

# CHAPTER I

## INTRODUCTION

This chapter explores the background of the study, research problem, objective of the study, hypothesis, scope and limitation of the study, significance of the study, definition of key terms, and theoretical framework.

### A. Background of the Study

Reading is the process of decoding written symbols, beginning with individual letters and progressing to larger units (words, clauses, and sentences). It indicates that in order to get at meaning, one must employ procedures for decoding written forms. Beginners must rely on the visual information offered by the print more heavily than fluent readers to make sense of a text<sup>1</sup>. They employ what they've learned about the language and norms of printed pages, as well as the themes they've chosen to read about, to reconstruct the meaning of the texts they've read. As a result, the reading that a proficient reader does differs significantly from the reading that he or she did as a beginning.

Moreover, reading is the process of extracting the necessary information from a written text as quickly as feasible. It means that a skilled reader will swiftly dismiss extraneous material and locate the information that he or she seeks. It is not enough to get the gist of the material; further in-depth comprehension is required<sup>2</sup>. Reading comprehension is the process of deducing meaning from a written text by combining the reader's past knowledge with the new information presented. As comprehension necessitates the interaction of a diverse set of cognitive skills and processes, there are numerous instances in which issues develop, many of which result in comprehension failure<sup>3</sup>.

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<sup>1</sup> Leila Anjomshoaa, "The Influences of Metacognitive Awareness on Reading Comprehension in Iranian English Undergraduate Students in Kerman, Iran," *International Journal of Applied Linguistics & English Literature* 01, no. 06 (November 31, 2012): 193–98, <https://doi.org/10.7575/ijalel.v.1n.6p.193>.

<sup>2</sup> Dr Hooshang Khoshshima, "A Comparative Study on the Effects of Cloze Tests and Open- Ended Questions on Reading Comprehension of Iranian Intermediate EFL Learners," *International Journal on Studies in English Language and Literature* 2, no. 7 (July 2014): 17–27.

<sup>3</sup> Anjomshoaa, "The Influences of Metacognitive reading awareness on Reading Comprehension in Iranian English Undergraduate Students in Kerman, Iran," *International Journal of Applied Linguistics & English Literature* 1, no. 6 (2012): 193-198. <http://doi.org/10.7575/ijalel.v.1n.6p.193>.

Reading requires more passion since it demands readers to turn verbal signals into letters and create a group of letters to make a word, which subsequently has numerous meanings. Readers can understand the meaning of the text, and then it happens the process of gaining knowledge. For students, itself, learning English has numerous challenges. Many studies show that pupils struggle to comprehend all of the information in an English text when reading it by hand<sup>4</sup>. The challenges can be caused by a lack of language as much as the students' own lack of enthusiasm<sup>5</sup>.

Furthermore, the Indonesian government has declared English to be a foreign language. It is Indonesia's first foreign language taught as a compulsory subject in junior high, senior high, and university. Listening, speaking, reading, and writing are four abilities that pupils should master when learning a language. Teachers should incorporate these four talents into the teaching and learning process in the classroom. Reading, on the other hand, is the most effective approach to absorb in-depth knowledge, which is why English text is so vital.

However, many research found that many students are uninterested in learning English<sup>6</sup>. Students are unmotivated to learn English for a variety of reasons, including a lack of interest, lack of confidence, an ineffective teaching approach, bad emotions, and the belief that learning is pointless. Students may be unmotivated to study and easily bored due to monotonous instruction, a lack of interesting teaching materials, or an undesirable classroom environment. According to a survey, even after years of learning English as a compulsory subject, students had difficulty using the language<sup>7</sup>.

On the other hand, In the EFL classroom, the reading approach is not explicitly taught. It is explicitly and effectively taught by EFL teachers through reading comprehension and specific

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<sup>4</sup> Mohammad Reza Ahmadi, Hairul Nizam Ismail, and Muhammad Kamarul Kabilan Abdullah, "The Importance of Metacognitive Reading Strategy Awareness in Reading Comprehension," *English Language Teaching* 6, no. 10 (September 3, 2013): p235, <https://doi.org/10.5539/elt.v6n10p235>; Chairunnisa, Rahayu Apriliaswati, and Ani Rosnija, "An Analysis on Factors Influencing Students' Low English Learning Achievement," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa* 6, no. 3 (2017): 33–43.

