CHAPTER I
INTRODUCTION

This chapter covers the background of the research, the research problem statements, limitation of the problem, the research objective, the significance of the research, the research hypothesis, and the definitions of key terms.

A. Background of The Research

Learning English as a foreign language in senior high school plays a very important role in the development of academic abilities. As we know, there are four aspects that are highly considered in learning English, namely listening, speaking, reading, and writing. Of these four aspects, one of the main concerns in learning is students' reading ability. Reading is an important process in mobilizing and improving knowledge in accordance with language skills that used when disseminating information among others.[1]

Reading is an essential skill in English language learning that involves an active process of comprehending, analyzing and interpreting information from text. Reading is an interactive process between the reader and the text, in which the reader activates the knowledge that has been owned to understand the meaning conveyed by the author.[2] The curriculum redesign takes into account several key aspects, including students' needs and interests, classroom requirements, grade level, prior knowledge, preferred learning styles, engaging audiovisual media, relevant real-life topics, and adapted instructional techniques, this process is carried out through three main phases: analysis, design,

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[1] Chastain, K. *"Developing Second Language Skills: Theory and Practice (3rd ed.),"* (San Diego CA: Harcourt Brace Jovanovich, 1988).

[2] Neil J. Anderson. *"Reading Comprehension: Teaching Vocabulary to Improve Reading Comprehension"*, (New York: Cambridge University Press, 2003).

and implementation.[3] Nurhayati said that reading is more than just consuming pointless material but to obtain knowledge, they must interpret or comprehend the text.[4] Therefore, reading requires integrated skills, such as vocabulary acquisition, grammar knowledge, as well as the ability to make inferences from the text. By engaging in reading, individuals can expand their knowledge and experiences, form new ideas, and enhance their perspective for personal development and for adapting to the dynamic changes of the world.[5]

In the long term, Indonesia also targets to improve literacy for the younger generation through various programs until 2045, as part of the *Indonesia Emas 2045* vision.[6] The low level of literacy in Indonesia, as reflected in the 2022 PISA (Program for International Student Assessment) survey conducted by the OECD, where Indonesia ranked 70 out of 80 countries, impacts students' ability to comprehend texts, especially in foreign languages such as English.[7] To understand English texts well, students must not only recognize words but also apply effective reading strategies, such as predicting, inferring, and monitoring comprehension. Engaging in critical reading

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[3] Nurhayati, D.A.W, *Redesigning Instructional Media in Teaching English of Elementary Schools' Students: Developing Minimum Curriculum,* The 61 TEFLIN International Conference, UNS Solo, 2014:927.

[4] Nurhayati, D.A.W, *"The EFL Students' Viewpoints on the Contributing Critical Reading Strategies in Critical Reading Comprehension Class,"* Indonesian Journal of English Language Teaching and Applied Linguistics, 8(2), 2023: 295-316.

[5] Nurhayati, D.A.W, *"Effectiveness of Summarizing in Teaching Reading Comprehension for EFL Students,"* Indonesian Journal of Language Teaching and Linguistics, 3(1), 2018: 33-50.

[6] Bappenas, *Indonesia Emas 2045: Transformasi Perencanaan Pembangunan Nasional*, 2022. https://www.bappenas.go.id/

[7] OECD, *PISA 2022 Results: What Students Know and Can Do*, OECD Publishing, 2022. Available at OECD PISA.

demands deeper comprehension and greater effort than merely reading a text at surface level.[8] This approach is crucial for overcoming challenges in understanding more complex texts, as emphasized by educational experts like Rebecca Oxford[9] and Nation.[10]

There are many strategies that are often used to improve reading skills. Oxford classifies language learning strategy, including reading, into cognitive, metacognitive, and social/affective categories.[11] Cognitive strategy emphasizes specific tasks related to the text, such as understanding vocabulary, finding the main idea, summarizing, or taking notes. Metacognitive strategy is focus on how readers control and monitor the reading process, such as ensuring they understand what they have read, identifying difficulties, and finding solutions to improve comprehension. Social strategy involve interaction with others to understand the text, such as group discussions, while affective strategy is concerned with emotional management during the reading process. In the context of this study, the use of Metacognitive Reading Strategy is very important because it can support students in organizing, monitoring, and evaluating their own comprehension processes during reading.

