

CHAPTER I

INTRODUCTION

In this chapter, I present some reasons on conducting this research start from background,

1.1 Background of the Research

Since the general assumption of reading goal which is always stated that being able to read is a good thing (Browne, 1998), then give a good deal to implement reading class or subject in any language learning especially English. The need to being able to read is also mentioned in the first holy Qu'ran message that everybody need to read.

Stone (2009) a reading teacher, stated that learning to read then have outcome of being able to read anything is intrinsically rewarding. The benefit of being able to read becomes the concern of parents, employers, governments and teachers (Browne, 1998). On the focus of educational purposes, I assume that students' reading skills is generally the tool to measure and test the students' achievement of any subjects.

Moreover, the specific aspect of reading called reading comprehension. This aspect of reading is the most essential reading aspect in higher education and should be developed in child at home and in school (Meniado: 2016). Based on theoretical beliefs, reading comprehension is sort of interactive reading process to find out the text's meaning (Rumelhart, 1981). Without knowing the text's meaning, it is nearly impossible to decide that readers surely understand to what they read. Especially for the English students who want to learn and study English as a foreign language.

Somehow, when a reader understand and get in shape with the text meaning, the reader actually has enable an automation process of reading to become an effective reader.

As explained above, the academic even more government demand a good substantial reading which means that there is a need for any students to be able to comprehend any text they read in order to succeed in their academic life.

In order to answer the challenge of students' reading skills, a lot of researchers and experts have built a lot of strategies, techniques and method to arouse the students' reading skills itself. It can be comes up from the way the teacher manage reading class.

The way teachers teach reading, should be on the right composition in order to attract the students' interest on reading, because reading is one of the receptive skill on language learning besides listening. It means that reading output are possible offer good outcomes in practicing. The reading practices really help students to be a better reader.

On the other hand, students' interest on reading does not come naturally without any students motives. This aspect will probably get better if the students are motivated to set the reading activity as their needs.

At the level of proposing this skripsi, I have done an observational sequence of reading comprehension of tenth grade students of MAN 1 Jepara in academic year 2017/2018. During the observation, I found that students mostly have low motivation to have reading activity, they do not have any idea on what they are reading because of their low vocabulary, they cannot remember what text they have read in past meeting, they are more likely to have a multiple choices test rather than essay test on reading meaning that the students have difficulties to answer some comprehension questions.

Facing those facts, I then consider proposing the use of metacognitive strategy to be implemented on reading class. Metacognitive strategy itself is a strategy that offers some steps to become an effective reader on comprehending the read-text. This strategy not only offer a skill to comprehend text; cognitive aspect, but also encourage the readers' mind that reading activity is a self-need.

In addition Sheorey and Mokhtari (2001), highlighted metacognitive strategy for reading as a self-oriented, intentional and carefully planned technique to manage and monitor self-reading; in order to be an effective reader. For example, a kind of reader who previews a text, makes some predictions according to the text, and test the prediction after reading the whole text while reading; are actually has utilized metacognitive strategy. Some other example of reader that utilized metacognitive strategies while reading are the reader who is; setting the self-reading purposes, noting the text characteristics, and using context-based clues (Sheory and Mokhtari, 2001).

Considering the benefits of metacognitive strategies on reading, I assume that this strategy will encourage students during the reading activity. As result, I will implement the metacognitive strategy on reading activity using the experimental research design on the tenth grade students of MAN 1 Jepara in academic year 2017/2018.

1.2 Statement of the Research

Based on the background above, I formulate the research problem as follow:

Is there any significant difference between the reading comprehension of the tenth grade students of MAN 1 Jepara in academic year 2017/2018 before and after being taught using metacognitive strategy?

1.3 Objective of the Research

Based on the research problem above, the upcoming objective of this research is to find out whether there is a significant difference between the reading comprehensions of tenth grade students of MAN 1 Jepara in academic year of 2017/2018 after being taught by using metacognitive strategy.

1.4 Significant of the Research

By the end of this research I hope that it would be useful for:

1. Theoretically

Hopefully this research can assist other researchers to develop language learning using metacognitive strategy in scientific studies manner.

2. Practically

Hopefully this research can be useful for:

a. The Students

Hopefully the students will have a new learning experience related to encouraging their reading comprehension as a foreign language learner.

b. The Teachers

Hopefully this research can assist new learning strategy reference to be implement on any English class; especially reading class.

c. The Readers

Hopefully this research can be a reference of reading comprehension strategy in order to arouse reading comprehension itself and as the reference for developing new model of teaching and learning English.

1.5 Scope of the Research

In this research, I make limitation and focus on the materials of tenth grade English syllabus. I focus on narrative material and students reading comprehension through the text that will be taught using metacognitive reading strategy for the tenth grade students of MAN 1 Jepara in academic year 2017/2018.

1.6 Operational Definition

In this research, there are some terms that need to be defined as follow:

1. Reading comprehension is the skill of reader or student to get in shape and understand the text meaning
2. Metacognitive strategy is a strategy that carefully planned and designed before, during and after reading activity to monitor and manage the self-reading.
3. The Tenth grade students of MAN 1 Jepara are the Islamic senior high school students that are registered in the MAN 1 Jepara 2017/2018.