<sup>5</sup> Shiela Kheirzadeh and Elahe Tavakoli, "The Causes of Reading Difficulty: The Perception of Iranian EFL Post-Graduate and Under-Graduate Students," *Journal of Language Teaching and Research* 3, no. 1 (January 1, 2012): 147–52, <https://doi.org/10.4304/jltr.3.1.147-152>.

<sup>6</sup> Reza Ahmadi, Nizam Ismail, and Kamarul Kabilan Abdullah, "The Importance of Metacognitive Reading Strategy Awareness in Reading Comprehension" 235; İlknur Yüksel and İsmail Yüksel, "Metacognitive reading awareness of Academic Reading Strategies," *Procedia - Social and Behavioral Sciences* 31, no. 3 (2012): 894–98, <https://doi.org/10.1016/j.sbspro.2011.12.164>; Chairunnisa, Apriliaswati, and Rosnija, "An Analysis on Factors Influencing Students' Low English Learning Achievement," 33-43.

<sup>7</sup> Chairunnisa, Apriliaswati, and Rosnija, "An Analysis on Factors Influencing Students' Low English Learning Achievement," *Jurnal Pendidikan dan Pembelajaran Khatulistiwa* 6, no. 3 (2017): 33-43. ISSN 2715-2723.

programs for enhancing students' reading comprehension. Students must examine not only external but also internal aspects when learning English. According to a study, internal factors are increasingly overtaking external influences in their sphere of effect<sup>8</sup>. Even when all of the external factors are in place, internal factor can influence success. Lack of family support and an unsupportive school environment are examples of external factor. Those circumstances may present in English lesson and have a negative impact on students' learning. Internal factor in this study include metacognitive reading awareness and cognitive resilience.

In terms of metacognition, metacognitive reading awareness refers to students' ability to monitor and recognize the most appropriate technique for guiding their reading comprehension performance<sup>9</sup>. When it comes to reading, metacognition is crucial. It instructs readers to manage and monitor their actions while reading. Students must be aware of their comprehension metacognitively since it directs them to effectively execute the approach. The approach and solution presented by the teachers will fail if the students are unaware of when their comprehension is inadequate and breaking down and they are unaware of how to address and handle it. Control, monitor, regulate, and evaluate pupils' reading strategies in order to increase reading comprehension and fulfil goals<sup>10</sup>. It transforms into a powerful instrument that bridges the gap between reasoning and reading strategy. In other words, metacognitive reading strategy is critical in managing learners' processes as well as their ability to organize a reading task; metacognitive reading strategy assists students in making the task easier and less problematic, allowing them to fully comprehend the reading skill and proficiency<sup>11</sup>.

According to Keskin, kids that lack metacognition are classified as no-direction students<sup>12</sup>. Others demonstrate that metacognition is a tool for students to be aware of what they have learned, in what scenarios the content may be applied, and in making a future plan, as well as

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<sup>8</sup> Dushad Ram et al., "Correlation of Cognitive Resilience, Cognitive Flexibility and Impulsivity in Attempted Suicide," *Indian Journal of Psychological Medicine* 41, no. 4 (July 2019): 362–67, [https://doi.org/10.4103/IJPSYM.IJPSYM\\_189\\_18](https://doi.org/10.4103/IJPSYM.IJPSYM_189_18).

<sup>9</sup> Hasan Kagan Keskin, "A Path Analysis of Metacognitive Strategies in Reading, Self-Efficacy and Task Value," *International J. Soc. Sci. & Education* 4, no. 4 (2014): 708–808.

<sup>10</sup> Yüksel and Yüksel, "Metacognitive reading awareness of Academic Reading Strategie," 894.

<sup>11</sup> Gulhan Cakcak Miller, "Level ESL Students' Awareness of Metacognitive Reading Strategies" (St. Cloud State University, 2017), 22.

