CHAPTER I

INTRODUCTION

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

1.1 Research Background

In teaching and learning English, there are four skills must be mastered namely reading, writing, listening, and speaking. When studying English, it is essential to focus on developing these four skills. The students engage in the four activities of listening, speaking, reading, and writing. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Moreover, reading is an integral component of language acquisition and should be practiced and improved upon throughout the target language study. Reading instruction should focus on ensuring that students understand the material they are reading as they continue their reading practice. They are required to read the text with correct pronunciation and determine the meaning of each word within the text and both of those things. According to Blachowicz and Ogle (2008), reading is a crucial process by which people acquire information and ideas from various sources, including but not limited to books, newspapers, manuals, letters, ads, and other things. It is clear that the students understand and can comprehend the meaning of the written materials they have read.

Reading is an excellent way for students to expand their knowledge and acquire new information. The purpose of reading is to understand the idea of the written text (Brevik, 2019; Yeboah, 2021). Reading helps students learn a language. Reading is a skill that teachers and students highly value. In addition, reading allows readers to unleash their imagination and gain creativity. Johnson (2008) explains that reading is the act of creating meaning in the text. Reading requires the use of background knowledge, vocabulary, and reader experience so that the reader can understand the text. The reader can understand the points reading the text. When the reader reads, they get information from the text and provide opportunities for students to identify the structure of the text and understand how the author develops the ideas(Erlina et al., 2018). Based on Latifa and Manan (2018)state that there are four indicators in reading namely, main idea, specific ideas, textual meanings, and textual references.

However, there are several difficulties faced by students in reading comprehension. According to Kilpatrick et al. (2019), the problems of reading comprehension are that poor readers have difficulties with high-level comprehension skills, which arise as a result of difficulties with the one word, and poor readers have difficulty with the syntactic and semantics of the text. Demonstrates that vocabulary knowledge posits fundamental knowledge for reading comprehension because vocabulary is regarded as the minimum semantic unit in reading comprehension (Dong et al., 2020; Gu, 2017).

In addition, vocabulary is essential for reading comprehension because readers cannot understand what they are reading without knowing the meaning of

most of the words (Zhang & Xiaoxi, 2022). Based on primary observation in SMPN 2 Payangan found that the students learn to summarize, find the word that mostly appears as a key to figuring out what the text is about and learn some reading strategies. Meanwhile, most students needed help understanding the main ideas, specific information, meanings of texts, and text references because of the weak, unknown vocabulary. Furthermore, the researcher found that the students become fearful cause of the long passage, which makes the whole text must read. It means that the students forget what they already learn, and sometimes the students need to be made aware of their reading strategies in the classroom.

Anderson (2002) in Yüksel et al. (2012) states that metacognitive awareness is readers' awareness, monitoring, and regulation of strategies while reading. Ghaithand El-Sanyoura (2019) state that a successful interaction of a host of reader specific factors such as; automaticity and fluency in text processing, vocabulary mastery, knowledge a positive reading self-concept, and the effective use of cognitive and metacognitive. Metacognition is one of the keys to comprehending some reading text. According to Muhid et al. (2020), strategies are regarded as "high-order executive skills that use knowledge of the cognitive process and constitute an attempt to regulate one's learning utilizing planning, monitoring, and evaluating. Metacognitive reading strategies, defined as metacognition, refers to thinking about thinking. It means the students systematically think about their goals during the learning process. Moreover, metacognitive reading strategies are appropriate strategies for better reading proficiency because they can help the

students monitor their cognition about their reading planning with the text (Muhid et al., 2020; Teng, 2020).

There are several previous study of research along the lines of this study. Ghaith and El- Sanyoura (2019) found that metacognitive reading strategies positively correlated with reading comprehension. Moreover, Sitepu (2018) has found a significant correlation between student vocabulary mastery and reading comprehension. A strong correlation explained that students' reading comprehension was influenced by their vocabulary mastery. Goyi et al. (2021) found a positive correlation between metacognitive reading strategies and vocabulary mastery on students' reading comprehension.

Moreover, based on the previous research focused on investigating the correlation between metacognitive reading strategies, vocabulary mastery, and reading comprehension. The previous research only focused to find weather those variables have relationship or not. Therefore, in this current research, the researcher would like to know how much the contribution of those variables. In addition , most of the previous research conducted at the senior high school or university. Meanwhile, the current research conducted for junior high school students.

