

CHAPTER I

INTRODUCTION

This opening chapter provides an overview about the thesis. It is divided into six major sections. They are background of the study, purposes of the study, scope of the study, significances of the study, clarification of terms used in present research, and organization of the thesis. Each of those parts will be described in the following passages.

1.1. Background

English is a universal language that is widely used as a communication tool in the world. Many countries has developed and implemented English language in their school curriculum. English language mostly used in developed countries which are trying to connect their society to the world. Each country has its own policy and rules to encase and maximize English language in educational matter. Panggabean, (2016) mentioned some significances values in treating English language in several countries in educational setting.

In India, almost all school subjects are using English and it is taught from elementary to college education level. Meanwhile, in Malaysia, English language is an important language which can enrich the local citizen become internationally competitive and look forward to be an advanced country because the local citizens have better English proficiency. In Singapore, English language is set as second language communication. Local citizens not only talk and communicate with local language (Melayu), but also they talk with English in their daily activity. Moreover, in Iran, Thailand Turkey, and China, English language has been a major and compulsory subject lesson taught from early childhood to increase student's proficiency level in acquiring English language. The governments has set some plans that by implementing English language on the school subjects would add up their local citizens to compete in international market and workplace in global communities.

In Indonesia setting, English language has been also placed and set up in school subjects from elementary schools. Even, some early childhood and kindergarten has implemented some basic English skills in their classroom activities. Panggabean, (2016) also stated that Indonesia has a big chance to take part in global market workplace and exist in science, technology, economic, politic, and culture. Indonesia is one of countries that has major population in the world. Through English language implementation at schools, Indonesia citizens could expand social and cultural aspect in the world level because Indonesia has various cultures and social relationship that may introduce to the world's society.

In fact, according to the report of EPI (English Proficiency Index) powered by English First which is a large English language teaching provider with branches all over the world that has been used by governments, international companies, and agencies has capability to measure English language proficiency for any purposes. Renandya, Hamied, and Nurkamto (2018) have compiled that Indonesia placed in 39th out of 80 countries in the world and 10th out of 20 countries in Asia. It categorizes as "low proficiency band." Moreover, as a research conducted by Nurweni and Read (1999) cited in Renandya et al., (2018) concluded that the average of first year non-English major students in some universities were only knew about 1226 English words. They investigates a large group of college students to seek information related to English proficiency level through the number of vocabulary acquisition. Meanwhile, some researchers decided that students at least should master between 3,000 to 5,000 words from non-specialist text or random articles or reading passage with adequate comprehension (Cobb, 2007). It can be seen that Indonesia student's still have inadequate acquisition in acquiring vocabulary in English. Moreover, vocabulary proficiency has got correlation with students' speaking, listening, writing, and reading comprehension skill as well. Lack of vocabulary acquisition would impact on all basic skills in acquiring English language (Alderson, 2005). Shortly, learning and mastering English language is essential for every students in all levels from elementary to

university. It is better to have bilingual language in order to have better skill in communicating with foreigners and expand to international market.

In Indonesia, reading has become a part of lesson taught in the classroom whether in science or social classes. By learning reading, students are able to determine classification of words, sentences, and meaning into one connection called paragraph. Moreover, reading is also a part of basic English skill besides speaking, listening, and writing. Through reading, students are not only listening to the topic or a native talk, writing something from passage or some sources, speaking about related topic that are discussed, but also getting information by reading some information given. The process of knowing and understanding particular information, the students absorb information, discuss with the others, listen to someone's opinion, and rewrite something new insight to enrich more comprehensive detail about reading activity (Puspita, 2017). This situation should be resolved both the students and the teacher. Reading comprehension puts better position in four skills or English language to accommodate student's proficiency level. Moreover, Oberholzer (2005) as cited in Puspita, (2017) mentioned that understanding reading comprehensively is more important than deliberating the mechanical process skill of reading. It means that the students should be able to comprehend the text holistically and fully understand the whole context of the text (Townend, 2003). Additionally, Nuttal (1982) compiled that at least there are six main difficulties in comprehending reading; determining main idea, discovering specific information, making inference, understanding the specific meaning of particular words, and classifying reference.

