

CHAPTER 1

INTRODUCTION

1.1 Research Background

Studies in metacognition have drawn attention to the way the learner processes the sub-routines involved in a task and relies on a control mechanism to oversee all the activities being carried out (Flavell, 1970). The term metacognition has been introduced to refer to 'individuals' ability to understand and manipulate their own cognitive processes' (Reeve & Brown, 1985).

Metacognition encompasses the notion of awareness on the learner's part, an awareness of one's own functioning, and the ability to regulate this functioning. It has been proposed as a factor in the study of complex cognitive processes. Metacognition focusses on the learner's processing of the variables that are involved in any task where cognitive functioning takes place, and includes knowledge states and control procedures which are strategic, that is, involving processes or rules that underlie performance on those cognitive tasks. These procedures include many activities necessary for success on problem solving tasks. Thus, understanding what is required in a task, appreciating one's own capabilities, planning strategies to reach a goal, and monitoring these activities, are all activities that seem to be involved in a construct such as metacognition. An understanding of how all these processes work when an individual is faced with a problem solving task is the goal of much metacognition research. Poor performance in problem solving is thought to be related to inability to control

one's own processing (Reeve & Brown, 1985). The task that is the focus of this study is reading, which is particularly appropriate as a domain for the investigation of metacognition.

Flavell (1979: 907) covers two types of metacognition, namely (1) knowing that one knows about something that is called metacognitive knowledge and (2) knowing that one is using what he knows (his knowledge) into actions that is called metacognitive experience. Metacognitive knowledge and metacognitive experiences have differences only in their content and function, not in their form or quality. As a matter of fact, both metacognitive knowledge and metacognitive experience are knowing that one knows.

According to Flavell (1979), the use of “knowing” here is the awareness of him that applying his knowledge in the form of behavioral action, what he is aware of something that he does and others. If metacognitive knowledge is entering consciousness (awareness) in our brain, whereas metacognitive experience is activating what strategies used in achieving our aim and also we really know and understand how to do the best in achieving our aim.

Metacognition often occurs in situations when learners become aware of the fact that their cognition, their ability to comprehend something has failed them, for example, not being able to understand some information or a formula, and that they have work to do to make sense of it.

Furthermore, Reading is a complex cognitive processes of decoding symbols for the intention of deriving meaning and constructing meaning from a text which will produce a comprehension. Good reading can be helpful to obtain

the current information as it is necessary. However, if people can read, yet is not really able to interpret what is read into usable information, they have not gained much, until they have a good reading comprehension skill. Because comprehension is a part of the communication process of getting the thoughts that were in the author's mind into the reader's mind. Without comprehension, reading is simply following words on a page from left to right while sounding them out; the words on the page have no meaning. Thus, Reading comprehension has involved understanding what is being read, since the main objective of reading comprehension is to gain some understanding of what the writer is trying to convey and can utilize that information.

However, successful comprehension does not occur automatically. Rather, it depends on directed cognitive effort, referred to as metacognitive processing, which consists of knowledge about and regulation of cognitive processing (Alexander & Jetton 2000: 295). Moreover, successful readers tend to have planning, monitoring, and evaluating process in comprehending the text.

In other hand, the major tasks facing the student in learning are reading comprehension. This task can be seen as metaconition phenomena in order to solve a problem in which the reader must learn how to construct meaning through interaction not with a speaker but with a written text.

Therefore, this research investigates the thinking involved in the reading comprehension. It looks at how the metacognition occurs in reading comprehension during the task.

1.2 Research Problem

This research focuses on the metacognition theory and the phenomena of reading comprehension of the fourth-semester students of STAIN Malikussaleh Lhokseumawe. Therefore, the following research problems were formulated as follow:

1. What metacognition occurs in Reading Comprehension to the fourth-semester students of STAIN Malikussaleh?
2. How does metacognition occur in Reading Comprehension to the fourth-semester students of STAIN Malikussaleh?

