CHAPTER I

INTRODUCTION

This chapter describes about the Background of the Study, the Reason for Choosing the Topic, the Research Question, the Objective of the Study, the Hypotheses, the Limitation of the Study, the Significances of the Study, the Definition of the Key Terms, and the Outline of the Study.

1.1 The Background of the Study

English has been well-known as one of international languages. As an international language, it is used widely around the world. For example, it is used in international events like conferences, olimpics, competitions, etc. where people who come from non-English speaking country must use it as main language to communicate. Therefore, it plays an important role on other elements such as bussiness, economy and even education. For education, it has been known that it is categorized as important subject. Students are usually required to master it at their learning process. Even in Indonesia, it is one of the subjects which is tested on National Exam (UN). It means that it must be included into one of the crucial lessons to be learnt.

There are four language skills that must be acquired by the students i.e. listening, reading, speaking and writing when learning English. As asserted by Brown (2004), all language users perform the acts these skills. They of course rely on their underlying competence in order to accomplish these performances. All

skills are usually need to be improved together in order to acquire a better English. For example, to represent a story of a narrative text, student need a good reading comprehension skill to get all thoughts or main points of a narrative text. Then, they have to proceed it into a good writing skill or speaking skill in order to make teacher or other students know how the content of a text is. From that example, this study will try to focus on students' reading comprehension skill.

According to McDonell (2006), reading is a decoding process for the purpose of extraction of meaning from written texts. It is simply an activity of how readers get information from a text. Seng & Fatimah (2006) in a Foreign Language book proposed that for L1 or L2 context, reading includes readers, texts, and the interaction between readers and texts. Meanwhile, the texts are usually constructed by writers' thought. The problems appear when readers can not get the writer's thought on the texts and misunderstanding what happens in readers' mind. This misunderstanding will be a serious problem that affect to build a basic knowledge of a text and other things related to the text. This problem, of course slows down the students' progress on learning English. Meanwhile, English has so many genre of texts, and each text has different purpose and content.

One genre of a text that is taught in the eight grade is narrative. Narrative is well known as a text that tells story like fairytales, fables, legends, etc. To understand about the content of narrative text, as to understand other texts, students need to know the basic knowledge about the written story. It indeed is easier if they have ever heard the story before. On the contrary, they will put more

efforts to comprehend if the story is something new to them. To help them comprehend better in reading an English text, some strategies are really needed in teaching learning English. Therefore, this study tried to know the effectiveness of metacognitive strategy in teaching English to help them improve their reading comprehension to be better.

Flavell (2004) defines metacognition as an activity used to regulate to some extent of cognitive creativity. While Anderson (2002) defines metacognition as thinking about thinking. Therefore, this study will be applied by trigerring students to a new knowledge with questions which are related to their basic knowledge to make them start their cognitive way that is named as planning and this study will follow it with other cognitive ways like monitoring and evaluating. This strategy will help them better on comprehending text according to some researches who have done the same research topic on the other schools. Due to the succesfull fact about this strategy, in this study it applied to eight graders' at one of the state junior high schools in Purwodadi.

The school will not be stated clearly and its identity is hidden because basically this research is a comparative study between control and treatment class and if the result shows significant difference then it is not wise to claim that a treatment group is better than a control group.

1.2   The Reason for Choosing the Topic

Reading is important because it is one of the main skills to get information in learning English. Most of the information is written on a text. However, a text

usually has implicit and explicit meaning which must be extracted from the text itself. As English learners, students have some difficulties on extracting implicit meaning of a text and it could be worsen if they misunderstand while read the text. Especially in narrative text which taught in junior high school as one of genres. This amusing text can attract the students with its fairy tales and make them curious about the plot. Therefore, a deeply understanding required to avoid misunderstanding while they interpret the story. In order to solve this problem, this study will try to apply metacognitive strategy to eight graders' at one of the state junior high schools in Purwodadi which has been regarded as one of sufficient elements in successful language learning, moreover to help them better in comprehending a text.

1.3 The Research Question

There is one research question which is formulated in this study:

Is the use of metacognitive strategy effective to improve eight graders' reading comprehension of narrative text at one of the state junior high schools in Purwodadi in the academic year 2016/2017?

1.4 The Objective of the Study

In accordance with the problem question, the objective of this study is:

To find out whether metacognitive strategy is effective or not to improve eight graders' reading comprehension of narrative text at one of the state junior high schools in Purwodadi in the academic year 2016/2017.

