

## **CHAPTER 1**

### **INTRODUCTION**

This chapter presents the background of study, the study question, the purpose of the study, the scope and limitations, the significance of the study, the previous study, the study hypothesis, and definition of key term.

#### **A. Background of the study**

In the global era, English is becoming more and more necessary because it is one of the most widely used international languages in the world, teaching English for foreign languages is completed with four language skills: listening, speaking, reading and writing. most of these ability can not be separated in teaching and learning method. It appers that each student wishes to make bigger their know-how in an effort to hold language talents. college students can activate their previous understanding with analyzing the skill. Ibrahim, Anderson and Pearson (2013) country that studying this skill is a vital manifestation of language acquisition, guiding novices to set off and remedy the linguistic complexities of the goal language. This look at ought to learn from an early age, as it brings some aspects that are beneficial for enhancing language abilities.

In other hand, Bedoya, lia montalvo (2013) stated that many language learners have some difficulty in capturing information and conveying the meaning of a text to reinforce reasoning. Reading excels in helping students understand and gain a lot of information from what they have read.

Various point effect the acquisition of exposition reading skills. Among these side, the psychological aspect plays an important role in reading comprehension. Reader's cognition, metacognition, emotion and motivation have a significant impact on reading comprehension of expositions. In addition, student attitudes and efficiency contribute to good reading comprehension.

Self-efficacy is a tool for predicting success, in line with Malton, Brown, and Loaned's claim that self-efficacy is a belief, not a personal experience. We can say that self-efficacy is an important property of a person. Self-efficacy is associated with specific situations and tasks, which is not related to related concepts such as self-esteem, self-confidence, and locus of control (Maibach and Murphy, cited in Bijl and Baggett, 2001). Perceived self-efficacy is defined as people's belief in their ability to achieve a certain level of performance that influences events that affect their lives (Bandura, 1994/1998). In other individualized organizations, self-sustainability is people's belief in their own abilities. Self-efficacy is not generic, but applies to specific situations. People may consider themselves highly competent in some areas and less competent in other areas (Bijl and Baggett, 2001). It was then reported that another elemem focus on humans, namely metacognitive reading strategies, also holds significance in the act of reading. Student reading strategies are considered as the ability of students to use different ways of obtaining information from the text and ways to use these methods in diverse situation. Metacognition reading strategies involve of the emotional comprehension and exposure when reading. Study about reading strategies are considered as the ability of students to use different ways of obtaining information

from the text and ways to use these methods in different contexts. Metacognition in reading strategies is about activating students' emotional understanding and exposure when reading. Student reading strategies are considered as the capacity of students to utilize various methods of obtaining knowledge from the text and ways to apply these methods in diverse situation.

Reading strategies are not taught directly in EFL classes. It is taught clearly and effectively through reading comprehension by EFL masters and special programs to improve students' reading comprehension. In terms of metacognition, awareness of metacognitive reading strategies is the attention of students to tracking and recognizing appropriate strategies that determine their effectiveness in reading comprehension. In addition, it talks about student awareness when they should be aware of the exact strategies and use the best ones to deal with reading situations so that they can develop their reading skills effectively.

Metacognitive awareness is essential for skill development. Metacognition plays a fundamental role in reading skills. This directs the reader to control and monitor the actions in the reading process. Students should be aware of metacognitive understanding because it encourages students to implement strategies effectively. If students don't recognize when they lack understanding and drop out, and they don't know how they decide and deal with it, the strategies and solutions proposed by the teachers will fail. O'Malley et al. in their study stated that students without metacognition were categorized as students without direction. The essence of metacognition manifests itself when they analyze their progress, complete tasks and set

future goals. In addition, Pressley, Cinder, and Carilla Bull in Karbalei showed that metacognition is a tool for students to recognize that they have learned in which situations material can be applied and make plans for the future, as well as assess progress in applying it. . .

Since metacognition reflects the control of thinking and knowledge over cognitive expositions, metacognition in reading strategies is seen as controlling, testing, setting and evaluating students in relation to their reading strategies in order to improve reading comprehension and achieve goals. an empowering tool that bridges the gap between reasoning and reading strategies. Metacognitive awareness of reading strategies is considered key for language learners to be able to guide reasoning and use reading strategies for effective reading, and then access and apply similar strategies and reasoning to effectively address future reading challenges.

