

CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language. In Indonesia, English itself is a compulsory subject in school. With English many of us want to learn English so that they do not lose in international competition. There are four skills that students have to master; they are listening, speaking, reading, and writing. Reading is an important skill. In Indonesia, English has to be learned from kindergarten until university. Reading is an important ability that all students must possess. Reading is an important ability besides writing, reading and listening. In school especially in senior high school, English lessons are one of the subjects that must be mastered by students. Reading has many benefits for students, because by reading they can practice concentration and can add their insights and knowledge, then they can train skills to think and analyze a reading.

According to Goodman in Burt, Peyton, and Adam (2003: 33) for students reading has three benefits (1) knowing the new language contained in the reading (2) helping us to know new vocabulary (3) helping us to accustom to in English, especially the writing in every English reading. Moreover Harmer (1998: 63) argues that reading activity can give many explanations to the students' language acquisition. So if students' often read books, they will get extensive knowledge from books they read, and by reading books that in fact use English can help them to better understand English by the way they read English books, and websites.

In addition, Harrison (2004: 3) argues that reading is an important activity because there is relation between the development of knowledge and thinking capability. This ability based on the development of emotional, moral and verbal intelligence. Moreover, this development establishes what kind of person would be. Therefore, reading activity can increase comprehension through text, book, and

other sources so, this activity can enrich the knowledge and compose the moral and emotion as well as intelligence.

As we know, good achievers can apply several learning strategies to achieve learning goal. They deserve to choose and use any strategy. Scarcella & Oxford (1992: 63) defined that learning strategy is a technique used by students in learning activity more easily in order to be good achievers.

By using metacognitive strategies, students can determine for themselves how they learn in the classroom on their own and they can plan and evaluate their learning in the classroom. Metacognitive strategies improve the construction of readers' reading meanings, monitor texts and reading comprehension, and their ability to evaluate the texts they read. Metacognitive strategies help students to stop their dependence on using dictionaries. This strategy helps students to find key ideas, implied information, explicit information, references, and word meanings.

The researcher wants to examine how good achievers in class XI TKJ 2 in reading lessons; apparently not all good achievers have the motivation to read. When many good achievers have reasons that English is a lesson that is difficult to understand, and reading looks still low and their interest is lacking and lack of motivation makes them lazy to read. The problem arises because good achievers do not use strategies in learning, and to encourage good achievers, they must be able to use metacognitive techniques. Therefore, teachers are required to be able to provide motivation so that good achievers can be enthusiastic in learning English especially in reading. Not only that, the teacher must be able to implement strategies that can make good achievers the spirit of learning.

Based on the background above, this research is titled **“METACOGNITIVE STRATEGIES USED TO IMPROVE READING SKILL BY ENGLISH GOOD ACHIEVERS: A CASE STUDY IN ELEVENTH GRADE AT SMK BATIK 1 SURAKARTA ACADEMIC YEAR 2019/2020.”** This strategy becomes a tool in learning to find out the interest in reading from good achievers, so that it becomes one of the solutions

to help find out good achievers in learning according to their wishes, especially in learning English structurally especially regarding reading.

B. Problem Statement

Based on the background of the study above, the researcher formulates the problem statement as the following:

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

C. Limitation of Study

Based on the problem identification, the researcher focuses on the use of metacognitive strategies in learning reading. It will be conducted in Eleventh Grade at SMK BATIK 1 SURAKARTA.

D. Objective of the Study

Given the problem statement above, the objective of the study is:

1. to identify the metacognitive strategies used by good achievers in eleventh grade at SMK Batik 1 Surakarta, and
2. to know good achievers preferences in learning reading skill using metacognitive strategies in eleventh at SMK Batik 1 Surakarta.

E. Benefit of the Study

With the benefit in the study in English lessons especially reading skills, the researcher hopes to provide benefits for all readers. Here there are two benefit, namely: practical benefit and theoretical benefit.

1. Practical Benefit

a. For English Teacher

The benefits of this research for teachers are that they can make references by the teacher when they are learning English especially learning to read using metacognitive strategies, so that teachers can increase the spirit of good achievers in reading.

b. For the students

This research can help students to motivate them more in reading, and can increase their knowledge when using metacognitive strategies in learning.

c. For the reader

The researcher hopes readers can benefit from the results of research on the use of metacognitive strategies in learning.

2. Theoretical Benefit

The researcher hopes that this research can be a reference for the reader when conducting research in terms of researching good achievers strategies to improve the ability of good achievers in reading skills using metacongitive strategies.