

CHAPTER I

INTRODUCTION

A. Background of Study

Reading is regarded as one of the most important aspect among other three associated capability in language learning process. In context of ELT, reading are taught by teachers to students so the goal of improving students performance in comprehending reading text can be achieved (Akkakoson, 2012, p. 37). In Indonesian schools, practice of reading skills usually are conducted by teachers throughout questionnaire, test, or based on text-book instruction. These formulation of reading skill activities are done to measures comprehension of specific text-type taught to them.

In a field of ELT, to be specific in teaching reading strategies. Akkakoson (2012) notes that considering the importance of behavior as well as awareness towards reading materials for language learners, providing learners a focus towards development of utility of reading strategies can lead them to improved English reading proficiency (p. 44). Carrel (1998) also focused similar opinion that to achieve resourceful comprehension, teachers should integrate reading strategies in teaching reading. Such expectation towards students merely not just about whether they can answer test given to them, but also in hope they are able to develop their critical thinking, more aware of their thoughts throughout reading activities which will lead them to be strategic and proficient readers (cited in Fitriasia, Tan, & Yusuf, 2015, p. 16).

The importance of reading also explained in Al-Quran Al-Alaq 1-5:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) اقْرَأْ وَرَبُّكَ
الْأَكْرَمُ (3) الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

Besides the important religious aspects, we can also learn from the verses in order to acquire meaning in certain reading, language learners firstly need to understand that they must read related materials they face mindfully so they can grasp not just what are written but also more deeper into the context along with a proper way of extracting the content of reading.

Moreover, students awareness of reading strategies are close associated to metacognitive studies. Metacognitive researches on reading strategies based on Mokhtari & Reichard (2002, p. 249), an example of one field of research that study meta-cognition as one's way of thinking and monitoring towards goals, experiences, or actions in reading strategy. The research stressed that there are relationship between students capability of reading and strategies they use, despite their reading skill level. It was confirmed based on their observation that advanced level readers tend to use more strategies than the lower level readers as a comparison of their metacognitive awareness towards reading strategies they used.

Interactive process in reading activities can be observed on how learners trying to remember background knowledge, understanding of outline, awareness of grammatical rules and terminology, and individual

goals as various tree skills to grasp the content of written materials (Grabe, 1991, p. 378). By considering those specific aspects related to reading strategies, it deserves given more attention on why learners must know about how to get better awareness in reading comprehension by knowing reading strategies. Once they realized and comprehended strategies, students can expect themselves to be more aware not just on the provided text given to them in ELT but also they are able to determine and utilize effective strategies while reading, thinking what they have to consider when facing certain text, objective of the texts, how to get a better remembrance in reading a long written text, and so on.

Seeing that all those factors determining for succesful reading activity in language learning, this research trying to investigate this field by finding what are the most and least metecognitive reading strategies used by junior highschool students and what classfication of metacognitive reading strategies do junior highschool students prefer. To be specific this study will focus on junior highschools in Banjarmasin regency, South Kalimantan as a location chosen by researcher.

In addition, beside focusing towards to the two question mentioned before, the result of this research will provide insights about trends of metacognitive reading strategies which exists among junior highschool students based on descriptive statistics which will be analyzed through Metacognitive Analysis Reading Awareness Inventory (MARS) Questionnaire, their behavior on certain types of reading strategies will be

revealed there as manifestation of how reading strategies applied by Indonesian junior high schools students nowadays with current K-13 curriculum. Furthermore, once the data has been classified and the pattern can be described in form of demographic data, this result will also allow readers to understand perspective of students on solving problems in reading learning activities, and students capability at the time they are observed in aspect of determining strategies of reading activities. Their weakness and advantage in these aspects will be a good insights for better teaching reading in future related to lesson planning research.

