

CHAPTER I

INTRODUCTION

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

1.1. Research background

Reading competency is a set of attitudes, knowledge, and skills in reading. According to Ntereke, B.B. & Ramoroka (2017), students have a variety in reading level and difficulty in high-level reading competency. They need high reading competency to attain high-level reading competency. For students, it is difficult to attain high reading's competency. Moreover, students' skill to read may be great and fast, but the matter is not only read fast, understanding what they read efficiently is the matter. By giving simple question after reading, students mostly answer the question from what is stated. Students cannot answer from the question that is not stated in the text they have read. It needs students High Order Thinking skill to understand questions in which the answer is not stated in the text. They need to understand the whole text before answering this kind of questions. Moreover in Indonesia, students' reading competency is still below the average score.

Indonesian students' reading low competency is proven by an international assessment conducted by PISA (Program for International Students Assessment) in 2012, 2015, and 2018 conducted for 15 year old learners. The result of PISA considered, Indonesian reading was still below the average of countries participating in PISA. In PISA 2012, Indonesian

ranking was only on 64 out of 65 countries participants. Indonesian score only reached 396 with the standard score 500 which means Indonesian students is far from the standard score. Then, Indonesian's curriculum is changed to fix such kind of problem. It can be realistic since Indonesian ranking rise to 60th out of 72 countries participating in PISA 2015 with higher score 397 than before. However, Indonesian students' score had decreased. Indonesian ranking only reached 72th ranking out of 77 countries participants. Indonesian score also reached 371 only which means it was decreased. Indonesian young readers are failed to answer question with question which need high-order thinking.

Variable predictors suspected to maintain students high-order thinking in reading competency are reading anxiety and reading self-efficacy. The first, in maintaining students' high order thinking can be reached by decreasing students' anxiety to English descriptive and recount type texts, specifically in relation with finding main idea, specific ideas, textual reference, and word meaning. Students with higher levels of reading anxiety received lower grades, meanwhile students with lower anxiety levels received higher grade (Horwitz, 1986). It indicates that students with low levels of reading anxiety direct students to a successful reading in relating to the criterion variable (reading competency). Foreign language reading anxiety refers to the feeling of apprehension and worry when learners have to read in a non-native language (Rajab et al, 2017). Nirmala in 2017 found that students have moderate level of reading anxiety. Nirmala also stated in

her research that as students' reading anxiety increase, the students' reading competency will decrease.

The second variable suspected to maintain students high-order thinking in reading is reading self-efficacy. To increase students' high-order thinking can be reached by increasing students' efficacy to English descriptive and recount type texts, specifically in relation with finding main idea, specific ideas, textual reference, and word meaning to criterion variable (reading competency). Self-efficacy is needed by students to perform their knowledge as skill with attitude. But some students' condition affects their performance. A high self-efficacy tends to bring students to achieve high competency in performance. Thus, a low self efficacy tends to bring students to have a low level in reading.

Based on the background above, it is really important to know the relationship between reading anxiety, self-efficacy, and reading competency. The present research is to describe how reading anxiety and reading self-efficacy to their students reading competency in the Junior High School, specifically at *Sekolah Menengah Pertama Negeri 1 Sawan* (SMP N 1 Sawan). It is conducted in junior high school, whereas the result of PISA test applied to 15 years old student means in Junior High School. This research is new since it combines the three variables, they are: reading anxiety, reading self-efficacy, and reading competency. This research will be based on 2013 curriculum focusing on descriptive and recount text.

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-orderthinking 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 (mechanizing), P4 (complex overt responding), and P5 (adapting). In schools, they were expected to comprehend lower-order-thinking items like cognitive domain of levels C1 (memorizing), C2 (comprehending), and C3 (applying); affective domain of levels A1 (accepting) and A2 (responding); psychomotor domain of levels P1 (perceiving), P2 (setting), and P3 (guided responding);

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 (mechanizing), P4 (complex overt responding), and P5 (adapting). In schools, they were expected to comprehend lower-order-thinking items like cognitive domain of levels C1 (memorizing), C2 (comprehending), and C3 (applying); affective domain of levels A1 (accepting) and A2 (responding); psychomotor domain of levels P1 (perceiving), P2 (setting), and P3 (guided responding). 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 7

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 clearly understand 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

This research is limited to analyze students' reading anxiety, students' reading self-efficacy, and students reading competency on various English descriptive and recount text types in the first semester of the eighth grade students in SMP N 1 Sawan in academic year 2019/2020.

Furthermore, there are several things that is uncontrollable in this present research: 1) unfortunately, the present research have two variables that is considered relating to reading competency test, 2) the students answered the scale honestly according to their feelings, 3) students answered 25 items in reading test honestly based on their true ability.

1.4. Research Questions

The research questions are formulated as follows:

1. How are the students' reading anxiety, reading self-efficacy, and their reading competency on high-order-thinking items of the English descriptive and recount text types in SMP N 1 Sawan?

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 English descriptive and recount text types in SMPN 1 Sawan?
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 English descriptive and recount text types in SMPN 1 Sawan?

1.5. Research Objectives

Based on the research questions stated previously, there are two types of research objectives of this research, namely:

1. General objective

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

2. Specific objectives

The specific objectives of this research are stated as follows:

- 1) Describing the eighth grade students' anxiety students' reading self-efficacy and their reading competency on various English descriptive and recount text types in SMPN 1 Sawan.
- 2) Relating students' reading anxiety, reading self-efficacy, and reading competency pair-wisely and multiply on various English descriptive and recount text types in SMPN 1 Sawan.

1.6. Research Significance

This research is expected to be used theoretically and practically especially in reading context.

1. Theoretical significance

The result of this study in theory can be beneficial to nurture the students' reading anxiety, reading self-efficacy so as to enhance the students' reading competency in the SMP N 1 Sawan

2. Practical significances

In practical significance, the research finding and result will be beneficial for practical as follows:

- 1) The students could nurtured themselves in the anxiety and self-efficacy on reading any written texts regularly and enthusiastically;
- 2) The teachers will also be benefitted since their students' have prior knowledge in vocabulary, grammar, and contents which could facilitate EFL teachers in assisting students to read efficiently and effectively;
- 3) The future researcher conducting research in reading competency may explore to other variables to improve students reading competency.