

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

By the time, Indonesia improves education quality by revising and renewing curriculum. Current curriculum, 2013 Curriculum revised edition, have had some improvement significantly in its part. One of current curriculum improvement can be identified in Core Competencies (KI) and Basic Competence (KD) in Syllabus. Core competency number 3 in Syllabus for 10th grade, 11th grade, and 12th grade Senior High School designed learning process to provide experience in using English texts to understand and apply factual, conceptual, procedural, and metacognitive knowledge.

These four knowledge as (dan Krathwohl, 2001, p. 44) stated about knowledge dimension which represent a range from concrete (factual) to abstract (metacognitive) are designed by Bloom in his revised Taxonomy. Metacognitive knowledge is set to be the highest learning goal for students on learning process, they are expected to achieve the objective of metacognitive in learning. Learners will perform better and more meaningful learning process when they are able to manage their own performance on task autonomously. The autonomous learning is one of objectives of metacognitive knowledge and it can be achieved through metacognitive strategies.

There was change of good reader characteristic recently. Today, reading is not only reading and translating or being oriented at factual information. Reading comprehension has completely changed into a demand for students for their future

studies (Iobidze, 2019). It requires understanding words, a context and what is inferred in the text by authors. Students commonly have difficulties to infer the meaning and to understanding authors' meaning. Therefore, teachers are responsible to prepare students with a better effective reading skills, it is not only to achieve higher score test but also improved reading performance to gain access to new information for academic purposes.

Nowadays, many teachers usually orients the students to the textbook and ask them to read the text and answer the questions provided in the textbook. This constant condition barely improves students' skill. This condition also raise a monotone and passive teaching process in classroom which lead the students reluctant give enough attention and they cannot comprehend the text.

Whereas, English is a foreign language and reading English is important for academic performance and success. Indonesia students are required to learn reading in order to successfully achieve new information for academic purposes. Considering the condition above, teachers and students need more various techniques and strategies in teaching reading comprehension. An applicable strategy will help students to learn and remember the information for a long period and help them to solve the problem in reading comprehension. Teachers are demanded to choose an appropriate strategy to accomplish the learning goal in Core Competence (i.e understanding and applying metacognitive knowledge) and improve students' achievement in reading comprehension simultaneously.

Current metacognition quality of students in Indonesia is worth questioning, although there are several studies have been done in Java Island to

test students' metacognitive skill. (Vianty, 2007) studied about the comparison of students' use of metacognitive reading strategies in Palembang. Vianty (2007) stated that studies on reading strategies have reflected a shift in attention from a focus on the product of reading (e.g., a score on a reading comprehension test) to process-oriented research which emphasized determining the strategies that readers actually used while they were reading. Vianty stated that the students were reported more frequent use of the pragmatic reading strategies for English which means less metacognitive strategies use in their English teaching and learning process.

(Siswati & Corebima, 2017) studied about the effect of education level and gender on students' metacognitive skill in Malang and showed the importance of the students' metacognitive skill empowerment leads to the goals of education, which is, improving the quality of education. Siswati & Corebima (2017) argued that educators are expected to be able to understand the stages of cognitive development of the students, so that educators can design and implement a learning process in accordance with the stages of the cognitive development. Through training and educators' guidance, students will be accustomed to distinguish between the truth and the untruth, the fact and the opinion, the knowledge and the belief. By training themselves to think and to solve problems, the students' metacognitive skills can be trained optimally.

Indonesia should reflect to other countries that have successfully implemented metacognitive strategies to their students to improve their metacognitive skills. For example, explicit metacognitive strategy instruction

enhanced Iranian University students reading achievement and self-efficacy significantly. He stated that, teachers should teach not only what strategies to use but when and how to employ the strategies (Tavakoli & Koosha, 2016). In Malaysia, (Mara, Mara, & Mara, 2011) have conducted a study about metacognitive strategy training. It showed students' reading comprehension achievement significantly improved through metacognitive strategy training with CALLA training. (Sarimanah, 2016) studied about the effectiveness of PQ4R metacognitive strategy for Junior High School. Junior High School students' reading ability and learning outcome were improved compared to those who did not use PQ4R metacognitive strategy during their teaching process.

Certainly, government expects the curriculum could be actualized as accurate as possible in teaching and learning process. Moreover, metacognitive knowledge would help students to be self-regulated in learning process as what government define as 'student-centered'. This study is about to reveal how teachers perceive and implement metacognitive strategy at class activity.

The metacognitive strategies are really helpful to develop someone's analysis and critical thinking. It is one of the reason for the teacher of SMK Telkom 2 Medan choose the metacognitive strategies to be implemented in every language skills.

<i>Interview (I)</i>	<i>How do you evaluate your students' reading comprehension outcome?</i>
<i>Teacher (T)</i>	<i>I evaluate my students differently because they have different language skill competencies. It is very unfair to evaluate with the similar standard. Even though, the students still should master the language skill as good as they can. Speaking skill will come first and followed by reading and writing skill as the core for their writing skill.</i>



<i>I</i>	<i>Would you tell me more the connection between the different evaluation and your metacognitive strategy on teaching them?</i>
<i>T</i>	<i>Indeed, there are evaluation and assessment standards which I used as reference. But, I still evaluate their achievement based on their own language skill. Their competencies also define their ability to administrate learning strategy that I taught them. It is very important for student to let them choose their own strategy whenever they answer questions related to text and acquire the information as much as possible.</i>

Based on the interview, the students of SMK Telkom 2 Medan have different language competencies. The teacher has implemented this strategies to let the students accommodate themselves to find their own comfort to learn, so they can grow and have an excellent learning outcome as their language competencies. The teacher claimed that metacognitive strategies are significant to help the students to speak and to comprehend the information to be used as prior knowledge to answer the questions in reading comprehension. Therefore, it is necessary to conduct a research focused on “An Analysis of Metacognitive Strategies on Reading Comprehension Teaching at SMK Telkom 2 Medan”.

### **B. Problem of the Study**

The problem of the study must be clearly stated in order that the objective of the study and the method used can be meaningfully determined. As related to the background of the study, the problem of this study is formulated as:

1. What metacognitive strategies do teachers implement in teaching reading comprehension?
2. What are the problems in implementing metacognitive strategies on teaching reading comprehension?

### **C. Objective of the Study**

In line with the research problem in background of the study, this study intends to

1. Analyze the types of metacognitive strategy in teaching reading comprehension at grade twelfth in SMK Telkom 2 Medan;
2. Find out the teacher's problems during implementing metacognitive strategies in teaching reading comprehension at grade twelfth in SMK Telkom 2 Medan.

### **D. Scope of the Study**

The study is focused on English teacher who teach at grade twelfth. The researcher observes the implementation of metacognitive strategies in teaching reading comprehension. The study is limited to observe the implementation of teacher's metacognitive strategies and teacher's difficulties to teach reading comprehension at grade twelfth in SMK Telkom 2 Medan.

### **E. Significance of the Study**

1. Theoretically
  - a. The researcher hopes that the result of this research can be used as the reference in applying metacognitive strategy in teaching reading comprehension.
  - b. The result of this research can be used by the teacher to reflect and develop their teaching strategy in reading comprehension teaching.

## 2. Practically

### a. For students.

This research would like to give students a new learning experience for the improvement towards the learning quality. Besides, this research is expected to widen their horizon about metacognitive strategy and its use on their daily learning habit.

### b. For teachers.

It is hopefully useful for English teachers to administrate metacognitive strategy on their reading teaching. The teachers are expected to innovatively and autonomously to conduct and train their students to administrate the metacognitive strategy.

