Chapter One

Introduction

The first chapter presents the introduction of the study. There are some important points mentioned in this chapter. The first part is background of the study which describes the reason why the researcher chooses the research topic. Identification and limitation of problem come as the second part of this chapter which describes the scope of this study. Besides, this chapter also presents the research questions as the guidelines of this study. Furthermore, this chapter one also mentions the research objectives which explain the specific objectives and purpose of this research. Also, the significances of the research present benefits of this study towards particular people. In the last part of this chapter, the researcher mentions the structure of this research. The following section is an overview the background of the study.

Background of the Research

Among the four English language skills, reading can be considered as the most crucial skill to master for the students in the process of learning. According to Zhang (2001), reading is defined as an interactive cognitive process in which readers interact with the text. Throughout the process, the readers continually create a hypothesis, define, and use their knowledge of vocabulary and language to construct meaning. Therefore, the effective use of reading strategies is recognized as an important means to improve reading comprehension (Huang et al 2009). To summarize, reading strategies is very significant to university students because it can help them to deal with various academic texts to develop their skills.

One of the ways which the readers need to do is to cope with difficult and complicated academic reading in order to have metacognitive awareness of reading strategies (Damayanti, Gani & Zulfikar 2019). Mokhtari and Sheorey (2002) stated that metacognitive reading strategy awareness is the conscious planning, monitoring, and evaluation done by the readers to comprehend a text which they read. Good readers' characteristics can be seen based on their awareness of why and what they read and how they can solve the problems during reading and monitor their comprehension. In addition, Tavakoli (2014) stated that readers with metacognitive strategy awareness know when and how to employ specific cognitive reading strategies based on the text difficulty. Moreover, he added that the effectiveness of metacognitive reading strategy awareness in reading strategies affects reading comprehension. In short, metacognitive reading strategy is important because it provides the students with the tools needed to become aware of their thinking which provide confidence in their ability to think and analyze the text.

One of the instruments used to study reading strategies is the SORS Survey of Reading Strategies (SORS) developed by Mokhtari and Shoerey (2002). This instrument includes three strategies such as Global Reading Strategy (GLOB), Problem Solving Strategy (PROB), and Support Reading Strategy (SUP). These three strategies will be explained further in the literature review. SORS instrument has been used in many kinds of research to study reading strategies such as the usage of reading strategies for high school students, reading strategies to comprehend authentic expository text in English, surveying students' metacognitive awareness, and many more. One of the example is study conducted

by Damayanti, Gani, and Zulfikar (2019) entitled "Surveying Metacognitive Reading Strategies Awareness of Fifth-Semester English Department Students". This study aimed to explore the metacognitive awareness level of reading academic strategies used by the students of Syiah Kuala University English Department. The result of this research revealed that the respondents possessed a medium-level overall tendency of metacognitive reading strategy awareness. However, there is not yet any research which utilize this instrument to study the usage of reading strategies in Content and Language Integrated Learning (CLIL).

According to Coyle, et al. (2010), CLIL is a dual-focused educational approach in which an additional language is used for learning and teaching both content and language. In addition, Eurydice (2006) stated that the content and language intertwine and receive the same importance which the aim is to develop proficiency in both by teaching the content through the foreign language. In the CLIL activity, the students need to master both the content and language from their reading material which is quite difficult to accomplish compared to normal reading classes.

In the research site, most of the classes focus on both content and language started from the third semester which in line with the nature of CLIL when they need to master both content and the language as it taught and trough the target language. Therefore, the researcher is interested in implementing SORS instrument to conduct a survey study of students' metacognitive reading strategies awareness in a CLIL Context regarding the phenomena and facts mentioned. As the some students do not realize that they are already implementing a reading strategy and students do not realize that they must have strategies in reading

process to be able to comprehend the text effectively. Rather than investigating the relationship between the use of metacognitive reading strategies nor the overall tendency of metacognitive reading strategy awareness, this study will be more focused on the students' metacognitive reading awareness in the CLIL context.

Identification of the Problem

As stated in previous explanation, reading comprehension is one of the most important skills to master in language learning. As a reason, it can make reading strategies to be necessary matter addressed. In addition, an awareness of strategies use helps the learners get the most out of the text. According to Grabe (2009), a strategic reader is aware of the effectiveness of his or her comprehension in regards to reading goals and apply sets of appropriate strategies to enhance comprehension of difficult texts. Based on reading in CLIL context when the learners need to pay attention not only to the content but also the language, reading strategies can be very crucial in most situations which can be summarized as doing two jobs at the same time.