[https://repository.stcloudstate.edu/engl\\_etds/115/?utm\\_source=repository.stcloudstate.edu%2Fengl\\_etds%2F115&utm\\_medium=PDF&utm\\_campaign=PDFCoverPages](https://repository.stcloudstate.edu/engl_etds/115/?utm_source=repository.stcloudstate.edu%2Fengl_etds%2F115&utm_medium=PDF&utm_campaign=PDFCoverPages).

<sup>12</sup> Keskin, "A Path Analysis of Metacognitive Strategies in Reading, Self-Efficacy and Task Value," 708.

evaluating progress when using it<sup>13</sup>. When they are reviewing their progress, completing tasks, and setting future goals, metacognition is leaking out. This is a metacognitive method based on metacognitive reading awareness in which readers check their comprehension by questioning themselves and the text.

Meanwhile, cognitive resilience is the next internal factor in learning language. Research on students' resilience in the face of adversity has exploded in recent years<sup>14</sup>. However, there are currently few research that operationalize cognitive resilience, despite the fact that there are several studies that define resilience. The phenomenon resilience refers to the same idea regardless of the discipline in which it is examined, the definition used, or the researcher's technique. Resilience is a reference framework for describing the positive aspects and mechanisms in an individual, group, material, or system that allow them to hold up, cope, recover, and emerge strengthened when confronted with a destabilizing and disruptive situation that threatens their integrity and stability<sup>15</sup>. Moreover, cognitive resilience refers to the capacity to overcome the negative effects of setbacks and stress on cognitive function or performance<sup>16</sup>. The ability to withstand unfavourable effects or stress on cognitive performance is known as cognitive resilience.

Of equal importance, cognitive resilience has some characteristic. A general positive cognitive assessment of the environment, the cognitive capacity to effectively deal with stress, and the competence and self-efficacy to use coping methods are all associated characteristics of the cognitive resilience. Cognitive performance typically declines as stress levels rise. Prior experience and training in dealing with high levels of stress and uncertainty, on the other hand, may boost cognitive resilience. On the other hand, around 7% of children have unique learning impairments (developmental dyslexia, decoding-based reading handicap, or reading disorder)<sup>17</sup>. These deficiencies not only result in poor decoding, but they also have an impact on spelling,

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<sup>13</sup> Yüksel and Yüksel, "Metacognitive reading awareness of Academic Reading Strategies," 894.

<sup>14</sup> Nur Eva et al., "Academic Resilience and Subjective Well-Being amongst College Students Using Online Learning during the COVID-19 Pandemic," *KnE Social Sciences* 4, no. 15 (January 5, 2021): 234, <https://doi.org/10.18502/kss.v4i15.8206>.

<sup>15</sup> Stephanie L Haft, Chelsea A Myers, and Fumiko Hoeft, "Socio-Emotional and Cognitive Resilience in Children with Reading Disabilities," *Current Opinion in Behavioral Sciences* 10, no. 3 (August 2016): 133–41, <https://doi.org/10.1016/j.cobeha.2016.06.005>.

<sup>16</sup> Ram et al., "Correlation of Cognitive Resilience, Cognitive Flexibility and Impulsivity in Attempted Suicide," 362.

<sup>17</sup> Robert Angelkovski, "Resilience in Children: Educational Significance," *Journal of Student Engagement: Education Matters* 6, no. 1 (2016): 39–45.

vocabulary, and reading comprehension. As a result, students are 2.5 times more likely to fail academically and drop out of high school<sup>18</sup>.

Regarding to those two internal factors that contribute to the reading comprehension skill, this present research is going to discuss more about those variables. They must be investigated since they appear to have a potential contribution to reading comprehension. While metacognitive reading focuses on students' sensitivity to plan, monitor, regulate, and evaluate their strategy, cognitive resilience also plays a role in students' psychology when it comes to learning reading comprehension. Thus, selecting proper previous studies is critical for establishing the foundation for this current study; understanding some previous studies requires careful execution in order to grasp the concept.