Teaching English in an urban area has challenged English teacher to be more creative in teaching-learning. This point of view occurs as a result from the students' problem that have a lack motivation in learning English especially in reading, and fewer information benefits of English towards their future career and education. According to Lamb (2012), the motivation of students whether in a metropolitan area or a provincial town are similar in strength and characteristics, yet it has significantly a different case from the ones in a suburban area. The students in an urban area have a

low positive feeling towards learning process, fewer information benefits of English towards their future career and education, and a view towards an ideal L2 self. In line with Hannon & Daneman (2001); Saarnio, Oka, and Paris (1990) as quoted by Cain, Oakhill, & Bryant, (2004), Text comprehension draws on many different cognitive skills and processes which means to comprehend the text is a complex task. Unfortunately, reading comprehension development is limited because the majority of work in this field has focused on a single component skill. It is also strengthened by Kamhi & Catts (2014) that the data shows 66 % of twelfth graders are still reading below the proficient level on national assessment in America. It means despite of in America that English as first language in that country, the students still have a problem when dealing with reading class especially at senior high school level. This case is commonly happen in Indonesia, this problem is not only felt by the urban area students.

According to the Regulation of Indonesian Republic's constitutions, No. 43/2007, civilizing of reading interest is implemented through family, educational unit, and society. Moreover, the genre-based learning becomes a principal assumption that students should learn the target language through that language itself (Widodo, 2015). According to the Regulation of Education and Culture Ministry, No. 23/2015, the former promotes students' reading interest and comprehension skills used to either widen their knowledge or upgrade their unique potentials. The latter is considered as the foundational skill for their reading comprehension improvement. One would logically expect that the implementation of appropriate approach, design, and classroom design in teaching reading could contribute to enhance student's cognitive proficiency level in understanding English reading skill, managing the content and detail in reading text implementation. Furthermore, promoting student's performance in creating such ideas related to the text and developing student's critical thinking in order to make them think broader and see different view from another perspective creatively. Then, they should present their ideas into presentation, questions, statements, and scientific research paper. Furthermore, since 2003, government represented by Ministry of National Education in Indonesia has committed in the Law

of the Republic of Indonesia number 20 of 2003 states that in the context of controlling the quality of education nationally an evaluation is carried out as a form of accountability of education providers to interested parties. It was further stated that the evaluation was carried out by an independent institution on a regular, comprehensive, transparent and systematic basis to assess the achievement of national education standards and the evaluation monitoring process must be carried out on an ongoing basis. In 2004, English has officially inserted into National Examination in senior high school level. There are many things should be prepared include English lesson.

Furthermore, Lengkanawati (2019) also informed that students in Indonesia still lack of reading competency in the international basis. Indonesia placed in the 61st out of 64 countries assessed by OECD. It means that our student's interest to read is still low. Besides, our government through the Ministry of Education and Culture has launched new curriculum called 2013 Curriculum which based on student-centered. It means that the students should be able to manage and find out information themselves. It also applies in reading comprehension that students must learn to seek information and implement for both classroom material obligation and national examination content. Teacher and students should synergize to build English lesson more understandable and create an active classroom circumstance in order to prepare the students face national examination.

Therefore, using appropriate method and classroom purposively lead the teaching and learning to be more directed. Furthermore, the teaching-learning is not able to gain the aim of linguistic without using appropriate connection among approach, design/method, and classroom procedure. An approach is a set of correlative expectations dealing with the nature of language and language teaching learning (Anthony, 1965).

An approach is a mode of looking at teaching and learning. Moreover, teaching approach is a hypothetical view of what language is, and of how it can be learnt. It is a basic foundation of teaching. It also supports to methods, the pathway of delivering and teaching particular lessons, which use classroom activities or techniques to help

learners learn Teachingenglish.com (2018). According to Brown (1994), the method is a system that concerned the teachers and students' roles and behaviors, and it is aimed to achieve linguistic objectives. In addition, Kumaravadivelu (2008) states that the method is a general plan to scaffold the activity when it implements a language material without contradiction part based on the selected approach. Shortly, there is a connection between approach and design before applying some activities in the class. According to those description above, approach is an umbrella in teaching. What should be learnt, what theme should be taught are made in the approach's content. Meanwhile, after selecting the approach, the next step is conducting related design in teaching in the classroom according to the approach that has been made previously.