Following the statement above, the researcher is interested in investigating how much metacognitive strategies and vocabulary mastery contribute to students reading comprehension of ninth-grade students in SMPN 2 Payangan in the academic year 2023/2024. The researcher chooses SMPN 2 Payangan as the setting of this study because the setting of the subject being investigated would occupy the data that this study needs. This study aims to know how much metacognitive

reading strategies and vocabulary mastery contribute simultaneously to students' reading comprehension of the ninth-grade students in SMPN 2 Payangan in the academic year 2023/ 2024.

1.2 Problem Identification

The research problem is an essential aspect of doing research. Scientific investigation begins with a problem that needs to solve by using a scientific method. Reading is an essential component of language acquisition and should be practiced and improved upon throughout the target language study. Based on the background of the study, students face several problems, such as most students need help understanding the main ideas, specific information, meanings of texts, and text references, because of the lack of unknown vocabulary and the students have less attention to the strategies that they used while reading some text. Therefore, there must be positive and significant contribution of metacognitive reading strategies to students' reading comprehension; there must be positive and significant contribution of vocabulary mastery to students' reading comprehension; and there must be positive and significant contribution of metacognitive reading strategies, vocabulary mastery, to students' reading comprehension.

1.3 Research Scope

The limits of research are fundamental to making the discussion of research issues more straightforward and specific. To avoid misunderstandings, it is essential to clarify the problem. This study investigates how much metacognitive reading

strategies, vocabulary mastery contributes to students' reading comprehension of the ninth-grade students. This research conducted in SMPN 2 Payangan. Moreover, students' reading comprehension and vocabulary mastery in this study are limited to recognize general information, specific information, text meanings, and references from short, simple descriptive texts describing famous places for reading comprehension and noun, pronoun, verb, adjective, adverb, and interjection for vocabulary mastery. Global Strategy (GLOB), Problem Solving Strategy (PROB), and Support Strategy (SUP) are the three subcategories of the metacognitive reading strategies that Mokhtari and Shoerey (2001) indicate are the subject of this study.

1.4 Research Questions

1) How much do metacognitive reading strategies contribute to students' reading comprehension of ninth- grade students in SMPN 2 Payangan in the academic year 2023/ 2024?

2) How much does vocabulary mastery contribute to students' reading comprehension in the ninth-grade students in SMPN 2 Payangan in the academic year 2023/ 2024?

3) How much do metacognitive reading strategies and vocabulary mastery simultaneously contribute to students' reading comprehension of the ninth-grade students in SMPN 2 Payangan in the academic year 2023/ 2024?

Research goals briefly explain what the research is trying to achieve. In addition, the purpose of the survey must be compatible with the background and survey questions already created for the survey. Scientific research on research should find scientific

solutions to answer previously formulated research problems. This research has a lot to do with scientific research. Following the research question above, this study aims to investigate how much metacognitive strategies contribute to students' reading comprehension. The second is to investigate how much vocabulary mastery contributes to students' reading comprehension of ninth grade students. The third is how much the contribution of metacognitive reading strategies and vocabulary mastery to students' reading comprehension of ninth- grade students in SMPN 2 Payangan in the academic year 2023/2024.

1.5 Research Significance

One practical consideration when conducting this study is the importance of the expected study results. In addition, scientific research needs to provide something meaningful above all else. This study addresses metacognitive reading strategies, vocabulary mastery, and reading comprehension of the ninth-grade students in SMPN 2 Payangan in the academic year 2023/2024. This study's results are expected to have theoretical and practical relevance to the field of study. Theoretically and practically, the current research results can present as follows.

1.6.1   Theoretical Significance

Theoretically, it is expected that learning how to proceed with research will spread the results and contribute to understanding as a beginner researcher. In addition, the results are expected to support the theoretical results of existing correlation theories,

especially the contribution of metacognitive reading strategies, vocabulary mastery, and students' reading comprehension. In addition, researchers hope that the results will be used in future research, become empirical results, and serve as a reference for future researchers conducting the same research title. In short, researchers hope this study will help other researchers fill in the necessary aspects, such as theoretical and empirical references.

1.6.2 Practical Significance

Practically, the results are likely useful for English teachers, students, and other researchers. This researcher expected that teachers could work collaboratively with the students to enhance creative and productive efforts for continuous improvement through various reading activities in school. Moreover, this research is expected to help the students to find productivity and ensure incremental improvement in the knowledge and understanding of metacognitive reading strategies, vocabulary mastery, and reading comprehension. The last is for other researchers; this research is expected to become a reference that can help future researchers improve and develop their research related to the correlation and contribution of the research variables: metacognitive reading strategies, vocabulary mastery, and reading comprehension.