CHAPTER 1

INTRODUCTION

This chapter presents an introduction of the research paper which describes the background of the study, statements of problem, aims of the study, and significance of the study. In addition, the organization of the paper is also presented at the end of the chapter.

1.1 Background of the Study

The history of the English instruction in Indonesia, particularly in teaching reading indicates that teaching reading at schools mainly consists of asking students to read several texts and then to do the following exercises (Cahyono and Widiati, 2006, p. 47). The development of curriculum is not followed by appropriate socialization and teacher training so teachers are still teaching in the traditional way with grammar as the main focus, while moving toward a new approach, emphasizing on fluency and accuracy, and applying appropriate assessment will be beneficial (Seken and Artini, 2013). Cahyono and Widiati (2006, p. 47) state that EFL reading practice in Indonesia has been mainly focused on intensive reading where the teaching reading is conducted in the classroom, uses a relatively short text accompanied by tasks, and is conducted with help and/or intervention of a teacher. Thus, the situation of teaching reading is considered as not varied and not innovative because teachers create reading activity by asking students to read a text in the textbook directly without creating self-planning before reading and it will lead to a passive teaching reading with a partial understanding.

In contrast, under the present system of education in Indonesia as EFL (English as A Foreign Language) country, the teaching of English has been following the recent curricula, that are curriculum 2006 and curriculum 2013 which includes three competencies, namely Attitude, Knowledge, and Skill as the set of goals of national education (Sisdiknas, 2013). These curricula place reading equal to other English language skills, that are listening, speaking, and writing.

The objectives of English instruction according to Depdiknas as cited in Cahyono and Widiati (2006) are as follows.

- "Developing communicative competence in spoken and written English language which comprises listening, speaking, reading, and writing."
- "Raising awareness regarding the nature and importance of English as a foreign language and as a major means for learning."
- Developing understanding of the interrelation of language and culture, as well as cross-cultural understanding." (Cahyono and Widiati, 2006)

As one of the language competences, reading is an essential competence as described by Anderson (1999) who states that reading is an essential competence, especially for English as A Second Language or English as A Foreign Language (ESL/EFL) students because well advancement and development of learning will be achieved by students in all academic areas with a strengthened reading skill. Moreover, by being the main source of L2 input, reading is also the most important skill for the development of L2 academic competence (Saville and Troike, 2006). It is also claimed that the percentage of the largest knowledge transfer is done through reading (Sunendar & Iskandarwassid, 2008, p. 245). Although reading is important, many people tend to be lazy to read. Reading activity is a boring activity and makes people feel sleepy. Therefore, people prefer to listen than read. *Badan Pusat Statistic* (BPS) in 2012 shows that Indonesian still do not make reading activity as the main process of gathering information. People are more interested and willing to watch TV (91.7%), listen to the radio (18.6%), and read newspaper or magazine (17.7%).

Furthermore, Sheng (2000, p. 58) mentions that reading is the process of recognition, interpretation, and perception of printed material. There are a lot of texts as printed materials that can be found in human daily life, such as newspaper, magazine, book, brochure, and pamphlet. Sheng (2000, p. 58) adds that reading is a communication process from the writer to the reader and the recognition of letters, words, phrases, and clauses are involved.

By reading, readers recognize the information from written materials but it is not guaranteed that they can comprehend it due to the different reading

Vegayanto Abdurrakhman Alfikri Ansas, 2014
The Implementation of Quantum Thinker Model in Teaching Reading
Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

comprehension of each reader. Anderson (1999) states that reading comprehension is the ability to understand information and to interact based on background knowledge on a written text. Furthermore, McNamara (2007) adds that reading comprehension is the ability to understand the meaning of words, ideas, and their relationship presented in the text. Based on the explanation of reading comprehension above, it can be concluded that reading comprehension is the process of identifying topic, main idea, supporting ideas, and writer's message based on background knowledge or experience in inferring the implied information of a text.

