

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, formulation of research questions, purpose of the research, formulation of hypothesis, significances of the research, the scope and limitation of research, and definition of key terms.

A. Background of the study

Reading literacy in the 21st-century educational landscape has undergone a significant evolution in meaning, moving beyond its traditional definition as a mechanical ability to decode text. The OECD within the framework of the Programme for International Student Assessment (PISA), defines reading literacy as the ability to understand, use, evaluate, reflect on, and engage critically with written texts.¹ This competency is aimed at achieving personal goals, developing one's knowledge base and potential, and participating fully in society. For senior high school students, particularly in the context of learning English as a Foreign Language (EFL), strong reading literacy is no longer merely an academic support tool but an essential global citizenship competency.² It serves as the main gateway to access the treasure trove of global knowledge, understanding diverse cross-cultural perspectives, and building a solid foundation for learning.

¹ İlhan Koyuncu and Tahsin Firat, 'Investigating Reading Literacy in PISA 2018 Assessment.', *International Electronic Journal of Elementary Education*, 13.2 (2020), pp. 263–75.

² Jusnaini Hasni, 'Perencanaan Kurikulum Dan Program Pembelajaran Bahasa Inggris Yang Adaptif', *Teaching English In The Digital Age*, 2025, p. 31.

Aligning with these global demands, the Indonesian curriculum positions narrative texts as a primary genre in the eleventh graders to develop students' literacy competence.³ Narrative texts with their rich characteristics, such as complex plots, dynamic character development, and implicit layers of meaning, offer an ideal medium for training deep comprehension.⁴ In addition, eleventh-graders students are required to take the academic ability test (TKA), in which narrative reading passages constitute a significant portion of the test items.

The dominance of narrative-based questions in TKA requires students to possess strong reading literacy, especially the ability to infer, interpret, and evaluate narrative structures. Therefore, students must rely on both cognitive and metacognitive reading strategies to process narrative texts more efficiently and strategically. However, a significant gap exists between curricular expectations and on-the-ground reality. Based on preliminary observations and learning evaluation reports, many students at the senior high school level continue to face substantial difficulties in understanding narrative texts comprehensively and critically.

Difficulties in comprehensively and critically understanding narrative texts are not limited to literal comprehension, but rather to higher-order thinking skills. Students often fail to make logical inferences, interpret character motivations and embedded values, and perform critical analyses of a story's structure and moral

³ Sabrina Putri Listiyanto and Irene Yolanita Maureen, 'Penerapan Metode Pembelajaran Digital Storytelling Dalam Meningkatkan Literasi Digital Pada Materi Teks Naratif Mata Pelajaran Bahasa Inggris Siswa Kelas VIII SMP Labschool Unesa 3', *Jurnal Mahasiswa Teknologi Pendidikan*, 14.11 (2025).

⁴ Ryan L Boyd, Kate G Blackburn, and James W Pennebaker, 'The Narrative Arc: Revealing Core Narrative Structures through Text Analysis', *Science Advances*, 6.32 (2020), p. eaba2196.

message.⁵ This indicates that the root of the problem is not solely the text's complexity but rather the passive reading approach adopted by students. Many learners are trapped in a linear reading routine is reading word-by-word and then answering factual narrative questions, without any strategic cognitive and metacognitive engagement. Such unstrategic reading becomes even more problematic when students face TKA narrative items that demand quick yet accurate processing of complex texts. Consequently, reading literacy scores remain low, both in national exams and daily assessments, reflecting the students' inability to construct a coherent mental model of the text they have read.

In response to this challenge, the fields of cognitive and educational psychology offer solutions through the application of cognitive and metacognitive reading strategies.⁶ Cognitive reading strategies, as explained by Semtin and Maniam with “specific learning tasks and employed in the learning process, such as relating the new words in mind and writing down the main idea.”⁷ According Maria Cognitive reading strategies include making predictions, skimming, visualizing, and questioning.⁸ These strategies function as "tools" that directly deconstruct and build understanding from the text.

⁵ Musharraf Aziz and Rafizah Rawian, ‘Modeling Higher Order Thinking Skills and Metacognitive Awareness in English Reading Comprehension among University Learners’, in *Frontiers in Education* (Frontiers Media SA, 2022), vii, 991015.

⁶ Aziza M Ali and Abu Bakar Razali, ‘A Review of Studies on Cognitive and Metacognitive Reading Strategies in Teaching Reading Comprehension for ESL/EFL Learners.’, *English Language Teaching*, 12.6 (2019), pp. 94–111.

⁷ Semry Anak Semtin and Mahendran Maniam, ‘Reading Strategies among ESL Malaysian Secondary School Students.’, *International Journal of Evaluation and Research in Education*, 4.2 (2015), pp. 54–61.

