

# CHAPTER 1

## INTRODUCTION

### 1.1 Background

This research was aimed to discover the implementation of metacognitive strategy through Before During and After (BDA) instruction in reading comprehension, particularly in reading class. Reading as one of the four basic skills in language learning plays a vital role in academic settings. The reading aim is to comprehend the meaning of a text (Maasum, 2012; Ouellette, 2006). It is considered that reading is an essential skill and a gateway for gaining and learning more knowledge (Maasum, 2012). Furthermore, reading skill as the main feature of literacy is often associated with academic success (Dabarera, 2014).

Research shows that reading is a complex process that requires cognitive skills and involves an interaction between the reader, the text, and the author's perspectives (Maasum, 2012; Ahmadi, 2013; Yüksel, 2012; Zhussupova, 2016). Reading comprehension, however, involves cognitive skills such as integrating prior knowledge to the text, understanding and identifying ideas and important information, interpreting idea, making an inference, and drawing a conclusion. Those various activities sometimes make students face difficulties in utilizing their ability to read the text.

An interview conducted to English Education Department students in Islamic University regarding their difficulties in reading revealed that the students were lack of utilizing their cognitive skills in reading. They knew guessing,

skimming, and scanning skills, yet they did not utilize the skills when facing a new text. They tended to read the passages and tried to find the meaning of unfamiliar words directly using a dictionary. This implies the lack of ability of students to manage their interaction with written text (Yüksel, 2012).

The problem in reading faced by Indonesian EFL students above shows that they are lack of implementing a reading strategy which utilizes cognitive skills. EFL students are not ready for academic reading need yet, and the problem that mostly appeared was the lack of metacognitive strategy to help them utilize their cognitive skills (Maasum, 2012). It is important to use metacognitive strategy to optimize students' reading comprehension.

Metacognitive is defined as cognition about cognition or thinking about thinking process (Flavel, 1979; as cited in Dabarera, 2014). Metacognitive strategy requires the students to think about their thinking process as they perform a particular task. It helps students to monitor and regulate their cognitive process (Yüksel, 2012; Zhussupova, 2016). In order to be effective, the use of metacognitive strategy should be realized in the form of instruction (Gooden, 2007; Jacob, 1987).

The research conducted by Cross (2018) on Metacognitive Listening Strategies suggested that instructional intervention is needed to promote metacognitive strategy knowledge and use in listening lesson. The research of instruction of metacognitive strategy conducted by Gooden (2007) revealed that the intervention class's scores were statistically significant compared to comparison class. The instruction used in the intervention class was vocabulary

mapping. The use of instruction was also suggested by a descriptive study conducted by Klinger (2010) through 124 observations of 41 special education teachers teaching reading which found that rarely did the teacher incorporate instruction in reading to help students become self-regulated learners. Another research conducted by Dabarera (2014) found that incorporating metacognitive strategy and explicit teaching (reciprocal teaching) can boost the result of students' reading comprehension. Therefore, it is worth conducting the research on the implementation of metacognitive strategy through BDA instruction.

This research is intended to investigate the implementation of metacognitive strategy through BDA Instruction to improve students' reading comprehension in English Education Department in Islamic University in Bandung. This research is different from previous research since it focuses on the implementation of metacognitive strategy through before, during, and after (BDA) instruction which entails the regulatory skills, planning, monitoring and evaluating proposed by Jacob & Paris (1987). This research also used qualitative classroom-based research where the researcher investigated the implementation of metacognitive strategy through BDA instruction in reading class and explored students' responses to the teaching and learning activity. Finally, the researcher titles this research "The Implementation of Metacognitive Strategy through BDA Instruction to Improve EFL Students' Reading Comprehension."

## **1.2 Research Questions**

From the research background above, this research is aimed to answer three research questions:

1. How is the metacognitive strategy through BDA instruction implemented?
2. How is the improvement of students' reading comprehension?

## **1.3 Research Purposes**

From the research questions above, this research is aimed at obtaining three following objectives:

1. To find out how the metacognitive strategy through BDA instruction is used.
2. To find out how the improvement of students' reading comprehension is.

## **1.4 Research Significances**

The research is significant at least in two categories: theory and practice. Theoretically, the result of this research can shed new light on the knowledge about the implementation of metacognitive strategy through BDA instruction and its development on students' reading strategy to improve reading comprehension for teachers and students. Practically, this research can offer incorporative methodology of reading activity using BDA instruction in implementing the metacognitive strategy in reading class to increase students' reading comprehension and utilize their reading ability, particularly in cognitive processing.

## 1.5 Rationale

Reading is a basic skill in academic settings both for general learning and language learning. In language learning, reading takes place as input skills in the form of written language. As students, the requirement to read many books and resources makes reading become one of the input skills which are important to get information and gain new knowledge. Reading is defined as an interactive cognitive process in which the reader interacts with text and author perspectives (Zhussupova, 2016).

Reading comprehension involves complex cognitive processes such as activating prior knowledge, finding important/main ideas, interpreting ideas, making inferences, synthesizing, and evaluating the information being read (Chang, 2013; Maasum, 2012; Yüksel, 2012). These processes are categorized as higher-level of a cognitive process (Chang, 2013). As reading comprehension involves many cognitive skills, the use of strategy is needed to regulate and utilize cognitive skills and to make reading more effective. As the students interact with the text, using strategy in reading can lead them to effective reading comprehension (Maasum, 2012). The strategy that regulates and monitors cognitive process is called metacognitive strategy (Razi, 2011; Yüksel, 2012; Ahmadi, 2013).

