CHAPTER I

INTRODUCTION

This chapter discusses about research context, research focus, research objectives, significant of study, definition of key term, and previous study.

A. Research Context

Reading is important skills in language because we can increase knowledge, experience, and also get more information. Now days, the government competes to promote a reading activity, like creating a reading envoy,in this case is Tantowi Yahya as Indonesian reading envoy. Reading is a way to know a new language[1]. The students can develop their skills to comprehend the meaning, recognize the word, and also interprenting what had been read.

The goal of reading instruction is to produce good readers who enjoy reading.[2] It mean that to be a good reader we have to understand the meaning of the text. Good readers also have a personal interaction with the author by correlating the text. Making meaning and correlate experiences are an essential part of reading comprehension.

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[1] Jeremy,Harmer,*How to Teach English*, (England Longman,2007)., 68.
[2] Lailatul Qomariyah,*The Effect Of Cooperative Strategy On Students Reading Comprehension of The Eleventh,Grade at SMA Tahfidz Pamekasan*, (Thesis STAIN PAMEKASAN, Pamekasan,2016)., 35.

Reading comprehension is an interactive process between the readers and text, to achieve an understanding of the content of the text or what the text tells about.[3] It means that comprehending the text is influence by the readers previous knowledge that they laying the text. Reading comprehension is an important factors that can affect the learning outcomes is to understand the text. Through reading, students can improve their behavior. Reading comprehension is an interactive process between the readers and text, to achieve an understanding of the content of the text or what the text tells about. It mean that comprehending the text is influence by the readers previous knowledge that they laying the text. Reading comprehension is an important factors that can affect the learning outcomes is to understand the text. Through reading, students can improve their behavior. Many students are still worried about learning reading skills in English. That happened when researchers conducted interviews with students at third semester of TBI IAIN Madura.Where the researcher asks student '' 1. whether you have ever experienced dificulties in reading comprehension ? The student answered " yes''. 2. Is there any effort from you to understand the reading text or just let it go ? The students answered. ''Yes, one of them is by looking up in the dictonary '' 3. Mention the efforts that can make you understand the reading text ?. The students answered '' looking up the meaning of dificult words in the dictonary in a text." 4. ''Have you ever corrected it again after

[3] David Nunan,*Second Teaching and Learning*. (Boston :Heinle and Publisher ,1999),.257

uderstanding text, to make sure it is correct ?'' the student answered ''Yes, I even often do it to make sure the text is correct or not.'' From the results of interviews conducted by researchers of students in English program.[4] Researchers found phenomena that occur in students understanding reading text using metacognitive startegy.

So that researchers are interested in researching the use of metacognitive strategies in reading comprehension, to know which types of metacognitive are often used and how students use metacognitive strategies in the learning process. Based on the phenomenon above, the researcher would like to researcher under the title the use of metacognitive strategies in reading comprehension at Third semester of TBI IAIN Madura.

B. Research Focus

The focus of research is research problems that arise in the process of research and formulation of response is expected through the research process. According Creswell research problem is a general educational issue, concern,or controversy addressed in research that narrow the topic.[5] Based on the background of the study above, the researcher will identify the research problem, as follow:

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[4] The Students at Third Semester of TBI IAIN Madura,Indirect interview.(15 April 2022)
[5] John W Creswell,*Educational Research,Planning,conducting and Evaluating Qualitative and Quantitative Research,Fourth Edition*,(Boston ;Pearson Education,2012,),. 16.

1. How do the students use metacognitive strategy in learning reading comprehension at Third semester 2022/2023 of TBI IAIN Madura ?

2. Which level of metacognitive strategy do students use in learning reading comprehension at Third semester 2022/2023 of TBI IAIN Madura?

C. Research Objective

Objective of the research is the formulation of sentences that to something that are gotten in the end of the study. John Creswell stated that research objective is a statement of intent used that species goal that investigator plan to achieve in study[6]. Based on the research problem above, researcher will be conducted:

1. To describe how do the students use metacognitive strategies in reading comprehension at third semester 2022/2023 of TBI IAIN Madura.

2. To describe which level of metacognitive strategies used by students in reading comprehension at third semester 2022/2023 of TBI IAIN Madura?

D. Significance of Research

Significance of study is describe the usefulness or urgency of research, both scientific use (Theoretical) and social use (practical).[7] Theoretically, this study is expected to be knowledge supremacy as an effort to improve

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[6] Creswell,Educational Research; 4th ed,82.
[7] Pedoman Karya Tulis Ilmiah ,Institut Agama Islam Negeri Madura (Pamekasan IAIN Madura,2021)

students English achievement, especially for the use metacognitive strategies in reading comprehension.

