CHAPTER I

INTRODUCTION

This chapter presents the research background, problem identification, research questions, research objectives, research significance, and research scope.

1.1. Research Background

Literacy basically means the capability to read and write. But there is no definite meaning because the meaning varies, and a more specific meaning is the ability to read and writing, and more rarely the definition refers to the ability to read, write, speak, and listen (Delgadova, 2015). Reasons for choosing reading and metacognitive strategy as an urgent topic are explained in the following section.

First, reading is one of the most basic skills that need to be understood, because reading is the basis of learning subjects in all sciences. Reading literacy plays an important role in improving individual abilities life; find higher education, find work, and support the growth of a country. A study shows that if a student's reading ability is low, it will automatically be difficult to learn other subjects (Wijayanti, 2020). Reading can improve self-development such as expanding knowledge of vocabulary and words, as well as developing grammatical understanding.

Reading also directly improves quality communication, presentation, leadership and socialization which in turn enhance one's personal brand.

Reading is a method in which the reader needs to generate meaning from a text. It is certain that reading plays a role as one of the most prime skills in improving students' language learning. Skills in obtaining information about texts are the key to success for readers who have good reading skills understanding. In ensuring understanding, a good reader must be able to relate the text to his own life, summarize information, draw conclusions, and be able to ask questions related to the text efficiently. In understanding a reading text, the reader must have the ability to link their background knowledge with linguistic knowledge (Rintaningrum & Aldous, 2017).

Based on the 2013 Curriculum, the objectives of learning to read are related to the understanding of text elements. Previous observations made earlier showed that reading comprehension was still a problem for seventh graders at the *Sekolah Menengah Pertama Negeri 2 Kubu* (hereinafter: SMPN 2 Kubu). The problems found in class VII students were 38% failed to get general theme or idea, 14% difficulty to found the specific information or ideas, 29% difficulty to relating pronouns to the nouns referred to and, 19% to understand the meaning of words or expressions contained in the **descriptive text of person** while the **descriptive text of procedure** the students in seventh grade 41% failed to get general theme or idea, 25% difficult to locate the specific information or ideas, 11% difficulty to relate pronouns to the nouns, 23% to understand the meaning of words or expressions, so the researcher targeted the students' reading comprehension by using metacognitive strategy in *SMP Negeri 2 Kubu*.

Second, metacognitive strategy studied in the proposed research is due to the effectiveness of metacognitive in improving the students' reading comprehension ability. For example, (Daguay-James & Bulusan, 2020) studied metacognitive strategies on reading English texts of 403 Filipino ESL freshman students taking up General English Course. This study used a sequential explanatory mixed methods design. There are two instruments used in this study. The first is a self-report questionnaire that measures students' strategies and etiquette in reading English texts and other references. The second instrument is a researcher-made interview protocol, consisting of four questions that point to determine the participants' familiarity with the metacognitive strategies they use before reading, during reading, and after reading.

Another studied from (Annury et al., 2021) they analyze metacognitive strategies in EFL reading comprehension. This research was conducted with 41 male and female EFL students with ten male students and thirty-three female students at UIN Walisongo Semarang. Data were analyzed quantitatively. With metacognitive reading strategies, students realize their goals. Therefore, they can monitor reading process, check their reading perception, strategize, evaluate the application of their strategy and after evaluation, adjust their strategy choices if necessary. Learners will be more provoked in using metacognitive strategies in reading comprehension through effective monitoring of the comprehension process which is studied important in developing reading skills.

The proposed research designed using Classroom Research. The

purpose of classroom research is to help teachers evaluate their effectiveness as teachers and to encourage intellectual stimulation and professional renewal. Classroom Action Research is an actual research method. Teacher research is determined by who does the research (a teacher), while Classroom Research is defined by the setting or place of data collection (Fang, 2007).

Another difference lies in the object of research. The studies above target students' reading comprehension, memory, motivation, self-confidence, and interest abilities. The proposed research target two research objects, namely 1) the implementation of reading comprehension through metacognitive strategy, 2) the students' reading comprehension ability of descriptive and procedure texts at *SMPN 2 Kubu.*

1.2. Problem Identification

Problems encountered in reading comprehension were identified at *SMPN 2 Kubu*. An English teacher was interviewed about students' problems in understanding descriptive and procedure texts at *SMPN 2 Kubu*. The problems faced by students in reading comprehension are as follows.

First, the students could not find the general theme after they finished reading the descriptive and procedure texts. The theme of the description or procedure is what the author wants to convey. In other words, the main idea of the description and/or procedure. Usually themes are threaded throughout the description and/or procedure.

Second, students also failed to find specific information contained in

the text. Specific ideas refer to the specific information conveyed by the author about the text. The cause of failure to find certain ideas may be due to lack of vocabulary.

Third, students also cannot provide the appropriate pronouns of the nouns represented in the text. Finding the appropriate pronoun is referred to as textual reference. The inability of students to match pronouns to the nouns they refer to may be due to the grammatical complexity of the text.

Fourth, some words and expressions do not know their literal meaning and/or implications by students. Students' inability to recognize the meaning of words and/or expressions may be related to poor vocabulary.

1.3. Research Questions

1.3.1. What are the steps in implementing metacognitive (PQRST) strategy in reading comprehension in *SMP Negeri 2 Kubu?;*

1.3.2. What are the students reading comprehension implemented through the metacognitive strategy in *SMP Negeri 2 Kubu*?

1.4. Research Objectives

1.4.1. General Objective. The general research objective was to analyze the steps and reading comprehension implemented through the metacognitive strategy in *SMP N 2 Kubu.*

1.4.2. Specific Objective. The specific objectives are 1) to be understanding the steps implemented through the metacognitive strategy, 2) to measure the students' reading comprehension through the metacognitive strategy in. *SMP N 2 Kubu.*

1.5. Research Significance

1.5.1. Theoretical Significance

The theoretical significance of this research is to improve reading performance through the metacognitive strategy in SMPN 2 Kubu.

1.5.2. For students

This research can improve reading competence through metacognitive strategy.

1.5.3. For EFL teachers

This research able to improve their performance in teaching reading comprehension through metacognitive strategy.

1.5.4. For other researchers

This research can use the proposed research to refine and replicate the results of the proposed research.

1.6. Research Scope

The proposed research focused on the seventh grade students in the academic year of 2021/2022 in *SMP Negeri 2 Kubu*. Moreover, this research limited to reading comprehension of descriptive and procedure texts carried out through metacognitive strategy in *SMP Negeri 2 Kubu.*