

CHAPTER I INTRODUCTION

1.1 Background of the Research

One of the most important skills in the process of learning English is the ability to read, especially for students who follow English study programs. Reading is a crucial part of educational process (Subroto & Vialisah, 2023). Reading is not just recognizing letters or words; it is a complex process that involves comprehension, interpretation, and analysis of the meaning of the text. The ability to read, which is the basis of mastering the four language skills in education, namely listening, speaking, writing, and reading itself, works towards a better understanding of the language structure, vocabulary usage, and discourse that they encounter during their learning process. In addition, reading is an important way to gain information and expand one's knowledge. This is especially true for the understanding of linguistic theories, language teaching methods, and various scholarly references used in academic studies.

Students must have reading Metacognitive awareness, namely awareness of reading goals, awareness of reading strategies, awareness of reading abilities, awareness of emotional involvement in the reading process, and awareness of reading evaluation in English education at UMRAH, so as to generate real interest for students to read English education learning theories. Full awareness is needed in carrying out various activities. According to Gafoor (2012), the state or capacity to notice feel, or be cognizant of things, events or sensory patterns is know as awareness. Awareness in general means, knowledge able being conscious, cognizant, informed alert. So the need for awareness in everything, so

that something that will be done goes well.

The writing discusses metacognitive awareness. Senemoğlu in Bulut (2021), metacognitive is the ability to learn, whereas cognition is the awareness and comprehension of anything. Metacognitive awareness means a conscious attitude in knowing and how someone understands something. Moreover, students if with metacognitive awareness of reading in learning English education. This metacognitive awareness is very important for improving the ability to understand texts, master language structure, and even enhance comprehension. With this, students can plan, observe, and evaluate the strategies used during reading.

Metacognitive awareness of reading includes awareness of one's reading goals, without the purpose of reading it can make students stop reading. Without reading the entire reading, it will get incomplete information. According to Smith in Ramadhianti (2017), depending on the reader's expectations and past knowledge, reading is intentional and logical action rather than a passive mechanical one. Reading is something that is purposeful, rational which is understanding the written meaning of a reading. Awareness of reading strategies is also very much needed by students, because without a strategy it will experience difficulties, students can do it by making summaries or questions about a reading.

Not only that, awareness of reading ability is also part of metacognitive awareness of reading, such as the ability to read speed and comprehension of reading. Reading skills are cognitive abilities that are used in the generalized reading process and that an individual can use while engaging while written

materials (Urquhart & Weir in Par, 2020). Therefore, reading requires a process that encourages a reader to construct the meaning of the reading text. Students' affective responses to learning, such as interest, enjoyment, and curiosity, are related to emotional engagement and the crucial because they motivate students to participate in and stick with learning activities (Fredericks in Bergdahl et al. 2024). In the reading process, there is emotional involvement. This emotional involvement is very important because it can affect reading interest. Without control in emotions, it will have an unfavorable impact on the reading process and the achievement of academic results.

This means that metacognitive awareness in reading can increase one's knowledge in understanding learning because it applies itself properly according to metacognitive awareness of reading, especially in English education which is the focus of the researcher. Reading is an action that a person does so as to understand the reading. Reading is a complex activity that includes motivation, word identification, comprehension, fluency (Diane in Ginting et al, 2020). With metacognitive awareness of reading, the researcher hopes to improve the quality and enthusiasm of UMRAH students in learning and understanding English Education well.

Reading strategies that are less effective for students can reduce interest in reading. The researcher notices that there are some UMRAH students who are not enthusiastic about reading learning materials. This causes knowledge of learning in each course to not be maximized. Because in lectures it is not enough to just accept the lecturer's explanation, but it is also very necessary for students to

explore the material by reading. Reading is considered by some people to be boring, because without clear goals and strategies. Strategy is needed in doing everything, making it easier for someone to do something. According to (Freedman, 2017), the term “strategy” was originally used in European military discourse in the 1770s, but it wasn’t until the 20th century that it gained the expensive definitions that are currently associated with it and are typically given backdated to previous implementer. Most strategies are made by reviewing the past so as to make an activity run well and minimize something bad happening in accordance with the strategy that has been made. According to Medranda-morales et al. (2023), reading is the capacity to decipher information that is not explicitly stated in written or spoken sources. In reading, students will know a lot of knowledge through learning theories. It would be even better, if reading is accompanied by an effective strategy so that according to what the researcher hopes, students will become fond of reading, especially in English education.

