CHAPTER 1

INTRODUCTION

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

1.1 Research Background

Reading is important in processing information in the current era. By reading, someone can get information consists of ideas, inspiration, and knowledges (Latifa & Manan, 2018). Reading is not just getting the desired information but how someone can understand the contents of the information (Bahmani & Farvadin, 2017; Latifa & Manan, 2018). Since 2013, the so-called 2013 Curriculum has been implemented in Indonesia (Kemdikbud, 2013). This curriculum is designed with a scientific approach. This is especially meant to replace the communicative approach in the teaching of English as a foreign language (TEFL).

In 2013 Curriculum, there is reading competency (Kurikulum 2013, 2015). Reading competency consists of attitudes, skills, and knowledge to determine the ability of students (Ikhwan, 2018). For students, reading is an important part to help in processing knowledge, idea creation, making decisions, opinion and making solutions in the classroom (Satthapong, 2018). However, many students were not able in reading. PISA (Program for International Students Assessment) showed that Indonesian students as EFL students failed the reading assessment compared to

students in other countries (PISA, 2012, 2015, 2018). Based on the research, students were weak in obtaining information, interpreting text, and reflecting the text that was higher-order thinking level (Nugrahanto & Zuchdi, 2019).

Many EFL students possessed deficiencies in reading. Data have shown clearly, the students' reading scores were declining over the years since 2012 to 2018. When compared to other countries, Indonesia positioned lowest in the rank when they joined the Program for International Students Assessment (PISA) in three consecutive years, they are, 2012, 2015, and 2018.

In 2012, there were 65 countries including Indonesia participated in PISA (PISA, 2012). As reported in PISA, the Indonesian students' reading scores showed deficiencies. The students' reading scores, when compared to other countries, were ranked on 64 out of 65 countries (PISA, 2012). Moreover, their reading mean score was equal to 396 out a total score of 1000. The PISA's reading performance proofed that the scientific approach was not a better approach than the communicative approach. Simply concluded, the observation – question – exploration – association - and communication reading approach was not effective as yet for the students' in understanding high-order items (items beyond cognitive level 1, 2 and 3; affective level 1 and 2; psychomotor level 1 and 2). They were not prepared to cope with high order thinking items.

In 2015, there were 70 countries participated in PISA (PISA, 2015). As reported in PISA, the Indonesian students' reading scores still showed

deficiencies. The students' reading scores, when compared to other countries, were ranked on 62 out of 70 countries (PISA, 2015). Moreover, their reading mean score is 397 out a total score of 1000. The PISA's result proofed that the scientific approach was not a better approach than the communicative approach despite it has been deployed for three years. Simply concluded, the scientific reading approach was not effective as yet for the students' in understanding high-order items.

In 2018, there were 78 countries participated in PISA (PISA, 2018). As reported in PISA, the Indonesian students' reading scores still showed deficiencies. The students' reading scores, when compared to other countries, were ranked on 73 out of 78 countries (PISA, 2018). Moreover, their reading mean score dropped to 371 despite the new curriculum has been deployed for five years. The PISA's result proofed that the scientific approach was really a failure in developing the students' reading competency, especially in finishing up high-order items.

Other variables suspected to relate to reading competency are reading anxiety and reading self-efficacy (Habibian, Roslan, Idris, & Othman, 2015). Predictor variables (reading anxiety and reading self-efficacy) which are estimated to be related to the improvement of children's critical thinking skills can be started from reducing children's worry about text in English relating to text descriptions about people, animals, places, objects and recount texts about experiences /events of someone who happened in the past. By reducing the anxiety of students will be able to increase confidence in the ability to understand both types of text, especially related to main ideas, specific ideas,

word meaning, and textual references. Both predictor variables (reading anxiety and reading self-efficacy) are closely related to the competency students in reading (reading competency) or criterion variable.

The participants of this research are grade X. The grade X students has a relationship with the age of participants who took the PISA Assessment. Reading competency in PISA uses higher-order-items. Competency in the 2013 curriculum uses indicator verbs based on Bloom Taxonomy. In Bloom Revised Taxonomy, higher-order-items has the knowledge capacity of C4 (analyzing), C5 (evaluating), and C6 (creating). While the attitudes of A3 (valuing) and A4 (organization). Then, skills include P3 (guided), P4 (mechanism), and P5 (complex overt response). Therefore, some students in grade X are associated with PISA result, indicating that students still have not mastered the knowledge, attitude, and skills of higher order context. So that the two predictor variables are closely related to the reading competency of grade X students who are criterion variables.

There are previous researcher has been conducted study about reading anxiety and reading self-efficacy (two predictor variables). Jayoung (2018) conducted a study out relationships among reading anxiety, reading processing, and reading comprehension. Subjects were 265 third-year middle school students in South Korea. The research concluded there were students who have more anxiety use local reading strategies while less anxious students were more focus on completing the reading task and use global reading strategies. Then, reading comprehension of FL reading anxiety in CIG (Cognitive Interference

Questionnaire) and Global Strategies showed students with less anxious more focus during reading and get higher score.

Another research was conducted by Ghabdian and Ghafournia in 2016. The research was correlation among self-efficacy beliefs and reading comprehension ability in Iranian EFL Learners'. The participants consist of 120 students in Neyshabur. The participants' age from 15 until 17 years old. The result of study showed a positive correlation between self-efficacy and reading comprehension. Then, the results of the statistical analysis there was no relationship among language learners' self-efficacy belief influenced by gender.

