

## **CHAPTER I**

### **INTRODUCTION**

This chapter describes the background of the study, diagnosis of the class problems, delimitation of the problems, formulation of the problems, objectives of the classroom action research, and significance of the research.

#### **A. Background of the Study**

Reading is an important skill in our daily life because it gives many advantages for life. We are able to get information from its written words. Through reading, we can obtain plenty of information which can expand our knowledge. Heilman, Blair, & Rupley (1981:2) argued that reading can be defined as a thinking process and it can be a communicative skill. Further, they defined reading as an interacting process with the language in the printed page. By reading, students learned much of what they need to know for their different subjects. Reading helps the students to develop their critical thinking and finally it influences the success of their academic achievement. The success of teaching and learning process in or out of the classroom is influenced by reading habit.

Reading is one of the four basic skills which should be mastered by the English learners or students. Reading is a skill that is tested in the national examination. In accordance with the development of high quality human career in teaching and learning field and the students' growing need for passing the national examination for English as a second or as a foreign language, reading gains a special focus. To be able to get a good mark in the national examination, the

students have to be able to answer 15 items of multiple choice questions for the listening test and 35 items of multiple choice questions for reading.

The National Education Standards Agency (2006) mentions that the aim of English subject taught in senior high school (SMA/MA) is to improve communication competence both in spoken or written form to get functional literacy. In addition, one of the scopes of English subject in this level is related to discourse ability, i.e. the ability to comprehend and/or produce text, orally and/or in written, which is realised in the form of integrated skills, for instance listening, speaking, reading, and writing.

In regard to my experience as an English teacher since 2004, low reading comprehension is the most influential factor that affects the students' performance in their reading class. This is also the case occurring in the school where I have taught since 2006, SMA Muhammadiyah 1 Yogyakarta. . In this school, not only is the students' reading comprehension low, their motivation is also difficult to sustain. Thus, most of the students have low score in reading.

Based on my observation, my students in XI IPS 2 class tended to ignore the importance of critical thinking and reading. When my collaborator taught them the types of text, their motivation to answer the reading exercises was low. They did not perform well in answering either the multiple choice items or the essay exercises. The teaching and learning process was unsuccessful. I wrote a vignette regarding the teaching and learning process in XI IPS 2 as the basis for finding problems. Some of the problems found earlier happened, then my collaborator discussed how to solve them.

SMA Muhammadiyah 1 Yogyakarta has implemented the 2013 Curriculum since the 2012/2013 academic year. This school is a pilot school for the implementation of the 2013 Curriculum. The followings are the data on the Social Program students' national examination scores in English subject in 2012 to 2018 period.

Table 1. Students' English Scores in 2012 – 2016 National Examination

<b>Year</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Average	70.40	70.39	50.90	61.82	56.32	60.58	65.07
Maximum	90.10	90.10	90.20	91.70	84.00	86.00	94.00
Minimum	50.50	50.50	30.00	13.77	24.00	30.00	34.00

As shown in the above data, the students' scores from 2015 to 2016 was getting lower and lower in average. On the other hand, their scores from 2016 to 2017 increased as the teacher taught them using a certain strategy, namely the metacognitive strategy. Metacognitive strategy builds the students' regulations and guides them in developing a good flow of thinking as well as providing instructions on what to do with their reading text.

Reading comprehension plays a pivotal role in determining the students' success in their English national examination. There are 35 items for reading section in English national examination. The standard of this examination is clearly stated in Graduate Competence Standard (GCS) set by the Regulation of the Minister of Education and Culture Number 54 Year 2013. GCS is the qualification criteria for the students to be considered competent in three domains, namely knowledge, attitude, and skill. GCS is supposed to be the main trigger to

develop the other seven standards, including the standards of content, process, assessment, educator and education personnel, facility and infrastructure, management, and funding. The scope of Graduate Competence Standards is presented as follows:

Table 2. Graduate Competence Standards

<b>GRADUATE COMPETENCE STANDARDS FOR SENIOR HIGH SCHOOLS IN THE 2013 CURRICULUM</b>	
<b>Attitude</b>	<i>Memiliki [melalui menerima, menjalankan, menghargai, menghayati, mengamalkan] perilaku yang mencerminkan sikap orang beriman, berakhlak mulia [jujur, santun, peduli, disiplin, demokratis, patriotik], percayadiri, dan bertanggungjawab dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan dirinya sebagai cerminan bangsa dalam pergaulan dunia</i>
<b>Skill</b>	<i>Memiliki [melalui mengamati, menanya, mencoba, mengolah, menyaji, menalar, mencipta] kemampuan pikir dan tindak yang efektif dan kreatif dalam ranah abstrak dan konkret sebagai pengembangan dari yang dipelajari di sekolah secara mandiri [pada bidang kajian spesifik] sesuai dengan bakat dan minatnya</i>
<b>Knowledge</b>	<i>Memiliki [melalui mengetahui, memahami, menerapkan, menganalisis, mengevaluasi] pengetahuan prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dalam wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian [pada bidang kajian spesifik] sesuai bakat dan minatnya</i>

Many students faced various challenges in their reading comprehension due to diverse factors: low motivation, lack of confidence, immaturity, etc. However, these students have developed the necessary cognitive capabilities to be able to process abstract and other higher order thinking concepts for senior high school students are adolescence. Adolescence is a time of “interactions between biological, behavioral, and social domains”; it is the transitioning period to adulthood (Dahl, 2004, 10). Those challenges existed in XI IPS 2 class in the 2016/ 2017 academic year., For instance, the students’ motivation was low, they

were not confident enough to answer questions that were more complicated, they needed quite a long time to answer the questions, and the teacher him/herself often had to provide the answer for some questions for no students answered those questions.

Therefore, it is clear that a large number of students had poor reading comprehension skill, indicating that they needed more reading enhancement. This problem also happened to be the case among students in XI IPS 2class. Based on my observation in this class, some students lacked ability to guess the meaning of words from the context, causing them to not master the vocabularies in the text. The students were lazy to find and memorize the meaning of the words. . I wrote from my vignette. Problems in reading comprehension were caused by several factors: lack of vocabulary knowledge, low motivation in reading, and the absence of reading strategy.

**The teacher gave explanation** and had already checked after the students read the text. She explained, “The generic structures of an explanation text are a title that identifies the topic to be explained, an opening statement that identifies the process to be explained, a clear order of paragraphs that describes how and why, a concluding paragraph that puts all the information together, and finally, a visual text (a labeled image).....**When the teacher gave information and a bit explanation, the students did not pay careful attention, especially the boys who sat at the back. When the teacher tried to check the student’s answer, she just waited for them to answer and actually, she ended up answering her questions by herself.**

The vignette was taken on 20 February, 2017

Figure 1. Short-cut of vignette 1

That was what happened in SMA Muhammadiyah 1 Yogyakarta in XI IPS 2 class with 37 students (21 boys and 16 girls). The students needed a specific method that could build their motivation to understand the text. As we know from the 2013 Curriculum, every core competence has many texts as the main material to be covered. The students did not have any strategy to help themselves to understand the reading test. When the teacher gave them questions based on the text, they did not focus on how to answer it well. They needed someone else to help them to answer the questions by cheating for they did not have self-regulation on how to answer the questions. Self-regulation was their own regulation to have a strategy to understand that text. They tended to ignore and give incorrect answers.

Based on the problems stated above, the teacher needs to apply an appropriate strategy that can solve the problems. Brown (2001:7) states that teaching is guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning. Learning English for reading comprehension is not only learning the structure and the functions from the text but also how to understand the text using critical thinking from scopes and point of views. Reading comprehension requires the use of strategies before, during, and after reading. The teacher was able to set the reading purposes from their lesson plan, and created a collection of working strategies that effectively used a set of strategies of new texts and new tasks.

