

# CHAPTER I

## INTRODUCTION

### A. Research Background

The study examines how Metacognitive Reading Strategy (MRS) is used by Indonesian teacher to improve EFL students' reading comprehension in online learning (E-Learning). This study takes place in SMPN 1 Sukalarang and involves 34 students of second-grade and one Indonesian English teacher. In the end, it offers a report of the actual practice of MRS in the context of Indonesian junior high school.

For a reason, this thesis was made in the coronavirus pandemic. Considering the pandemic, all of the process of the research, such as collecting the data done by online. In this pandemic based on government instruction, the students were learned from home; the schools were closed until the further notice. Consequently, the researcher doing research using online learning.

Technology-based e-learning incase the application of the internet and another essential technologies to generate the learning materials, teaching learners, and also organize learning session in an association Fry (2001)

Electronic-learning known as e-learning comes from two main part, learning and technology White (1983). Learning is a process cognitive for reaching education, and technology is an tools of the learning process, meaning that technology is used like any other tool in the education praxis, as is a pencil or a notebook, for example. Eventhough this seems quite simple and logic, a pencil is more technological tool. Furthermore, technology promote different problematic condition because of several dimensions.

Nowadays, e-learning become the learning platform that can be used for eveyone. Moreover, it is very useful for the teacher and student to build an online class especially in this pandemic, teacher and student could not have face-to-face meeting. But, technology could be useful for them, because it could make them easier to conduct a learning process by using several new multimedia technologies

to increase the learning interest and the new style of teaching and learning The European Commission (2001).

According to Texas Educational Agency (2002), comprehension is required to get the meaning through reading the text. Without comprehension, reading is frustrating, hard thing to do and being a pointless exercise to do — a primary goal of teaching reading comprehension. In other words, comprehension helps students develop their knowledge, skills, and experiences.

The importance of reading comprehension has been proven by Destrina et al., (2013). They found that reading comprehension increases the pleasure and effectiveness of reading. Additionally, She adds strong skills of reading comprehension support in all the other subjects and personal and professional lives.

In the context of this research, EFL students' reading comprehension was regarded to be low. The students have difficulties in finding the main idea of an English text. Based on my preliminary observation in SMPN 1 Sukalarang on 11 March 2020 to the second-grade student of junior high school. Most of the students were struggling to get the meaning of the English text they read, especially on finding the main idea and topic of the text. The researcher did the preliminary observation to the second-grade junior high school, in 8G class by giving them an English text. They have to read it and answer the questions correctly. Ten questions consist of 10 essays. The result finds out that when the English teacher gives the student task to read a text and answer the questions, from 34 students in a class, ten students understand what is the English text about and can answer the question correctly. It is mean that only 25% of students who can get the meaning and the main idea of the text.

Furthermore, 75% of the students have difficulty reading the whole of the text accurately. Moreover, they can not explain the text they already read and also can not answer the questions after reading the English text; it is because they do not understand the text. As well as they do not familiar with the words, also they do not have a good prior knowledge of the English text.

My findings in the preliminary observation are supported by what Tiffani et al. (2017) found. They proved that the students in an Indonesian Junior High School

could not understand the meaning of the text. Additionally, they were scared to read an English text—their negative feeling toward English reading results in their low comprehension.

To improve the students' reading comprehension, MRS is applied in this present research because MRS solves any kinds of problem in EFL reading, especially for the student who are difficult to find the main idea. It is found that MRS could solve any kinds of problem such as for reading comprehension it gives a positive impact that can improve and increase student understanding on reading the text (Usman et al., 2017). Moreover, (Zhussupova & Kazbekova, 2016) said that the using of MRS in teaching reading comprehension is beneficial and valuable. It does not only increase reading comprehension but also improves the four skills of English.

MRS fits any kinds of reading skills. Because MRS is used to teach to the second-grade students of SMPN 1 Sukalarang, who learn recount text at the time the research was done, the implementation of MRS will be on recount text. So, the research entitles '**The Use Of Metacognitive Strategy To Improve Junior High School Students Reading Comprehension: A case study in SMPN 1 Sukalarang.**'

## **B. Research Question**

There are several research question regarding problem mention :

1. How is the online learning process of using a metacognitive strategy for improving student reading comprehension?
2. How is the students' response in using metacognitive strategy in online learning?
3. What obstacles do the teacher encounter to teach metacognitive strategy in online teaching reading recount text?

## **C. Research Purpose**

Regarding the research problem, the study aims :

1. To find out the online learning process of using a metacognitive strategy for improving student reading comprehension.

