

CHAPTER I

INTRODUCTION

Reading comprehension is very important for students especially the students who learn English at vocational school. Reading comprehension can be understood as the ability of the readers to get information after doing interpretation from the text that the students have read. Meanwhile, reading comprehension is very important on academic aspects. Students who have read a text must be able to explain or retell the content of the text that they have read before. The students can get many new English vocabularies after reading a text. From the reading comprehension, it can improve the students' knowledge. Students who have read more texts can get many references that can be used in their daily needs. By mastering reading comprehension, the students can develop their skills especially in English Language.

Reading is the process to get information from the text that has been done by the readers. After reading a text, the readers can enrich their knowledge, especially from many kinds of text. The readers can get many ideas after reading a text. Educators have assumed that reading comprehension can lead the students to get academic success in their lives (Jennifer, Lindsey, and Ulana, 2010). The students should be able to master the reading comprehension as it is one of the basic skills that should be mastered by the students. The student can gain more understanding from many aspects of knowledge after reading a text. There are many information from this world that can be got from the reading comprehension. In 2005, Tierney stated that as the basic goal, the students must master the reading comprehension. The students can get many knowledge from the reading comprehension. Then it can be said that the students can develop their thinking skills to understand what the students have read from the text. Meanwhile reading comprehension was defined as the process of thinking that had been used to get the meaning. The people can get more information after reading a text (Block, Gambrell, and Pressley, 2002). The readers should know the good instructions on reading comprehension.

One of appropriate strategy in developing reading comprehension is Metacognitive strategy. This strategy is really important in developing the reading

comprehension. From many resources it had been known that there are many positive correlation on students who applied metacognitive strategy in reading comprehension. Metacognitive had given many positive aspects in developing the reading comprehension. There were many students that can be done, and from the studies it was found out that there are many positive benefits of use the metacognitive strategy. It can develop the awareness of students in the process of the reading comprehension. It can also give positive impact and ability to students when the students read the text and follow the instructional method that generated the high levels of the involvement of the students. Then it can require the substantial cognitive and the activity of metacognition (William and Atkins, 2009:39). As an addition, Baker and Brown (1984), it was cited by McKeown and Back (2009:7-8), there is an explanation that there was an investigation about the correlation between effective reading and metacognitive ability. From the studies, it was concluded that there were two dimensions of the ability of metacognitive, they were the knowledge of metacognitive, the awareness of metacognitive, and cognition regulation. It had been stated that there were correlation between cognitive resources and the ability when the readers do the reading comprehension according to the situation when they were reading a text.

Chamnot and O'malley (1996) stated that the training of metacognitive strategy consist of three components. Those components consist of planning, monitoring, and evaluation. When doing a plan, the teacher must ask the students to overview the main ideas and the concepts from the text. In the monitoring session, the teachers must do the checking on the comprehension of students during reading comprehension session. When doing the checking, the teacher will check the students' comprehension. It was done by giving questions to the students. The teachers did it when the students were doing the reading comprehension. Lastly, when doing the evaluation, the teachers will give questions to the students during the reading comprehension done by the students. From that step, the students must be able to reflect what they have got from the task that the teachers have given to them. Sari (2017) had done a study. This study was about the teaching of metacognitive strategy instruction according to the Communicative Academic Language Learnign Approach (CALLA). After doing the study, it was found out that there were three components of metacognitive strategy that had been focused in this study.

Ifticha Saniyati Shobiroh (2016) had conducted a research. The topic was about The Metacognitive Strategy Implementation in Improving the Reading

Comprehension of the students at Grade Eleven of MA Karanggede in school years 2016/2017. In this research, the researcher applied Classroom Action Research (CAR) method. After doing the research, the researcher concluded the students' reading comprehension at grade eleven of MA Karanggede in school years 2016/2017 had been improved after applying the metacognitive strategy in the learning process. This research had been done into 3 cycles. Different themes of personal letter material in each cycle had been applied when doing this research. In doing the research, the researcher gave the students a material. The students were asked by the researchers to read a material that had been prepared before. After doing that, the students read the material that had been given by the researchers. After that the application of metacognitive strategy that had been designed by the researcher in the teaching and learning processes was given to the students.

