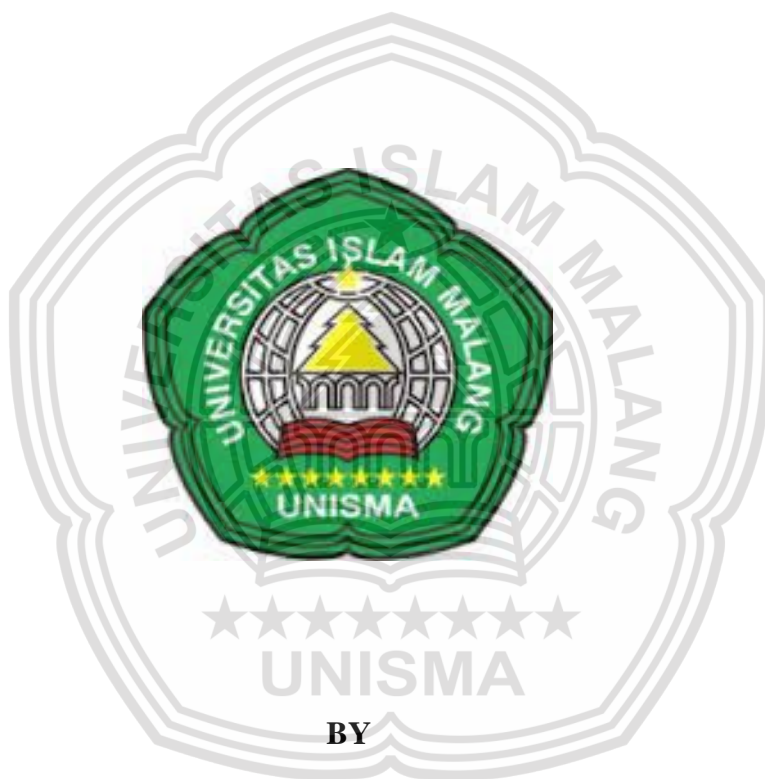**"THE DIFFERENCES OF METACOGNITIVE READING**

AWARENESS BETWEEN SUCCESSFUL AND LESS SUCCESSFUL

STUDENTS AT JUNIOR HIGH SCHOOL STUDENTS"

SKRIPSI

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ENGLISH EDUCATION DEPARTMENT

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THE DIFFERENCES OF METACOGNITIVE READING AWARENESS BETWEEN SUCCESSFUL AND LESS SUCCESSFUL STUDENTS AT JUNIOR HIGH SCHOOL STUDENTS

SKRIPSI

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ABSTRACT

Hikam, Muhammad Shidqi Alimul. 2022. *The Differences of Metacognitive Reading Awareness Between Successful and Less Successful Students At Junior High School Students.* Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Dr. Alfan Zuhairi, M.Pd.; Advisor II: Dr. Hamidin, S.Pd., M.Pd.

Keywords: Successful Students; Less successful Students; Metacognitive Reading Awareness.

This research explains metacognitive reading awareness strategies which are divided into 3 types of strategies (problem-solving strategies, support reading strategies, and global reading strategies) for successful students (SS) and less successful students (LS). The method used in research is quantitative. Researchers involved all 8th-grade middle school students. There were 32 successful students and 21 less successful students. The questionnaire taken by MARSI-R 2013 was created by Kouider Mokhtari. Researchers distributed questionnaires in physical form in the form of paper containing student identities and 30 questions about metacognitive reading awareness. Data was analyzed using the SPSS application. The analysis results show PSS (Problem-Solving Strategies) with a total mean of 3.92 for SS and 3.72 for LS, SRS (Support Reading Strategies) with a total mean of 3.44 for SS and 3.08 for LS, and GRS (Global Reading Strategies) with a total mean of 3.45 for SS and 3.26 for LS. The types of metacognitive reading awareness strategies mostly used by successful students and less successful is problem problem-solving, support, and followed by global strategies. Then the next suggestion is aimed at lecturers and English teachers to motivate and stimulate learning using metacognitive reading awareness strategies. The final suggestion is aimed at future researchers to have more participants in the research.
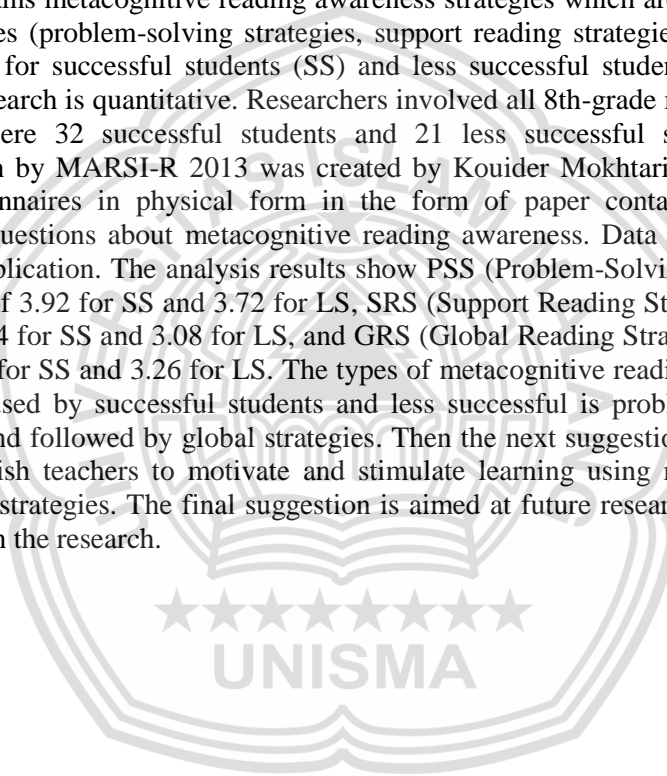
CHAPTER I

