

CHAPTER 1

INTRODUCTION

A. The Background of the Problem

Many experts have emphasized how important reading is as the concerned English learning. In other words, a student who is a good reader is more likely to do well in school and pass exams than a student who is a weak reader. Good readers can understand the individual sentences and the organizational structure of a piece of writing. They can comprehend ideas, follow arguments, and detect implications. They know most of the words in the text already, but they can also determine the meaning of many of the unfamiliar words from the context failing this, they can use their dictionary effectively to do so. Reading is important for a variety of reasons. One of the fundamental reasons is that reading develops the mind. Reading is also a method of discovering new things and adding value to our knowledge base. According to Johnson (2008) reading is the practice of using text to create meaning, the two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place.

Brozo and Simpson (1995) in Amelia (1996) identified metacognitive awareness as characteristic of an active reader. Active readers who activate prior knowledge to facilitate comprehension, are sensitive to how ideas are organized in text through understanding text structure, elaborate the information presented in text, and use metacognitive awareness to orchestrate all these processes. Metacognitive reading

strategy awareness has become one of the effective ways to facilitate students reading comprehension in the field of the second/foreign language studies. Early studies on metacognitive reading strategy awareness tended to make lists of strategies and other features presumed to be necessary for all language learning students.

Kruger and Dunning, (1999) in Kemal (2010) also claim that students with good metacognition demonstrate good academic performance compared to students with poor metacognition. Students with poor metacognition may benefit from metacognitive training to improve their metacognition and academic performance. Individual differences exist in metacognition and people with poor metacognition are deemed “incompetent” as they perform inadequately relative to their peers.

Carrell (1989) in Martinez (2011), conducted a study to investigate the metacognitive awareness of the second language readers about reading strategies in both their first and second language, and the relationship between their metacognitive awareness and comprehension in both the first and the second language reading.

In school based Kurikulum Tingkat Satuan Pendidikan (KTSP), one of the English subjects in Junior High School is reading. State Islamic Junior High School Bukit Raya Pekanbaru is also one of the school that uses School Based Curriculum (SBC) as its guidance in teaching and learning process. Meaning that all of the students should be able to master all of activities in reading subject especially at the second year. Based on McNamara (2006) reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. But many students have difficulties in reading subject. Based on my observation with the

teacher Nur Afni in State Islamic junior high school Bukit Raya Pekanbaru on March 10th 2015, there were some problems that writer found, those are :

1. Some of the students have low motivation in learning English.
2. Some of the students are not able to recognize the generic structure of reading text.
3. Some of the students are not able to make inference from the reading text.
4. Some of the students are still difficult to get the main idea in reading a text.
5. Some of the students have limited vocabularies.
6. Some of the students have lack of fluency in reading a text.
7. Some of the students are still confused doing a reading task.

Based on the problems above, the writer concluded that the metacognitive awareness is very important for students reading comprehension. Therefore, the writer purpose the research entitled “the correlation between students’ metacognitive awareness and their reading comprehension in narrative text at State Islamic Junior High School Bukit Raya Pekanbaru”.

B. The Problem of the Research

1. The Identification of the Problem

Based on the background of the problems explained above, it is clear that some of the students at State Islamic Junior High School Bukit Raya Pekanbaru still get difficulties in English course, especially in reading.

To make it clear, the researcher identifies the problem as follow:

1. Why do some of the students have low motivation in learning English?
2. Why are some of the students are not able to recognize the generic structure of reading text ?
3. Why are some of the students not able to make inference from the reading text.?
4. Why are some of the students still difficult to get the main idea in reading a text?
5. Why do some of the students have limited vocabularies?
6. Why do some of the students have lack of fluency in reading a text?
7. Why are some of the students still confused doing a reading task?

2. The Limitation of the Problem

Based on the identification of the problems above, there are many problems owned by the students. However, in this research, the writer did not discuss all of the problems above and the writer only focused on the correlation between students' metacognitive awareness and their reading comprehension in narrative text.

3. The Formulation of the Problem

Based on the limitation of the problem above, the problems of this research are formulated in the following research questions:

1. How is the students' metacognitive awareness at State Islamic Junior High School Bukit Raya Pekanbaru?
2. How is the reading comprehension in narrative text at State Islamic Junior High School Bukit Raya Pekanbaru?

3. Is there any significant correlation between students' metacognitive awareness and their reading comprehension in narrative text at State Islamic Junior High School Bukit Raya Pekanbaru.

C. The Reason for Choosing the Title

There are several reasons why the writer is interested in doing this research. the reason are :

1. The title of this research has never been research yet.
2. The title is relevant with the writer to carry out this investigation either in sector of found, time, or location.
3. To get real data about the correlation between students' metacognitive awareness and their reading comprehension in narrative text.

D. The Objectives and the Significance of the Research

1. The Objective of the research

Based on the formulation of the problem previously, there are some objectives that will be researched in this study as follows:

1. To find out students' metacognitive awareness in reading comprehension in narrative text.
2. To find out students' reading comprehension in narrative text.
3. To find out whether there is or no correlation between students' metacognitive awareness and their reading comprehension in narrative text.

2. The Significance of the research

After doing this research, the writer hopes this research:

1. To give information for the students to increase their metacognitive awareness.
2. To motivate the students interested in reading.
3. Contribute some information to State Islamic Junior High School Bukit Raya Pekanbaru about the correlation between students' metacognitive awareness and their reading comprehension in narrative text.
4. Additional references for other next researcher having the same problem.
5. To complete a requirement intended to finish the writer's study program at English Education Department of Education and teacher training of State Islamic University of Sultan Syarif Kasim Riau.

E. The Definition of the Problem

In order to avoid misinterpretation and misunderstanding of this research, it necessary to define the following terms:

1. **Metacognitive awareness** according to Jansiewicz (2008) metacognitive strategy is technique to increase an individual's awareness of their thought processes and actions while completing tasks.
2. **Reading comprehension** according to Grabe & Stoller in Fajar (2013) define comprehension as processing words, forming a representation of general main ideas and integrating it into a new understanding. It suggests that comprehension is achieved when a reader successfully extracts the useful

knowledge from a text and constructs it into a new understanding of their own.

- 3. Narrative Text** is a text which contains about story and the plot consists of climax of the story (complication) then followed by the resolution (Isdaryanto 2012 in Agnessya).