The fact that scientific approach to reading did not correlate to the students' reading competency, especially in working on high-order thinking items urged the present study to be resurveyed deploying reading anxiety and reading self-efficacy. Moreover, previous researchers had proven two other variables, they are, reading anxiety and reading self-efficacy were proven to be significantly related to reading comprehension of written English texts.

The present research was endeavoured to correlate the two predictor variables, namely: reading anxiety, reading self-efficacy, and one criterion variable, that is, reading competency. The reading competency was measured using high-order items, they are, cognitive domain of levels C4, C5, and C6; affective domain of levels A3 and A4; psychomotor domain of levels P3, P4, and P5.

The text genres used were of two types, namely: descriptive texts descriptive text about a person, an animal, a movie, a procedure, and recount

texts about a personal experience and an accident. The text indicators measured consisted of four aspects, namely the main idea, the specific ideas, the textual references, and the word meanings. The research was conducted in the State Vocational High Schools in the District of Singaraja, focused especially in the *Sekolah Menengah Kejuruan Negeri (SMKN) 1 Sukasada*.

1.2 Problem Identification

The students' reading deficiency on high-order-thinking items was speculated on several factors.

Firstly, the students were not really trained to deal with high-order-thinking items like cognitive domain of levels C4 (analyzing), C5 (evaluating), and C6 (creating); affective domain of levels A3 (valuing) and A4 (organizing); psychomotor domain of levels P3 (guided), P4 (mechanism), and P5 (complex overt response). In schools, they were expected to comprehend lower-order-thinking items like cognitive domain of levels C1 (remembering), C2 (understanding), and C3 (applying); affective domain of levels A1 (receiving) and A2 (responding); psychomotor domain of levels P1 (perceiving), and P2 (setting).

Secondly, the EFL teachers were not really competent to exercise with high-order-thinking items like cognitive domain of levels C4 (analyzing), C5 (evaluating), and C6 (creating); affective domain of levels A3 (valuing) and A4 (organizing); psychomotor domain of levels P3 (guided), P4 (mechanism), and P5 (complex overt response). In schools, they were expected to comprehend lower-order-thinking items like cognitive domain of levels C1 (remembering), C2 (understanding), and C3 (applying); affective domain of levels A1

(receiving) and A2 (responding); psychomotor domain of levels P1 (perceiving), and P2 (setting). They all stick to the curricular learning objectives as set forth in the 2013 Curriculum;

Thirdly, higher-order-thinking items in reading may not only require a scientific approach, nor a communicative approach alone. Both the teachers and students need to be trained in millennial learning styles involving 4 Cs, namely: creativity, critical thinking, collaboration, and communication.

Fourthly, both the teachers and students were not acquitted with descriptive texts dealing with a person, an animal, a film, a procedure, and recount texts about a personal experience and an accident. The text indicators were not discussed thoroughly during the reading classes, so that the students had less exposures to the indicators and descriptors as well.

1.3 Research Scope and Limitation

This research is limited to analyse the students' reading anxiety, reading self-efficacy, and reading competency in SMKN 1 Sukasada. The aspect investigated their reading anxiety, reading self-efficacy, reading competency, and relationship among students' reading anxiety, reading self-efficacy, and reading competency focused on the descriptive text and recount text in tenth-grade students of SMKN 1 Sukasada in academic year 2019/2020.

In practice, there are several limitedness of this research: 1) there are several things that cannot be controlled, only 2 variables in relation to reading competency, 2) when answering the scale, they do it honestly what they feel, 3) when they answer higher-order-thinking-items, that is their real ability.

1.4 Research Questions

From the research background above, the research question investigated to this study could be stated as follows:

1. How are the students' anxiety, self-efficacy, and reading competency on higher-order-thinking items of the English descriptive text and recount text types in SMKN 1 Sukasada?

2. Are there any significant relationships of the students' reading anxiety, reading self-efficacy, and reading competency pair-wisely on high-order-thinking items of the English descriptive and recount text types in SMKN 1 Sukasada?

3. Is there any significant relationship of the students' reading anxiety, reading self-efficacy, and reading competency multiply on high-order-thinking items of the English descriptive and recount text types in SMKN 1 Sukasada?

1.5 Research Objectives

Based on the research questions mentioned previously, the research objectives could be formulated as follows.

1. **General Objective**

   The general research objective is to describe and correlate the students' reading anxiety, reading self-efficacy and reading competency on various English descriptive and recount text types in SMKN 1 Sukasada.

2. **Specific Objectives**

The specific objectives of the present research are as follows.

(1) Describing the students' reading anxiety, reading self-efficacy, and their reading competency on various English descriptive and recount text types in SMKN 1 Sukasada;

(2) Relating the students' reading anxiety, reading self-efficacy, and reading competency pair-wisely and multiply on various English descriptive and recount text types in SMKN 1 Sukasada.

1.6 Research Significance

The general and specific research objectives would benefit the following stakeholders.

1. **Theoretical Significance.**

In theory, the research findings to be used to reduce the students' reading anxiety and increase reading self-efficacy to enhance the students' competency in SMKN 1 Sukasada.

2. **Practical Significance.**

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

(1) The students

The students could be assisted effectively in reading anxiety, reading self-efficacy on reading descriptive text and recount text, as well as their reading competency.

(2) The EFL teachers

The EFL teacher could design supporting reading activities which enhance reading self-efficacy, reading competency and reduce reading anxiety of students.

(3) The Headmaster

This information could be used as a reflection of what method that is best used to improve students reading competency. Then, the headmaster knows how English teachers in school improve students' reading competency

(4) The future researchers

Future researchers could design more intensive research by intervening variables other than reading anxiety and reading self-efficacy.