CHAPTER I

INTRODUCTION

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

1.1 Research Background

The 2013 curriculum (*henceforth: K-13*) is a national curriculum designed to develop education quality in terms of knowledge (Zulhernanda, 2018). Indonesia has implemented this curriculum with a scientific approach since 2013 (Kemendikbud, 2013). The 2013 curriculum is implemented to develop education quality and improve four students' language skills in the learning process such as productive skill (writing and speaking) and receptive skills (reading and listening) (Ahmad, 2014). One of the skills that need to be trained to students is reading literacy.

According to Nainggolan (2018), reading is an important English competency in the 2013 curriculum that can make students getting a lot of information and delivering their knowledge or ideas to others. On the other side, reading is an interactive process that involves readers and text to get the meaning of the text (Alyousef, 2005). From those definitions, it can be concluded that reading is a process to get meaning or information from the texts and deliver the information to others. Nevertheless, EFL learners still have a problem in reading especially in constructing the meanings of the texts itself (Kasim & Raisha, 2017)

The other problems of reading in the Junior High School and Senior High School in Indonesia is competency. Competency is a set of attitudes, knowledge, and skills to comprehend the texts in terms of structures and contents (*Buku Panduan Guru Kurikulum 2013, 2013).* The government expects that the implementation of the 2013 curriculum in Indonesia will enhance the education quality, including reading competency, but it turns out that the students' reading competency is not satisfactory enough and still needs to be improved. This problem has been proven by the data contained in Programme for International Students Assessments (*henceforth: PISA*) organized by the Organization for Economic Cooperation and Development (OECD) and Indonesia participated for three consecutive years (2012, 2015, 2018).

Based on the results of PISA 2012, Indonesia was in the 64th position from 65 countries. Indonesia got 396 scores out of a total score of 1000 (PISA, 2012). The result means that the EFL students still had a deficiency in reading. It could be concluded that the implementation of the scientific approach did not enhance their reading, especially in understanding high-order items because the students are not ready yet. High order items include items with cognitive levels of C4 (analyzing), C5 (evaluating), and C6 (creating); affective domain of levels A3 (valuing) and A4 (organizing); psychomotor domain of levels P3 (guided responding), P4 (mechanizing), and P5 (adapting).

In PISA 2015, Indonesia got 397 scores out of a total score of 1000. The score placed Indonesia in the rank 62nd among 70 countries (PISA, 2015). The result showed that Indonesian students still had a low deficiency. It could be concluded that the scientific approach was not effective yet for EFL students,

especially in reading although it has been implemented for five years in Indonesia. The EFL students still had problems in understanding high-order-items.

There were 78 countries participated in PISA 2018 and Indonesia was placed in rank 73rd. The score of this year was 371 out of a total score of 1000 (PISA, 2018). The result showed that Indonesia was ranked 5th in the bottom from 78 countries. Even though the 2013 curriculum has been implemented for five years, the reading score of EFL students was deficient or low. It means that the implementation of the scientific approach in the 2013 curriculum was not really effective to enhance students' reading competency compared with the communicative approach. The EFL students did not show an improvement in understanding high-order-items.

This research was conducted to find out other variables that suspected to have a relationship with students' reading competency as the students' problem in Indonesia. Astomo (2017) conducted a study to find out a correlation between EFL students' reading interest and reading comprehension on English text. This study used a correlational design that involved 25 of fifth-semester students of English department in 5G class. The coefficient correlation of students' reading interest on the English text and their reading comprehension was 0.7180. The result means that there was a positive significant correlation between students' reading interest and their reading competency of the fifth-grade students of English department in Surakarta.

Besides reading interest, reading self-efficacy is also suspected to be related to reading competency. According to Bandura (1997), self-efficacy refers to

someone's beliefs on their ability to achieve their goals. Kargar & Zamanian (2014) carried out a study about the relationship between students' self-efficacy and reading comprehension strategies. The strategies were applied by female and male EFL learners in Iran. This study involved 22 Iranian males and 28 Iranian females. The technique of data collection was using questionnaires and the use of Pearson Coefficient-Moment Product to find out the relationship between those two variables such as learners' self-efficacy and their reading comprehension strategies. The result of the study stated that there was a positive relationship between Iranian leaners' self-efficacy to their reading comprehension strategies with the coefficient correlation 0.811. Meanwhile, their gender and those two variables had no relationship.

Based on the PISA results, the use of the scientific approach for the 2013 curriculum has no relationship with students' reading competency to answer high-order-items. However, the previous research results showed that reading interest with reading comprehension had a positive relationship and reading self-efficacy also had a positive relationship with reading comprehension. If students are interested to read intensively, it will increase students' confidence to understand the contents of written texts.

In a few studies, the researchers have examined a variable to be related to reading comprehension. Meanwhile, this present research examined about reading competency. There are still few numbers of study which discuss about reading competency and most studies just discuss about reading comprehension that is different from reading competency. Therefore, this present research was aimed to describe and correlate two predictor variables such as reading interest and reading

self-efficacy and a criterion variable, that is reading competency. There were high-order-items with 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 responding), P4 (mechanizing), and P5 (adapting) that used to measure the students' reading competency. There were also two types of texts used in this research, they are descriptive texts and recount texts. The descriptive text was related to the description of a person, an animal, a movie, a procedure, and the recount text was related to a personal experience and an accident. The text was measured using four indicators of the text such as main ideas, specific information, textual references, and word meanings. The present research was conducted in the eighth-grade students in Sekolah Menengah Pertama Negeri (SMPN) 3 Singaraja, because junior high school students are usually 15 years old according to the requirements of students who take part in PISA and students in this school have a deficiency in reading competency seen from their English score in school.