Nevertheless, some EFL/ESL students encounter several obstacles in learning reading comprehension. First obstacle is students' inability in comprehending the text due to the lack of understanding in terms of the vocabulary, morphology, phonology, syntax, and discourse structure in language system. In addition, a different cultural background of English context appears to be another factor of text comprehension (Saville and Troike, 2006). As a result, students are demotivated that lead to partial understanding of the information from what they have read. In regard to this theory, a writing will not become a well information bridge when the level of reader's reading ability is low and it leads to a not well-informed reader towards the writing's information.

Second, Carlston (2006) argues that reading comprehension can be influenced by students' reading habit. Carlston (2006) further explains that students who read without strategy and even highlighting text cannot comprehend the text actively. Therefore, reading actively needs some appropriate training from teacher to aid students in reading English text. It is emphasized that using appropriate learning strategies will improve language proficiency and self-confidence (Oxford, 1990).

The third problem comes from the teachers themselves. Limited time of teaching reading comprehension in class leads to limited time of teachers to teach their students how to read a text. Therefore, finding some appropriate strategies in teaching reading comprehension is essential for teachers. Brown (2001) emphasizes that reading strategies can enhance students' reading comprehension.

Vegayanto Abdurrakhman Alfikri Ansas, 2014
The Implementation of Quantum Thinker Model in Teaching Reading
Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

For instance, reading strategies play a significant role in enhancing students' reading comprehension as based on the study conducted by Hosenfeld, Arnold, Kirchofer, Laciura & Wilson (1981) as cited in Chamot et al., (1990) proved that high school students who were explicitly taught reading strategies have better reading comprehension. Lau and Chan (2003) state that skilled readers are able to use effective reading strategies in facilitating them in the reading process and building meaningful insight of a text, while poor readers are not able to use any strategy and just read a text word by word.

There are some strategies in reading comprehension. One of the proposed reading strategy is Quantum Thinker introduced by DePorter in 2007. Quantum Thinker model is expected as an excellent strategy to be used with a textbook which provides a lot of information. DePorter introduces Quantum Thinker as a model of the way in thinking bigger than it was before and absorbed through its 5 principles: 1) *There is always another way*; 2) *Always want to know about something*; 3) *Look for as many ideas as you can*; 4) *Find the example in your own environment*; and 5) *Stay focus on who you are and what you want* (DePorter, 2009). Through Quantum Thinker's principle, teaching reading in class can be done through five steps. First, the students are instructed to read only the title of a written text, next they create several questions related to the title of the text, then they look for as many ideas as they can to answer their questions, after that they relate the topic to the text's title with their own experience and environment, finally they are allowed to read the text as a whole. By implementing this model, students are expected to focus their reading of a text on who they are and what they want to know.

Thus, Quantum Thinker model is considered as an appropriate model to be implemented at senior high schools because learning reading in senior high school is aimed at understanding every written text that provides a lot of information such as narrative, descriptive, hortatory exposition, and news item. In addition, Pardede (2013) conducted an experiment about the influence of Quantum Thinker model toward the students' extensive reading ability and the findings indicated that Quantum Thinker model is significantly influential in enhancing students'

Vegayanto Abdurrakhman Alfikri Ansas, 2014
The Implementation of Quantum Thinker Model in Teaching Reading
Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

extensive reading competence. Thus, Quantum Thinker model brings significant improvement of students' reading comprehension.

Concerning the reasons above, this research is conducted to describe the implementation of Quantum Thinker model in teaching reading through a case study. Therefore, those concerns are within the context of English as a Foreign Language in Indonesia. The statement of the problems, aims of the study, significance of the study, and the organization of the paper associated with the implementation of Quantum Thinker model in teaching reading will be covered in these following parts.

1.2   Statement of the Problems

Based on the background of the study, the statement of the problems can be formulated as follows.