1.3 Research Objective

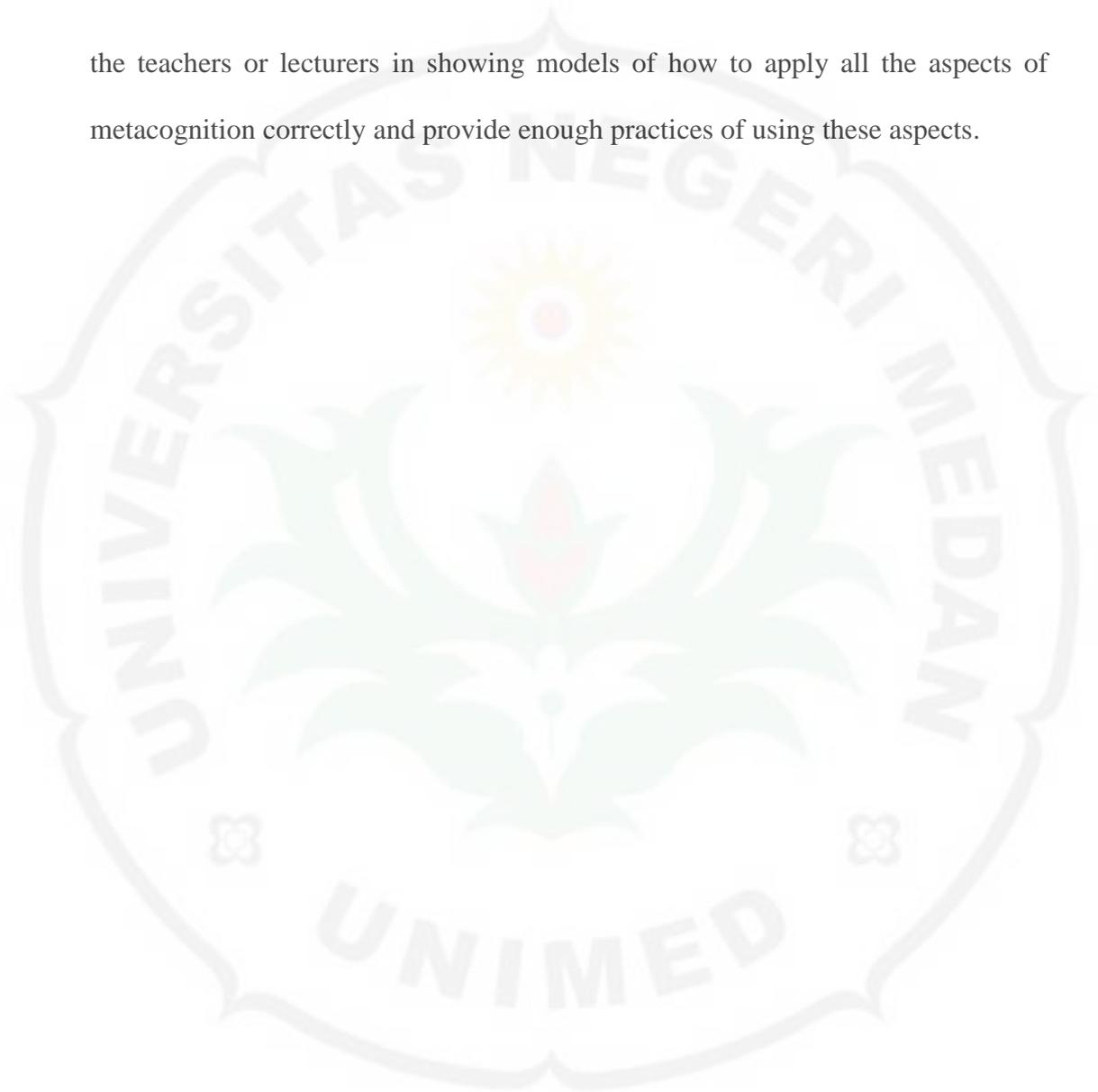
In carrying out the research, it is necessary to state clearly the objectives of the study in relation of the problems posed. The objectives are:

1. To find out what metacognition occurs in Reading Comprehension to the fourth-semester students of STAIN Malikussaleh.
2. To describe metacognition occurring in Reading Comprehension by the fourth-semester students of STAIN Malikussaleh.

1.4 Significance of the Study

The research findings are expected to be useful as an input for Reading Comprehension lecturer. It is expected to provide information about the metacognitive process in reading comprehension to the reader. Furthermore, this study can help lecturer to understand the thinking process of some students who appear to be stuck at the beginning levels of the reading process. It may also help

the teachers or lecturers in showing models of how to apply all the aspects of metacognition correctly and provide enough practices of using these aspects.



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