found that teaching low-achieving EFL learners how to employ metacognitive methods enhances their reading comprehension.

Second, Sen (2009) conducted a comparable investigation in Turkey. His research demonstrated how metacognitive reading practices might help people become more effective and successful readers.

Third, Royanto (2012) investigated the effectiveness of a scaffolding-based intervention program for improving metacognitive processes in reading. He discovered that the training unlocked previously untapped

metacognitive techniques, leading him to believe that the students possess metaknowledge.