CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research questions, research purposes, scope of the study, and significance of the study.

1.1. Background of the Study

Metacognitive awareness can be understood as the awareness of students' thinking process and students are aware to construct or obtain the meaning of information provided in the text (Flavell, 1976, pp. 231–235). This metacognitive is lack of use in learning process, generally, various classrooms are focus on teacher-generated questions or based on textbook instruction, which measures comprehension of a specific text rather than metacognitive awareness or strategies for comprehending texts(Fitrisia, Tan, & Yusuf, 2015).

Metacognitive awareness can be used as essential method for student teacher because it can be used to plan, regulate, and monitor students' comprehension in reading(Grabe & Stoller, 2002). They added that metacognitive awareness is one of best ways to assess what level a student is aware in reading.

Reading strategies may be defined as the conscious, internally variable psychological techniques aimed at improving the effectiveness of or compensating for the breakdowns in reading comprehension, on specific reading tasks and in specific contexts (Karami, 2008, p. 5). Others added that reading

strategies should be augmented in the classroom to guide students to become competent readings, also known as reading strategies must be conducted while learning processes as well as metacognitive awareness of the students must be come out while the students in the classroom (Carrell, 1989).

Student teachers equipped with metacognitive awareness will easily comprehend the text and can be used to assess their students while teaching them. According to Carell (1989) and Sheorey & Mokhtari (2001) explained that metacognitive awareness also considered as the key factor to proficient reading strategies because it can involve directly on the reasoning process and use reading strategies effectively while reading. The student teachers can easily access and apply these strategies in future. At this point, when the student teachers have metacognitive awareness they can easily comprehend the text while reading also they can use these strategies while they are teaching in class.

Student teachers with lack of metacognitive awareness will have trouble to reassess their progress in reading. Metacognitive awareness also helps student teachers' understanding problems in reading. Students teachers' will not take any action if they do not understand the reason, in that sector metacognitive awareness take place to help student teachers' knowing why they are reading, and realizing how to solve the problem they found while reading. By doing that, the student teachers' can become independent readers and teachers (Paris, Cross, & Lipson, 1984).It can be saying that student teachers' without metacognitive awareness do not know what they need during learning process, especially in reading. But, they can solve that problem with metacognitive awareness (Anderson, 2002). In other

words, students can know what they need during learning process if they have metacognitive awareness in their mind.

Metacognitive awareness in reading can differentiate the skilled readers and unskilled readers. It can be seen from the comprehension ability they have, which employs their knowledge to understand and draws valid inferences from the texts. The skilled readers mean that they have metacognitive awareness to read the text, they can be very aware to what they read, and realize the information they found while reading the text. While the unskilled readers have different definition, they have lack of metacognitive awareness that drives them to the trouble on realizing the information and using reading strategies effectively (Mokhtari & Reichard, 2002).

This metacognitive awareness is important because by knowing student teachers' metacognitive awareness can allow students to evaluate or enhancing their ability in reading academic materials. This study indicates two areas of student teachers' metacognitive awareness; one is from the individually of student teachers' which can help them evaluate their self while reading and can help students to use reading strategies more efficient than before. Last, the study will be evaluated in the form of general or overall point of view which indicates to tell if they score very high or very low in any of these strategy groups (Mokhtari & Reichard, 2002).

Several studies on the metacognitive awareness have been conducted within various areas and levels such as school and university. The first study by Mokhtari and Reichard (2002) entitled *Assessing Students' Metacognitive*

Awareness of Reading Strategies. This research describes a new self-report measure, the Metacognitive Awareness of Reading Strategies Inventory (MARSI), which is designed to assess 6th- through 12th-grade students' awareness and perceived use of reading strategies while reading academic or school-related materials. This revised instrument was administered again to a similar sample of 443 students in Grades 6–12. This study uses a questionnaire form to collect data about awareness of readers and strategies they use while reading. The MARSI consist of three categories in reading strategies as follows: Global Reading Strategies (GLOB), Problem-solving (PROB), Support Reading Strategies (SUP).

The second study, Li's (2010) findings are similar to Solak and Altay's (2014) results. Based on MARSI, he conducted a study on the Chinese middle school students' awareness of reading strategies and concluded that participants favored problem-solving strategies to global reading and support reading strategies. The third study, Hong-Nam (2014) explored 96 high school students' metacognitive awareness and reading strategy use when reading academic materials. As results, he argued that using reading strategies such as re-reading, underlining and circling of information helped students understand reading texts better.

The last study, Fitrisia, Tan, and Qismullah (2015) conducted the research titled *Investigating Metacognitive Awareness of Reading Strategies to Strengthen Students' Performance in Reading Comprehension* they found that a weak positive relationship between MARS and scores in reading comprehension. Based on from five government secondary schools in Banda Aceh, there are 272 students

in grade three participated in this study. From two standardized English reading comprehension tests from Ujian Nasional (National Examination (UN)) 2005/2006. This study also uses the Metacognitive Awareness of Reading Strategies Inventory (MARSI) by Mokhtari & Reichard were employed. The findings suggest direct instruction in MARS may help students' teachers increase their attention to the reading process. Becoming aware of their own thinking as they read and solve problems allows students to seize the advantages of learning opportunities to become strategic and thoughtful readers.

The present study was designed to evaluate and reveal metacognitive awareness of ELESP students in English Department of UNJ. With the help of MARSI the researcher intent to found out student teachers' metacognitive awareness of reading strategies which can be used to evaluate their ability while reading. Then, this study aimed the types and level of student teachers' metacognitive awareness based on MARSI point of view. This research also can be expected that the results could provide teachers, and educators' practical suggestions for helping student teachers' increase their awareness and use of reading strategies(Mokhtari & Sheorey, 2002).

1.2. Research Question

Based on the background of the study, a main research question comes up in this research. The main research question is "How is the student teachers' metacognitive awareness of reading strategies in reading comprehension?" To answer the main research question, sub-questions areprovided, which are:

1. What types of metacognitive awareness of reading strategies do the ELE-SPstudent teachers' frequently use in reading activities?

2. How is ELE-SP student teachers' metacognitive awareness of SUP, PROB and GLOB based on MARSI framework?

1.3. Purpose of the study

The purpose of this study is to investigate the metacognitive awareness of reading strategies used in reading of ELE-SP student teachers' in *Universitas Negeri Jakarta* in terms MARSI framework. Several sources will be used to analyses this matter; questionnaire and students' interview.

1.4. Scope of the study

This study focuses on investigating to performance of metacognitive awareness of reading strategies while reading related material. The researcher believed that ELE-SP studentteachers'have to discover their metacognitive awareness of their reading strategies.

1.5. Significance of the study

The result of this study was expected to be useful for the teachers, ELE-SP student teachers'and other researchers. Generally, this study could give contribution on the ideas of metacognitive awareness of reading strategies for anyone who doesn't know yet.

1.5.1. For the Teachers

This study could give them information in how the student teachers' awareness in using reading strategies for learning process, especially

in reading subject. In addition, this study could become a reference for another teacher who will teach reading to enhance students' awareness of reading strategies.

1.5.2. For ELE-SP Student Teachers'

This study could improve their knowledge in reading comprehension, whether to themselves or even to their students in future.

1.5.3. For Researchers

For other researchers who intend to conduct a research with the same topic, hopefully this study could provide reference.