The researcher notes that there are several strategies that students should employ when reading, namely reading the entire text with the aim of understanding its overall content. It is supported by Munjid and Astiyandha in (Gulo et al. 2024) claimed that reading is the cycle that explains and strengthens the understanding entry’s relevance. By reading the entire text, readers can understand the full meaning of the reading.

Meaning that is difficult to understand can be resolved by problem solving. Solving issues entails overcoming challenges, overcoming barriers and achieving an objective that cannot be accomplished right away (Sunanto & Mahpudin,

2023). Thus, in solving problems related to cognitive processes, think repeatedly until you come up with a mature idea to find a solution. When facing difficulties in understanding a text, you can reread or slow down the difficult parts and pay closer attention to the text. You can also use reading support strategies that are useful for strengthening your understanding of the text. This can be done by using music, using pictures, taking notes, defining words or sentences, marking important points, or reading aloud. In the meantime, support reading strategies entail using extra resource, including not-taking or reference materials, to help readers comprehend the text more successfully (Almauizzah & Hapsari, 2026). This is expected so that with reading strategies, UMRAH students will become enthusiastic about reading.

There is a need for correlation between metacognitive awareness and effective reading strategies in English education, thereby improving the reading quality of UMRAH students. According to Irawan and Ahmad (2024), a learners learning process is monitored, managed and directed by a metacognitive method. Metacognitive strategy refers to a person's ability to be aware of and manage their thinking processes. Thus, it acts as a technique that helps monitor, control, and guide the entire process with the aim of achieving optimal results. Without an effective metacognitive reading strategy, students will not be able to maximize their interest in reading in lectures, especially in English language learning, and vice versa. Based on this description, the researcher was interested in conducting research entitled “The Correlation Between Metacognitive Awareness and Reading Strategies of English Education Study Program Students at UMRAH”.

1.2 Identification of the Problem

Based on the background above, the following problems can be identified:

1. Students have difficulty understanding English reading materials.
2. Students have a limited vocabulary, which make it difficult to understanding the reading material.
3. Students are not yet aware of the important role of metacognitive awareness in supporting the use of effective reading strategies.

1.3 Limitation of the Problem

Based on the explanation of the research background, the researcher has identified several issues and will limit the research by focusing on those issues. Therefore, this study will only focus on one main aspects, namely the correlation between metacognitive awareness and reading strategies. This limitation was imposed in order to obtain more in-depth, measureable research results that are relevant to the context of English language learning.

1.4 Research Question

To direct this investigation, the following research question is formulated: Is there any correlation between metacognitive awareness and reading strategies of English education study program students at UMRAH?

1.5 Objective of the Research

Based on the formulated research question, the objective of this research is: To find out whether or not there is a correlation between metacognitive awareness and reading strategies of English education study program students at UMRAH.

1.6 Significance of the Research

1) **Teoretically**

This research will contribute to students, especially in the field of reading in English education, by providing insight into metacognitive awareness, reading strategies and correlate metacognitive awareness and reading strategies in English education. In addition, this study develops a framework that can be applied to similar situations in future research on English for the purpose of increasing willingness and ability to read, especially for English education students at UMRAH.

2) **Practically**

- For student: The research will offer valuable recommendation for improving reading skills in the English Education.
- For future researchers: The research will serve as a reference for further research on reading in the English Education.

1.7 **Definition of Key Terms**

The following key definitions were developed to understand and contextualize the terminology used in this research:

1) **Metacognitive Awareness**

Metacognitive awareness is a person's ability to understand, control, and regulate their own cognitive processes during reading activities. Metacognitive awareness is defined in this study as students' awareness of their reading strategies and their ability to manage these strategies to improve their comprehension.

2) Reading strategies

Reading strategies are appropriate steps to improve knowledge and progress to more effective reading, as well as memory during the reading process for students majoring in English. These strategies are considered important because they aim to help readers manage their reading and achieve effective learning goals.

3) Correlation

Correlation is a statistical relationship between two variables that shows how closely they are related. The purpose of this correlation analysis is to determine whether there is a significant relationship between the two variables in the context of English language learning.

4) ★ English Education Study Program Students

Refer to undergraduate students enrolled in the English Education Study Program at UMRAH. In this study, the term especially refers to sixth-semester students from the K1 and K2 classes who participated as the research sample.