

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Reading comprehension become more important as students progress through the educational system. Its important is realized as very substantial because it opens up new knowledge for individual. The goal is to understand the information which has been read and uses this information to enrich his/her experiences and to improve his/her intellectual ability.

The students can be a good reader if they can reach the goal of reading itself. For readers to adequately comprehend text, they must construct meaning actively by integrating new information with their prior knowledge. As Nunan (2003) states that the goal of reading is comprehension. According to Westwood (2008:31) reading comprehension is an active thinking process which a reader intentionally constructs meaning to form a deeper understanding of information that presented in a text. Reading comprehension involves thinking process. An active thinking process involves the activity of linking of new information to the students' experience or background knowledge. Students need to comprehend their text to get the further understanding in other skill.

The importance of reading comprehension is really realized by government to make policy in educational system, reading as one of the four language skills must be taught for the students in the classroom especially for senior high school students. Through teaching and learning reading, the students

are expected to enable the students to develop basic comprehension skills so that they can read and understand texts of general nature, to use reading to increase their general knowledge, to decide about reading purpose and to adapt their strategies of reading. This is the line with the objectives of reading instruction in Senior High School is to develop the students' reading skill so that the students can read, comprehend English text, summarize, and represent the text with their own words effectively and efficiently (Curriculum, 2013).

Although Reading comprehension is very important to be mastered by the students, but there are still most students who are able to read out loud some texts with appropriate pronunciation but they do not expect to get the main ideas and the detail information from the text well. It because they lack of interest or concentration, lack of understanding words and sentences, how sentences relate to one another, how the information fits together in meaningful ways and then the way of teaching reading still monotonous.

Furthermore, based on preliminary observation conducted by researcher as English teacher of eleventh grade students in SMAN 1 Talawi, there are a number of crucial issues concerning the teaching and learning of reading comprehension. Students in this level have difficulties in identifying the information of reading passage. First, the students could not find specific information which is included in the text that was given by the teacher. Second, some students always feel bored when they are studying reading because they do not know the strategy to understand the reading material easily. Third, the students were lack of vocabulary, the students were still translating the meaning word by word without catch the meaning from the whole text and the students have low

motivation. Those difficulties make the students misunderstand and fail to construct the meaning. It is showed from their achievement last year that mostly (56,25 %) could not get the minimum passing grade (KKM) that is 70 in the academic year 2015/2016.

Table 1.1 Student's Achievement in Reading Comprehension in SMA 1 Talawi Batu Bara in academis year 2015/2016.

Academic Year Class / Semester	2015/2016	
	I	II
X IA 1	67	69
X IA 2	68	69
X IA 3	69	70
X IA 4	69	69
X IS 1	69	70
X IS 2	67	68
X IS 3	66	67

Table 1.1 shows that the scores of those four different classes are divided by the total number of the students that result the average scores of each class. From table 1.1 it is concluded that in general the students' achievement does not achieve the minimal mastery criterion (*Kriteria Ketuntasan Minimal: KKM*) determined which is 70. It means that the teaching reading comprehension has not been successful. The use of effective teaching strategy in reading comprehension is perhaps the most important means to help the students to improve their comprehension and learning from text. The teaching strategies are needed to connect the student's background knowledge with the new information in given text and to overcome the student's lack desire of reading comprehension in order to increase their motivation in reading. There are two strategies which are selected in this study. They are Metacognitive strategy and Question answer relationship (QAR) strategy.

Metacognition is a child's knowledge about and control over his or her own thinking process and learning activities such as: reading. Moreover, the concept of metacognition includes thinking about the thinking process, self-awareness, understanding, and memory techniques and learning characteristics as noted Flavell (1979). In (2008) Collins & Smith high lighted metacognitive strategies that helped students to focus their attention in an understanding of the content and to make connection between past knowledge and new information. The aim of metacognitive strategies is to teach students how to set objectives and how to be effective and independent was emphasized by Baker (2002). In (2009) Baker & Beall deepened that metacognitive strategies are related to how we think and learn including three skill techniques: planning, monitoring and evaluation. In the beginning of reading assignment students must be informed on how to use their planning, monitoring and evaluation skills. Effective readers use metacognitive skills to monitor their understanding and reflect on what they have read.

There have been some previous researchers conducted researches by applying metacognitive strategy. (Zhussupovaa and Kazbekovab, 2016; Channa and Zaimuariffudin , 2015 ; Boyet L.Batang, 2015) had used this metacognitive strategy to teach L2 learner reading comprehension through short stories. As the result, the students showed better reading comprehension than the children who have not been instructed with other strategy in their reading comprehension. In addition, metacognitive strategies are important for successful second/foreign language readers in academic reading at Guizhou University in China (Zhang and Sirintron, 2013). Teaching metacognitive reading strategy awareness is an

effective way to facilitate students' reading comprehension. (Ahmadi, Ismail and Kamarul, 2013) stated that metacognitive reading strategies help students to regulate or monitor their use of cognitive strategies as well as the effectiveness of those strategies.

A study about metacognitive strategy was also carried out by some researchers. (Misa, 2014 ; Rizan, Maasum and Maarof, 2012 ; Karami and Hashemian, 2012 ; Wichadee, 2011) With metacognitive reading strategies, learners were aware of their goals. In addition, they were able to monitor the reading process, check their reading comprehension, arrange strategies, evaluate their strategy application and after evaluation, adjust their choice of strategy if needed. Learners will be empowered with metacognition through the effective monitoring of the comprehension processes which were considered important in developing skilled reading. Besides, the participants of both groups were alike in their perceived use of cognitive reading strategy. And there is a moderately significant relation between reading comprehension and metacognitive reading comprehension, internal-external motivation and reading level (Memis and Bozkurt, 2013).

