

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading skill is one of four language skills in English beside listening, speaking, and writing. Reading ability is needed by the students for facing both local and national tests of English tested in written form, so that teaching reading should be learned earlier since Kindergarten until the higher education level. According to Kennedy (1981:5) reading is the ability of an individual recognizing a visual form to associate the form with the sound and/or meaning acquired in the past, and, on the past experience, understand and interpret its meaning. Based on the explanation, reading is an individual ability in understanding and finding the message written by the author.

Reading is often considered as the difficult skill. The learner cannot get the reading achievement which is the most important aspect in reading comprehension, especially in English. This is the duty for English teachers to solve the problem. The teacher has to teach reading in a way that is easily understood, so the learners can understand the reading material given by teachers. Increasing the knowledge of the learners is very important. Reading is a skill in a language that is applied to English lesson especially for middle school and high school. It is important as the preparation of the national exam and the higher level of education. The students have to answer the question related to the reading materials, such as: topic of paragraph, main idea, etc. The reading material for middle school is genre such as recount text and descriptive text.

Metacognitive refers to awareness in the individual of his/her systematic thinking about his/her own learning process. According to Flavell (1979:30), “metacognition” is a child’s knowledge about and control over his or her own thinking process and learning activities, including

reading. Moreover, the concept of “metacognition” includes thinking about the thinking process, self-awareness, understanding, and memory techniques and learning characteristics.

Beside using normal method to improve reading skill, teacher must use the metacognitive strategy. Students have to know what they learn. After they know what they learn, they will be easier to understand the material and they will improve their reading skill by themselves.

SMA Muhammadiyah 3 Surakarta is a high school located in Jebres Surakarta. This school is located near the main road. The students are mostly from Jebres, but there are some students come from Karanganyar. The researcher wants to know how the students of SMA Muhammadiyah 3 Surakarta can be easier to understand English with reading with Metacognitive strategy. Metacognitive strategy has proven to be successful in other school.

Based on this previous explanation, the writer is interested in conducting a research entitled *METACOGNITIVE STRATEGY IN IMPROVING ENGLISH READING SKILLBY ENGLISH GOOD ACHIEVER : A CASE STUDY AT SMA MUHAMMADIYAH 3SURAKARTA. IN 2019/2020 ACADEMIC YEAR*

B. Problem Statement

Based on the background of the study, the writer formulates the problem of the study as follows:

1. What is the metacognitive used by English good achievers to improve their reading skill in the classroom?
2. What are the students preferences in using metacognitive strategies in the classroom?

C. Limitation of the Study

In this research, the writer limits the problem as follows: the research concerns the teaching reading method of the first semester conducted by the teacher to the eleventh grade students of SMA Muhammadiyah 3 Surakarta.

D. Objective of the Study

Based on the problem statements, the writer has objectives as follows:

1. to identify the metacognitive strategy used by English good achiever in eleventh grade of IPA of SMA Muhammadiyah 3 Surakarta, and
2. to know the English good achievers preference in improving their reading skill using metacognitive strategy used by English good achiever in eleventh grade of IPA of SMA Muhammadiyah 3 Surakarta.

E. Benefit of the Study

The writer hopes this research will have theoretical and practical significance:

1. Theoretical Significance

This research can be a useful reference of teaching reading for lecturers in giving additional information on teaching method to the students.

2. Practical Significance

This research will be useful to overcome the problem faced during learning reading.

F. Research Paper Organization

This research paper is divided into five chapters.

Chapter I is introduction which consists of background of the study, limitation of the study, problem statement, objective of the study, significance of the study, and research paper organization.

Chapter II is review of related literature which presents previous study, notion of reading, components of reading, procedures in teaching reading, and methods in teaching reading.

Chapter III is research method which discusses type of the research, subject of the research, object of the research, data and data source, method of collecting data, and techniques for analyzing data.

Chapter IV is the research findings and discussion findings of the research

Chapter V is the conclusion of this research, pedagogical implication and the suggestion from the researcher to the students, teachers and the readers of this research