An appropriate strategy was needed to solve the problems and empowered with psychological test that gave information about the students'

general ability, personality, and passion in learning. There were 37 students participating in the psychology test. They had answered questions that were designed to indicate their general personality, work attitude, and interest tendency. The instruments of student psychological test used were both in written and spoken form. They gained the highest score for language understanding with 122 score, while the highest score for practical concrete thinking was 117 score, 109 for intelligence, and 108 for logical thinking.

From their personality test result, some parts of the interpretation were emotional stability, social maturity, and responsibility. All students were of “average” category in all the three aforementioned aspects. Another discussion regarding their ability was related to work attitude. The results of the students’ test on work attitude were mainly categorized as “average” as well.

Table 3. The Results of Students’ Psychology Test

No.	Number of Students by Sex	Average of General Ability Test	Total Number of General Ability Category					Total Number of Personality Test			Total Number of Work Attitude Category		Total
			1	2	3	4	5	2	3	4	2	3	
1.	21 boys	97,809											
	K		0	1	1	6	1	0	0	0	3	0	12
	S-		0	2	0	3	0	1	1	8	1	2	64
	S		25	16	10	21	26	2	3	25	7	28	163
	B		0	8	8	0	3	0	0	0	0	1	20
	BS		0	0	2	0	0	0	0	0	0	0	2
	S+		4	3	6	2	1	0	0	0	0	2	18
2.	16 girls	107,312											

K	1	0	1	1	0	0	0	0	0	4	7
S-	4	0	0	2	2	1	1	4	1	1	59
S	9	10	7	12	11	1	2	13	1	12	78
S+	3	3	2	2	0	0	0	0	1	0	11
B	0	4	4	0	3	0	0	0	0	0	11

General ability and its category present an interpretation of intelligence, practical concrete thinking, language understanding, logical thinking, and abstraction ability. General ability is included in metacognition which can build one's own ability. Metacognition is self-awareness or self-regulation that can be built from human's intelligence. It is related to how to make humans have concrete thinking and implement it in learning, possess a good language understanding, show logical thinking in identifying whether something is logical or not, and demonstrate high abstraction ability.

Personality has a dominant role in interpreting emotional ability, social maturity, and responsibility. There are only three interpretations to build metacognition. Why are there only three interpretations for personality? Because these three interpretations are needed for metacognition area. The other numbers like number 1 and 5 category are not related to metacognitive area.

Then, there are two abilities that support metacognitive area, namely systemic work of attitude and tendency of interest which focus on interest in literacy activity. In a complete formation, there are more than four abilities taken from the students' psychology test. The writer asked for specific information regarding the metacognition area. The psychology consultant from Primasindo



states that those abilities are closely related to metacognition area. The statement of the psychology expert from Primasindo Center is presented below.

From the data taken from Primasindo Center of Applied Psychology, which cooperated with SMA Muhammadiyah 1 Yogyakarta, especially with the Guidance and Counseling staff, the students of XI IPS 2 needed more attention for their self-awareness to reach their own target. They had good language understanding, but they did not know how to use their potential in language understanding, their logical thinking, intelligence, or abstraction ability.

On 16 August 2017 at 08.04 a.m., I interviewed Mrs. Titi Pratiwi Widyaningsih, S.Psi., a psychologist in Primasindo who explained that the items supporting the use of metacognitive strategy in the students' learning process were work attitude and personality. The work attitude consists of systematic of work and personality comprised of emotional stability, social maturity, and responsibility.

If the students have adequate high work attitude and personality, it indicates that their potential to use metacognition ability is recommended. Mostly, their abstraction ability is in good category, while their language understanding is in excellent category.

## **B. Diagnosis of the Class Problems**

English is an essential school subject for Senior High School students since it becomes one of national final examination subjects in Indonesia. Generally, students who will have a reading comprehension test feel worried and fear that they

will fail the test. It is the duty of the English teacher to prepare his/her students as early as possible to face the national examination. From the first vignette, the researcher observed that the aspects affecting the students' low reading comprehension were lack of confidence in doing the reading test, incapability to solution for a problem, and inadequate vocabulary knowledge. These students are in their own world, beyond the teacher's expectation in which the students are expected to be a bit more serious in their reading activities.