INTRODUCTION

In this chapter, the researcher explains the background of the study, research problems, object of research, significance of the study, scope and limitation of the research, and the definition of key terms.

1.1 Background of the Study

According to (Flavell, 1979) introduced the term "metacognition" as an individual's knowledge and control of the cognitive learning process. Metacognitive knowledge refers to the acquired knowledge about this cognitive learning process; metacognitive control refers to the knowledge learners bring to orchestrate the cognitive learning process. Metacognition is the ability of an individual to control their own thought processes in order to accomplish their goals. It entails the capacity to create a mode of cognition or thinking (Asy'ari & Ikhsan, 2019). Also known as cognitive monitoring, metacognition also refers to the activation of reading techniques in relation to literacy (Braga & Busnardo, 2017).

A reader who is conscious of employing his or her own thought process to attain reading comprehension is said to have metacognitive reading awareness. In order to regulate a reader's cognitive or thinking process, which influences his or her reading techniques, the reader must be aware of this (Ahmadi et al., 2013). According to Girli and Oztürk (2017), metacognitive reading awareness refers to people's awareness of how their cognitive processes help them become better readers.

Metacognitive awareness is a clear awareness of reading strategies employed to monitor, regulate and plan comprehension (Grabe & Stoller, 2002).

According to Gutterman (2003), metacognitive awareness refers to learning awareness and understanding that being aware of knowledge as a means of knowing is a part of awareness. The degree of a learner's comprehension, performance, and achievement will depend on how well-versed they are in the material and how conscious they are of it. As it aids in the transfer of skills, information, and techniques across contexts and circumstances, it has also been recognised as one of the variables that supports self-regulated learning (Schraw, 1998).

Utilizing metacognitive skills in the classroom assists students in becoming better learners. Djudin (2017) claimed that strengthening students' metacognitive skills in all curriculum areas plays a significant part in the learning process to help students become independent and strategic learners. In this instance, the metacognitive strategy step is to regulate and pay attention to reading comprehension in order to expand knowledge. It concludes that metacognitive strategies are certain learning methods employed or chosen, with a particular emphasis on planning, monitoring, and assessing.

According to Sun (2013), one of the most effective metacognitive strategies for enhancing learning is organizing or planning. The readers are considering what their motivations are and how they might achieve those motivations efficiently and effectively as part of their planning process. Planning techniques are metacognitive tactics that readers use to improve their reading comprehension. Prior to reading, preparation techniques are utilized; background knowledge activation is an example of a planning strategy that is used to prepare for reading. In addition, previewing a title, header or subheading, image, or illustration might help readers comprehend the overall of the article. Readers can preview the broad information by examining the text and its organization. They may examine the reading material for certain text structures, such as question-and-answer, compare-and-contrast, and cause-and-effect. In addition, the reading context is also addressed as a planning technique.

Some early studies related to metacognition in the learning process have been carried out in various contexts. Then, Zahra et al., (2016) assessed 30 high school students about their applied Metacognitive Awareness and Reading Comprehension. Interest the researchers took more focus on metacognitive effects on college students as well. For example, (Anita & Wahyudi, 2021) metacognitive awareness of reading strategy for third semester EFL students at IAIN Bengkulu. From this research, it is proven to be able to improve students' reading ability.

Additionally, (Dardjito, 2019) attempted to make a connection between academic reading comprehension and first-year university students' metacognitive reading awareness in Indonesia. The results of testing 373 EFL students revealed that there is no meaningful relationship between the MRAI participants' scores and their academic reading comprehension of academic materials.