Next there was a research about the use of the Metacognitive Reading Strategies to the students of semester five of the English department students in school years 2015/2016. Shella Arini already did this research. After doing a research, there was a conclusion that the level of specific strategies had been favored by the students. Next the researcher found out that the average score from all categories had been calculated to find the mean scores of the students. After teaching the reading comprehension to the students in the classroom by using the metacognitive strategy, the researchers got the data. The researchers could conclude that the study had revealed the metacognitive strategy level in reading comprehension. In another words, it can be concluded that it was moderately being applied by the learners in this study.

As an addition, the researcher also read a journal. After reading the journal, the researchers got the data that there was an effect of the use of Metacognitive strategy training on the students' reading comprehension at English Department in a vocational technology college. Then from the data it can be stated that awareness of Metacognitive in the learning process could increase the students' reading comprehension. This research was done by Hingyuan. From this research, there was a conclusion. The researcher concluded that after using the Metacognitive strategy in the learning process, it could help the students to make a plan, monitor, and evaluate the progress of reading comprehension done by the students. For English Department, The students feel more necessary with the efficiency of reading comprehension by applying Metacognitive strategy. Although the students are not aware of the use of the strategy, the students were able to use non contributory of strategies in reading

comprehension in their daily lives. Teachers were suggested to apply the effective and flexible use of the metacognitive strategy in teaching reading comprehension in the classroom. From this result, there was an investigation that had indicated the training of metacognitive strategy, who were exposed, affected the students after applying the metacognitive strategy in reading comprehension. The researcher got the data from experimental group. The Students from the experimental group got better achievement after taught by using metacognitive strategy. This achievement was better than the achievement from the controlled group students. The students from the experimental group could achieve good instruction about how to read a text effectively and effeciently by applying the direct purpose of the improvement of the proficiency of the English reading comprehension.

The researchers had been inspired of the idea in metacognitive strategy and its rules. The researchers could propose a research according to the modified model of the training of the metacognitive strategy. There were three components of metacognitive strategy. These metacognitive strategy components had been elaborated by the researchers with orchestrating the various strategies. The researchers could enhance the orchestrating the various strategies recently of the use of the metacognitive strategy componenents. By doing the process of the raising the awariness, the students could do a program based on the application of metacognitive strategy. After doing the research, it was found out that there might be new rules in training the metacognitive strategy. It was expected that the research could support the students' reading comprehension improvements.

Previously, the writers had conducted an observation at SMK Swasta Yapim Medan, at Grade Eleven in September 2020. There were 37students at grade XI. The writers got the students' average scores. The average score was 55. KKM (*Kriteria Ketuntasan Minimum*) at the school is 70. From the observation conducted before, it was known about students' reading comprehension ability was still poor. This finding also was supported by the English Teacher' explanation. From the data it was known that there were difficulties of the students in learning the reading comprehension. The researchers got this data from the English teacher.

According to the result that had been explained above, there were some functions of the use of the metacognitive strategy. One of the functions was to know the mental process of someone in the learnign process and also it was related with the

management system of the processes that done by the students in the reading comprehension. There was a reason that had lead the reasearchers to do this research, entitled: *The Impact of the Metacognitive Strategy on the Students' Reading Comprehension of SMK Swasta Yapim Medan.*

According to the explanation above, the problem of the study was “Does Metacognitive Strategy affect the students’ reading comprehension at SMK Swasta Yapim Medan?”. The research objective was to know the effectiveness of the implementation of the Metacognitive Strategy on the students’ reading comprehension at SMK Swasta Yapim Medan. In doing the researchs, the researchers only focused on the effectiveness of the implementation of the Metacognitive Strategy on the students’ reading comprehension. The topic in reading comprehension was about Narrative Text for grade eleventh in academic year 2020/2021.

This study had significances theoritically and practically. Theoritically, this research can be beneficial as one of references for the next researchers who will do the next research related to the topic that was researched in this research. Practically, this research has benefits for students and English teachers at this school. For students, it is expected that the students will have better motivation in learning English, especially when the students learn about reading comprehension. As an addition, this research is also expected that the students will have more interests in improcing their English everyday. For English teachers, this research can be used as one of references when the English teachers teach English effectively. There will be more efforts for English teachers and the English teachers can be creative in designing the materials and then it will be taught to the students. After more efforts, the English teacher can guide the students to have happiness and the students will be motivated in the classroom, especially when the students are learning about the reading comprehension.

Related to the theory as presented above, the hyphotesis of the research are formulated as followed:

Ha (alternative hypotesis): The Metacognitive Strategy gave an impact significantly to the students’ reading comprehension.

Ho (null hypotesis): The Metacognitive Strategy did not give an impact significantly to the students’ reading comprehension.