

# **DEVELOPING READING SKILL OF EFL LEARNERS THROUGH METACOGNITION**

*THESIS*

Submitted to fulfill requirement for Thesis writing of Department of English  
Education

By

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# ABSTRACT

**ERWIN VICTOR PARULIAN, 1408066018, Developing Reading Skill of EFL Learners Through Metacognition.** Thesis. Jakarta: English Education, Graduate School of University of Muhammadiyah Prof. Dr. Hamka, Jakarta, 2018.

Reading is not simply a cognitive process; however, it takes metacognition to help the learners in order that the learners gain comprehension of the written text. The current study tried to explore how the learners of vocational high school developed their reading comprehension using metacognition. The finding was that the learners acknowledged that metacognition supported the development of reading comprehension of the learners. Metacognition enabled the learners to gain self-awareness about their lacks, focused on those lacks and regulated their learning in order to gain comprehension of the written text. The result showed that the learners were optimistic and motivated in developing their reading comprehension; however, the test result was not satisfactory. The reading performance of the learners were low. The current study suggested that future research investigate the correlation among self-awareness, motivation and reading performance of the learner.

Keyword: Reading skill, reading comprehension, cognitive process, metacognition

# ABSTRAK

**ERWIN VICTOR PARULIAN, 1408066018, Developing Reading Skill of EFL Learners Through Metacognition.** Thesis. Jakarta: Pendidikan Bahasa Inggris, Sekolah Pascasarjana Universitas Muhammadiyah Prof. Dr. Hamka, Jakarta, 2018.

Membaca bukanlah semata-mata proses kognitif, namun juga membutuhkan proses metacognisi untuk membantu peserta didik untuk memahami suatu tulisan. Riset ini untuk menyelidiki bagaimana peserta didik dari sekolah kejuruan mengembangkan kemampuan memahami teks dengan menggunakan metacognisi. Penulis menemukan bahwa peserta didik mengakui bahwa metacognisi membantu pengembangan kemampuan mereka untuk memahami teks saat membaca. Metacognisi memberdayakan peserta didik untuk memperoleh kesadaran diri tentang kekurangan mereka, focus mengatasi masalah tersebut dan mengelola aktivitas membaca mereka sehingga mereka dapat memahami teks yang dibaca. Hasilnya menunjukkan bahwa peserta didik optimis dan termotivasi untuk mengembangkan kemampuan untuk memahami teks saat membaca, meskipun hasil tes menunjukkan hasil yang kurang memuaskan. Kemampuan membaca mereka masih rendah. Riset ini menyarankan riset berikutnya menyelidiki hubungan antara kesadaran diri, motivasi dan kemampuan membaca dari peserta didik.

Kata Kunci: Reading skill, reading comprehension, cognitive process, metacognition

**THESIS COMMITTEE APPROVAL**  
**DEVELOPING READING SKILL OF EFL LEARNERS**  
**THROUGH METACOGNITION**





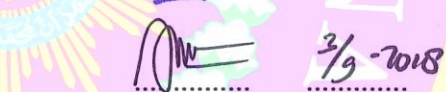

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# CHAPTER I

## INTRODUCTION

### A. Background to The Study

Reading English text is frustrating for most EFL learners of vocational high school because they do not recognize words in the written text. It deteriorates them from reading English text. When they read English text, they simply translate word-by-word. However, they detect many unknown words. They stop reading when they identify unknown words. English text is just a group of words without meanings for them. In short, they do not comprehend English text because they have poor vocabulary.

On the other hand, EFL learners of vocational high school do not have significant experience in reading English text. Some of them like reading novels in Bahasa; however, they hardly read English novels or other English books. Although, Information and Communication Technology (ICT) offers wide opportunity to have access to digital library, they do not take advantages of it in order to read more English text for free. School library also offers various books in both English and Bahasa; however, they never spend times to read books in library. In short, they have poor experience in reading English text.



For those learners never read English text, they do not have sufficient knowledge in order to comprehend the text. Although they recognize some words in the written text, they do not have clues or ideas what the written text is about. They simply translate the written text word-by-word. They do not know what a group of words or a group of sentences implies. They do not gain what the writer conveyed in his writing. In short, the learners do not comprehend English text because they have poor knowledge.

In classroom, teacher does not introduce particular reading strategy. Reading activities in classroom is not effective for those learners are not equipped with particular reading strategy. Most learners do not know how to process the written text when they read English text. They get frustrated when teacher simply ask them to read without introducing particular reading strategy to adopt. They do not know how to resolve problems while reading. In short, teacher needs to provide reading strategy for reading strategy offers procedure of processing the text.

