

## CHAPTER I

### INTRODUCTION

This chapter provides a brief description of background, research questions, aims of the study, the scope of the study, significance of the study, clarifications of terms, and the organization of the paper.

#### 1.1 Background

Reading is a useful medium to help students in taking a speech such as vocabulary, grammar, pronunciation, and the mode of constructing sentences, paragraphs, and texts (Harmer, 2001). Some researchers have described reading in many ways. For examples, Johnson (2008) describes reading is an activity in creating meaning from written text. In line with Johnson, Anderson (1990) adds that reading is an active process which involves the readers and the reading materials in building meaning through the readers' experience and readers' prior knowledge. Further, Alyousef (2008) explains that reading is an active process where various kinds of knowledge are used such as linguistic or systematic knowledge (through bottom-up processing) as well as schematic knowledge (through up-down processing).

Founded on the experts' theories above about reading it can be concluded that interpretation is a complex procedure to make the substance of the text which is typified in written or printed language.

The entire English language skills are nearly connected to everyday life, but reading comprehension is one of the main important factors of their English language scholarship. A research shows that reading comprehension is a complex procedure and pupils usually experience difficulties in making meaning from writing text (Grabe & Stoller, 2002, p. 79).

One of effective reading strategies in order to improve students' reading comprehension is metacognitive strategy, which is proposed by Cubuku (2008). The scheme is distinguished as "higher order executive skills that consist of planning for, monitoring or evaluating the success of mental activity" (Chamot et.al., 1990 cited in Yusuf 2010, p. 22). As Salataci & Akyel (2002) agree this strategy gives students opportunity to monitor or regulate cognitive process in this field refers to the advancement of understanding when studying a textbook.

Furthermore, the research about metacognitive strategy awareness has been directed by several researchers with successful outcomes. Zhang (2013) has shown that Chinese University students, who used frequently metacognitive strategy in taking just about text types including narrative text such as making marks, checking, seeking help, and writing a summary, using some thinking strategies could increase their reading performance more effectively and strategically. While, Othman (2012) in his study has investigated pre-university students in Brunei Darussalam who faced difficulties in understanding a factual and a narrative text to use metacognitive strategy and the result has shown that metacognitive strategy was improving students' reading comprehension including students with high and low proficiency in reading achievement.

However, the study about metacognitive strategy awareness seems rare. Nevertheless, in Indonesia only few studies are related to metacognitive strategy awareness in English text especially narrative text. Thus, this study is expected to fill the gap of the research of metacognitive strategy awareness, aims to find out participants' responses towards metacognitive strategy awareness when solve the problem in studying reading comprehension.

## **1.2 Research Questions**

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Some problems that can be identified in this study:

1. Does metacognitive reading strategy awareness help participants to understand the texts?
2. Which models are appropriate for participants in studying reading comprehension based on participants' statements?

### **1.3 Aims of the Study**

Based on the research questions, the purpose of this study are:

1. To find out how metcognitive reading strategy awareness help participants to understand the texts.
2. To reveal how participants solve the problem in studying reading comprehension.

### **1.4 The Scope of the Study**

The scope of this research is limited to the participants' statements about the narrative text given by the researcher and participants' strategy to solve their problem when reading comprehension.

### **1.5 Significance of the study**

The results of this study are expected to give significant contributions to the members especially for the members of English Literature Forum. The expected contributions are as follows:

#### *1. Theoretical Benefits*

The results of the study are expected to give the theoretical information to the researcher about the metacognitive reading strategy awareness in reading comprehension. In addition to provide the beginning of reference for the further researcher who interested in conducting the further researcher.

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## *2. Practical Benefits*

For practical benefits, the results of this study are expected to make a contribution to the areas of Department of English Education especially in English Literature Forum.

### **1.6 Clarification of Terms**

To avoid misunderstanding the term in this study, it is better to describe the meaning of them.

1. **Comprehension:** An ability to understand the meaning of something. (Oxford Dictionary, 2008).
2. **Narrative text:** Narrative text is a text contains problematic events, a crisis and resolutions of the problems (Gerot and Wignell, 1944)
3. **Reading:** The process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information (Anderson et al., 1985).
4. **Reading Comprehension:** The act of understanding the information presented in a text, it is an intentional, active interactive process that occurs before, during and after a person reads a particular piece of writing (Joelle, 2008)
5. **Text:** A book or other written or printed work, regarded in terms of its content rather than its physical form. (Oxford Dictionary, 2008).

### **1.7 The Organization of The Paper**

This research presented five chapters, they are:

#### **1. Chapter I**

##### **Introduction**

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Chapter I consists of introduction. Chapter I will present background, research questions, aims of the study, the scope of the study, significance of the study, clarifications of terms, and the organization of the paper.

## **2. Chapter II**

### **Theoretical Foundation**

Theoretical foundation will be presented in this chapter. The theories are from several experts and some related researches will be also presented in this chapter.

## **3. Chapter III**

### **Methodology**

The methodology, procedures and data analysis of the research will be presented in this chapter.

## **4. Chapter IV**

### **Data analysis, Findings, and Discussion**

The result of the research will be presented in this chapter after conducting the research and obtaining the data. This chapter contains the analysis of data analysis, findings, and discussion.

## **5. Chapter V**

### **Conclusions and Suggestions**

The Interpretation of the result of the research in chapter IV will be presented in this chapter. It also contains suggestions related with the research conducted.