As a result, the researcher is interested in learning more about the students' level of awareness of using metacognitive reading methods in junior high school. On the other side, the researchers describe how university students adopt metacognitive reading strategies using the results of the earlier investigations. In order to better understand the variations in metacognitive reading awareness between successful students and less successful students in Junior High School, this study will look more closely at how metacognitive reading methods are used. GAP from prior research weaknesses: most study focuses on MRA EFL students at the campus level. Even if beginning EFL students in junior high school are also given reading comprehension lessons. Therefore, the present researcher wants to fill the gap by conducting study of MRA by successful and less-successful senior high school students.

1.2 Research Problems

Based on the background described above, the formulation of the problems identified are :

1. What kind of metacognitive reading strategies are frequently used by successful and less successful students?

2. Is there a difference in metacognitive awareness of reading strategies used by successful and less successful students?

1.3 Object of Research

The following are the goals of this study, which are based on the aforementioned research questions:

1. To find out the kind of metacognitive reading strategies which are frequently used by successful and less successful students.

2. To find out a difference in metacognitive awareness of reading strategies used by successful and less successful students.

1.4 Significance of the Research

Theoretically

This research can provide information and references about the problem of metacognitive reading awareness. This research is useful to support metacognitive reading theory as part of reading awareness learning which is used by students in learning foreign languages at junior high school level.

Practically

a) For students

To be able to develop themselves in reading awareness and the key to successful learning for students is to learn reading comprehension.

b) For teachers

To assist teachers in creating and succeeding lessons, particularly in teaching reading comprehension and assisting students in developing reading awareness.

1.5 Scope and Limitation of The Study

Scope   :

In this study, researchers focused on metacognitive reading awareness in grade 8 junior high school students. The researcher also focused on reading strategies in metacognitive reading awareness between successful and less successful students at SMPI Alma'arif 01 Singosari.

Limitation :

The limitations in this study is the lack of thoroughness from participating while reading and they too hasty in filling out the questionnaire. In addition, the participants who took part in the study totally 135 students in which the number of successful and less successful students is not balanced.

1.6 The Definition of Key Terms

To avoid misunderstanding the topic, it is important to give clear definitions. They are shown as follows :

Metacognitive Reading Awareness

Metacognitive Reading Awareness is students consciousness toward their reading strategy.

Successful students

The term "**successful student**" is student Junior high school students who got scores of 90-100 in a mid-term test of English subject.

Less Successful Students

The term "**Less Successful**" student is student Junior high school students who got a score under 75 in a mid-term test of English subject

CHAPTER V

CONCLUSIONS AND SUGGESSTIONS

The researcher explains two topics in this chapter. First, the researcher explains the conclusion. Second, the researcher explains the suggestions.

5.1 Conclusion

In short, out of a total of 135 students, 32 were categorized as successful students while there were 21 students who were categorized as less successful students, which three types of A/D questionnaires that are problem-solving strategies, support reading strategies and global reading strategies. After research using an adopted questionnaire that has been validated and has calculated, it is concluded that the problem-solving strategies has high overall mean, and the support and global reading strategies has medium overall mean. In short, students use more problem-solving reading strategies to increase their reading awareness

The study's findings led the researchers to the conclusion that successful students and less successful students had significantly different metacognitive reading awareness scores. As a results, significance value (sig) of $0.002 < 0.05$ is in accordance with the hypothesis that H1 is accepted and H0 is rejected. This means that the difference in the status of successful students and less successful students has a significant differrences on metacognitive reading awareness. The type of metacognitive reading awareness strategies mostly used by successful students and less successful is problem solving, support, and followed by global strategies. Successful and less successful students differ in all metacognitive reading awareness strategies. Problem solving, support, and

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global strategies are the categories of metacognitive reading awareness methods that both successful and less successful students utilize most frequently.

5.2 Suggestion

Based on the results of this study, researchers provide advice to English teachers and further researchers as follows:

1. For students

Reading comprehension is improved by metacognitive awareness, less successful students are more aware of the strategies used by successful students, so that when reading English texts they can improve reading comprehension. Students should continue to use metacognitive awareness as one of the most crucial strategies for improving their reading skills and more aware for unfamiliar vocabulary or re-reading sections for clarity.

2. For teachers

Knowing the outcome, the English instructor might use the metacognitive reading awareness strategy to motivate and stimulate the learning process. The teacher has to boost students' reading comprehension by explicitly describing the metacognitive reading method.

3. For future researchers

Future researchers will pay more attention to being careful when reading and not being too hasty when filling out the questionnaires for students. Additionally, it is crucial for future researchers to include more people in their studies and maintain a balance of participants. The results of this study

can serve as a guide for future research and serve as a source of information

for more careful examination of future research.

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