

CHAPTER I

INTRODUCTION

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

1.1 Research Background

The curriculum implemented since 2013 is the K-13 curriculum. It is the curriculum that uses a scientific approach in its teaching-learning process. The implementation of the 2013 curriculum is designed by national policy to improve the quality of learning in all subjects. The 2013 curriculum is concerned with basic competencies that are derived from the core competencies and the specific content of each subject (Hasan, 2013). Ekawati (2016) also states that the 2013 curriculum is a curriculum of value that used the character building. As it is known as the way to improve the quality of learning in schools, Wahyono *et al.* (2017) believe that learning using a scientific approach provides a positive influence to the process of learning between teachers and students, because its learning focuses on a scientific thinking process that trains systematic and holistic thinking.

One of the four language skills that are trained in school using the 2013 curriculum is reading. Nugroho, Anggani, & Hartono (2019) explain that reading is a part of language skills which known as an essential ability in expanding readers' perspectives, which gives the reader a chance to see the world. In addition, through reading students will get the new vocabulary and also get the meaning of words from

the new vocabulary. However, many students still have difficulties in reading. The previous researcher showed the students deficiencies in reading a text. According to Fenanlampir, Batlolona, & Imelda (2019) The Programme for International Students Assessment (PISA) did research on some countries' performances in reading. The students at the age of 15 years old enrolled in the educational system especially for the students in the eight-grade of Junior High School students or higher will be assessed randomly every three years in order to check and evaluate their performance in reading. The result shows that Indonesia was in 64 positions from 65 country participants with the reading scores is 396. (PISA, 2012). Followed by PISA result in 2015, Indonesia was ranked in 62 positions from 70 countries participants with 397 points. (PISA, 2015). It means that after two years of being implemented in Indonesia, the 2013 curriculum with the scientific approach did not show significant improvement for students reading competency. Meanwhile for the PISA 2018 reported that Indonesia's students reading competency was ranked in the 73 positions with 371 scores in reading from 78 countries participants. (PISA, 2018). The PISA result indicates Indonesia's position still left behind other countries. This is due to the students' abilities in understanding the contents of the text, they faced difficulties in solving the high order thinking items to their reading competency.

In addition, Jayanti, (2016) assumes that people who have poor comprehension in understanding the text, have difficulty with their higher-order thinking skills such as make conclusions from the text, integrate ideas in it, and monitor their own reading comprehension. In line with this statement, higher-order thinking skills is really contributed to the student's improvement in reading, because in reading there are

activities that should involve their critical thinking to answer the reading questions in each level of thinking. In order to improve the higher-order thinking skills, the students need to train using exercise which concerns with higher-order thinking items. Meanwhile, based on the PISA results, the students' reading score indicates the situation of the students' reading competency in which they still struggle and need to improve their reading competency to be better in reading. Besides, students tend to hesitate to participate and shy when they were asked to answer questions given by the teacher in the class. It might come from students' self-efficacy when learning and they tend to less active and less-confident to predict their ability in doing certain activities while studying in the class. To make the students become more critical thinking in reading a text, the students have to be high intention in reading. The intention might come from their interest in reading, if the students are highly interested in reading, they will be a good reader and have a high reading self-efficacy. A high reading interest will influence their capability belief in doing a certain task in reading a text in which it is called as reading self-efficacy.

Due to this problem, reading interest and reading self-efficacy are predictor variables that are suspected to the students' critical thinking in reading. So that educators should make the reading activity as their habit. The text that will be good for the students' to influence their critical thinking is the text that related to the English material in schools such as the texts that contain a description of certain things, people or places, or the text that in form of the procedural that known as descriptive text, or the text that contains a story of experiences or incident of a certain event that happened in the past, this text is known as recount text. If the students accustomed to reading a

text it will engage the students to make reading become their habit. Through reading as a habit, they will have a good habit of reading a text intensively. The students will be able to improve their ability to understand those two kinds of texts in which the text is concerned with the core and detailed information, textual orientation, and word denotation.

Those two predictors variables related to the criterion variable that is Junior High School pupils' reading competency. In line with this research previous researchers have studied the research conducted before in which the two variables were related to reading. Islamiah, (2018) conducted research to investigate a significant relationship between the pupils' interest in reading with their comprehension. There were 30 pupils from D class in the third semester as the sample for the research. The data was collected using a questionnaire and test. Both of variable scores were statistically computed to determine their relationship. The result indicated a significant correlation between those variables. Peura *et al.* (2019) examined research about the effect of self-efficacy in reading at three specificity levels toward the improvement of Finnish primary school students' reading fluency. This study found that self-efficacy is correlated with pupil's reading fluency and its improvement. Specific and intermediate self-efficacy was correlated with their reading fluency positively. However, it doesn't affect the universal self-efficacy and intermediate self-efficacy is estimated to the improvement of pupils' fluency.