There are some previous studies that have been conducted focus on the correlation among cognitive resilience, metacognitive reading awareness and reading comprehension skill. The first is conducted by Maryam, Ihrom, and Nurlaelawati that has goal was to see if there was a link between metacognitive reading strategies and comprehension<sup>19</sup>. Its goal was to see if there was a link between metacognitive reading strategies and comprehension. The study included thirty first-year university students as the study's sample. There was a strong positive link between metacognitive reading methods and reading comprehension, according to the findings. Students that have a high level of metacognitive reading strategy awareness also have a high level of reading comprehension.

The next is conducted by Anjomshoaa and Golestan<sup>20</sup>. The results of the data analysis suggested that metacognitive reading strategy awareness and reading comprehension had a favourable association. The positive link showed that if your metacognitive reading technique is strong, your reading comprehension will be strong as well. The findings of this study showed that students should be conscious of reading strategy awareness since it can predict the outcome of reading comprehension. Furthermore, the teacher should train pupils in the use of reading strategies in order to help them improve their reading comprehension.

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<sup>18</sup> Haft, Myers, and Hoef, "Socio-Emotional and Cognitive Resilience in Children with Reading Disabilities," 133.

<sup>19</sup> Ima Siti Maryam, Sudarsono Muhammad Ihrom, and Iyen Nurlaelawati, "The Correlation between Metacognitive Reading Strategies and Reading Comprehension Among 1st Year EFL Students at a Public University in West Java," *Advances in Social Science, Education and Humanities Research* 254, no. 3 (2019): 436–46, <http://dx.doi.org/10.2991/conaplin-18.2019.298>.

<sup>20</sup> Anjomshoaa, "The Influences of Metacognitive reading awareness on Reading Comprehension in Iranian English Undergraduate Students in Kerman, Iran," 193.

Meanwhile, the third previous study is conducted by Stephanie, Chelsea and Fumiko<sup>21</sup>. The findings suggest that while some children have etiological risk factors for reading disability (RD), it implies that cognitive and socio-emotional protective factors may lessen the severity of RD symptoms and individual outcomes through a variety of tactics and mechanisms. Although empirical evidence is sparse, these protective characteristics that lead to cognitive and socio-emotional resilience are expected to influence reading result in a reciprocal manner, and together contribute to an individual's ability to adapt to adversity.

Regarding to the explanation above, the researcher is going to investigate the relationship and the contribution of cognitive resilience and metacognitive reading awareness toward reading comprehension skill. This research entitled “**Cognitive Resilience, Metacognitive Reading Awareness and Reading Comprehension Skill: A Path Analysis to Eleventh Graders**”.

## **B. Research Problem**

According to the background above, the researcher formulates research problem as follow:

1. Is there any significant direct contribution of cognitive resilience toward metacognitive reading awareness among eleventh graders?
2. Is there any significant direct contribution of cognitive resilience toward reading comprehension skill among eleventh graders?
3. Is there any significant direct contribution of metacognitive reading awareness toward reading comprehension skill among eleventh graders?
4. Is there any significant indirect contribution of cognitive resilience toward reading comprehension skill mediated by metacognitive reading awareness among eleventh graders?

## **C. Objective of the Study**

According to the research problem above, this study aims at as follow:

1. To investigate whether there is any direct contribution of cognitive resilience toward metacognitive reading awareness among eleventh graders.
2. To investigate whether there is any significant direct contribution of cognitive resilience toward reading comprehension skill among eleventh graders.

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<sup>21</sup> Haft, Myers, and Hoelt, “Socio-Emotional and Cognitive Resilience in Children with Reading Disabilities,” 133.

3. To investigate whether there is any significant direct contribution of metacognitive reading awareness toward reading comprehension skill among eleventh graders.
4. To investigate whether there is any significant indirect contribution of cognitive resilience toward reading comprehension skill mediated by metacognitive reading awareness among eleventh graders.

## **D. Hypothesis**

According to the theoretical framework, the researcher formulates the hypothesis as follows:

1. There is significant direct contribution of cognitive resilience toward metacognitive reading awareness among eleventh graders.
2. There is significant direct contribution of cognitive resilience toward reading comprehension skill among eleventh graders.
3. There is significant direct contribution of metacognitive reading awareness toward reading comprehension skill among eleventh graders.
4. There is significant indirect contribution of cognitive resilience toward reading comprehension skill mediated by metacognitive reading awareness among eleventh graders.

