CHAPTER I

INTRODUCTION

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

1.1 Background of The Study

As one of the skills that has been claimed to be crucial in 21st century learning, metacognition has gained massive interest from many researchers. Metacognition, as an integral component of self-regulated learning, enables learners to monitor and control their cognitive processes, and develop self-awareness of the learning process (Zhang & Zhang, 2019). In English foreign language learning, metacognition has been claimed to play an important role in developing EFL students to become successful learners who are able to plan their learning goals, monitor their learning progress, and evaluate their learning outcomes in the disruption era (Fiani, 2020).

It is well acknowledged that metacognition, which consists of metacognitive knowledge, metacognitive experiences, and metacognitive strategies, plays a crucial role in the language learning process (Zhang & Zhang, 2019). As one of fundamental component of metacognition, metacognitive strategies are claimed to: centering students learning; arranging and planning students learning; and evaluating students learning. This necessitates that learners participate actively since metacognitive methods are seen to one's understanding of one's own cognitive processes or anything relevant to them. This process is seen vital for learners to think of what they have learnt, how they learnt it and what can they draw out of the experiences (Acedo & Hughes, 2014).

In the scope of Indonesian's EFL classroom, a number of studies had been conducted to improve students' performance in reading and writing skills. A study by Jayanti, F.G. in 2016 reveals that reading information from texts is a challenge

for many Indonesian pupils. Moreover, another study claimed that for Indonesian secondary school students learning English, reading comprehension may be seen as a difficult subject (Syahabuddin, Yusny, & Zahara, 2019). Following those two studies, Nanda and Azmy (2020) conducted a study regarding causes, impacts, and possible solutions for poor reading comprehension issues. The findings show that three noteworthy factors—students' low motivation, their limited previous knowledge, and their limited English vocabulary—are to blame for poor reading comprehension.

Moving on to Indonesian students' writing skill, Richards and Renandya (2002) stated that the hardest skill for students to acquire is writing since it calls on them to not only produce thoughts but also turn those ideas into text that can be read. It calls for a blend of abilities including neurological, muscular, cognitive, and emotional (Murray & Moore, 2006). They found that Lack of writing experience, a bad writing impression, a lack of writing enthusiasm, and poor writing process instruction from their professors are some of the issues producing difficulty for EFL students in writing. With the utilization of metacognitive strategies, these causes of problems in students' English language performance may be eradicated since metacognitive strategies enables learners to plan their learning goals, monitor their learning progress, and evaluate their learning outcomes

There are plenty of research discussing English reading and writing skills in Indonesian schools, yet study about the implementation of metacognitive strategies in both skills in students have not been sufficiently discussed. Using a descriptive method to analyze the research data, this study intends to provide a detailed and elaborate data about Indonesian students' metacognitive strategies in English language reading and writing skills with the goal of adding supporting information regarding previous studies around metacognitive strategies in Indonesian English classroom and possible obstacles around it.

1.2 Research Questions

According to background of the study, the research questions are:

1. What are the metacognitive strategies employed by students in the English language reading and writing learning at the 8th grade of Bahrul Ulum Islamic Centre Sungailiat?

2. What are the obstacles encountered by students in employing metacognitive strategies in the English language reading and writing learning at the 8th grade of Bahrul Ulum Islamic Centre Sungailiat?

1.3 Purpose of The Study

There are two purposes of this study, each respective to the research questions:

1. To find out the metacognitive strategies employed by students in the English language reading and writing learning at the 8th grade of Bahrul Ulum Islamic Centre Sungailiat.

2. To find out the obstacles encountered by students in employing metacognitive strategies in the English language reading and writing learning at the 8th grade of Bahrul Ulum Islamic Centre Sungailiat.

1.4 Scope of The Study

As a means to eliminate problems that might obscure the focus of this study, researcher has set a limitation. This study will be fixated on the metacognitive strategies in the Indonesian Junior High School, particularly in English language reading and writing learning activity and challenges reported. Previous study has suggested that although metacognitive strategies is important prior to the advancement of 21st century learning, the awareness and implementation of it is still lacking in Indonesia. Thus, this study aims to analyze students' metacognitive strategies in the English language reading and writing skills, and the possible

obstacles encountered by them during the progress of applying metacognitive strategies in English language reading and writing skills.

1.5 Significance of The Study

This study is conducted to report the metacognitive strategies in Indonesian Junior High School English language classroom, particularly in reading and writing skills and challenges reported. The result of this study is expected to give useful input for English teacher, the students, and other researchers about metacognitive strategies in English language reading and writing skills.

1. For the English language teachers

The result of this research is expected to help educators, especially Indonesian EFL educators to understand the current state of students' metacognitive regulation of cognition to further develop the effective instruction of metacognitive strategies in the classroom.

2. For the students

After learning the findings of this study, hopefully the students can become better, more autonomous learners. Additionally, the result is expected to raise awareness about how crucial metacognitive strategies are for successful language acquisition and should increase language learners' capabilities.

3. For the other researchers

As for future research, the result of this study is expected to give an insight and additional findings source for the upcoming research regarding metacognitive strategies and its implementation in Indonesian English classroom, particularly in reading and writing skills.