⁸ Maria Avgeri, ‘Developing Strategic Readers in the EFL Class’, *Research Papers in Language Teaching and Learning*, 12.1 (2022), pp. 56–74.

Metacognitive strategies, a concept fundamentally introduced by Flavell, refer to “thinking about thinking.” This is the ability to regulate and monitor one's own cognitive processes. Metacognitive strategies encompasses three main phases: (1) Planning (setting a purpose for reading and selecting strategies to use), (2) Monitoring (checking one's understanding continuously while reading), and (3) Evaluation (assessing the extent to which the reading purpose has been achieved after finishing).⁹

Metacognitive strategies act as the "executive manager" that consciously controls and allocates cognitive "tools" efficiently.¹⁰ The synergy between the two is considered ideal. Cognitive strategies without metacognition can lack direction, while metacognition without cognitive strategies lacks the tools for execution. In the context of TKA, where students must strategically navigate dense narrative passages within limited time, this integration becomes indispensable. It equips students with the skills to read effectively, manage their processing load, and maintain comprehension accuracy under testing pressure.

The effectiveness of each reading strategy has been individually supported by prior research. For instance, Pammu demonstrated that metacognitive strategies provide alternative and more effective models of reading instruction.¹¹ Meanwhile, Pertiwi and Erna found that cognitive reading strategies, implemented through

⁹ John H Flavell, ‘Metacognition and Cognitive Monitoring: A New Area of Cognitive–Developmental Inquiry.’, *American Psychologist*, 34.10 (1979), p. 906; Lian Zhang and Sirinthorn Seepho, ‘Metacognitive Strategy Use and Academic Reading Achievement: Insights from a Chinese Context.’, *Electronic Journal of Foreign Language Teaching*, 10.1 (2013).

¹⁰ Jennifer A Livingston, ‘Metacognition: An Overview.’, 2003.

¹¹ Abidin Pammu, Zaini Amir, and Tengku Nor Rizan Tengku Mohd Maasum, ‘Metacognitive Reading Strategies of Less Proficient Tertiary Learners: A Case Study of EFL Learners at a Public University in Makassar, Indonesia’, *Procedia-Social and Behavioral Sciences*, 118 (2014), pp. 357–64.

think-aloud exercises and explicit instruction in techniques such as summarizing, questioning, predicting, and clarifying, significantly enhance reading comprehension.¹²

A synthesis of these studies leads to the identification of several critical research gaps. First, there is limited investigation into the integrative and simultaneous application of both metacognitive and cognitive strategies as a single, cohesive intervention package. Second, the unique learning environment of Madrasah Aliyah (MA), characterized by specific socio-cultural and religious contexts, has rarely been the focus of similar research. Third, there remains a scarcity of quasi-experimental studies that rigorously measure the combined impact of these strategies on narrative reading literacy, particularly encompassing the higher-order dimensions of evaluation and reflection.

This research is designed to address these gaps. The selection of MAN I Trenggalek as the research location is based on strategic considerations. This madrasah has a reputation as a progressive institution that is open to pedagogical innovation. Based on preliminary observations, MAN I Trenggalek actively implements various modern teaching methods and demonstrates a strong commitment to improve education quality, including in the subject of English.¹³ These characteristics make it a fertile ground and receptive environment for testing

¹² N Pertiwi and Erna Iftanti, 'A Conceptual Article: The Teachers' Role in Implementing Cognitive Reading Strategies to Enhance Students' Reading Comprehension', *Journal of English Language Teaching and Learning (JETLE)*, 6.1 (2024), pp. 34–43.

¹³ Results of preliminary observations in class 11 at MAN 1 Trenggalek, on October 11, 2025

the effectiveness of a complex learning intervention such as an integrated cognitive-metacognitive strategy.

Based on the above exposition, this study aims to examine the effectiveness of teaching integrated cognitive and metacognitive reading strategies on the narrative text reading literacy of eleventh-graders students at MAN I Trenggalek. This research is expected not only to provide a practical pedagogical model for teachers but also to enrich the empirical evidence on strategy-based instruction in an underexplored educational context. Considering this entire background, the researcher has determined the title **“The Effectiveness of Cognitive and Metacognitive Reading Strategies on Students’ Narrative Reading Literacy of Eleventh Graders at MAN I Trenggalek.”**

B. Formulation of Research Questions

Based on the explanation of the research background, the problem formulation can be formulated as follows:

Is there any significant influence of the use of cognitive and metacognitive reading strategies on students’ narrative reading literacy among eleventh graders students at MAN I Trenggalek?

C. Purposes of The Study

To find the significant influence of the use of cognitive and metacognitive reading strategies on students’ narrative reading literacy among eleventh graders students at MAN I Trenggalek.

D. Research Hypothesis

The hypotheses in this study are divided into 2, namely H0 (Null Hypothesis) and H1 (Alternative Hypothesis).