In other individualized organizations, awareness of metacognitive reading strategies is very important in guiding students' processes so that they can complete reading tasks; This metacognitive awareness helps students complete tasks easier and less problematic so they can get a good grasp of reading skills and habits. In relation to self-efficacy and metcognitive strategies, one of the important roles of self-efficacy is to provide a stimulus to discover and explore the student's strategies and methods in class exposures.

As the title of the study suggests, this study discusses the relationship between metacognitive strategies, reading self-efficacy, and reading comprehension. Awareness

of metacognitive reading strategies is defined as a psychological factor that focuses on metacognitive awareness of reading, which is necessary for the development of skills. Metacognition plays a fundamental role in reading skills. This directs the reader to control and monitor activities in the process of reading.

Several previous studies have shown that student self-efficacy affects academic performance. According to Albert Bandura (1994), perceived self-efficacy is defined as people's belief in their ability to achieve certain levels of performance that influence events that affect their lives. Then, in a study of fourth and fifth grade students in Turkey, Sakiz (2015) found that academic self-efficacy was significantly positively associated with student academic achievement. A 2014 Webb-Williams study of students aged 10 to 12 in the UK in 2014 also found that self-efficacy scores were strongly associated with student achievement in science. In a recent study, in which elementary students from grades 1 to 3 participated in urban schools in various U.S. cities. Reading self-efficacy was found to have a positive and significant impact on student achievement across the three standard reading measures used in this study. (Lee and Johnson-Reed, 2016). The results show that reading self-efficacy in children can be measured at an earlier age than previously thought.

Salehi and Khalaji then conducted a study in 2014 on whether there is a significant relationship between self-efficacy reading beliefs and reading comprehension in Iranian EFL high school students. The subjects were 48 Iranian EFL high school students. The results showed that there was a strong and significant positive correlation between self-efficacy reading beliefs and reading comprehension.

Another researcher is Hadomi (2012), who conducted a study to determine the relationship between students' reading self-efficacy and final grades in an academic reading class specializing in language and art at Satya Wakana Christian University. 43 students were invited to participate. The results showed

Then. A study discussing the contribution of awareness of metacognitive reading strategies to reading comprehension was conducted by Anjomshoaa, Golestan and Anjomshoaa in 2012. The results of the analysis show that there is a positive relationship between awareness of metacognitive reading strategies and reading. understanding.

The positive correlation meant that if the metacognitive reading strategy was good, then reading comprehension was also good. The findings of this study are that awareness of reading strategies is important for students as it can predict reading comprehension outcomes. In addition, the master should teach the use of reading strategies to help students better understand what they read.

In addition, a study by Maryam, Ihrom, and Nurlaelavati titled "Relationship between Metacognitive Reading Strategies and Reading Comprehension in First-Year EFL Students at West Java State University" aims to find the relationship between metacognitive reading strategies and reading comprehension. Thirty first-year university students were selected for the study. The results showed that there is a significant positive correlation between metacognitive reading strategies and reading

comprehension. Students who are knowledgeable about metacognitive reading strategies also score high in reading comprehension.

Based on the above explanation, the researcher wants to explore the relationship between metacognitive reading awareness, reading self-efficacy, and reading comprehension achievement in high school students in Kediri. This study is called **A Pathway for Analyzing Metacognitive Awareness, Reading Self-Effectiveness and Achievements in Reading Comprehension by 11th Grader Students of Master's Program Sunan Kalijaga Kediri"**

## **B. Research problem**

1. Is there any significant correlation between self-efficacy in reading and achievement of reading comprehension by Sunan Kalijaga Kediri Masters students in 11th grade?
2. Is there any significant correlation between metacognitive consciousness and achievement in reading comprehension among 11th grade graduate students of Sunan Kalijaga Kediri's master's program?
3. Is there any significant co-correlation between awareness of a metacognitive reading strategy and self-efficacy in reading with achievement in reading comprehension by Sunan Kalijaga Kediri graduate students in reading comprehension?

4. Is there any significant co-correlation between metacognitive awareness and reading self-efficacy with reading comprehension by 11th graders? M.A. Sunan Kalijaga Kediri?

### **C. Purpose of the study**

According to the research objective, this research pursues the following objectives:

1. To investigate a significant correlation between self-efficacy in reading and metacognitive awareness of eleventh-graders, first-year master students Sunan Kalijaga Kediri.
2. The researcher wants to know the significant correlation between self-efficacy in reading and achievement in reading comprehension in twelve undergraduate graduate students, Sunan Kalijaga Kediri.
3. To investigate the significant correlation between metacognitive consciousness and reading comprehension in 11th grade students of the Master's program Sunan Kalijaga Kediri.
4. The researcher wants to know the significant multiple correlation between metacognitive awareness and self-efficacy in reading with achievement in reading comprehension among 11th grade graduate students Sunan Kalijaga Kediri.