#### Vignette

Day / Date : Monday, 20 February 2017  
Time : 11.00 - 13.30  
Room : Class XI IIS 2

*The teacher came to the classroom after the bell rang at 11.00 a.m. on 20 February 2017. Some students sat on their own chairs, some of them were joking and chatting with their friends, and they shouted a bit when they knew that the teacher entered the classroom. She stood in front of the class and greeted them. "Well, good afternoon everybody?". The students in choir answered, "Afternoon Ma'am". **Few students at the corner didn't answer**, so, the teacher repeated her greeting, "Good afternoon everybody?" with her sharp glance of eyes to one of the boy students, and he answered: "I'm fine" with a slower tone. "Fine". Then, the teacher joked by saying that he probably had nolunch yet so that he had no spirit to answer her greeting loudly. The students replied, "We have not had our lunch yetMa'am." The teacher replied again, " You may have your break time after one hour lesson as usual, we will have two lesson hour, forty five minutes each, and it will be continued with a break for Dhuhur prayer.I hope you will come again to this class after the second break at 1 p.m. Are you okay with this?"The students replied, "Okay." Then the teachergave the students information and also motivation to continue the lesson.*

***"Now, we will learn about an explanation text in your book on page 99. In the last meeting, we have discussed about the definition, the generic structures or patterns of this text, and the language features used in this text. Now open your book and read the text carefully"***.

*When the students read the text carefully, the teacher waited while sitting down in the her chair. She gave the students 15 minutes to read the text. After the time was up, she checked the students's understanding by asking them some questions related to the text: What is a report text? What are the generic structures of this text? How to differentiate it from an explanation text?. Further, she also guided the students to do the vocabulary task*

provided.

**The teacher gave an explanation** and checked the students' understanding after they read the text. She said, "The generic structures of an explanation text are a title that identifies the topic to be explained, an opening statement that identifies the process to be explained, a clear order of paragraphs that describe how and why, a concluding paragraph that puts all the information together, and finally, a visual text (a labeled image). The definition of an explanation text is used to describe how or why a certain phenomenon happens. It is as a result of systematic observation and analysis". She gave a brief explanation regarding the generic structures and the definition of a report text. **When the teacher gave information and a bit explanation, the students did not pay attention, especially the boys who sat at the back. When the teacher tried to check the students' answers, she just waited them to answer and eventually she answered her questions by her self.**

After the question and answer session, they started to do the exercises on the Pre-Activity. On page 100, there were four activities: Pre-Activity, Building Block, Reading Activity, and Exercises. The students were instructed to do the Pre-Activity. They discussed the following questions:

1. Have you ever witnessed an earthquake? What effect did it have on you?
2. Why is an earthquake considered as the most deadly natural hazard?
3. Did you notice anything specific about the way this text is written?
4. What kind of text is this?

Explanation text is a non-fiction text that is used to describe how or why something happens. It usually includes a sequence of events (explaining how) and provides reasons for a process or phenomenon (why).

For examples:

- Rain
- The water cycle
- Earthquakes

The types of explanation text are categorized according to the types of process they describe.

The teacher had conducted a building block activity by answering the questions together with the students. The questions were repeated and answered by the students. Based on my observation, **the students had a lot of in answering those questions. Their answer sheets were still blank, especially the answer sheets of the students sitting at the back chair.**

This condition made teacher consider changing the students' sitting arrangement in the middle of the situation. She instructed that the students make a group of four to make those sitting at the back pay more attention to the lesson.

As soon as the students did what the teacher instructed them to do, the teacher continued the lesson by giving a a discussion topic on an explanation text. The teacher instructed the students to find an example of explanation texts in the Internet using their gadget and analyze the linguistic features used in that text such as the tenses, technical terms, action verbs, etc.