The learners are not motivated in reading English text despite of the critical role of reading. The critical role of reading is stated in core competency that the objective of reading is to gain meaning in scientific and factual written text about humans, animals, creatures, nature and societies in relation with other learning subjects. When they do not know the importance of reading English text, they are not motivated to read. Moreover, reading English text

is not critical for them. Teacher need to raise their motivation by explaining the critical role of reading. In short, the learners are not motivated in reading English text for they do not know the critical role of reading English text.

Most EFL learners of vocational high school have low performance in reading. The result of online reading test on [www.readtheory.org](http://www.readtheory.org) showed that the average of quizzes passed was 60%, below the passing score (70%) although 6 participants got score above the passing score and 1 participant got score at the passing score (Appendix H). Meanwhile, the average of grade level performance of the participants was only 2.95G, below the passing grade (4G) although 6 participants got above the passing grade (Appendix I). Moreover, the lexile level performance of the participants was also low. The average of lexile level performance of the participants was only 502L, below passing lexile level (700L) although 4 participants got above passing level performance (Appendix J). It means that reading ability of the participants was low.

Big classes have effect on the low performance of EFL learners of vocational high school in reading. Big classes deteriorate teacher from adopting teaching technique appropriately. Teacher assumes that assesment and feedback for those learners is not manageable in big classroom. Teacher cannot identify reading problems of each learners (Kewaza & Welch, 2013, p.295). In short, big classes is an issue in teaching reading.

Previous qualitative research in metacognition proves that metacognition is beneficial for EFL learners of general school to improve their reading comprehension. Most qualitative study disclosed their perceptions in adopting metacognition. Most participants of qualitative study in metacognition sit in general school such as elementary, junior, senior and under-graduate school. The writer hardly found qualitative study that focused on EFL learners of vocational high school. EFL learners of vocational high school is different from those of elementary and junior high school in ages (Vehovec, 2006, p.440). On the other hand, EFL learners of vocational high school are different of those of senior high school in motivation (Sarani & Ahmadi, 2013, p.897).

It seems that EFL learners of vocational high school have many lacks such as vocabulary, reading experience, self-knowledge, reading strategy and motivation. Those lacks lead to the low performance of those learners in reading. Big classes are also issues in teaching reading. Most teacher feels that it is difficult for teacher to provide assesment and feedback for those learners in big classroom (Kewaza & Welch, 2013, p.295). On the other hand, most research in metacognition focused on EFL learners of elementary, junior and senior high school. However, EFL learners of vocational high school are different from those of elementary and junior

high school in ages, and those of senior high school in motivation (Sarani & Ahmadi, 2013, p.897).

## **B. Identification of The Problems**

Previously, various problems have been identified for the current research:

1. EFL learners lack vocabularies
2. EFL learners lack self-knowledge
3. EFL learners lack reading experience
4. EFL learners lack sufficient reading strategies
5. EFL learners lack motivation
6. Reading performance of EFL learners is low
7. Big classes prevent teacher to adopt teaching technique appropriately
8. Most previous research in metacognition focused on EFL learners of general school.

## **C. Limitation of The Problems**

Based on identification of the problems, the current study focuses on the low performance of EFL students in reading Academic-English text. The current study is trying to enhance reading comprehension of EFL students.

#### **D. Research Questions**

Based on the limitation of the problems, the study poses three research questions:

1. How can metacognitions improve the reading comprehension of EFL learners?
2. What are the most suitable metacognitive strategies to improve the reading comprehension of EFL learners?
3. How do EFL learners respond to the use of metacognition in improving their reading comprehension?

#### **E. Research Objective**

Based on those research questions, the study is aimed to:

1. Investigate how metacognitive strategies improve the reading comprehension of the students
2. Discover the most suitable metacognitive strategies to improve the reading comprehension of the students in teaching reading.
3. Explore the perceptions of EFL learners in the use of metacognitive strategies

## **F. Significance of the study**

The current study is significant for the learners, teachers and schools.

### **1. For the Learners**

The current study is significant for EFL learners. The current study implies that the students learn how to set their reasonable learning objectives. They also learn how to design plans consequently and run the plans. They planned how they would spend their time in the learning task, spent more of their time in goal-oriented searching, and periodically reminded themselves of their current goal. They learn how to monitor and adapt reading strategies and behavior in order to attain the objectives. They also learn how to regulate their learning (Azevedo and Cromley, 2004).

