

CHAPTER II

LITERATURE REVIEW

A. Metacognitive Reading Strategy

1. Understanding of Metacognitive Reading Strategy

Cognition is the activities of thinking, and learning. Willis (2008:159-160) “cognition is the mental process by which we become aware of the world and use that information to problem solve and make sense out of the world”. Willis (2008:159-160) “it is somewhat oversimplified, but cognition refers to thinking and all of the mental processes related to thinking”. McNamara (2007:411) explains “metacognition refers to an individual’s monitoring of cognitive processes and knowledge and use of cognitive processes for successful learning”. Metacognition is about learning and thinking processes. Therefore, metacognition is special for successful learning.

Metacognitive reading strategy is to comprehend word when reading. If readers find word which does not know that they can find the meaning of word from thinking with connection the other words in context of reading to guess the meaning of word. According to Willis (2008:155) “metacognition is thinking about thinking”. It means that readers use word that they have already known and correlation with new word to identify word when reading. They are thinking to understand content of reading. Reading again trying to understand what is read based on text. Furthermore, Willis

(2008:155) states “as students read, metacognition strategies can help them recognize what they do or do not understand”. Block, Rodgers, and Johnson (2004:150) state “If I do not know the word, I will decide to either ask someone for the meaning, look it up in the dictionary, or read more to get more context clues. Now, try to use this metacognitive process to figure out this word”.

2. Procedures in Using Metacognitive Reading Strategy

The procedures use metacognitive reading strategy. These are some procedures in using metacognitive reading strategy. The procedures using metacognitive reading strategy consist of plan, monitor, and evaluate. Furthermore, Hacker, Dunlosky, and Graesser (2009:134) said “metacognition proposed that control of cognitive activity consists of planning, monitoring, and evaluating”. There are three parts processes to do metacognitive reading strategy to use when reading. Applying this three parts for the students will do planning, monitoring during reading, and evaluating. More explanation about three part process is to do metacognitive reading strategy to use when reading can be seen as follow:

a. Planning

Planning is process such as think about the topic, think about text features to make readers understand, think about what they know, what connection that they can contrive, what question they answer. For example, students read descriptive text. They do planning about what they want to know from reading. They think about topic, think about text

features to make readers understand, think about what they know, what connection that they can contrive, what question they answer. Planning is as first thing to do when reading descriptive text. Moreover, Hacker, Dunlosky, and Graesser (2009:134) explain “selection of strategies and allocation of resources occur during planning”.

b. Monitoring During Reading

Monitoring during reading is process that readers do to monitor comprehension in reading. Using comprehension helps readers finding the meaning of word. They will ask ‘Do I understand what I just read?’ or ‘What does the author really want me to know about this text?’ then contrive connections, contrive predictions, using context clue. For example, students are reading descriptive text after they have done planning. Next, they are monitoring during reading. It means that they are monitoring their comprehension in reading whether they understand about what they read or they do not understand about what they read. With using comprehension helps them finding the meaning of word. Furthermore, Hacker, Dunlosky, and Graesser (2009:134) define “monitoring refers to analysis of the effectiveness of the strategies or plan being used”.

c. Evaluating

Evaluating is done after readers have done reading. They think strategies utilizing to decide whether their plan is success or whether they should

attempt other something next time. For example, students have done reading. They do evaluating about reading whether they comprehend about what they read or they do not comprehend when reading. They think strategies utilizing to decide whether their plan is success or whether they should attempt other something next time if they do not know about the meaning of word. They may open a dictionary to find the meaning of word that they do not understand.

Hacker, Dunlosky, and Graesser (2009:134) state “evaluation refers to determining progress being made toward the goal, and can result in revisions or modifications to the initial plan (further planning), further monitoring, and further evaluation”.

3. Purpose for Teaching Metacognitive Reading Strategy

Purpose for teaching metacognitive reading strategy makes readers become good in understanding when doing reading. Teaching metacognitive reading strategy uses think aloud and then use one strategy that is prior knowledge to find meaning that readers do not know. More explanation about think-aloud and prior knowledge can be seen as follow:

a. Think-Aloud

Block, Rodgers, and Johnson (2004:97) explain “think-alouds show students how to think while they read”. Moreover, Block, Rodgers, and Johnson (2004:97) state “knowing how to think is as powerful an instructional tool for building comprehension abilities as storytelling and sharing examples that tie the text to students’ life experiences”.

Think-aloud is process thinking to understand content of reading. Doing reading again trying to understand what is read based on text. Looking for indication based on text in understanding words that is read. For instance: Boy is walking to the jungle dark night. The words make reader feels fear when reading boy is walking to the jungle dark night. Imagine that boy is alone walking to the jungle dark night. He can be eaten by animals in the jungle or ghost comes and catches to him. The event may happen.

b. Prior Knowledge

Duffy (2009:14) “prior knowledge is expressed with words”. Duffy (2009:14) “when comprehending, readers say to themselves, in effect, In my experience with words associated with this topic or situation, the author must mean something close to what I’ve experienced”. Duffy (2009:14) “so they use the words in the text to build a meaning consistent with their past experience with these words”.