In Indonesia, a metacognitive strategy in literacy can help students to better understand and think critically when reading English texts. Metacognitive ability is

[8] Nurhayati, D.A.W, *Utilizing Critical Reading Task to Advance Students' Reading Comprehension,* Penerbit Haura Utama, 2024:8.
[9] Rebecca L. Oxford, *Language Learning Strategies: What Every Teacher Should Know*, Boston: Heinle & Heinle, 1990.
[10] I.S.P. Nation, *Learning Vocabulary in Another Language*, Cambridge: Cambridge University Press, 2001.
[11] Oxford, R. L. (1990). Language Learning Strategies: What Every Teacher Should Know. Boston: Heinle and Heinle Publishers.

essential for enhancing the efficiency of cognitive processes in problem-solving, as it involves 'thinking about thinking.[12] This is important so that students can understand the structure, context and purpose of the reading more deeply, thus improving their overall language skills. Metacognitive Reading Strategy allow learners to consciously know how they can best process reading texts, from planning how to read to monitoring comprehension and improving strategy when necessary. The use of these strategy facilitates learners in dealing with more complex texts and requires them to become more independent readers. Abu-Snoubar stated that by using metacognitive reading methods, readers may actively control and monitor their process of reading comprehension with their minds.[13]

In education, metacognitive strategy also often associated with improving Critical Thinking Skills. Nurhayati also highlights that metacognitive skills play a significant role in facilitating critical thinking.[14] Critical thinking involves the ability to analyze, evaluate and synthesize information and question assumptions, helping learners to make more objective and informed judgments. Critical thinking is one of the main ideas being discussed in education these days, and it has also taken center stage in the study of second and foreign languages.

The act of looking at and analyzing clues, formulating questions, and skillfully using information to

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[12] Nurhayati, D.A.W, *"Dasar-Dasar Evaluasi Pembelajaran (BAB 9 PENILAIAN KOGNITIF),"* PT. Mifandi Mandi Digital, 2023:97.

[13] Abu-Snoubar, T. (2017). Gender differences in metacognitive reading strategy use among English as a Foreign Language Students at Al-Balqa Applied University. Journal of Education and Practice, 8(18), 1-12.

[14] Nurhayati, D.A.W, *"The EFL Students' Viewpoints on the Contributing Critical Reading Strategies in Critical Reading Comprehension Class,"* Indonesian Journal of English Language Teaching and Applied Linguistics, 8(2), 2023: 295-316.

arrive at a logical conclusion is known as critical thinking. Greenstein stated that critical thinking includes evaluating information, applying methods to reach conclusions, weighing arguments, conducting reasoned analyses, gathering proof, and challenging presumptions.[15] It takes critical thought to keep the mind from becoming empty. In order to learn and evaluate a text during reading, students need to apply their thinking abilities as much as they can. Students need to develop the talent of critical thinking throughout time.[16]

Critical Thinking Skills and Metacognitive Reading Strategy are becoming increasingly important in this era of globalization, where information is abundant and often requires critical filtering. Students with good reading skills are better able to analyze texts in depth, question assumptions, and make informed decisions. Therefore, these two skills are not only important in students' academic development, but also in their daily lives, especially in decision-making and problem-solving.

Research on the correlation between Metacognitive Reading Strategy and Critical Thinking Skills in an academic environment still needs to be further investigated, especially among senior high schools in Indonesia. Some previous studies have not specifically shown that the use of metacognitive strategy in reading can improve students' Critical Thinking Skills. However,

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[15] Greenstein, L. M. (2012). Assessing 21st century skills: A guide to evaluating mastery and authentic learning. Corwin Press.
[16] Nurul Ramadhani, Kisman Salija, and Sultan Baa, 'The Correlation Between Students' Critical Thinking Skills and Their Reading Comprehension At Undergarduate Study Program English Department Faculty of Languages and Literature Universitas Negeri Makassar', *Klasikal : Journal of Education, Language Teaching and Science*, 5.1 (2023), 25–36.

previous studies have mostly discussed reading strategy in general or in the context of education abroad and at the college level only. This is the reason why the researcher conducted this study. Therefore, it is important to see how the correlation between the two skills in the high school environment, especially at MAN 1 Trenggalek.

This research is relevant because it can provide deeper insights into how Metacognitive Reading Strategy can contribute to the development of students' Critical Thinking Skills. How students are able to use metacognitive strategy well and are expected to become more critical in analyzing texts, questioning the validity of information, and composing more logical and strong arguments. Thus, this research can help teachers in designing more effective teaching methods, as well as help students in developing their cognitive skills that useful both in academic contexts and in their lives. Moreover, the use of rhetorical strategies contributes to the development of linguistic competence by balancing both conceptual and procedural knowledge.[17]

This research also giving important contribution to the context of English language learning in Indonesia. With the increasing demand for Critical Thinking Skills and academic literacy in this modern era, excellent schools such as MAN 1 Trenggalek need to continuously update their teaching strategy. One effective way is by integrating metacognitive strategy and Critical Thinking Skill development. Hopefully, this research can contribute to curriculum development that focuses more on improving

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[17] Nurhayati, D.A.W, *Students' Reaction on Operating Rhetorical Strategies in Promoting Linguistic Skills and Cultural Diversity at Islamic Multicultural Classrooms, Dinamika Ilmu (Vo. 23, No. 1. 2023.*

higher-order thinking skills that are needed in this information age.