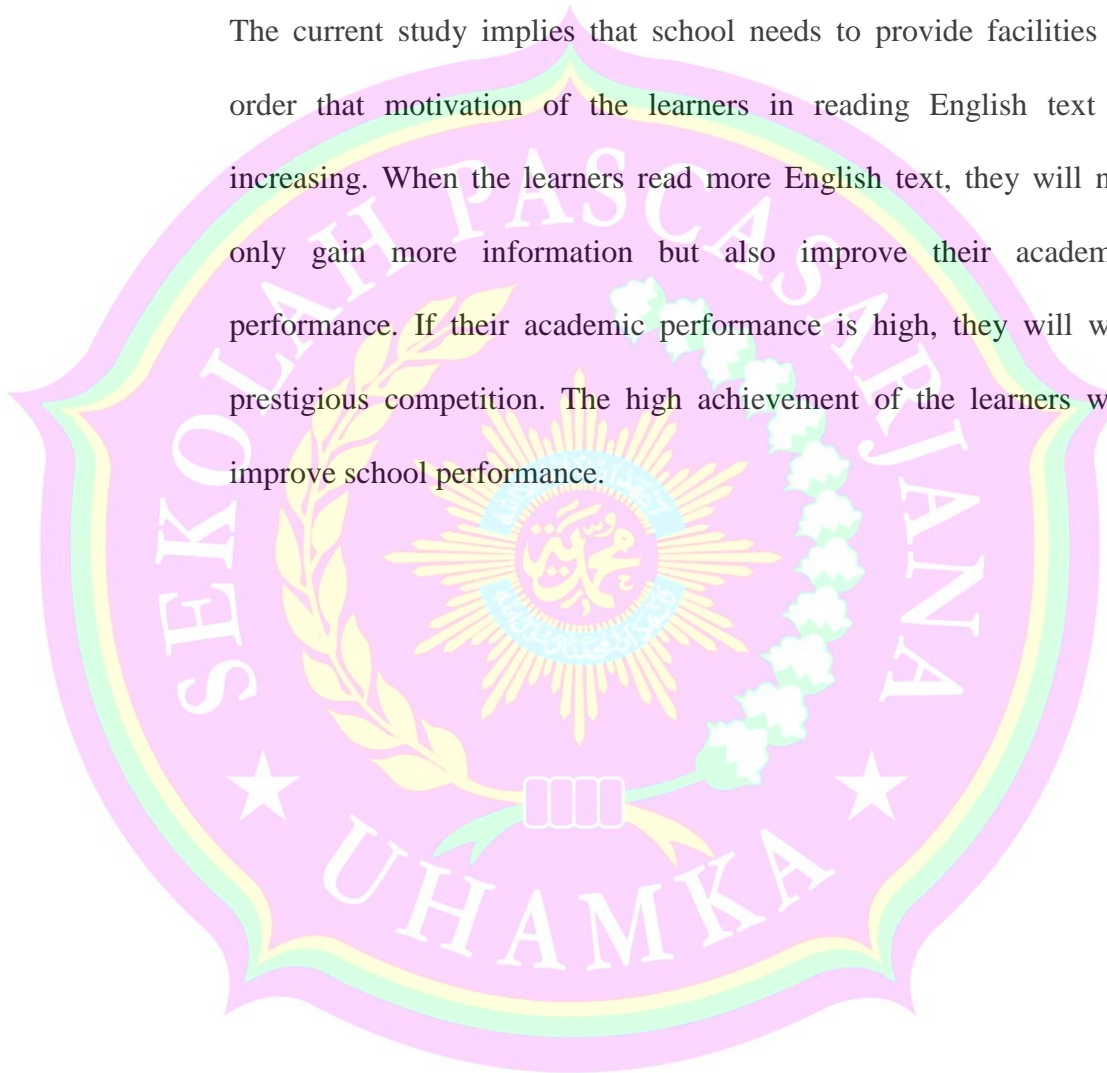
### **2. For Teacher**

The current study aims to give insight for teachers that metacognition can both be taught and be learned even in big classes. The current study provides some implications. Teacher is supposed to motivate their learners by explaining the critical role of reading English text. Teacher needs to teach the students how to become self-regulated students. Teacher emphasizes that they have to monitor and adapt their behaviour in order to gain success. Teacher stresses that it is critical for the learners to monitor their prior achievement in order to gain higher level of learning (Henderson and Dweck, 1990). Teacher

needs to develop self-monitoring, self-assessment and self-adjustment of the learners.

### 3. For School

The current study implies that school needs to provide facilities in order that motivation of the learners in reading English text is increasing. When the learners read more English text, they will not only gain more information but also improve their academic performance. If their academic performance is high, they will win prestigious competition. The high achievement of the learners will improve school performance.



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