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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading Comprehension

Since reading is one of the basic fundamental things which will be encountered by all of the students, it is very important to be mastered by the students. Mastering reading comprehension should be achieved by practice for sure. There are many situations that will be met by the students related to reading itself, such as, mid-test, daily assignment, learning process, and final examination. Based on the needs of reading comprehension mentioned, the students should be able to master reading comprehension. Regarding with this case, Grabe (1991) argues that reading can be seen as an active process of comprehending where students need to be taught strategies to read more efficiently, by guessing from context, defining expectations, making inferences about the text, skimming ahead the text, etc. So, the students are necessarily given the tips or tricks how to read well.

Klinger (2007) stated that reading is the process of constructing meaning by coordinating a number of complex processes that include word reading, knowledge, and fluency. So, by reading, the students are expected to be able to comprehend the words both the pronunciation and the meaning. In line with Klinger's statement, David Nunan (2003)

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said that reading is a fluent process of readers combining information from a text and their own knowledge to build meaning.

Reading can influence the other skills of English in certain purposes. For instance, when someone wants to write something he/she must get some references, sources, and informations either to support his/her ideas or to perceive the ideas itself. Indeed, such things can not be done without reading books, journals, articles or other sources, because reading necessarily should be perceived to get knowledge and information (Eskey, 2005).

On the other hand, reading comprehension can be defined as students' ability to demonstrate an overall understanding of the text, providing inferential as well as literal information, drawing conclusions, and making connections to their own experience (Buttler, 2002). The students need to activate their awareness and recognition while reading the text, because their experiences, their overall understanding of the text, and their ways or techniques in reading are involved. Briefly, reading is not a passive activity, although it is included as receptive skill (Saputra, 2014).

To understand the natural problems of reading comprehension, it requires to have available appropriate data identifying which readers can successfully undertake reading activities. Moreover, students should be able to recognize the topic, to identify genre of the text, and to identify



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the purpose of the text, and the ideas of the author. Those are some primary things which should be achieved from their reading ability.

Based on the explanation above, reading skill is important to be mastered by students. They have to know the process to get the purpose and the meaning of the text.

2. The Assessment of Reading Comprehension

Brown (2003) explained that there are four types of reading performance which are typically identified, and these will serve as organizers of various assessment tasks, such as *perceptive*, *selective*, *interactive*, and *extensive*. *Perceptive* in which emphasize letters, words, punctuation, and other graphemic symbols. *Selective*, it is focused on ascertaining one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, such as picture cued-task, matching, true/false, and multiple choice. Then, in *interactive*, stretching of language of several paragraphs or more in which the reader must, in a psycholinguistic sense. Meanwhile, in *extensive*, applies to texts of more than a page, up to and including professional articles, essays, books, etc. There are several kinds of test to measure students' reading comprehension especially in the level of interactive reading type, since the test-takers are senior high school students. The kinds of tests as follows :



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a. Cloze Tasks

Cloze task is ability to fill in gap in an incomplete text with a calculate guess, using linguistic expectancies, background experiences and some strategic competence. So, in cloze task, test-taker have to fill incomplete text with appropriate words.

b. Impromptu Reading Plus Comprehension Questions

In this activity, there will be reading comprehension passages followed by some questions in form of multiple choice question. The questions cover these features of comprehension:

- 1) Main Idea (topic)
- 2) Expression/idioms/Phrases in context
- 3) Inference
- 4) Grammatical features
- 5) Detail
- 6) Excluding facts not written
- 7) Supporting ideas
- 8) Vocabulary in context

c. Short-Answer Tasks

In this activity, there will be reading passages followed by some questions which must be answered in sentences. Questions might cover the same specifications indicated above, but it is in form of open-ended questions.



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d. Editing

In this activity, test-taker have to detect grammatical or rhetorical errors in passages of 200 to 300 words

e. Scanning

In this activity, test-taker will be given texts (can be in form of prose or something in chart or graph) and it requires rapid identification of relevant information.

f. Ordering Tasks

In this activity, test-taker will be given some sentences and need to assemble it into a story.

g. Information Transfer: Reading Charts, Maps, Graphs, Diagram

In this activity, test-taker will be given such charts, maps, graphs, or diagram and need to interpret the information include there.

Based on explanation above, there are some activities that can be done in assessing students' reading comprehension. Thus, in this study, the researcher used impromptu reading plus comprehension questions and multiple choice tasks in assessing students' reading comprehension by considering its function and features include.