## **E. Significance of the Study**

This study is expected to give contribution as much as possible to the foreign language learning. Moreover, this study is expected to be useful for the following:

1. For the students

This study hopefully can be beneficial for the students who learn English and see them as foreign language. The finding of the research also hopefully can be used as a new reference, especially in learning reading. Moreover, the students can find out that cognitive resilience and metacognitive have significant contribution their reading comprehension skill. Thus, it is going to be useful for them to recognise the factor that can influence on their process of mastering reading comprehension skill.

2. For the teachers

This study hopefully can give contribution to the teacher of English class. As one of the stake holder on teaching learning process, they need to recognise that students' cognitive resilience and metacognitive have significant role on reading comprehension skill. The finding of the research also hopefully can be a new reference to the teacher in order to enhance their student' reading comprehension skill.

3. For the further researcher

This study hopefully can be useful for the next researcher who wants to conduct the similar topic. It can be reference in giving better understanding on cognitive resilience and



metacognitive on the learners' reading comprehension skill. Moreover, hopefully the further researcher can conduct study in a wider area of research and variable.

#### **F. Scope and Limitation of the Study**

The scope of this study focuses on the correlation among cognitive resilience, metacognitive and reading comprehension skill. In addition, the limitation of this study is the eleventh graders of senior high school.

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

This section shows the definition of key term from the variable on this research. These include definition of reading comprehension, cognitive resilience, and metacognitive reading awareness.

##### **1. Reading Comprehension**

Reading refers to a way in understanding the text deeply. Reading comprehension here means not only moving the eyes and read the letter, but also a tool to get more knowledge by understanding the context of the passage. The result of reading activity is to understand the text.

##### **2. Cognitive Resilience**

Cognitive resilience is the ability to endure negative effects or stress on cognitive performance.

##### **3. Metacognitive reading awareness**

Metacognitive reading awareness described as students' understanding of the knowledge that has to be learned through individual awareness of and control over the thought process.

## H. Theoretical Framework

This research is conducted in order to discover the path analysis of cognitive resilience, metacognitive reading awareness and reading comprehension skill. Researcher tries to investigate the significant correlation between cognitive resilience and metacognitive reading awareness, cognitive resilience and reading comprehension skill, also metacognitive reading awareness and reading comprehension skill. Moreover, the researcher investigates the simultaneous correlation among cognitive resilience, metacognitive reading awareness and reading comprehension skill.

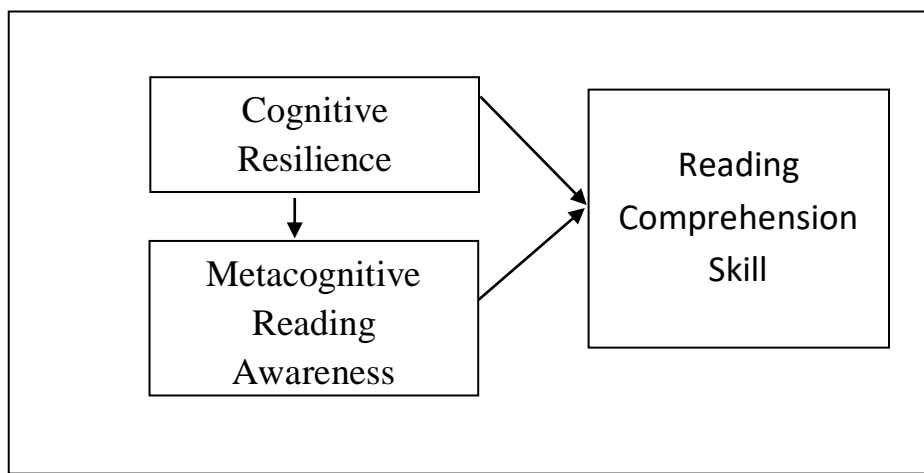


Figure 1. 1 The Contribution among cognitive resilience, metacognitive reading awareness and reading comprehension