The other strategy that helps the students to increase their comprehension is question answer relationship strategy. QAR is a reading strategy that has a purpose to help students figure out how to answer questions based on a given text. It makes the reading process become simpler. QAR helps students develop an awareness of the multiple source of information in their reading. When students are consciously aware of the different sources of information available to answer the questions, they became strategic in their reading and thinking, and their

comprehension is improved. QAR is a reading strategy that has aim to help students figure out how to answer questions based on a given text. QAR can help solving student's problem in understanding the reading text and shorten their time to read a text. They can read effectively and efficiently. There are four levels of questions, dividing into two sections based on the location of the answer.

Finding the worthy strategies in the process of teaching and learning reading is not enough. There are many factors causing the low reading comprehension. They can be from students' internal factors and external ones. The students' internal factors are motivation, intelligence, interest, attitudes, personality, habits, and also linguistic competence. Meanwhile, the students' external factors are the teaching material, the total program of reading comprehension, the environment outside their school and also teaching methods.

One factor is motivation. Motivation is the activation of goal oriented behavior. Bernard (2010) stated that motivation is vital in language learning. It makes language learners positive about their own learning. It also creates the drive in them to acquire the targeted language, enjoy the learning process, and experience. The students are at their most creative when they feel to motivate primarily by interest, satisfaction and challenge of the work itself and not by external pressure or incentives. In this case, the teacher must be more sensitive in perceiving the problem. One of ways is the teacher has to apply the teaching strategies for the students in teaching learning process, especially for reading comprehension. In the classroom context, the concept of student motivation is used to explain the degree to which students invest attention and effort in various pursuits, which may or may not be the ones desired by their teachers. Student

motivation is rooted in students' subjective experiences, especially those connected to their willingness to engage in learning activities and their reason for doing so.

Based on the gap between the expectation and the reality and also the explanation of some theories above, there was an interest to conduct a research on the effect of teaching strategies and students' motivation on the students' achievement in reading comprehension. It means that the effect of applying teaching strategies will be proven whether they are effective towards the reading comprehension of the students with high motivation and low motivation.

1.2 Identification of the Study

Based on the background of study above, the researcher identify the problems of the study are identified as follows:

1. What factors affect the student's achievement in reading comprehension?
2. Does Metacognitive strategy affect students' reading comprehension?
3. Is Question answer relationship strategy still relevant to improve students' reading comprehension?
4. Are there any differences in students' reading comprehension achievement between students taught by Metacognitive strategy and students taught by question answer relationship strategy?
5. Is there any relationship between students' reading comprehension achievement and students' motivation?

6. Is there any difference in students' reading comprehension achievement between students who have high motivation and students' low motivation?
7. Is there an interaction between teaching strategies and students' motivation?

1.3 The Problems of the Study

The problems of the study were formulated as follows :

1. Is the students' achievement in reading comprehension taught by metacognitive strategy significantly higher than that taught by using question answer relationship strategy?
2. Is the students' achievement in reading comprehension with high motivation significantly higher than that of low motivation?
3. Is there any significant interaction between teaching strategies and motivation on the students' achievement in reading comprehension?

1.4 The Objectives of the Study

It is necessary to state clearly what the objectives of the study in relation to problem posed. The objectives of the study are:

1. to find out whether the students' achievement in reading comprehension taught by metacognitive strategy is significantly higher than that taught by using question answer relationship strategy.
2. to find out whether the students' achievement in reading comprehension with high motivation is significantly higher than that low motivation.

3. to find out whether there is significant interaction between teaching strategies and motivation on the students' achievement in reading comprehension.

1.5 The Scope of the Study

There are many strategies used by the teacher in teaching reading comprehension to improve students' achievement. In this study, the researcher studied here were limited on the effect of Metacognitive Strategy and Question Answer Relationship Strategy on students' achievement in reading comprehension based on motivation. It means that this research gave the clear description on the effect of both teaching strategies and motivation on students' achievement in reading comprehension. As they are clearly different in the process of interpreting the idea through written information.

The types of text used as the sample of reading comprehension were narrative and analytical exposition texts. Since both of the texts often appears in National Examintion, the texts also appears in syllabus in XI grade Senior High School Students and mostly the students gave wrong answer to the questions on this type of the text. The students' achievement in reading comprehension was tested with the level of reading comprehension, they are literal, inferential, and critical comprehension.

1.6 The Significance of the Study

The findings of the study were expected to be useful for teachers of English in overcoming the students' problem in reading comprehension. Theoretically, the findings of this study are expected to be useful for the teacher and give positive input for teaching to overcome the problems in area of reading comprehension especially in narrative and analytical exposition text. Then, it is expected that the research can use the result of the study as reference for those who want to conduct a further research related to improve students' achievement in reading comprehension.

Practically, the findings are expected that Metacognitive Strategy and Question answer relationship strategy can help the students to understand and comprehend the meaning of the narrative and analytical exposition text. Besides it is also expected that Metacognitive strategy and question answer relationship strategy give the new experience that are more interesting in learning process in the class because they can work out in the group and individually. It is also hoped that both teaching strategies help the students improve their low motivation becoming high motivation.