The reason the researcher chose MAN 1 Trenggalek as a place of research is because of previous research that has never been done at the high school level. The majority is done in the scope of college or its equivalent. In addition, researcher is familiar with the characteristics of schools, students, and learning methods used during the English Education learning process, especially when reading material. Based on the description above, the researcher feels the need to conduct research related to "The Correlation Between the Students' Metacognitive Reading Strategy and Their Critical Thinking Skills in English Learning for Eleventh Grade at MAN 1 Trenggalek".

B. Formulation of Research Problem

Regarding to the background of the study above, the researcher has formulated research question as follows:
Is there any correlation between the Students' Metacognitive Reading Strategy and Their Critical Thinking Skills in English Learning for Eleventh Grade at MAN 1 Trenggalek?

C. Research Objective

Regarding the formulations of research question above, the researcher determines the objectives of study as follows:
To know the correlation between students' Metacognitive Reading Strategy and their Critical Thinking Skills in the context of reading in English learning for eleventh grade at MAN 1 Trenggalek.

D. Research Hypothesis

Hypothesis is a statement about the relationship between two or more variables that are being studied. The hypothesis in this study is divided into two categories:

1. H_0: There is no correlation between the Students' Metacognitive Reading Strategy and Their Critical Thinking Skills.

2. H_1: There is a correlation between the Students' Metacognitive Reading Strategy and Their Critical Thinking Skills.

E. Significance of the Research

The study of this research is expected to be useful and relevant in theoretically and practically to know the correlation between students' Metacognitive Reading Strategy and their Critical Thinking Skills. The study is also expected to provide people with useful information and relevant recommendation, which are:

1. For the teachers

   The results of this study can serve as a reference for educators to design better teaching methods that support the development of Critical Thinking Skills through more effective reading strategy in English teaching-learning. The results are also expected to be suggestion when teachers teach students in teaching reading.

2. For the students

   Based on the results of this study, the researcher hopes that students be able to realize how influential Metacognitive Reading Strategy are on their Critical Thinking Skill when reading. The better the use of their Metacognitive Reading Strategy, the better their Critical Thinking Skills.

3. For the future researcher

Researcher hope that for future research, be able to examine a broader scope that is not limited by certain classes or levels.

F. Research Scope and Limitation

The scope of his study discusses the relationship between the use of Metacognitive Reading Strategy and their Critical Thinking Skills in English learning for Eleventh grade students at MAN 1 Trenggalek. The focus of the research is only on eleventh grade students by measuring their ability to understand English texts as well as critical thinking.

Limitations:

1. This study was limited to eleventh grade students at MAN 1 Trenggalek, so the results cannot be generalized to other schools or different grade levels.
2. Data collection related to the use of metacognitive strategy and Critical Thinking Skills are based on a questionnaire, which may be influenced by students' subjective perceptions of their abilities.
3. External factors such as learning motivation and students' socioeconomic background were not part of this study, although both can affect learning outcomes.

G. The Definition of Key Terms

In this section, there are several explanations regarding the title mentioned in previous section. The title is "The Correlation Between the Students' Metacognitive Reading Strategy and Their Critical Thinking Skills in English Learning for Eleventh Grade at MAN 1

Trenggalek". To avoid misunderstandings from readers, it is important to define the following key terms:

1. Reading

   Reading is a complex process that requires readers to use linguistic and world knowledge simultaneously to achieve a thorough understanding.[18] Reading comprehension is the process in which the reader is able to capture the meaning, interpret, and evaluate the information contained in the text, including understanding the structure, implied meaning, and context of the text read.

2. Metacognitive Reading Strategy

   Metacognitive strategy are approaches that aim to increase readers' awareness, knowledge, and control to improve reading comprehension and assess whether they have successfully understood the text.[19] There are three primary types of Metacognitive Reading Strategy: planning, monitoring, and evaluating[20]. It is concluded that metacognitive strategy in reading help improve comprehension by involving planning, monitoring, and evaluating the reading process.

3. Critical Thinking Skills

   Critical thinking is the disciplined practice of making sure you use your best judgment in every situation.[21] Greenstein stated that critical thinking includes evaluating information, applying methods to

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[18] Chastain, K. (1988), *"Developing Second Language Skills: Theory and Practice (3rd ed.),"* San Diego CA: Harcourt Brace Jovanovich.

[19] M. A'an Zaini Wahyudi, 'The Use of Metacognitive Reading Strategy', *Jurnal Penelitian, Pendidikan, Dan Pembelajaran*, 18.2 (2020), 75–88.

[20] J. Michael O'Malley, 'Language Learning Strategy and Second Language Acquistion', *Cambridge University*, 1990, 401–9.

[21] Paul, R.W., & Elder, L. (2006). Critical Thinking: The Nature of Critical and Creative Thought. *Journal of Developmental Education, 30*, 34.

reach conclusions, weighing arguments, conducting reasoned analyses, gathering proof, and challenging presumptions.