1. How is the implementation of Quantum Thinker model in teaching reading?
2. What are the benefits of implementing Quantum Thinker model in teaching reading?
3. How do students respond to the implementation of Quantum Thinker model in their reading activity?

1.3   Aims of the Study

Considering the background and the statement of the problems above, the aims of the proposed study are as follows.

1. To know how Quantum Thinker model is implemented in teaching reading.
2. To find out the benefits of implementing Quantum Thinker model in teaching reading. In this case is the benefits for the teacher and students. The benefits gained by the teacher are focused on classroom management while the benefits gained by the students are focused on their reading comprehension aspects.
3. To find out the students' responses to the implementation of Quantum Thinker model in teaching reading.

Vegayanto Abdurrakhman Alfikri Ansas, 2014
The Implementation of Quantum Thinker Model in Teaching Reading
Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

1.4   Significance of the Study

The study which is focused on the implementation of Quantum Thinker as a learning model is expected to provide practical and professional benefits, to the following:

1. Practical benefits

      The research findings will practically be useful for the students that they can improve reading ability, the improvement of teaching reading model and also for readers who are interested in teaching reading model. Moreover, the students will be able to enhance their ability in reading text and improve their comprehension of reading a text. In terms of model of teaching reading, this research findings present the implication of using Quantum Thinker model as a teaching model for reading instruction that will give a new alternative teaching model in English language education and from the interview with the students, more information about students' responses to the usage of Quantum Thinker model to their reading activity will be gained.

2. Professional Benefit

      The discussion of this study may help teacher to find some innovations and alternative model of teaching reading. It can also be used as consideration to be a chosen model by language courses or schools. Last, the research findings will help the researcher to achieve the knowledge and concept in implementing English learning model, especially Quantum Learning model in teaching reading.

1.6   Clarification of Terms

1. Quantum Thinker model – One of the reading models that involves 5 principles: 1) *There is always another way*; 2) *Always want to know about something*; 3) *Look for as many ideas as you can*; 4) *Find the example in your own environment*; and 5) *Stay focus on who you are and what you want* (DePorter, 2007). Quantum Thinker refers to a reading model used in this

Vegayanto Abdurrakhman Alfikri Ansas, 2014
The Implementation of Quantum Thinker Model in Teaching Reading
Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

research by the teacher where students firstly read the title of a text, then they create questions based on the title, after that they find ideas and examples based on their background knowledge and experiences, lastly they read the text as a whole and relate it to what they have known from the questions and answers stages.

2. Model – is a description of a learning environment that provides students with a learning tool suited to the development of students' programs (Joyce and Weil, 2003). In this study, model refers to the teaching reading scheme as a guidance to teacher to carry out the reading process in the classroom.

3. Reading – the process of recognition, interpretation, and perception of printed material from the writer to the reader that forms a communication (Sheng, 2000). Reading in this study refers to the process of understanding meaning of a written text where students interact with the text by using Quantum Thinker model.

1.6   Organization of the Paper

The research paper is organized as follows:

Chapter 1: Introduction provides the background of the study. It will discuss reading becomes the focus of this study and why using Quantum Thinker model is essential in teaching reading. The chapter also states the statements of problem, aims of the study, significance of the study, and organization of the paper.

Chapter 2: Theoretical Foundation explains the theoretical foundation that is relevant to the research field and be the basis for investigating the research problems.

Chapter 3: Research Methodology gives clear explanation about how the study will be conducted and analyzed. The data collection and analysis will also be briefly explained

Chapter 4: Research findings and Discussions report the findings of the study clearly. It will show the elaboration of the result of the Quantum Thinker model usage in teaching reading.

Vegayanto Abdurrakhman Alfikri Ansas, 2014
The Implementation of Quantum Thinker Model in Teaching Reading
Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

Chapter 5: Conclusions and Suggestions contain the researcher's concluding based on the analysis in chapter four as answers towards the statements of problems of the study and suggestions for further researchers related to the use of Quantum Thinker model in teaching reading.