Many researchers have already done similar study in past. For example the previous study from Hatami & Davatgari (2017). The result of study showed that among the three different groups of strategies based on MARSII Questionnaire namely support reading strategies, problem solving strategies and global reading strategies the findings stated that student at this level of English proficiency have a tendency toward using support reading strategies rather than other types. For current study, researcher will conduct similar area of study. However what makes it different is the participant, in the previous study the participants are advance language learners of Iran whereas in this study researcher will acquire samples from Indonesian junior high schooler in Banjarmasin region. This research will apply similar method and instruments just like the previous study, quantitative descriptive will be applied to analyze the collected data by using MARSII questionnaire as main source of instrument.

Therefore, by considering the background mentioned above, researcher has an intention to conduct study in the field of reading strategies which entitled “**Metacognitive Analysis of Students Reading Strategies in Junior Highschool Level**”.

B. Research Question

1. What are the most and least metacognitive reading strategies used by Banjarmasin junior highschool students?
2. What classification of metacognitive reading strategies do the Banjarmasin junior highschool students prefer?

C. Objective of Study

1. To investigate the most and least metacognitive reading strategies used by the Banjarmasin junior highschool students.
2. To find out what classification of metacognitive reading strategies preferred by Banjarmasin junior highschool students.

D. Significance of Study

1. Theoretical

- a) The finding of this research will provide information about the metacognitive level and reading strategies demographic related to students in middle school education.
- b) The finding of this research hopefully can be a source for any researcher who want to study similar cases in future.

2. Practical

- a) This study hopefully can give readers especially teachers an insight of students metacognitive awareness towards reading strategies, to analyze and develop students understanding in reading aspect based on current demographic research.

E. Definition of Key Terms

1. Reading

In this study Reading is an active process of understanding ideas and meaning within textual information which reader face so by the end of the process the certain goal set from beginning can be cross-checked and validated with the idea perceived so far. Within this activity readers process a reading text with their own previous knowledges in many aspects to acquire or reach certain goal by the end of the process.

2. Reading comprehension

Reading Comprehension is capability to process a reading text, understanding meaning within reading text, and making connections about what they read and what one's already know. One's reading comprehension basically is affected by many specific aspects such as background knowledge, vocabulary knowledge, syntactic knowledge, metacognitive awareness and reading strategies. Upon the process itself, in certain condition such complex, long and required

understanding in specific topic of reading text, usually all aspects mentioned above are needed simultaneously even higher mastery in each aspects is necessary.

3. Metacognition

Metacognition is “one’s” awareness and capability to process his/her own cognitive process. In context of reading activity, if cognitive process is focused to single specific cognitive acts such as skimming, scanning, and re-reading (the most common cognitive process / strategies taught in reading class) then metacognition is associated to advanced awareness of managing variety cognitive process (what, when, where, who, why certain acts needed to be executed) in which every reader has on reading activity.

4. Metacognitive Reading Strategies

Metacognitive Reading Strategies are strategies that assist learners to control and observe their cognitive strategy towards reading learning. In reading learning, they are the concept of methods that refer to planning, monitoring, and evaluating the process of reading activity.

5. MARSII Questionnaire

Metacognitive Awareness of Reading Strategies Inventory (MARSII) is a questionnaire used as an assessment to measures one’s metacognitive awareness in reading learning based on Mokhtari & Reichard (2002) research about assessment tool for reading strategies. The assessment is consisted of three classifications which are:

a) Global Reading Strategy

Global Reading Strategy / GLOB is a set of reading strategy focused towards global analysis of text such as setting the goals of reading, previewing the text, and organizing what to read and what to ignore.

b) Problem Solving Strategy

Problem Solving Strategy / PROB is a set of reading strategy focused on the solution of reading when comprehension problem occurs, like adjusting reading speed as well as paying closer attention to a reading text.

c) Support Reading Strategy

Support Reading Strategy is a set of strategies focused on the use of external reference materials to support reading comprehension, such as summarizing the important information, using dictionary as well as taking notes.