

CHAPTER I

INTRODUCTION

This chapter discussed the background of the research. It has five parts namely background of study, research question, objective of study, significance of study, and definition of key terms.

A. Background of the Study

Generation Z members are born into a challenge in historical period, starting from the point of terrorism and a sign of uncertainty in the world political environment (Turner, 2015, pp. 103-113). These factors have an impact on Gen Z making their uniqueness and significant characteristics (Carter, 2018, pp. 1-8). According to Kingston (2014), Generation Z can be described as “entrepreneurs, innovative and passionate. This generation knows how to make money via YouTube, mobile apps, Facebook and more technology expertise. Gen Z tends to reconsider, question and criticize all of them (Törőcsik, Szűcs, & Kehl, 2014, pp. 23-45). These characteristics are evident in Gen Z as they grow up using the Internet and trust the verbal and visual world of the internet. Live in an equipped environment with various types of communication devices at any time can direct Gen Z to get instant gratification and become withdrawn and detached from society. Gen Z leads to fine when many tasks at the same time because their lifestyle is embedded in media shots and communications. Likewise, Bejtkovský (2016, pp. 25-45) also

supports the suggestion that Gen Z members are smart combine themselves with tasks and technology. Even though they are considered smarter people, more independent, and faster in processing information compared to the previous generation, they might not be group players (Igel & Urquhart, 2012, pp. 16-21), (Töröcsik, Szűcs, & Kehl, 2014, pp. 23-45). According to Turner (2015, pp. 103-113), with advanced technology acting as a tool for individual interactions, society has become accustomed to makes increased networking as individuals rather than socially stuck in the group. This causes a decrease in face-to-face communication between Gen Z. explained the characteristics of the Gen Z respondents taken from the Seemiller study Grace observed that the member of this group tended to be loyal to friends, wise to others, and have social problems.

Generation Z who were born between 1995 – 2012, who are known mostly as “Digital Natives”, “My Generation” and “Generation N” (Feiertag & Berge, 2008, pp. 457-464) whose predecessors are generally Generation X. They were born in an era of challenges, starting from terrorism, political instability to environmental issues. They are the first generation to be thoroughly and directly exposed to digital technologies such as social networking sites and information overload on the internet (Turner, 2015, pp. 103-113).

Reading is a receptive skill that plays a very important role in the student's learning process. According to (Floris & Divina, 2015, pp. 37-47), the role of reading for English students as a Foreign Language Students (EFL) provides English language enhancement ability and knowledge. Many studies have proven that EFL students who read more English texts will acquire much better English than those who do not (Floris & Divina, 2015, pp. 37-47). K.B.D, 2012 says that without a story lot of reading material in class, EFL students are unlikely to earn much progress. When students do not read English texts poorly, they do not get used to them well English then they have difficulty in understanding the English text after they get it.

Reading comprehension is an important skill in education, which helps students acquire the best skills in obtaining information from various English sources where reading is required. For students, reading comprehension in English is one of the keys to achieving success in school and college. Reading comprehension is assessed both orally and in written form. It contains assessment exercises such as questions, filling in the missing words, acting out stories, group discussions, and collaborative assessments based on reading (Boyraz & Altinsoy, 2017, pp. 159-167). In countries like Indonesia, where English is studied as a foreign language, the ability to read is considered a very important skill for students majoring in English. English courses mainly depend on texts and narratives written in English, which students have to read and understand

in order to develop good reading skills (Lustyantie & Kasan, 2021, pp.131-139).

The development of knowledge in Islam has long been ordered by Allah, from the first time the Islamic treatise was received by the Prophet when he was contemplating in the cave of Hira ', namely surah Al-'Alaq verses 1-5. In Surah Al-Alaq verses 1 to 5 contain a lot about learning, which must always be developed, for the creation of an education that hits the mark. Surah Al-Alaq verses 1 to 5, as follows:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ
الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Researchers chose metacognitive strategies as the right reading comprehension strategy for students. From Rebecca Oxford's theory, there are 6 good learning strategies for students, metacognitive strategies are effective strategies for reading comprehension because students lead their learning process by organizing, planning, and doing. learning evaluation. It helps students to control their learning. First, planning can be seen from the title text, images, etc. Student monitoring can predict text, choose text structure, etc. Evaluation of students can conclude after reading what are the mistakes and shortcomings of their way of learning.

Researchers chose junior high school students as generation Z, looking at the index on the classification of generations from 1995-2012 entering generation Z and at the age of junior high school students

currently entering Generation Z where Generation Z students have unique personalities and are all practical using technology as a means and their learning infrastructure such as the internet. Even in an atmosphere of distance learning or so-called online learning classes, technology is the thing that is most attached to generation Z students.

The researcher chose the SMPN 5 Sampit school as the research place, the SMPN 5 Sampit school had good facilities and infrastructure for learning, but when the researchers carried out PPL II, they found several obstacles in student learning, namely from the understanding that was still minimal. Students can read the text but most of them do not understand the context and content of the reading text. Based on these problems, the researchers found that the lack of strategy was one of the causes of students not understanding the context in reading.

Observe from these problems, a proper learning strategy is needed, especially in reading comprehension. Metacognitive reading strategies have an important role to play in making appropriate student learning strategies. Based on the background above, the researcher is interested in conducting a research entitled “The Role of Metacognitive Reading Awareness for Generation Z Student’s Strategies in Reading Comprehension”.

B. Research Question

Based on the background, the research problems are:

1. What is the role of metacognitive reading awareness on students' reading comprehension?
2. How does generation Z students understanding metacognitive reading strategies in reading comprehension?

C. Objectives of Study

Based on the research problem above, this research aims:

1. To find out the role of metacognitive reading awareness in reading comprehension.
2. To know how gen Z students understanding metacognitive reading strategies in reading comprehension.

D. Significance of Study

The significance of the research is classify into two categories, there are:

1. Theoretical

- a) The findings of this research will give provide an effective strategy to improve the learning strategies of EFL students in reading comprehension especially for students whose learning achievement is still low.
- b) The findings of this research will give provide an important benefit for information and make it easier for other researchers to find reference learning strategies in reading comprehension.

2. Practical

a) For the students

Provide methods and key to successful learning strategies for students to learn reading comprehension.

b) For the teacher

To help the teacher in create and succeed of the lesson, especially in teaching reading comprehension.

E. Definition of Key Terms

To avoid misunderstanding in this study, the writer will give definition of some key term that is important to understanding as the following:

1. Student strategies are intended to assist students in understanding the lesson and provide appropriate methods for students to succeed in a lesson.
2. Reading comprehension to help students understand the purpose of a text. The ability of individuals to understand texts is influenced by their skills and ability to process information.
3. Metacognitive Reading is one of the right strategies to help students find successful learning strategies.
4. Generation Z is intended for junior high school students because of the gen Z born from 1995-2012.