

CHAPTER I

INTRODUCTION

A. Background

Since the technology becomes rapidly established, the way of reading is also changing. For our time now it is more discovered that students do the online reading instead of paper-based reading. This is one of impacts of the internet role in education field which is so intense. For teaching and learning context, the internet has become very important. It is rare to find person who has no internet connection to support the teaching and learning activity in these days. According to Coiro (2007) to gather the information is perhaps the most widely used application of the Internet.

According to the World Internet Users Statistics Usage as June, 2012 the number of internet users in Asia reaches up to 1,076,681,059 internet users which means it takes 44.8 % usage of the world. According to the data of Indonesia's Communication and Information Department the amount of Internet users in 2012 is up to 63 million internet users. Based on the calculation of Asosiasi Jasa Pengguna Internet Indonesia (APJII) there will be significant increasing for 2013 which is predicted could reach up to 82 million users and will be continuously increased up to 107 million internet users in 2014 and 139 million internet users or 50 % of total population in 2015 (Kompas.com Thursday, December 13, 2012)

To comprehend the complex information at certain level is included into the process of learning. Meanwhile, the internet is considered

as a big storage of complex information. The activity of accessing the internet is mostly done for reading, especially for students. It is like a trend among the students to read online when they need to find any passage to support their academic assignments or merely their reading need. Since the online reading becomes very popular it is seemingly reading the literacy in books or any other paper - based readings are considered as a traditional way of reading. At the time that students read texts on the internet, it is defined as reading online.

Thus online reading should be different from offline reading or paper based reading. It is also different in building the comprehension within online reading and paper-based reading. Moreover, some experts considered it as something that significance and complex rather trivial matter. There is a study conducted by Leu et al (2008) has found that online reading comprehension shared a number of similarities with offline reading comprehension but online reading comprehension also included a number of important differences, making it more complex. The complexity is affected by many possibilities of any kind of distractions that can appear in the web pages. To face this, certainly students have to be good skilled readers.

Coiro (2007) found out that less skilled readers tend to have lack general background knowledge and interact more passively with text. As a result, when reading on the internet, they often unsure where to focus their attention and unable to call on alternative strategies if they do not find

what they are searching for. Online readers dynamically construct the inter texts that they read as they move from site to site while offline readers typically read the texts that others have constructed for them. By this way the construction of meaning during online reading comprehension becomes much more complex than reading on papers.

Regarding to this complex matter of online comprehension, it is necessary to provide students with the strategies in order to make them ready to use the internet as the new literacy. Besides, many of previous researchers suggest that it is important, in an age of information, to identify the information-seeking strategies that people use while reading on the internet to get better both research and practice. Moreover, in the era of technology the readers tend to get much destruction while reading online and on screen which means it requires certain reading strategy.

Concerning with the reading strategies, there are previous studies done by several researchers, like O'Neil (1992) and Hacker (1998) who recognized the role of metacognitive awareness in reading comprehension. They stated that students of higher proficiency in target language could even better use metacognition to control their learning than beginning students. This idea has brought many researches about the use of metacognitive in several places and several levels of students. Although there is an explosion of research related to the relationship between metacognitive awareness and reading proficiency, it is rare to find any complete research about metacognitive reading strategy on students's

in Indonesia generally, at Tanjungpura University especially. In fact, the English students in this university also practice much online reading for supporting their academic study, they are considered need to be good skilled students in online reading. This fact leads the researcher to conduct this research to find out whether the metacognitive online reading strategies are practiced by the Tanjungpura University students or not. Moreover, the metacognitive reading strategy is the important matter to be applied in gaining the English fluent readers. It is because the metacognitive reading strategy will guide the reader to monitor and regulate themselves in their reading process to reach the goal of reading. Moreover, it is expected that by practicing metacognitive reading strategy the students are accommodated to have less destruction in reading online.

It is also interesting when the researcher realizes that there are many English students actually apply unconsciously the metacognitive reading strategies when they read online. Unfortunately, they have no clear idea about what metacognitive reading strategy is. Therefore it makes them use it not in proper way. Here, the researcher considers it will be better if they have a clear idea about metacognitive reading strategy therefore they can properly practice it to support their online reading.

From the explanation above, it is a necessary to find out the metacognitive reading strategy used by the students in their academic period through this internet era as the picture of how they apply their metacognition in reading the online material which is now considered as a

super resource that contains wide information and has high accessibility for their academic reading.

B. Research Questions

This research covers two questions. Those are;

1. What online metacognitive reading strategy is mostly used by the students?
2. To what category do the students fall as the metacognitive online reading strategy user?

C. Research Purposes

The research problems lead to the important purposes of this research. The purposes are:

1. To find out the mostly used online metacognitive reading strategy used by the students.
2. To know the category of the students as the metacognitive online reading strategy users.

D. Research Significance

The result of this research is going to be a significant finding in teaching learning English in the English Department of Tanjungpura University. It is because the researcher considers that online reading strategies practiced by the students as an important matter to be investigated. Knowing the metacognitive reading strategies practiced by the students in online reading will give a clear picture of how students deal with reading online. Hopefully, after knowing the student's awareness of

metacognitive online reading strategy the result of this research can help the English Department of Tanjungpura University to maintain the reading subjects that are taught to be more accurate and suit the students' need related to particular reading strategies dealing with the era of reading online. Moreover, the researcher expects the result of this research will bring the metacognitive reading strategy issue among the English students to enrich their reading skill.

E. Terminology

To avoid any misconception in this research the researcher will give the terminology for every term that might be the focus in this research.

1. Online Reading

In this research, online reading is defined as the action of the students on reading 'text-plus' that they have taken from the internet on the screen not in the printed form while the computer is connected to the internet. The activity of reading in this context aims at the academic purposes such as gaining information for assignments, finding supporting materials for subjects or any other academic purposes.

2. Reading Strategy

Reading strategies are the conscious techniques that readers employ when they read web-based materials to enhance their comprehension or retention of the textual information.

3. Metacognitive Reading Strategy

Metacognitive Reading Strategy is defined as higher order of thinking which involves active actions in controlling over the cognitive processes and the self-regulating that students engaged in reading.