## **D. Hypothesis**

According to the theoretical framework, the researcher establishes H<sub>0</sub> (null hypothesis) and H<sub>A</sub> (alternative hypothesis) for this study.

### **1. Reading metacognitive awareness with self-efficacy reading**

Ho : no significant correlation between Self-Efficacy Reading and Metacognitive Reading Awareness by Master's Eleventh Graders Sunan Kalijaga Kediri.

Ha : There is a significant correlation between self-efficacy of reading and metacognitive reading awareness of eleventh graders MA Sunan Kalijaga Kediri.

### **2. Metacognitive reading comprehension with achievement of reading comprehension**

Ho : no significant correlation between metacognitive awareness of reading and reading comprehension in eleventh-graders of the magistracy sunan kalijaga kediri.

Ha : There is a significant correlation between metacognitive awareness of reading and reading comprehension in eleventh-graders of the magistracy sunan kalijaga kediri.

### **3. reading Self-efficacy with reading comprehension**

Ho : no significant correlation between self-efficacy in reading and reading comprehension among eleventh-graders of the master's program sunan kalijaga kediri.

Ha : There is a significant correlation between reading self-efficacy and reading comprehension by 11th graders MA sunan kalijaga kediri.

### **4. Multiple Correlation of Metacognitive Awareness and Self-Efficacy in Reading with Reading Comprehension Achievement**

Ho : no significant concurrent correlation between metacognitive awareness and self-efficacy of reading with reading comprehension achievements eleventh-graders of the magistracy sunan kalijaga kediri.

Ha : It makes sense cannot correlate between metacognitive awareness and self-efficacy in reading with reading comprehension among eleventh-graders of the magistracy sunan kalijaga kediri.

## **E. Research Significance**

This research is expected to contribute to foreign language learning, especially in the reading class. Thus, it is expected that this study will be useful for the following parties:

### **1. For students**

We hope that this research can be useful for students, especially foreign language learners. This study describes the extent to which awareness of the metacognitive reading strategy and reading self-efficacy contribute to reading achievement. This would be helpful because students will learn the importance of understanding the metacognitive reading strategy and achieving reading comprehension.

### **2. For teachers or lecturers**

This study will also provide input to English language teachers or lecturers. They will know how their students become aware of the metacognitive reading strategy as well as how effective they are at reading and how they relate to supporting reading achievement. The result of this research can be a tool for teachers or lecturers that will always promote students' awareness of the metacognitive strategy of reading and self-efficacy in improving reading comprehension.

### **3. For the following researchers**

We hope that this study can be useful for further researchers who wish to pursue a similar topic. This study can be used as a reference so that future investigators can conduct research on a broader study area and variable.

### **F. Scope and limitations**

The scope of this study focuses on the correlation between metacognitive reading strategy awareness, reading self-efficacy and self-regulated learning and reading achievement of high school students in Kediri. To limit the problem of this study, the researcher focuses on the eleventh grade of the Islamic high school MA Sunan Kalijaga Kediri.

Further, this study focuses only on Bandura's self-efficacy, Mokhtari and Reichard's metacognitive strategy awareness theory of reading, and Carlisle's metacognitive awareness theory. Other limitations of this study are that it only discusses metacognitive reading strategy awareness and does not discuss other types of metacognitive reading strategy awareness or other skills such as listening strategies and speaking strategies that are used by students. The next limitation is that this study does not explain qualitatively any effect of each student.

## **G. Definition of key terms**

### **1. Awareness of the Metacognitive Reading Strategy**

Metacognitive is defined as how learners understand the knowledge to be mastered using individual awareness of the thought process and control of the thought process. Metacognitive reading strategy awareness is the feeling that people can monitor, evaluate, and adjust the strategy while reading.

### **2. Correlation**

Correlation is defined as the relationship between two variables. The whole purpose of using the ratio of this study is to find out which variables are related. In this case, the correlation studies in this study are three variables: metacognitive awareness and self-efficacy in reading, self-efficacy in reading and achievement in reading comprehension, and the concurrent correlation between metacognitive awareness and self-efficacy in reading with reading achievement.

### **3. Reading comprehension**

Reading comprehension is the process of constructing meaning from a written message. Reading comprehension involves readers associating the information they have read from a written message with previous knowledge and the author's intention to arrive at meaning and understanding.