

CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, Research Question, Objective of Study, Significance of Study and the Definition of key terms.

A. Background of Study

Reading is one of the main means of communication, and the ability to read is a fundamental indicator of literacy in the world. For second or foreign language learners, reading is an essential skill to have (Zarrabi, 2015). According to Wolf (2007), reading is a complex mental activity that is much more complicated than looking at lines of words and thinking about their individual meanings. It is a multilayered cognitive activity to master, because the brain has to process multiple linguistic systems such as phonology, morphology, syntax, semantics, and pragmatics while recalling world knowledge systems such as culture, society, history, politics, and other contextual knowledge. Reading is an essential skill in learning and it demands a good level of comprehension to determine students' academic performance. "Reading is conceptualized as an interactive cognitive process in which readers interact with the text using their prior knowledge. Besides, reading is considered as the most crucial skill for acquiring knowledge and gathering information for

academic accomplishment and beyond (Alfassi, 2004).

Related to Indonesian's reading interest, based on data of UNESCO in 2012, Indonesia is very low in reading interest. It is showed that the index reading interest in Indonesia reached 0,001 (Kemendikbud, 2016). It means that from 1.000 populations, only one resident who is interested in reading. As it mentioned before that reading is crucial thing in language learning. It is also mentioned in the Holly Qur'an surah Al-Alaq verse one till five:

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

That verse explained about the importance of reading mentioned by Allah to obtain information, vocabulary, knowledge and so forth. Allah is the one who has the strength to give human beings an ability to read. The verse showed that reading is one of the main commands by Allah to mankind. Based on the verse, it can be inferred that reading is the bridge to all knowledge. Without reading, people will not be able to acknowledge the truth. Therefore, reading is very important to be learned by everyone especially in this case, by students.

Reading strategies are defined by Brantmeier (2002) as follows:
“The strategies may involve skimming, scanning, guessing, recognizing cognates and word families, reading for meaning, predicting, activating general knowledge, making inferences, following references, and

separating main ideas from supporting ideas”

Metacognitive reading strategies play an important role in developing language learners’ autonomy to take charge of enhancing their learning skills (Farahian & Farshid, 2014). Despite the overwhelming number of studies on various aspects of second and foreign language reading, there is very little research on the metacognitive strategies of learners with different educational or cultural backgrounds, and in particular on the strategies of non-native English speakers (Zarrabi, 2015).

Metacognitive strategies in reading can be classified in the following three clusters: planning, monitoring, and evaluating strategies (Israel, 2007). Planning strategies are metacognitive strategies that the reader does early on in the reading process to increase reading comprehension. Monitoring strategies usually occurring during the reading of a text to help the reader pay attention to meaning construction as well as correct breakdowns in comprehension. Evaluating strategies are metacognitive strategies used after reading to allow the reader to think critically about the text and make a cognitive or affective judgment (Almasi, 2003 as cited in Israel, 2007)

Nowadays, internet has a significant role for many people. It is used in numerous fields and domains. As the internet provides unlimited information to access, it sets education becomes one of the opportunist fields. Most students now seem rely on the internet for their need of

information. They prefer to go online to find the information they need by reading online. For students, reading online is more challenging compare to reading papers. It is because in reading online, there is a great opportunity of being distracted by many features that internet offers. The distractions mostly derive from how the readers, in this case are students, tend to easily lose their reading focus by keep moving from one source to another simultaneously. This fact leads to the state where the reading comprehension becomes vulnerable (Salam, 2013).

According to Namariki (2021), most of metacognitive strategies used by fifth semester students of English Education Study Program in academic year 2020/2021 and also investigate their metacognitive awareness. Eighty-nine students were participated in this study including 27 males and 62 females. The current study used quantitative approach with survey design in which the author used a questionnaire to evaluate students' responses. Survey of Reading Strategies (SORS) was used to investigate the reading strategies used by students while reading English texts. Furthermore, it also used to assess metacognitive reading awareness of students. The findings reveal that the participants' overall use of metacognitive reading strategies (Global, Problem-solving, and Support reading strategies) was at a high to medium level. There are 12 strategies used with high frequency while 18 strategies used with medium frequency and no strategy reported using low frequency. Among of these three metacognitive categories, problem solving appears to be the most

strategies used by participants and followed by global reading and support reading. The present study also reveals that they have high- to low-level awareness of metacognitive strategies. From the interview, also found that most students rely more on google translate.

Based on the background problem and some related studies about metacognitive online reading strategy above, the researcher interested to conduct the study about the use of metacognitive online reading strategy by English education department students of UIN Antasari Banjarmasin

B. Research Questions

1. What are the types of metacognitive online reading strategies practiced by English students at Antasari State Islamic University of Banjarmasin?

C. Objectives of Study

Based on the problem formulation above, the objective of this research are to find out the types of metacognitive online reading strategies practiced by English students at Antasari State Islamic University of Banjarmasin.

D. Significance of Study

The significance of the study will give some beneficial inputs theoretically and practically, they are:

1. Theoretically

- a. The finding of this research will be good information about what types of metacognitive reading online strategies practiced by English students at Antasari State Islamic University of Banjarmasin.
- b. The findings of this research is expected to be a source for the next researcher who want to conduct a research in same field

2. Practically

- a. For the supervisor, this research is considering be benefit for the students to provide the information to the supervisor about what type of metacognitive reading online strategies practiced by English students at Antasari State Islamic University of Banjarmasin.
- b. For the students, this research is considering be benefit for the students to know and developing their reading practice especially in implementing English learning process. Therefore, the students will get better achievement

- c. For the researcher, by doing this research, the researcher will get some new experiences and knowledge about the study and it will be useful for the future

E. Definition of Key Terms

In order to clarify what variables are involved in the study some definitions are put forwards:

1. Metacognitive strategy

Grabe and Stoller (2002) defined metacognition in reading as the awareness of one's cognitive abilities and the control of such abilities when engaging in a reading task. In this research, metacognitive strategy means students' skill related to global strategy, problem-solving strategy, and support reading strategy with the goal of succeeding in learning.

Based on various criteria, researchers usually divide reading strategies differently. In this study, Mokhtari and Reichard's Reading Strategy Model (2002) was employed. Mokhtari and Reichard were famous for the MARS (the Metacognitive Awareness of Reading Strategies Inventory). It covers three sub categories: Global Reading (GLOB), Problem-Solving (PROB) and Support Reading (SUP) Strategies.

2. Online Reading

Online reading comprehension defines reading on the Internet as a process of problem-based inquiry involving additional skills, strategies, dispositions, and social practices that are important as people use the Internet to solve problems and answer questions (Leu et al., 2004 as cited Kiili, 2012). Online reading that is meant in this research is all kind of text that can be read online in the internet.