*The followings are questions that must be answered by the students based on the text on page 106:*

- 1. What is a volcano according to the text?*
- 2. Which part is pushed up through the top of the tube?*
- 3. What happened when a crack is formed in the crust of the earth?*
- 4. What is magma based on the text?*
- 5. What had happenend in the fact?*

*Those activities had been done, and the teacher gave a closing greeting when the time was up. She said, "Do not forget to do your homework, and see you in the next meeting."*

*The teacher ended the class by saying "Alhamdulillahrobbil 'Alamiin and Wassalamualaikum w.w."*

Figure 2. Vignette of Class Teaching before Doing AR

Based on the data presented in the Vignette above, there were many problems related to the efforts in helping students:

1. There were some students being demotivated in improving their reading comprehension

Compared to the other XI classes, the XI IPS class needed moretriggers for raising and improving their reading comprehension. When the researcher came to this class to observe the teaching and learning process before doing the research, many students could not give correct answers to the teacher's questions, indicating thattheir understanding and comprehension were still low.

2. Most of the students lacked confidence in doing the reading test and they tended to be reluctant in doing reading exercises.

Based on the note of my collaborator, some students who sat at the back were not confidence enough to do the reading test, and they did the reading exercise reluctantly. This was caused by either the high difficulty level of the questions or the low motivation of the students themselves.

3. The interaction between the students and the teacher in the teaching and learning process of reading was low.

When the teacher gave the students questions about the text, they did not respond to it well, either in written or orally. The teacher had to find a trick and method to build the students' motivation. This was one of the obstacles that the teacher had to deal with in every lesson.

4. The students had low reading comprehension.
5. The students needed a trigger to get a good motivation for reading.
6. The result of the national examination on English subject this year was lower than that of the last year.
7. Few students struggled with inadequacy of vocabulary knowledge
8. The students had poor reading performance and action.
9. Most of them did not know how to solve problems in reading comprehension.

In a preliminary study carried out from February to May 2017, I interviewed the English teacher and discussed other supporting data such as the students' characteristics and motivation in reading. I once was teaching the class which was observed by my collaborator to identify detailed problems in the practice of English teaching in the classroom. After the teaching and learning process, I had a discussion with my collaborator. The instructional process in XI IPS2 class can be described in the vignette above.

### **C. Delimitation of the Problems**

Due to many problems related to the instruction process that I had identified earlier, choosing the metacognitive strategy to enhance students' reading comprehension is the main focus for this research. This study is limited only on improving students' comprehension in reading using the metacognitive strategy. Metacognitive strategy is a strategy for helping students to have self-awareness and self-regulation. Reading comprehension requires self-awareness to understand the meaning of the text. Self-awareness is a part of the metacognitive strategy in learning reading. The students know what they want to do with thwritten text

### **D. Formulation of the Problems**

The background of the study, the identification, and delimitation of the problems above have guided me to formulate the research problem as “ How the students reading comprehension can be enhanced by implementing the metacognitive strategy?”

### **E. Objectives of the Action Research**

The study is aimed to know how to enhance student's reading comprehension using the metacognitive strategy, how the process of learning is , and how metacognitive strategy can enhance students' reading comprehension.

### **F. Significance of the Research**

For English education studies, the results of this research is expected to

1. be useful as a reference for other researchers in enhancing students' reading comprehension, and
2. be useful for further research about using metacognitive strategy to enhance reading comprehension.

For the teacher, the results of this research is expected to

1. be used as a guide in enhancing students' reading comprehension using the metacognitive strategy.
2. be a reference for English teachers to develop an innovative teaching method that can be implemented in their classroom.

For the students, the results of this research is expected to:

1. help them use the metacognitive strategy to comprehend their reading through text,
2. build their self-regulation and self-awareness that are useful for comprehending a reading text, and
3. help them know what they will do after the teacher gives a text.

## **CHAPTER II**