3. The Nature of Metacognitive Awareness

According to O'Malley and Chamot (1990) in Keshavarz and Assar, metacognitive strategies include selective attention to the task,



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planning self-monitoring and self-evaluating. As applied in reading, these metacognitive strategies entail specific purpose for reading, planning how the text will be read, self-monitoring for errors in reading comprehension, and self-evaluating how well the overall objectives are being fulfilled, which allows for taking corrective measures if comprehension is not being achieved. Metacognition plays an important role in reading. There appears to be a strong relationship between reading strategies used by readers, metacognitive awareness, and reading proficiency. In essence, successfull readers appear to use more strategies than less successfull ones and also appear them more frequently.

According to jansiewicz (2008) metacognitive strategies are techniques to increase an individual awareness of their thought process and actions while completing tasks. In this sense, they can be seen as the behavioral output of executive functions. The executive function of working memory is seen in metacognitive terms as individuals being able to monitor how well they are keeping information in memory.

Anderson (2002) in Rezvani mentioned that metacognitive awareness is monitoring and regulating of strategies while reading. It is considered as the main factor for proficient strategic reading since learners with metacognitive awareness could conciously use strategies effectively while reading and they can access and apply these strategies to future reading tasks easily.



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According to Ridley, schutz, Glanz, & Weinstein (1992) in Kemal (2010), the metacognitive learning strategies which are autonomous learners can use including to take conscious control of learning, planning and monitoring learning strategies and progress, correcting errors, reflecting on the effectiveness of learning strategies, and making changes to learning behaviors and strategies accordingly. The control an autonomous learner exerts over his learning demonstrates his capacity to take control of his own learning (Benson, 2001).

The explanation above show that metacognitive awareness which is owned by the students supposed to be crucial to their success in academic learning. If students have good metacognitive awareness, they are supposed to get better results of their study, in this case including reading comprehension.

4. The Assessment of Metacognitive Awareness

Since the experts did some researches about metacognitive awareness and language learners that have realized how important metacognitive strategy in learning language especially in reading comprehension is one of the questions which might be appeared is how to assess metacognitive awareness.

Indeed, some of the experts have thought about it and considered it through some researches conducted. For instance, Mochtari and Richard (2002) in his journal created Metacognitive Awareness of Reading strategies Inventory (MARSI). This instrument consisted of 30



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statements and it used scale one to five. The level of metacognitive awareness could be known after calculating the points. Several years before mochtari and richard did the research to create the instrument Schraw and Denison (1994) created an instrument called Metacognitive Awareness Inventory (MAI) which consisted of 52 statements with the true and false options. They made it based on some indicators such as planning, information management strategies, comprehension monitoring, debugging strategies and evaluation. Then, another experts Pintrich, R. R., & DeGroot, E. V. (1990) in their journal Motivational and self-regulated learning components of classroom academic performance, created an instrument for measuring metacognitive awareness which consisted of 44 statements.

In this study, the researcher adapted the instruments from Schraw and Denison (1994) called Metacognitive Awareness Inventory (MAI). The researcher modified the instrument by adding the scale 1-5.

5. The Nature of Recount Text

According to Anderson (2010), a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. The aim of the text is retell the past event or to tell someones' experience in chronological order.

Recount text is a text written to retell for information or entertainment (Wikipedia, free encyclopedia, 2010). This type of text is not only used at school but also at other media written and



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electronic, it is used in many real social contexts. For example is used in diary, blog, letter, biography, travel report, police report, sport report etc. According to Barwick (1999), there are different types of recounts with varying levels of language and content according to the audience and purpose.

5.1 Types Of Recount Text

1) Personal Recount

A personal recount retells an activity that the Researcher or speaker has experienced. It has personal and emotive comments and anecdotes added and may take the form of an oral story, a letter or a diary entry. It is written in the first person using personal pronouns, I and we. Details of who, what, when, where and sometimes why are included but the sequence of recounting may change.

2) Factual Recount Text

A factual recount is a series of events sequentially and evaluates their significance. This can be presented as a historical recount, science experiment, traffic report, sport report or in film, television and video. Appropriate technical language, precise details of time, place and manner and retelling with appropriate explanations and justifications assist readers to accurately reconstruct what happened. The focus is on language that shows time sequence (before shifting, while they were, after a number) using evaluative language (importance, significance, influence, achievement) and emphasizing

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assessment language (amazing, successes influence, achievement). This recount is usually written in third person using pronouns he, she and they. It may be written in the passive voice.

