CHAPTER I

INTRODUCTION

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

1.1   Research Background

Mastering reading is very crucial in this globalization era. Through reading, people can access new information even the information is never imagine existed. Consequently, it would be useful for improving students' knowledge and lead them to be openminded (Murtono, 2015). Moreover, reading also supports the process of mastering other skills (Lindawati, Tantra & Ratminingsih, 2017). The more person reads, the more she/he gets new information and new vocabulary which can affect his/her quality of in writing and speaking process. Therefore, reading is essential for obtaining the current information.

In Indonesia, reading includes one of language skills which learned in English as Foreign Language (EFL) in the Senior High School. Since 2013, the EFL is implemented by using the 2013 Curriculum based on the scientific approach. Nevertheless, the 2013 Curriculum is designed to improve the educational quality in Indonesia, as well as reading literacy. The students are expected to read continuously in order to have competency in reading various text. (Kemdikbud, 2013; Ragawati, 2013).

In the Junior and Senior High Schools in Indonesia, reading is accomplished toward the attainment of competency. Based on the 2013 Curriculum, reading

competency refers an established of knowledge, skills, and attitude in comprehending the structures and contents of text (Kemendikbud, 2013). Moreover, to be mastered in reading competency, it is needed the ability to quickly recognize and analyze words and comprehend the cognitive concepts of the words (Keo, 2019). Since English as a foreign language in Indonesia reading competency mastery becomes difficult for most of students because the way how students in comprehending reading is totally different with the native students (Lindawati et. al, 2017). Thus, the EFL students' reading competency has not been attained satisfactorily as expected. Nor the refinement of reading strategies were endeavored since then.

In addition, many Indonesian students had deficiencies in reading. The data have shown from the reading result of the Program for International Students Assessment (PISA). The results showed that the 15-yearr-old Indonesian children failed in reading assessment compared with other countries in the world (PISA, 2012, 2015, 2018). From year to year the acquisition of Indonesian students' reading score is still below the average of countries participating in PISA.

In 2012 Indonesia was placed on 64 out of 65 participant which the reading mean score was equal to 396 out a total of 1000. The PISA's reading performance proofed that the communicative 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.

Letter on the 2013 Curriculum was created to fix the problem of education in Indonesia which was able to make a bit change. It can be seen from result of

PISA in 2015. The Indonesia students ranked on 60 out of 72 countries participated in PISA 2015 with the mean score was 397 out a total of 1000 scores in reading. It showed that Indonesia experienced a slight increase from the previous year. Simply concluded, the scientific reading approach was not effective as yet for the students' in understanding high-order items.

However, in 2018 Indonesian PISA reading scores had decreased again. The result showed that Indonesian ranked on 72 out of 78 countries that registered in PISA 2018. The mean score in reading gathered by Indonesian was 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.

Moreover, reading is influenced by two significant factors, namely a reader and a text (Alderson, 1984 as cited in Habibian, Roslan, Idris & Pthman. 2015). In the reader factor, psychological factors play the important role in the process of reading. According to Habibian et al. (2015) the psychological factors such as self-efficacy and anxiety; those factors could affect the students' abilities in reading. Moreover, in the text factor, in order to comprehend various text, the readers need to have the abilities to evaluate a text, understand the word, then conclude the meaning of a text. Therefore, each student has different level in comprehending a text, it depends on their abilities to read and their psychological factors toward reading. If the student implements the psychological factors correctly, she/he could comprehend a text successfully (Yazdanpanah, 2007).

The present research is geared to find out variables like reading anxiety and reading self-efficacy have correlation with reading competency. Khamisi,

Baewanu, Mekhlafi and Osman (2016) had conducted a research to examine the correlation between students' reading achievement and their reading self- efficacy beliefs. The 636 students were recruited as the sample, 260 grade four students and 376 grade ten students from basic education schools in the Sultanate of Oman. The result shows that, the Pearson correlation explains that the Pearson r equals to 0.541 and 0.518 for grades four and ten respectively. This is significant at the level of 0.000 (r < .05) thus, it can be said that there is a positive correlation between reading self-efficacy beliefs and the reading achievement of students in both grades; students with higher levels of self-efficacy beliefs for EFL reading tended to perform better in their reading achievement tests.

In the other hand, Muhlis (2018) had conducted a research to investigate the foreign language reading anxiety among Indonesian EFL Senior High School students. The participants of this study were 32 students of eleventh grade students in Bandung. There are two findings involve; 1) most of the students perceive anxiety in medium level (in 71,9% of students). 2) there were two major potential factors of foreign language reading anxiety namely text features and personal factors.

From the result of the previous researches, it can be said that reading anxiety and reading self-efficacy are assumed have a significant relationship to students' reading abilities especially their ability to think critically in reading. Students' critical thinking skills can be started from reducing their anxiety about English text. By reducing the anxious level, students will be able to increase their self-efficacy in reading.

The present research was attempted 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, namely, cognitive domain of levels analyzing, evaluating, and creating; affective domain of levels valuing and organizing; psychomotor domain of levels mechanism, and adaption.

The research based on the 2013 Curriculum, focusing on two text genres, namely: 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, main idea, specific information, textual references, and word meanings. The research was conducted in the State Senior High School in the District of Singaraja, focused especially in SMAN 3 Singaraja.

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 (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 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 movie, 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

The current research is limited to describe two predictor variables; reading anxiety, and reading self-efficacy which correlate with reading competency as the criterion variable. It is also analyzed the multiple correlation among students' reading anxiety, reading self-efficacy and their reading competency, focused on the descriptive text and recount text in the tenth-grade students of SMAN 3 Singaraja in academic year 2019/2020.

In practice, there are several limitedness of this research, such as; 1) other variables were not studied since those were uncontrolled. 2)The data were gathered by using reading anxiety and reading self-efficacy. The students did those scale honestly based on their own feel. 2) In order to assess the students' critical thinking, this research used higher-order-thinking items which focused on the operational verb used in the reading competency test. Moreover, the students did the test individually based on their own competency.

1.4 Research Questions

From the research background above, the research questions investigated in this research can be stated 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 SMAN 3 Singaraja?

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 SMAN 3 Singaraja?

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 SMAN 3 Singaraja?

1.5 Research Objectives

1. General Objective.

The general objective of the present research is to describe the students' reading anxiety, students' reading self-efficacy and their reading competency, and also to analyze the relationship among the students' reading anxiety, students' reading self-efficacy with their reading competency in SMAN 3 Singaraja.

2. Specific Objectives.

1) Describing the tenth-grade students' reading anxiety, reading self-efficacy and their reading competency on English Descriptive and recount text in SMAN 3 Singaraja.

2) Relating the students reading anxiety, reading self-efficacy and their reading competency pair-wisely and multiply on English descriptive and recount text in SMAN 3 Singaraja.

1.6 Research Significance

The general and specific research objectives would be benefited the following stakeholders.

1. **Theoretical Significance**

Theoretically, the research findings recommended to be used to reduce the students' reading anxiety, increase the students' reading self-efficacy and to enhance the students' reading competency in SMAN 3 Singaraja.

2. **Practical Significance**

1) For Headmaster and EFL Teacher

It is expected that the result of this research would be benefitted to the school especially to the EFL teacher as they could prepare proper reading activities to develop students' reading competency and reading self-efficacy and emphasize students' reading anxiety as well.

2) For the Students

The students would be realizing their reading anxiety and reading self- efficacy. Thus, they could be assisted in emphasizing reading anxiety and developing high efficacy on reading text as well as their reading competency.

3) For Future Researchers

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