The previous studies have shown the significant correlation between the interest and self-efficacy in reading to the pupil's comprehension in which the predictor and criterion variable were correlated, but the research with the two predictor variables and

one criterion variable need to be investigated to see the correlation simultaneously. Reading comprehension makes reader deal with how to construct and understand the meaning of the text while understanding the text will be good if the reading ability supported by competency to improve the high-order thinking skills. Based on these phenomena, the researcher tries to investigate the relationship among students' reading interest, reading self-efficacy toward their reading competency when learning English descriptive and recount texts in the class. This research also aimed to prove the multiple correlations among the interest, self-efficacy, and competency of Junior High School students especially in SMPN 5 Singaraja.

1.2 Problem Identification

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

First, the Junior High School students which in the age of 15 years old were not really trained to assign with the text that concern with the higher-order thinking items such as the cognitive domain of levels C4 (analyzing), C5 (evaluating), and C6 (creating). Followed by the affective domain of levels A3 (valuing) and A4 (organizing); and the psychomotor domain of levels P3 (mechanizing), P4 (complex overt responding), and P5 (adapting) Nevertheless, at school the students were only expected to understand low-level thinking items such as the C1 (memorizing), C2 (comprehending), and C3 (applying) which belong to the cognitive domain level; then,

A1 (accept) and A2 (respond) for the affective domain level; P1 (sensing), P2 (setting), and P3 (guided responding);

Second, the EFL teachers were not competent enough in exercising the students with the high-order-thinking items like the cognitive domain of levels C4 (analyzing), C5 (evaluating), and C6 (creating); the affective domain of levels A3 (valuing) and A4 (organizing); the 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 the cognitive domain of levels C1 (memorizing), C2 (comprehending), and C3 (applying); the affective domain of levels A1 (accepting) and A2 (responding); the 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;

Third, high-order-thinking items in reading do not only needed a scientific approach, nor a communicative approach in its learning processes. Both educators and students are required to be educated in millennial learning styles that involve 4C, namely: creativity, critical thinking, collaboration, and communication;

Fourth, both the teachers and students were not specifically introduced with descriptive texts concerned with the description of a person, animal, movie, procedure, and recount texts about a personal experience and an accident. The text indicators were not specifically discussed during the reading classes that caused the students to had less understanding of the indicators and descriptors as well.

1.3 Research Scope and Limitation

The current study focused on English descriptive texts about people, animals, places, procedure, and also recount texts about personal experience and accident in the beginning of semester of the 8th grade students in SMPN 5 Singaraja in academic year 2019/2020. There may be some possible limitations that could not be controlled in this research. The first is there were only two variables analyzed its relations with reading competency, the second limitation concern the way the students respond to the scale honestly based on what they were felt about reading. Third, when they answered the test, they were completing the test independently.

1.4 Research Questions

- 1.** How are the pupils' interest, self-efficacy, and competency in reading on high-order-thinking items of the English descriptive and recount text in SMPN 5 Singaraja?
- 2.** Are there any significant correlation the pupils' interest, self-efficacy, and competency in reading pair-wisely on high-order-thinking items of the English descriptive English descriptive and recount text in SMPN 5 Singaraja?
- 3.** Is there any significant relationship of the pupils' interest, self-efficacy, and competency in reading multiply on high-order-thinking items of the English descriptive English descriptive and recount text in SMPN 5 Singaraja?

1.5 Research Objectives

Based on the research questions stated above, the objectives could be formulated as follows.

1. Universal Objective.

Describing and connecting pair wisely and multiply the pupils' reading interest, reading self-efficacy in accordance to pupil's reading competency in SMPN 5 Singaraja

2. Specific Objectives.

- 1) Describing the students' reading interest, reading self-efficacy and their reading competency on various English descriptive and recount text in SMPN 5 Singaraja;
- 2) Relating the students' reading interest, reading self-efficacy, and reading competency pair-wisely and multiply on various English descriptive and recount text in SMPN 5 Singaraja.

1.6 Research Significance

The research objectives would benefit the following stakeholders.

1) Theoretical Significance

Theoretically, the research findings will be applied to cultivate the learners' reading interest, then reading self-efficacy to boost the learners' reading competency in SMPN 5 Singaraja.

2) Practical Significance.

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

a. For Teachers

This research is expected to give influence that the teacher can be advantaged since the students' have preceding knowledge in grammar, vocabulary, and contents which possibly will assist the EFL educators in guiding students to read efficiently and effectively.

b. For Students

This research is expected to make students nurtured in the reading interest and self-efficacy on reading any written texts regularly and actively that can increase learners' enthusiasm in learning English particularly in every reading activity.

c. For other researchers

The forthcoming researchers are expected to sightsee other variables separately from learners' reading interest and self-efficacy for extending the their reading literacy.