3) Imaginary recount

The imaginary details of a literary or story recount are placed in a realistic context. Character development is emphasized with the narrator responding emotively to the events. The sequence of details may be changed but who, what, when and where are still included. The literary recount is generally written in the first person using me or us, establishing a relationship between the Researcher and reader or speaker and listener, for example my diary as a child in space.

4) Procedural Recount

Procedural recounts record, in an oral or written form, the sequential steps needed to achieve a result. This is written after the completion of a procedure. Procedural recounts are found in information books, television, films and books that explain how things were made.

The focus is on the accurate order of sequence, the selection of the correct language for the topic and the use of time conjunctions. Diagrams and drawings are often included to assist with the clarification of the stages.

5) Critical Recount

A critical recount looks at an issue and comments and evaluates negative and positive aspects. Selected details are included to suit the

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argument, but this recount may not be sequenced chronologically. It is generally written in the first or third person using me or we but may be written in the passive voice. For example, a recount of exploration in Antarctica may critically assess the damage caused to the environment and ecosystem by this exploration.

5.1 Generic Structure of Recount Text

The recount text has three parts:

1) Orientation

Orientation takes in the First paragraph that gives background information about who, what, where and when.

2) Event

Tell what happened and in what sequence. A record of events usually recounted in chronological order, named; event 1, event 2, event 3.

3) Re-orientation

Consist of optional-closure of events ending. In this part, fulfilled by the end of the event, yet, this part can exist or not.

6 The Correlation Between Metacognitive Awareness and Reading Comprehension

A. Theoretical Framework

Reading comprehension has led to an increasing emphasis on the role of metacognitive awareness of ones cognitive and motivational process while reading (Alexander & Jetton, 2000 ; Guthrie & Wigfield, 1999; Pressley, 2000). Metacognitive processes have been understood to

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play an essential part in achieving comprehension (Phan, 2006). The use of metacognitive strategies in the reading process has been generally supported as a valuable aid for its cognitive , social, linguistic benefit. Many studies (Carrell, 1995; wenden,2001; Chamot,2005) have addressed the positive relationship between the metacognitive strategis in the reading process. They illustrated the positive relationship between the metacognitive strategies and reading comprehension. Indeed, researchers agreed that awareness and monitoring of one's comprehension processes are critically important aspects of skilled reading. Such awareness and monitoring processes are often refered to in the literature as metacognition, which can be thought of as a knowledge of the readers' cognition about reading and self-control mechanism. They exercise when monitoring and regulating text comprehension (Mokhtari & Reichard, 2000).

Flavell (1979) described the process of cognitive monitoring occuring through the actions and interactions of four classess or interrelated phenomena : Metacognitive knowledge, metacognitive experiences, goals (or tasks), and actions (or strategies). Other researchers (Wade, Trathen, & Schraw,1990) have used examples of students' refelection about their thinking while reading to illustrate what they do when they read. Readers reflections show how they plan, monitor, evaluate, and use information available to them as they make sense of what they read.



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Paris and Winograd (1990) maintained that metacognition can promote academic learning and motivation. The idea is that the students can enhance their learning by becoming aware of their own thinking as they read, write and solve problems at school. They also argued that such “Consciousness-raising” has twin benefits : (a) it transfers responsibility for monitoring learning from teachers to the students themselves and (b) it promotes positive self-perceptions, affect, and motivation among students. In this manner, metacognition provides personal insights into one’s own thinking and fosters independent learning.

Shih (1992) in Keshavarz and Assar stated that employing reading strategies requires thought and practice in content approach. It seems when a student tries to think with a content-based strategy, they increase their metacognitive control over reading and studying process, so that they can use these strategies in academic content classes. However, the students’ metacognitive control over reading comprehension process, even when they read texts of the same academic contents, differ greatly from one student to another.

Metacognition plays an important role in reading. There appears to be a strong relationship between reading strategies used by readers, metacognitive awareness and students’ reading comprehension. In sense, successfull readers tend to use more strategies than less successful ones and also appear to use them more frequently (Eskey, 2005).



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Metacognitive strategies are related to how we think and learn (Ashman & Conway, 1993). Metacognitive strategies include three skill techniques : planning, monitoring and evaluation (Cross & Paris, 1988). Before begining reading assignment, students must be informed on how to use their planning, monitoring and evaluation skills. It is very important to improve the questioning skills of students in the process of teaching metacognitive strategies.