1. H0 (Null Hypothesis)

- There is no significant influence of the use of cognitive and metacognitive reading strategies on students' narrative reading literacy among eleventh graders students at MAN I Trenggalek.

2. H1 (Alternative Hypothesis)

- There is a significant influence of the use of cognitive and metacognitive reading strategies on students' narrative reading literacy among eleventh graders students at MAN I Trenggalek.

E. Significance of The Research

1. Theoretical Benefit

This research can contribute to develop research in the academic field regarding the use of cognitive reading strategies and metacognitive reading strategies in improving narrative reading literacy student.

2. Practical Benefit

The findings of the present study are expected to be contributed to students, tutors and other researchers:

a. For the students

This research holds significant importance as it equips them with effective and structured reading strategies. Through the integrated application of cognitive and metacognitive strategies, students will not only achieve a deeper comprehension of narrative texts but also develop into

independent and critical readers. The ability to predict plot developments, monitor their own understanding, and reflect on the values within stories will boost their confidence in using English and foster lifelong learning habits applicable across various subjects and real-life contexts.

b. For teachers

This study offers practical significance by providing an innovative and empirically validated teaching model. The findings can serve as a concrete guide for designing more meaningful and strategic reading lessons, shifting away from conventional methods that often focus solely on end results. By implementing this integrated strategy package, educators can more systematically address the root causes of students' literacy challenges while enhancing their own teaching quality in EFL classrooms, particularly in tackling the complexities of narrative text comprehension.

c. For other researchers

The significance of this study lies in its unique contribution to the field of language education. It addresses a critical literature gap by examining the effectiveness of integrating cognitive and metacognitive strategies, rather than treating them in isolation within the specific context of Madrasah Aliyah, which remains underexplored in similar studies. The rigorous quasi-experimental design provides reliable empirical evidence that not only enriches understanding of strategy-based instruction but also creates opportunities for replication, adaptation, and further research development in diverse educational settings.

F. Scope and Limitation

This study is limited to examine the effectiveness of using cognitive and metacognitive reading strategies on the reading literacy of eleventh-graders students at MAN 1 Trenggalek in narrative texts. The scope of the research focuses solely on measuring the improvement of students' reading abilities through a quasi-experimental design using pre tests and post tests, without extending the analysis to other graders levels, other types of texts, or other educational institutions. As a research limitation, this study only assesses the quantitative effects of the treatment and does not explore qualitatively how or why students may learn better through the use of these strategies. The study does not include interviews, in-depth observations, or analyses of students' thinking processes. Therefore, the findings describe only the effect of the treatment, not the underlying learning mechanisms.

G. Definition of Key Terms

In order to avoid misunderstandings of the terms used in this study, they need to be defined as follows:

1. Cognitive Strategies

Cognitive strategies are mental processes requiring specific actions and goal-oriented cognitive steps employed by learners in comprehending a text. Cognitive strategies relate to specific contexts and learning tasks and involve direct manipulation of the learning material.¹⁴

¹⁴ Marion Williams and Robert Burden, *Psychology for Language Teachers* (Cambridge: Cambridge university press, 1997).

2. Metacognitive Strategies

Metacognition is the active monitoring and consequent regulation and orchestration of these processes in relation to the cognitive objects of data on which they bear, usually in the service of some concrete objectives. Metacognitive strategies are self-monitoring and self-regulating activities, focusing on both the process and the product of reading. They include the readers' awareness of whether or not they can comprehend what they read; their ability to judge the cognitive demands of reading task; and their knowledge of when and how to employ a specific cognitive reading strategy according to text difficulty, situational constraints, and the reader's own cognitive abilities.¹⁵

3. Narrative reading literacy

Narrative reading literacy is defined as the ability to read texts and understand their content, as well as improve thinking skills so that what is read leaves a lasting impression on the reader's mind.¹⁶

¹⁵ Flavell; Zhang and Seepho.

¹⁶ Elena Delgadova, 'Reading Literacy as One of the Most Significant Academic Competencies for the University Students', *Procedia-Social and Behavioral Sciences*, 178 (2015), pp. 48–53; Shella Salsabila, Eko Kuntarto, and Silvina Noviyanti, 'Eksplorasi Pemahaman Literasi Membaca Teks Narasi Pada Peserta Didik Sekolah Dasar', *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9.04 (2024), pp. 409–22; Ellok Gita Fadia, 'Meningkatkan Keterampilan Membaca Pemahaman Pada Teks Narasi Menggunakan Model Problem Based Learning (Pbl) Kombinasi Cooperative Integrated Reading And Composition (Circ) Dan Talking Stick Siswa Kelas 4 SDN Benua Anyar 10 Banjarmasin', *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10.03 (2025), pp. 238–50.