1.2 Problems Identification

Based on the research background, the problems identification of this research can be described as follows:

1. The EFL students were trained to answer questions with lower-order-thinking items in the school which includes cognitive domains of levels C1 (remembering), C2 (understanding), C3 (applying); affective domain of levels A1 (receiving) and A2 (responding); psychomotor domain of levels P1 (perceiving) and P2 (setting). They were not used to comprehend high-order-thinking items which include cognitive domains of levels C4

(analyzing), C5 (evaluating), and C6 (creating); affective domain of levels A3 (valuing) and A4 (organizing); psychomotor domain of levels P3 (guided responding), P4 (mechanizing), and P5 (adapting).

2. The teachers tend to follow the curricular learning objectives as set forth in the 2013 Curriculum in teaching and learning process so that they needed to comprehend lower-order-thinking items which include cognitive domains of levels C1 (remembering), C2 (understanding), C3 (applying); affective domain of levels A1 (receiving) and A2 (responding); psychomotor domain of levels P1 (perceiving) and P2 (setting), not the high-order-thinking-items which includes cognitive domains of levels C4 (analyzing), C5 (evaluating), and C6 (creating); affective domain of levels A3 (valuing) and A4 (organizing); psychomotor domain of levels P3 (guided responding), P4 (mechanizing), and P5 (adapting). It made the teachers were not really competent to implement the high-order-thinking-items in the school.

3. In implementing the high-order-thinking-items in the school, the teachers and students did not only deal with the scientific approach or communicative approach, but in this era, they needed to deal with millennial learning styles with 4C such as creativity, critical thinking, collaboration, and communication.

4. Most of the students did not really understand the written texts as yet during the reading classes because sometimes, the teachers did not discuss it intensively, especially for main ideas, specific information, textual references, and word meanings.

1.3   Research Scope and Limitations

The present research was delimited on the subjects who are the eighth-grade students at SMPN 3 Singaraja. This research was focused on describing, relating multiply and pairwisely the students' reading interest, reading self-efficacy, and their reading competency on high-order-thinking items of the English descriptive text about a person, an animal, a movie, a procedure, and recount texts about a personal experience in SMPN 3 Singaraja.

There were three things that were not able to be controlled in this research. First, there were only 2 variables that were indicated as related to reading competency, while there was no relationship with the other variables. Second, students answered Reading Interest Scale (RIS) and Reading Self-Efficacy Scale (RES) honestly based on what they felt. Third, students answered Reading Competency Test with 25 high-order items independently.

1.4   Research Questions

1. How are the students' reading interest, reading self-efficacy, and their reading competency on high-order-thinking items of the English descriptive text and recount text types in SMPN 3 Singaraja?

2. Are there any significant pairwise relationships of the students' reading interest, reading self-efficacy, and reading competency on high-order-thinking-items of the English descriptive and recount text types in SMPN 3 Singaraja?

3. Is there any significant multiple relationship among the students' reading interest, reading self-efficacy, and reading competency on high-order-

thinking-items of the English descriptive and recount text types in SMPN 3 Singaraja?

1.5 Research Objectives

1. General Objective

The general objective of the proposed research is to describe and correlate objectively the students' reading interest and reading self-efficacy to their reading competency on English descriptive text and recount text in SMPN 3 Singaraja.

2. Specific Objectives

The specific objectives of the proposed research are as follows.

(1) Describing the eighth-grade students' reading interest, reading self-efficacy, and reading competency on high-order-thinking items of the English descriptive and recount text types in SMPN 3 Singaraja;

(2) Relating pairwisely the students' reading interest, reading self-efficacy, and their reading competency on high-order-thinking items of the English descriptive and recount text types in SMPN 3 Singaraja;

(3) Relating multiply the students' reading interest, reading self-efficacy, and their reading competency on high-order-thinking items of the English descriptive and recount text types in SMPN 3 Singaraja.

1.6 Research Significance

1. Theoretical Significance

Theoretically, the research findings can enrich the empirical resources related to the topic area. It also could be used to develop a reading approach, method, and technique which will improve the students' reading interest and reading self-efficacy to enhance a good reading competency, especially for the students in SMPN 3 Singaraja.

2. Practical Significance

In practice, the research findings will be beneficial for the following benefactors.

a. For Students

The students will be involved in any kinds of reading activity that can encourage their reading interest and reading self-efficacy on reading written texts regularly;

b. For Teachers

The results of this study expect teachers to consider the appropriate ways of teaching reading so that it can benefit students' reading interest, reading self-efficacy, and also students' reading competency;

c. The Headmaster

The headmaster will have valuable contributions to the school in improving students' reading interest, reading self-efficacy, and reading competency by considering appropriate teaching and learning methods;

d. The Future Researchers

The future researchers may find out other variables besides reading interest and reading self-efficacy to extend the reading literacy.