Prior knowledge is word that readers have background knowledge. If they read and know the meaning of word it means that they have background knowledge. They have ever read, seen, heard, and known the meaning of word. Conversely, they do not know the meaning of word. They do not have background knowledge. Using prior knowledge they use knowledge that they have already had in reading. They apply correlation to word in reading with knowledge of word that they have already known to identify word when reading.

4. Advantages and Disadvantages of Metacognitive Reading Strategy

There are two advantages of metacognitive reading strategy that readers get in using metacognitive reading strategy. For the first part, they can read comprehension. With using metacognitive reading strategy making them becoming good in understanding when reading. If they use this strategy they will have deeper comprehending in reading. Furthermore, Willis (2008:155) states “as students read, metacognition strategies can help them recognize what they do or do not understand”.

For the second part, they can identify the meaning of word based on text. If they find words which do not know effort that they can find words in context of reading. The way is to make connection words with sentences especially beginning and finishing reading that doing by readers. Trying to guess the meaning of word is as long as process connection between words and sentences. It can be made also connection with meaning as all paragraphs where words available in reading. Reading again is in order to find word that they do not know and then unclear word will become clear word this because they continue reading. Block, Rodgers, and Johnson (2004:150) state “If I do not know the word, I will decide to either ask someone for the meaning, look it up in the dictionary, or read more to get more context clues. Now, try to use this metacognitive process to figure out this word”.

There are two disadvantages of metacognitive reading strategy that readers obtain in using metacognitive reading strategy. First, readers are still

difficulty to read comprehension. Although, they have read all text to comprehend what is read. They make connection words with sentences especially beginning and finishing reading. They make also connection with meaning as all paragraphs where words available in reading. They do reading again. The outcome, they still do not comprehend content of reading. “Students at all levels had trouble when they needed to put text information in their own words or draw inferences” Brown and Day (1983) cited in Hacker, Dunlosky, and Graesser (2009:8).

Second, they are still difficult to identify the meaning of word based on the text. They have tried to identify the meaning of word based on the text. Reading again is to guess the meaning of word based on the text. The outcome, they cannot identify the meaning of word based on the text. Because they have less vocabulary, making them difficult to understand in reading when the person asks about particular word they have ever seen about the word but they do not know the meaning. For the other, they do not know the word and also they do not understand the meaning of word because they have not seen the word in reading. Moreover, Hacker, Dunlosky, and Graesser (2009:8) explain “students often finished reading a text not really knowing if they had understood it and not able to do anything about it”.

Therefore, they know the meaning of word depends on their knowledge in knowing about meaning of word, seeing about the word in reading. And also they have ever found that word in reading. So, they have

known about the word because they have knowledge about the meaning of word. Conversely, they do not know the meaning of word it means that they do not have knowledge about the word.

B. The Nature of Reading

1. Definition

Reading is done of reading something with seeing and understanding meaning of words such as book, article, newspaper, magazine and etc. The other word can also say readers which is purpose to know about particular information with reading from written on paper. Stationery such as pen and pencil are used to write on paper and book which is used word in order to be able to read by readers. Reading is momentous skill that should be known by readers because they have to read English text and also to comprehend the content of the text.

According to Cline, Johnstone, and King (2006:2) “reading is decoding and understanding written text”. Moreover, Patel and Jain (2008:114) explain “reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one’s knowledge of the language”. In addition, Patel and Jain (2008:114) state “reading is very necessary to widen the mind and gain and understanding of foreign language. Reading is certainly an important activity for expanding knowledge of a language”.

From the theory above, it can be concluded that reading is process where readers recognize and strive understanding the meaning of words through seeing words. With reading, readers can have new knowledge.

Besides, it is essential for understanding foreign language. For instance, readers learn English. They need reading in order to learn a language. Therefore, reading is important in real life to be extensive knowledge of language.

2. Aspects of Reading

Blachowicz and Ogle (2008:150) “aspect of reading” is reading comprehension. Reading comprehension is about how to encounter “explicit information” McNamara (2007:144), “implicit information” Vonk and Noordman (1990) cited in McNamara (2007:269), “reference” Raimes (1998:205), and “meaning of word” Hiebert and Kamil (2005:3).

From the explanation above aspects of reading are four. Those are explicit information, implicit information, meaning of word, and reference. More explanation about aspects of reading can be seen as follow:

1. Explicit information

Explicit is directly expressed in text of reading. Furthermore, McNamara (2007:144) defines “explicit information is available in the text to either confirm the correct answer or reject the distracter options; when such explicit information is not available, inference processes are required”.