Metacognition is defined as knowledge about and control over thinking process and learning activities, including reading (Flavel, 1979 in Şen, 2009). There are sixteen aspects which associate with metacognition such as metacognitive beliefs, metacognitive awareness, metacognitive experiences,

metacognitive knowledge, feeling of knowing, judgment of learning, theory of mind, metamemory, metacognitive skills, executive skills, higher-order skills, metacomponents, comprehension monitoring, learning strategies, heuristic strategies, and self-regulation (Veenman, 2006). The use of the term metacognition has developed over the years. Due to the various aspects of metacognition, Veenman states that the term metacognition has expanded to domains which refer to more general knowledge and skills of metacognition, a specific type of task, learning strategies, and pure about metacognition only.

This research takes the domain in which metacognition plays its role in learning strategy. Therefore, the term of metacognitive strategy is used as Ahmadi (2013) states that the metacognitive strategy is a strategy that helps students to regulate and monitor their cognitive process. This definition is under the umbrella of metacognition that is introduced by Flavel (1979). Metacognitive strategy, thereby, becomes an important aspect of skilled reading since it helps to utilize cognitive skills in order to comprehend the text. Skilled readers implement a flexible skill of comprehension monitoring and regulating activities which include both cognitive and metacognitive strategies (Van Keer, 2005). Since students in higher education are demanded to read a text to complete a course extensively, the metacognitive strategy will equip students to become an effective reader.

Jacob (1987; as cited in Ahmadi, 2013) stated that there were three essential aspects of metacognitive regulatory skills: planning, monitoring, and evaluating. First, planning refers to how we choose selective skills in order to achieve a certain goal (Jacobs, 1987). It involves various activities such as making a

prediction about the text, strategy sequencing, activating prior knowledge, and allocating reading speed and attention used before beginning the task performance. Second, monitoring is defined as an activity that refers to students' online awareness of comprehension and task performance (Schraw, 1998). Veenman (2006) said that online task performance refers to during task performance, in this case during reading activity. Third, evaluation refers to appraise the strategy used during task performance and conclusion made.

Moreover, metacognitive strategy offers a tangible alternative to traditional instruction (Jacob, 1987). Metacognitive strategy can help to develop instruction to improve the thinking process before, during and after reading. As Veenman (2006; cited in Ahmadi, 2013) stated that metacognitive regulatory skills take place before, during, and after reading task performance. Furthermore, Gooden described that metacognitive strategy could help students' to think about their thinking before, during and after they read (Gooden, 2007). Gooden also emphasized that the use of such strategy without being applied in classroom settings, in the form of instruction, will give a little impact on education. Therefore, this research investigated the implementation of metacognitive strategy through BDA instruction in reading comprehension. The observation checklist adapted from Richard (2011) which has been modified to meet the research need based on the procedure of BDA instruction proposed by the Ontario Ministry of Education (2005). Further, MAI (Metacognitive Awareness Inventory) which is developed by Schraw and Dennison (1994) modified based on components of

metacognitive proposed by Schraw (1998) is used to evaluate the ability of students' in utilizing their metacognitive strategy in reading comprehension.

### **1.6 Previous Research**

Metacognitive is seen as a beneficial strategy to improve reading comprehension. Several studies conducted on this topic show a positive result. A small-scale experimental study at the Eurasian National University in English class conducted by Zhussupova (2016) showed a significant improvement of reading comprehension in experimental class. The control group received the traditional system of teaching English while the experimental group using GUIDE of metacognitive strategy proposed by Zhussupova. The researcher concludes that metacognitive strategy will foster students' reading comprehension if the students are trained to utilize the strategy.

Another research of metacognitive strategy conducted by Dabarera (2014) was focusing on incorporating explicit teaching with metacognitive strategy. The reciprocal teaching with metacognitive instruction used showed a positive result on experimental group both for metacognitive awareness and reading comprehension improvement. Furthermore, this study found that metacognitive strategy instruction effectively increased students' metacognitive awareness which led to a positive improvement in reading comprehension.

The study of metacognitive strategy instruction conducted by Gooden (2007) showed that the intensity and systematic instruction of metacognitive strategies could lead to better achievement in understanding written text, which is the reason for reading. The site of this study was six third-grade classrooms in two



urban elementary schools in the southwest United States that were deemed demographically and academically equal by the school district's research department. The intervention class showed statistically significant improvement compared to comparison class for both vocabulary and comprehension achievement.

This research focuses on the implementation of metacognitive strategy through BDA instruction in the classroom unlike the research conducted by Zhussupova (2016) which focus was to investigate the implementation of metacognitive strategy itself. While Gooden (2007) used the metacognitive instruction of vocabulary and Dabarera (2014) adapted the scaffolding instruction from MARSII, this research used a framework of thinking process before, during and after reading as an instruction of metacognitive strategy which is linked to metacognitive regulatory skill: planning, monitoring, and evaluating proposed by Schraw (1998). This research also used qualitative classroom research where the researcher observed the implementation of the metacognitive strategy instruction and later explored students' responses toward the teaching and learning activity.