

CHAPTER I

INTRODUCTION

A. Background of the Study

Language learning began in the 1960, particularly when the developments in cognitive psychology gave influencers to the studies on language learning strategies (Rubin and Wenden 1987 :19). In most of the research, the primary concern has been on the ‘identifying what good language learners report they do to learn a second foreign language’

The most comprehensive LLS classification was developed by Oxford. The taxonomy is practical and effective. He classified the strategy into two direct and indirect orientation strategies. The first is LLS direct identification, retention, storage, or retrieval of words, phrases, and other elements of the target language. These are classified into compensatory strategies for memory, cognitive, and linguistic deficiencies. LLS does not cover several things in activities such as needs assessment, planning and monitoring of activities, and evaluation of results.

Reading skill is one of the keys to get good grades as well as listening and writing. Reading skill is needed by students to face the local and national English exams that are tested in written form such as national exams, so teaching in reading must be learned from kindergarten to the level of higher education. According to Kennedy (1981: 5) reading is a component in the goal of achieving goals so that certain results are obtained. Based on the explanation, reading is a personal ability in understanding a context that must be understood by each person.

According to Flavell, (1981: 273, and Boekaerts and Simons 1995 : 91), “In metacognitive strategies there are various developers in formulating metacognitive methods. The teacher must plan learning strategies, make participants use strategies, learn to solve every problem in class”. Time limits, goals, and basic rules are related to learning activities then have to be made as explicit as possible and internalized by students. So the students will

remember during the learning process and assess their aspects of them. During learning activities, the teacher can encourage students to share the progress of sharing in positive terms. As a result, students will become more aware of their own behavior and the teacher will be able to identify problem areas in students' thinking (Costa, 1984: 59) "when the process of teaching activities is carried out by other teachers, students will find it difficult to accept it".

In addition to seeing each student's reading skills from all learning strategies, metacognitive strategies play an important role in determining achievement in the students learning. O'Malley & Chamot (1990) and Oxford (1990) plunged into meta-cognitive strategies as thoughts in the learning process activities to achieve specified results. By frequently practicing and implementing metacognitive strategies, students will become good students, who are able to deal with problems in the English curriculum. However, some teachers have different points of view in terms of metacognitive strategies applied in schools. Some students have no insight in metacognitive process, but only through "just thinking" and what is understood by metacognitive students. Bearing this in mind, this study aims to examine students getting the meta-cognitive strategy formulation used in learning English at the university level and its relationship with the performance of students' English reading skill.

SMA Negeri 1 Ngemplak is a high school in Boyolali. This is a good school in Boyolali. There are many smart students who study there even though this school is located in the district of Ngemplak. To achieve good performance in the teaching and learning process at SMA Negeri 1 Ngemplak.

The main thing in this research is especially learning reading for eleventh grade, the teacher must choose a method that is suitable for students. To apply the teaching methods, the teacher must understand several aspects such as student background, student abilities, and the media used during the learning process. In these 3 studies the reading material provided by the teacher is genres such as recount text and descriptive text taken from textbooks and the internet. In applying the teaching method of reading, the teacher in the learning process uses a metacognitive strategy with regard to the teacher. In this study the researchers wants to know how the teaching and learning process with the metacognitive method of the strategy applied by eleventh grade students.

Based on this previous explanation, the writer is interested in conducting a research entitled *METACOGNITIVE STRATEGIES USED TO IMPROVE READING SKILLS BY ENGLISH GOOD ACHIEVERS: A CASE STUDY IN ELEVENTH GRADE AT SMA N 1 NGEMPLAK IN YEAR 2019/2020 ACADEMIC*

B. Limitation of the Study

In this research, the researcher limits the problem as follows: the research concerns the learning reading method of the first semester conducted by the teacher to the eighth grade of SMA N 1 Ngemplak in 2018/2019 academic year.

C. Problem Statement

Based on the background of the study, the researcher formulates the problems of the study as follows:

- a. What are the metacognitive strategies used by a good achievers to improve reading skills classroom?
- b. What are the preference metacognitive strategies at SMA N 1 NGEMPLAK?

D. Objective of the Study

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

1. to know the students in learning reading using metacognitive strategies in SMA N 1 Ngeemplak, and
2. to know the students interest in learning reading using metacognitive strategies in SMA N 1 Ngeemplak

E. Significance of the Study

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

1. This research can be a useful reference of metacognitive strategies for lecturer in giving additional information on teaching method to the students.
2. This research will be useful to overcome the problems faced during metacognitive.

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 research finding and discussion. This research finding is elaborated into (1) the methods on teaching reading used by the teacher to the eighth grade of SMA N 1 Ngeemplak 2018/2019 Academic Year, (2) problems faced by students to improve reading skills to the eleven grade of SMA N 1 Ngeemplak in 2019/2020 Academic Year.

Chapter V is the last chapter. It deals with conclusion and suggestion.