In one of the private University of Yogyakarta English department which the researcher doing his study, the students started to learn the content of their study through and by using the target language which in this case is in line with the nature of CLIL context. However, because of the pandemic, all of the learning activities has been conducted via online classes especially for students of batch 2020 and above. Surely, in order to get the most of their learning, the students must have implemented some sort of reading strategies to help them in their learning progress. Moreover, according from one of the students, he aware that he

applied a reading strategy when he read, however he did not realize the importance of reading strategies when asked. Some of the students do not realize that they are already implementing a reading strategy and students do not realize that they must have strategies in reading process to be able to comprehend the text effectively.

This fact raises the question on what the level of students metacognitive reading strategies awareness and which strategies used by them the most. Several studies of students' reading strategies awareness have been conducted by using the SORS instrument. However, there is not yet any study which applies the SORS instrument in the CLIL reading context. Hence, this fact leads the researcher to feel interested in conducting this study further.

Delimitation of the Problem

To make the discussion more focused, the researcher limits the problem only on investigating the level of reading strategy awareness and the most implemented strategy in CLIL context used by the students. Besides, this research focuses only on the batch 2020 students of English Education Language Department (ELED) at a private university in Yogyakarta

Research Questions

To conduct this study, the researcher provides two research questions as the research guidelines. This research is intended to answer the following questions:

1. What is the level of students' metacognitive reading strategy awareness?
2. What is the most implemented metacognitive reading strategy based from SORS used in a CLIL context by the students?

The Objectives of the Research

Based on the research question, there are two purposes of this research. The purposes of this research are:

1. To find out the level of metacognitive reading strategies awareness of the students at a private university in Yogyakarta.
2. To find out the most frequently applied metacognitive reading strategy in a CLIL context used by the students in order to gain better understanding about students' metacognitive reading strategies awareness and can be used for future researchers.

The Significance of the Research

This research is aimed to give positive advantages for some parties such as teachers, students, and other researchers.

For the teachers. This study is expected to give more practical strategies for the teachers in order to develop and improve their lecturing quality and effectiveness for better results. Also, the existence of this research can give more information about kinds of impact from the research finding on reading strategies for the teachers. In addition, the teachers may also use this research as future references for selecting the learning method in the teaching and learning process.

For the students. By reading this research, the findings of this study can be used as basic information to improve the quality of the reading strategies for the students and maximize the learning outcomes in the future. Furthermore, the findings of this study can also be used as an additional information for further researches and enrich the existing theories on reading strategies.

Structure of the Research

      This research consists of five chapters which explain an overview of each research chapter. The first chapter presents the introduction of the research. In introduction, there are seven parts such as background of the study, identification of the problem, delimitation of the research, research questions, objectives of the research, significances of the research, and structure of the research.

      The second chapter of the research is a literature review. This chapter provides all the information and basic theory which cover a topic discussion the students' metacognitive reading strategies awareness in a CLIL context. In the literature review, it highlights some theories related to this research. Besides, this chapter two covers definition of reading, metacognitive reading strategies awareness, SORS instrument, and reading in CLIL context. Therefore, review of related studies and conceptual framework will also be presented at this chapter.

      Chapter three presents the methodology used in this research. This chapter gives clear illustration of how this research is conducted and how the data are collected. Besides, this chapter three consists six parts of methodology namely research design, research setting, research population and sample, data collection technique, data collection procedure, and data analysis.

      In chapter four, it discusses the research finding and discussion. This chapter provides the detailed information about the data gathering from the conducted research and analysis of the data. There will be two findings in this research. The first finding is related to the level of students' reading strategy awareness. Besides, the second finding presents the most frequently implemented reading strategy used in CLIL context by the students. Moreover, the researcher

also relates the findings of the research to the relevant literature reviews or theories provided in this research to be the discussion of the research.

Chapter five includes the conclusion and suggestion. In this chapter, researcher presents the conclusion of the research finding related to the research problems. In addition, this chapter contains the suggestion for some parties related to this research.