1.5   The Hypotheses

There were two hypotheses of this study. Both hypotheses based on the results of students on a given test (as instrument). After being given a treatment, students who have been treated by using metacognitive strategy measured to know whether their results get better or even no significance improvement at all on their score. Moreover, hypotheses is based on variable X and Y. In this study, variable X is represented by metacognitive strategy and variable Y is represented by students' reading comprehension. As a result, the hypotheses of this study are:

Null Hypotheses (H_o): There is no significant difference in the eight graders' narrative reading comprehension mean score result between a treatment group which is using metacognitive strategy and a control group which is not using it.

Alternative Hypotheses (H_a): There is a significant difference in the eight graders' narrative reading comprehension mean score result between a treatment group which is using metacognitive strategy and a control group which is not using it.

1.6   The Limitation of the Study

This study is limited into some points as follows:

a. Used Strategy

This study will use metacognitive strategy. It is expected much to help student on having their reading comprehension on narrative text better.

b. Selected Class

This study will be applied only to one class of eight graders' at one of the state junior high schools in Purwodadi in the academic year 2016/2017.

c. Aimed Skill

This study will be expected to improve students' reading skill better. In fact, it will be expected to facilitate their comprehension on narrative text better.

1.7 The Significances of the Study

The significances which are obtained in this study are as follows:

1. Pedagogically

   a. For Students

   This study will create such a student-centered environment among students, because metacognitive strategy has ways that will make students engaged and active. At last, there are many benefits to build students' characters from this student-centered environment.

   b. For Teachers

   This study can also conduct to help educators in every level even subject of study to find a good strategy in teaching reading. Moreover, it can be such an inspiration for teachers to use metacognitive strategy in helping students in their learning process.

c. For Further Researcher

The result of this study hopefully will give some advantages for further researcher as a reference and empirical evidence.

2. Practically

a. For Teachers

The results of this research are expected to give information to the English teachers, especially in guiding students to read text effective way. Metacognitive strategy can be used as an alternative strategy which can make students active in reading English.

b. For Students

The use of metacognitive strategy in reading can make students more enjoy in doing their tasks associated with the reading materials and it is also hoped to make them able to identify the specific information in various types of reading texts through metacognitive strategy. Therefore, hopefully it can increase students' quality in reading comprehension.

c. For School

The result of this study could determine how effective metacognitive is at a researched school. If the student's reading comprehension can be improved, it means that the quality can also be improved for both the students and eventually for the school.

1.8   The Definition of the Key Terms

To avoid ambiguity, the used term will be defined as follows:

a. Metacogitive Strategy

Gersten et al. (2001) defined that metacognitive strategy refers to a strategy that could manage and control some cognitive activities and evaluate whether it succeed or not. Anderson (2002) simply added it is such thinking about thinking. Since then, some strategies were developed to build metacognitve awareness in students by giving them methods on how to monitor their comprehension. The relationship between metacognitive strategy to the reading process is readers have to perform construction in terms of awareness and control on text comprehension since the purpose of reading is to understand the content of a text as what Kuhn (2000) stated.

b. Reading Comprehension

Grabe et al. (2002) defined that reading comprehension as the ability to understand information in a text and interpret it appropriately. It is also known as the main important part of reading because it is such a peak of skill that any readers should reach. The better they comprehend, the better they reading will be.

c. Narrative Text

Anderson and Anderson (2003a) explains that a narrative is a text that tells a story and in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem.

1.9   The Outline of the Study

The outline of this study are used to make readers easier to read it. This study is consisted of three chapters. They are as follows:

Chapter I covers introduction which consists of some sub chapters. The background of the study, the reason for choosing the topic, the research question, the objective of the study, the hypotheses, the limitation of the study, the significances of the study, the definition of the key terms, and the outline of the study are things that is explained in this chapter.

Chapter II is about review of related literature. This chapter has general concept of reading, teaching English for junior high school, narrative text, concept of metacognitive strategy, and the reviews of related studies.

Chapter III consists of the research method. This chapter explains the research design, the subject of the study, the variables of the research, the research instrument, the validity and reliability of the research instrument, the procedure of data collection, the scoring technique, and the procedure of data analysis.

Chapter IV explains the Subject of the Study, the Validity and Reliability Instrument, The Experiment, the Discussion of the Research Result.

Chapter V presents Conclusion and Suggestions about research which was conducted and explained in the previous chapter.