2. Implicit information

Implicit is not directly expressed in text of reading. Moreover, “implicit information is called *inferencing* and is considered to be a central part of the comprehension process” Vonk and Noordman (1990) cited in McNamara (2007:269).

3. Reference

Reference is to disappear word that has used with using pronoun. For instance, Rocky goes to school by bicycle. He goes at 6.30 AM. He is pronoun from Rocky. Raimes (1998:205) states “a reference to an omitted preceding sentence by its use of a pronoun”. Besides, Raimes (1998:202) explains “pronouns are thus useful to help form links in what you say or write and to avoid repetition”. More explanation about personal pronoun can be seen table 2.1 below.

Table 2.1
Personal Pronouns

PERSONAL PRONOUNS				
Subject Pronoun	Object Pronoun	Possessive Adjective (+ noun)	Possessive Pronoun	Reflexive Pronoun
I	Me	My	Mine	Myself
We	Us	Our	Ours	Ourselves
You (sing.)	You	Your	Yours	Yourself
You (plur.)	You	Your	Yours	Yourselves
He	Him	His	His	Himself
She	Her	Her	Hers	Herself
It	It	Its	-	Itself
They	Them	Their	Theirs	Themselves
One	One	One's	-	Oneself

Taken from Raimes (1998:198)

4. Meaning of word

Meaning of word is to make readers understand about word that they read. Thus, they can become knowing the meaning of word because they know a lot of vocabularies. Hiebert and Kamil (2005:3) explain “vocabulary is the knowledge of meanings of words”. So, it is important for readers learn

vocabulary of text in order to know the meaning of word. Especially, in reading knowing the meaning of word is essential.

It can be concluded that reading is capability to know the content of text. By reading a text, a reader would like to know the content of text, knowing explicit information, implicit information, meaning of word, and reference.

3. Purpose of Reading

Purpose of reading is to get knowledge as usual doing by readers in order to know and understand about content of reading what they are read it. In learning process especially in school reading is crucial. They are distinctly needed for reading too in particular subject. Actually, when learning the other subject as same as in reading. They should read first as beginning of learning.

In addition, Cline, Johnstone, and King (2006:2) explain “understanding text is determined by the purposes for reading, the context, the nature of the text, and the readers’ strategies and knowledge”.

It can be concluded that reading is process where readers recognize and strive understanding the meaning of words through seeing words. With reading, readers can have new knowledge. Besides, it is essential for understanding foreign language. For instance, readers learn English. They need reading in order to learn a language. Therefore, reading is important in real life to be extensive knowledge of language. Reading is capability to know the content of text. By reading a text, a reader would like to know the

content of text, knowing explicit information, implicit information, meaning of word, and reference. Purpose of reading is to get knowledge as usual doing by readers in order to know and understand about content of reading what they are read it.

C. Descriptive Text

Descriptive text is explanation about what thing, place, people look like in environment.

1. Understanding of Descriptive Text

Descriptive text is text in which including contents about describe what people look in circumstance such as noun, place, and person. Further, Mukarto et al. (2007:140) explain “we use descriptive text to describe something, someone or a place”.

2. The Generic Structure of Descriptive Text

There are two parts in the generic structure of descriptive text. Those are identification and description. For the first part, identification is explanation content from reading about something that will be described. Furthermore, Mukarto et al. (2007:140) state “identification this part identifies a particular thing to be described”. For the second part, description is content about thing, people, and place. Moreover, Mukarto et al. (2007:140) explain “description the parts and characteristics”.

3. The Language Feature of Descriptive Text

There are four parts for the language feature of descriptive text. According to Wijayanti et al. (2014:88) as follow:

- a. Focus on specific participants
- b. Use of attributive and identifying processes
- c. Frequent use of epithets and classifiers in nominal groups
- d. Use of simple of simple present tense

4. Example of Descriptive Text

Descriptive text describes about thing, place, and person in environment.

One of example descriptive text can be seen below.

Nick, a Police Officer

Nick is a young police officer. He is twenty five years old and he is single. He is from Perth. He starts working at 7 a.m. He usually controls the traffic in front of the Randwick Junior High School. He helps students cross the street. After the school starts, he goes back to his office. He usually goes everywhere by a police motorbike. At 4 p.m. he goes home. He loves his job as a police officer.

Taken from Mukarto et al. (2007:112)

F. Rationale

In this study, students face problem related to reading in descriptive text that is given by teacher in classroom. Whereas, to answer reading in descriptive text students have to understand first about content of reading that they read. Regarding this part, the researcher intends to utilize metacognitive reading strategy. Metacognitive reading strategy can be applied to help students understanding reading in descriptive text. Before, beginning reading students are active prior knowledge. With active prior knowledge can help students

knowing about reading text. This can help students describe and understanding reading text. The students use metacognition in reading descriptive text. Afterwards, metacognitive reading strategy can help students for active metacognition. Metacognition is process of thinking which is doing by readers to know the meaning of unknown word.