Practically, this study is to give some benefits to some elements as below:

1. For the English student

The research will give feedback for the students to increase their ability in reading comprehension.

2. For the other researcher

The research will be the previous study for the next researchers to conduct further research dealing with the related problem.

3. For the readers

The research can make them have a good experience to learn and confidence to do something, beside that can add their knowledge in reading.

E. **Definition of Key Terms**

Creswell states that a research begin by narrowing the topic to some key terms used one or two words or shot phrase.[8] To avoid misunderstanding about the topic the researcher states some definition of key term as follow:

1. Students learning strategies

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[8] Creswell, *Educational Research*, 4 th ed, 82.

Students learning strategies are activities from the learners to learn reading and they apply the learning strategies to make easier in acquiring learning result. A simple definition is an activity attempted by learner to study about subjects or knowledge.

2. Metacognitive Strategies

Metacognitive is knowledge and understand of own cognitive processes and abilities and those of others, as well as regulation of these processes. Metacognitive strategies, O'Malley means strategies applied to plan for learning and thinking about the learning process, monitoring, production and comprehension as well as evaluating after the completion an activity.

3. Reading Comprehension

A prevalent and current views is that comprehension is a special kind of thinking while reading comprehension is a successful reader to comprehend the written text by actively cunstructing meaning from interacting with the material that is read.

F. **Previous Study**

In this part, previous study is the important thing to describe and differentiate between this research and other research. Here are some of the previous study that will be explained by the researcher.

There are many researcher who discussed about strategy in learning process. Discussing about strategy is not enough with one topic because there are many kind of strategy in learning process that used by the students in learning process especially for an English students. These are the study that related with this study had been studuied by Lasma Dwina Rosmalianti Tulusita, Ade Hidayat, and Ridwan Nafiulfaqih.

The first previous study is about''*Metacognitive strategy training to promote students' speaking skill''*.This reseacrh was conducted to find out how the students active engagement in metacognitive strategy training affect students speaking achievement.[9] The finding of the study show three important results.The first result of the data analysis showed that the aspects of speaking were promoted as the higher,based on the students achievements,metacognitive strategy training promoted their speaking performance mainly in vocabulary and comprehension.

The second previous study is about*'' Metacognitive Strategy Used In English Speaking Performancae by Hospitality Students of Vocational High School.'*[10]*'*This study conducted to know metacognitive strategies in term of centering learning were used by the students of vocational high school during learning process and their speaking performance. The data were collected through observation, interview and speaking rubic. This

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[9] Tulusita,Metacognitive Strategy Training to Promote Students Speaking Skill.
[10] Ridwan Nafiul Faqih,*Metacognitive Strategy Used in English Speaking Performence By Hospitally Students of Vocational High School.*,(RETAIN 6 ,2018).

study was conducted qualitativaly which is descreibe in the form of word. The researcher involved ten students of hopitally mayor as the subject of the study since descriptive qualitative research and the use of this strategy should be analyzed personally or in-depth analysis. The second result showed that students mostly used the strategy of centering learning in metacognitive strategies in various ways to overcome their difficulties during learning and delivering the presentation proccesses in the classroom and to occomplish the task given by the teacher.

The third previous study *about'' Sudents Metacognitive Strategies in Learning English (A Description Study at Second Year Students of SMAN 5 Kota Bengkulu*)The research found that students proportions in metacognitive strategy were ;34,47% strategy in planning learing activities and behaviors 32,10% strategy monitoring the learning process ;33,16 % in strategy in evaluating the learning that have been occured. The third result all metacognitive aspect was in "Moderate'' Predicate. The means scores of each strategy are planning 3,32 in which the most preferred aspect was ability analysis, monitoring 3,07 in which the most preferred aspect was waching their friends activities too help them decide what to do and evaluating 3,17 in which the preferred aspect was appraisal. The othr same point of this research is the strategy usd by researcher.[11]

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[11] *Ade Hidayat,Students Metacognitve Strategies in Learning English*,(A description Study at Second Year Students of SMAN 5 Kota Bnegkulu),(University of Bengkulu,2014)

Based on the previous study above, the similarity the three previous study is discuss about the metacognitive strategy. The first previous study is about the metacognitive strategy training promote students speking skill. The second previous study metacognitive strategy is about metaconitive strategy used in English speaking performance. The third previous study is about metacognitive strategy is about students metacognitive strategies in learning English.While the different of this reseacrh ia approach and the way to collect the data.The approach of the previous study used quantitave and qualitative while the research uses qualitative approach. Another is the way collect that data,the previous research uses distribution a set of questionare and interview. While this research uses observation , and documentation.