Studies on metacognition and reading comprehension revealed the strong relation between the uses of strategies, awarness and reading comprehension. Succesfull reader are more familiar with strategic reading and they use strategic reading techniques. The awareness and reading skills of students who are trained on meta-cognitive strategies improve their reading comprehension (Garner,1987).

In conclusion, metacognitive awareness which can be defined as the control process of the cognitive while learning has strong relationship with the ability in reading. The explanations provided above have proven it.

B. The Relevant Research

Keshavarz, researched on reading ability and metacognitive awareness strategies among high, mid, and low ambiguity tolerance EAP students. The results showed significant differences between low and high groups. That was high ambiguity tolerance students scored higher on reading comprehension test, displayed higher metacognitive

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awareness of reading strategies, and showed higher perceived use of global and problem-solving metacognitive reading strategies. However, no significant differences were found between the middle groups and the other groups in these variables. Also, no significant difference was found in the use of supportive strategies among these three groups. The findings were interpreted to have implications for syllabus designers and EFL teachers.

Martinez (2011), researched on the relationship between metacognitive awareness and reading English as a foreign language. This study investigated the relationship between spanish university students' metacognitive conceptualization about reading in English and their reading in that language. One group of 66 native speakers of spanish studying the first year of teacher training at the university of oviedo participated in the experiment. A questionare was developed to obtain relevant information about their perceived reading awareness judgment about silent reading strategies in that language. She found a significant relationship between reading ability awareness and reading comprehension performance. Moreover, the more subject tend to agree that strategies are effective for reading, the better their reading performance.

Meanwhile, this present research was focused on correlation between students' metacognitive awareness and their reading comprehension of recount text at Islamic Senior High School 2 Model



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Pekanbaru. The sample of this research was the first grade students of Islamic Senior High School Model 2 Pekanbaru. The sample consisted of 30 students and chosen by simple random sampling. This research would find out the students' metacognitive awareness, the students reading comprehension of recount text and significant correlation between students' metacognitive awareness and their reading comprehension of recount text at Islamic senior high school 2 Model Pekanbaru.

C. Operational Concept

Operational concept is a concept used to clarify the theories used in research to avoid misunderstanding. This study was a correlational study that focused on gaining the correlation between students' metacognitive awareness and their reading comprehension of recount text. This operational concept is classified into two variables. Variable X is independent variable and variable Y is dependent variable.

Variable X : Students' Metacognitive awareness. The indicators can be seen as follows (Schraw & Dennison, 1994) :

1. Planning

Good readers plan before reading, and the students must learn the steps needed to accomplish these tasks. There are some indicators which show that the students have planning before they read:

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- a. Think about the text's topic.
- b. Think about how text features can help in understanding the topic.
- c. Read the title and author, look at the front and back of the cover, and table of the contents.
- d. Study illustrations, photos, and graphic, including labels and captions.
- e. Skim for boldfaced words, headings and subheadings, and summaries.
- f. Think about what they know, what connections they can make, and what questions they might want answer.
- g. Think about the way the text might be organized, such as : cause and effect, compare and contrast, sequence of events, problems and solution, and description.

2. Comprehension Monitoring

Good readers take charge of their reading by monitoring their own comprehension. The indicators are provided below :

- a. The Students will ask their ownself by such question : Do I understand what i have just read?
- b. During reading the students predict about the text.
- c. The students make connections and inferences of every sentence or paragraph while they are reading.
- d. The students use context clues, and graphic organizers to pinpoint particular types of text information.



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- e. The students will write some notes such as : write comments or questions on self-stick notes or in the margins.

3. Information Management Strategy

Skills and strategy sequences are used to process information more efficiently.

4. Debugging Strategies

Strategies are used to correct comprehension and performance errors.

5. Evaluating

- a. The students reflect on the strategies they used to determine whether their plan worked or whether they should try something else next time.

Variable Y : Students' reading comprehension of recount text.

There are some of indicators of reading comprehension based on curriculum 2013 :

- a. The students can identify the ideas or information explicitly in reading text.
- b. The students can determine the main idea of the text.
- c. The students can find specific information.
- d. The students can understand the meaning of phrases and words in a sentence.
- e. The students can determine the information provided either it is correct or incorrect according to the text.



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D. The Assumption and The Hypothesis of the Research

1. The Assumption

The assumption of this research : if the students have good metacognitive awareness, their reading comprehension of recount text will be improved.

2. The Hypothesis

H_0 : There is no significant correlation between students' metacognitive awareness and their reading comprehension of recount text.

H_a : There is a significant correlation between students' metacognitive awareness and their reading comprehension of recount text.