2. To find out how is the student response in online learning after using the metacognitive strategy.
3. To reveal what are the teacher obstacles in teaching metacognitive strategy in teaching online reading comprehension.

#### **D. The Significance Of The Research**

The study is supposed to become an authority of information for improving students reading comprehension on understanding recount text using metacognitive strategy and then expected to give some ideas and understanding to English teacher about the important and useful of metacognitive strategy. Because this strategy will help the student in improving their understanding of recount text. This research gives significant to :

1. Students

The result of this research is expected to help the student to enhance their understanding of the reading text by using metacognitive strategy

2. Teachers

The research could contribute to all teachers to consider and determine the best strategy in the teaching-learning process to minimise student gap and maximise their potential in learning English, especially in reading comprehension.

Theoretically, this study can be useful information for curriculum planner as evaluation for building enhancement for the student in understanding a reading text.

#### **E. Limitation of the study**

This research focuses on MRS, which was founded by A.L Brown (1987), who postulated three metacognitive strategies: planning, monitoring, and evaluating strategies. The English text that the researcher used here is Recount text because Recount text is the text genre that the students learned based on Curriculum 2013 (K.13). Besides, the researcher only focuses on how the students get the main information from Recount text, as a part of reading comprehension.

## **F. Research Framework**

A. L. Brown (1987) argued his model in metacognition. Metacognition was divided into two types: knowledge about cognition and regulation of cognition. Knowledge about cognition referred to what individuals knew about their cognitive processes which facilitated the reflective aspects of metacognition (A. L. Brown, 1987). In additional studies, knowledge about cognition was characterised into declarative knowledge, procedural knowledge, and limited knowledge (Jacobs & Paris, 1987).

Regulation of cognition referred to a set of activities that help the learners regulate and monitor learning, which facilitate the control or executive aspect of learning (A. L. Brown, 1987). Several studies report noteworthy improvements in learning when managerial skills and an understanding of how to use and apply these skills are contained within classroom instruction (Cross & Paris, 1988; Brown & Palincsar, 1989). Regulation of cognition entailed three metacognitive strategies: planning, monitoring, and evaluating strategies.

Planning included the selection of appropriate strategies and the allocation of appropriate resources that affect performance. Instances include making predictions before doing a task, sequencing strategies, and allocating time or thoughtfulness selectively before starting a specific task (Berietter & Scardamalia, 1987). Monitoring referred to one's online and regular awareness of comprehension and presentation of a task. For instance being able to involve in self-testing periodically, while learning, is a good example. Studies also indicate that monitoring as ability develops quite slowly and is quite weak in children and even adults (as cited in Schraw & Moshman, 1995).

Evaluating strategies referred to assessing the products and regulatory processes of an individual is learning.

Moreover, White (1983) the concept of e-learning refers to learning through electronic sources, offer interactive distance and learning. Utilize web system as a method to access information available, neglecting time and space.

## **G. Previous Study**

There are several previous studies focusing on metacognitive strategy in reading comprehension, which shows that such a strategy was effective.

The first research was carried out by Ifticha Saniyati, (2017) the study was conducted to Senior High School, the reading text that the researcher used here is Short functional text. This study analysed the students' reading comprehension in each cycle. The passing grade was 75, and the target of the passing grade was 80%. The student passed the passing grade. The result showed that the metacognitive strategy could improve student reading comprehension.

The second research by (Mardiani, 2015) This research was conducted to the second grade of Senior High School student, the reading text that the researcher used here is Narrative text. The research found that metacognitive strategy changes the student reading habits in reading; now, they are more strategies to divide the reading activity into three steps; Planning, Monitoring, Evaluating. And no student got value under 75.

The third research carried out by Emisari (2016.) The research was conducted in the second grade of senior high school student. Furthermore, the text that the researcher used here is a factual report. The result indicated that there was a significant difference on the students' strategy use after training, the student showed the improvement of their reading comprehension after using metacognitive strategy at SMAN 1 Metro in the first of the semester.

The fourth research by Samia Mahdi, (2015) The research was conducted to the second semester of the university student. Besides, the kind of reading that the researcher applied here is descriptive text. The result indicated that there were statically significant differences between the experimental group who was using metacognitive strategies and control group that using Effective size technique. The researcher found out that building metacognitive program strategy has impacted positively and significantly the attitudes of students in the experimental group.

This research is different from previous research. This focuses on the using of metacognitive strategy in understanding a reading text. Moreover, the text that the researcher uses here is recount text. Beside it, the research will be conducted in

SMPN 1 Sukalarang. Recount text is a text that affluent language feature and this text also related to daily student life. In recount text, the students can tell about their daily activity.

