

CHAPTER I INTRODUCTION

This chapter presents the research background, problem identification, research questions, research objectives, research significance, and research scope.

1.1 Research Background

Reading is one of the language skills learnt as English as a Foreign Language (EFL) in the Junior Secondary School in Indonesia. Nowadays, EFL is trained using the 2013 Curriculum with the scientific approach. The learning goal of reading is geared towards the students' competency on various English text types. For examples, descriptive, recount, or expository text types are included in the 2013 Curriculum in the Junior Secondary Schools in Indonesia (Kemdikbud, 2013; Ragawati, 2013). The learning goal of reading is geared towards the students' competency on various English texts.

Reading is one of the important skills that need to be practiced since the young age. Skenderi and Ejupi (2018) state that reading is one of the main language skill that should be practiced in the early age. Mol and Bus (2011) also agree that children who read more frequently in the early age are advanced to their comprehension skills and rich vocabularies. Children who are encouraged to read at the early age have better comprehension in reading. Thus, reading in the young age build their comprehension skill in reading to be improved.

Previous research had shown that the Indonesian 15-year-old students were still deficient in reading compared to their age counterparts in the 57 and 72 countries in the world. They joined the Programme for International Students Assessment (PISA) organized by the Organization for Economic Cooperation and

Development (OECD). The program goal was to assess the three aspects of literacy, namely reading, mathematics and science. The assessments showed that the Indonesian students, who were really good readers by the Indonesia standards, were positioned in the 54 and 62 in the bottom ranks (PISA, 2012; 2015). The students' reading deficiency was due to the inability to do higher-order-thinking items or they did not possess critical thinking skills as yet.

Another variables suspected to relate to good reading competency are reading habits and reading motivation. According to Amundson (2015), reading motivation is one of the aspects of creating successful readers. In the other word, for having a better understanding of written text, students should enhance their reading motivation. Besides reading motivation, having reading habits could lead the students to practice their skill in having a good reading competency. this statement is supported by Scott and Saaiman (2016) stated that learners have to be introduced to pleasure reading to form good reading habits, which is transcend into improved their reading competency. Thus, the students who have reading habits and motivation could encourage their reading competency as well.

The previous research was conducted by Karahan (2017) about the correlation of reading motivation and reading engagement with reading comprehension skills in 8th grade students. The method used was correlational method. The result of this study showed that there was a positive correlation between intrinsic motivation' and reading comprehension. Another study was conducted by Sulaiman (2018) about reading habits and reading comprehension. It used correlational method. The data indicated that there was a significant correlation between reading habits and reading comprehension. The studies have

shown significant correlations of reading habits, reading motivation, and reading comprehension. However, the present research applies a multiple correlation or relationship of the combined predictor variables-- the students' reading habits and motivation, with the criterion variable—the students' reading competency based on the 2013 Curriculum.

Reading competency is defined as a set of attitudes, knowledge, and skills in reading texts (Kemdikbud, 2013). The research design could be said as novel, since the two predictor variables are related to the criterion variable, especially the students' reading competency. The results are hopefully able to explain how the reading habits and reading motivation could account for the variance of the students reading competency in the Junior Secondary School especially at SMPN 1 Sidemen. Another new aspect included in the present study is the descriptions of the predictor variables in terms of measures of central tendency and dispersion (Hinkel,et al.,2011). Both results could be very useful for nurturing the students' habit and motivation to enhance the students' reading competency.

1.2 Problem Identification

In relation to the research background, the following problems can be identified:

1. The Indonesian 15-year-old students, who were really good readers by the Indonesia standards were still deficient in reading compared to their age counterparts. The students' reading deficiency was due to the inability to do higher-order-thinking items or they did not possess critical thinking skills as yet.

2. Most of the students' reading competency in SMPN 1 Sidemen need to be improved by reason of less motivation to read and also they are not familiar to read in particular time as yet. The students of SMPN 1 Sidemen had the difficulty in their reading competency which causes by their reading habits and reading motivation.

1.3 Research Questions

1. What are the students' reading habits, reading motivation, and their reading competency on various English descriptive text types in SMPN 1 Sidemen?
2. Is there any significant multiple relationships of the students' reading habits and motivation with their reading competency on various English descriptive text types in SMPN 1 Sidemen?

1.4 Research Objectives

1. **General Objective.** The general objective of the present research is to describe and relate the students' reading habits, reading motivation in relation to their reading competency in SMPN 1 Sidemen
2. **Specific Objectives.** The specific objectives of the present research are as follows.
 - 1) Describing the seventh grade students' reading habits in SMPN 1 Sidemen
 - 2) Describing the seventh grade students' reading motivation in SMPN 1 Sidemen
 - 3) Describing the seventh grade students' reading competency in the Junior Secondary School in SMPN 1 Sidemen

- 4) Relating multiply the combined predictor variables of students' reading habits, reading motivation and the criterion variable of reading competency in SMPN 1 Sidemen

1.5 Research Significance

2. Theoretical Significance.

In theory, the research findings are used to nurture the students' reading habits and motivation to enhance the students' reading attitude, knowledge, and skills in SMPN 1 Sidemen.

3. Practical Significance.

In practice, the results are useful for the following benefactors.

- 1) The students will be nurtured in the habits and motivation on reading any written texts regularly and enthusiastically;
- 2) The teachers will be benefitted since their students' have prior knowledge in vocabulary, grammar, and content could facilitate EFL teachers in assisting students to read efficiently and effectively.
- 3) The future researchers may explore other variables aside from reading habits and reading motivation as to enhance the students' reading literacy.

1.6 Research Scope

The present research was delimited on the descriptive texts of person, place, and object in the first semester of seventh grade students at SMPN 1 Sidemen in academic year 2019/2020.