Meanwhile, classroom procedures concludes and executes what has been approached and designed earlier into instructional practice that is applied in teaching and learning reading lesson. Additionally, procedures in the classroom should be added, implemented, applied, and updated in order to create stability and order in the classroom. Furthermore, Procedures help us by demonstrating what is acceptable. Just like in life, classroom management procedures are a part of school. These procedures establish a classroom culture and community. Moreover, Classroom procedures help students know what to do when the bell rings, when their pencil breaks, when they finish their work early, or when the need to use the restroom. A smooth-running classroom is the result of a teacher's ability to effectively teach procedures for just about everything in their classroom (Cox, 2018).

In teaching reading, classroom procedures puts an important role to make the process of transferring and delivering reading lesson better and the students understand each steps and actions that has been taught by the teacher. Nevertheless, it needs time, experience, and experiment from the teacher to discover appropriate method and classroom procedure in teaching reading for senior high school students. It is because approach deals with general viewpoints of teaching and learning, method deals with more practical use of approach that has been planned and chose earlier, and classroom techniques deals with specific and step by step activities that are given to the students.

Thus, the main objective of this research is to find out the approach, design, and classroom procedures that is used by the teacher (respondent) to accommodate and create a reading comprehension material which easier to be understood and implemented into practical matters on the National Examination content. Moreover, the significance to the students and the teacher also became a primary concern for this research to be revealed.

1.2. Research questions

The research questions are formulated as the following:

1. What method and classroom techniques can be drawn from a teaching reading in an EFL classroom?
2. How are the method and classroom techniques executed to have highly students' reading comprehension in an EFL classroom?

1.3. Research Objectives

This present research is aimed at:

1. Finding out the method and classroom techniques on teaching reading session in an EFL classroom.
2. Revealing the significances method and classroom techniques of students' reading comprehension in an EFL classroom.

1.4. Scope of the Study

In general, managing classroom is something that should be considered further. A teacher has to identify and recognize the classroom that he/she teaches very well. In this present research, the study is limited to find out a specific approach that the respondent uses to deliver reading comprehension skill to the 12th grade of senior high school students in *Kab. Singaparna, Tasikmalaya*. Moreover, this research also investigates what kind of design is applied to accommodate the approach that the respondent has been chosen. To complete the connection between teaching approach

and design, this research explores the implementation of teaching reading classroom procedures in order to discover the bound between approach, design, and classroom procedures in teaching reading comprehension in senior high school level.

Furthermore, this research also attempts to see the effects of using the chosen approach, design, and classroom procedures on the students and for the teacher himself. It is important to figure out how significance and powerful the use of those principles in teaching reading comprehension.

1.5. Significance of the Study

There are three main significances of this present research; theoretical, practical, and empirical. Theoretically, this present research is able to increase a teacher awareness in choosing appropriate tool to begin teaching. A teacher must prepare what kind of teaching package that will be given and construct in teaching learning process. In addition, this research can also contribute to the language teaching especially in teaching reading to the 12th grade of senior high school students. This research can also give information about a suitable teaching approach, design, and classroom procedure to increase students' understanding and cognitive proficiency in finishing their final national examination for senior high school level. In addition, student's critical thinking ability may be raised if suitable approach, design, and classroom procedure are applied in teaching reading comprehension to the students. Practically, this study is able to give the feedback to the English teachers about the use of teaching reading variations to make the class becomes more interesting especially in reading class. Meanwhile empirically, this study is able to find and share the benefits and challenges of conducting suitable approach, design, and classroom procedures to reading comprehension in EFL classroom at the senior high school level.

1.6. Definition of the Key Terms

To avoid misunderstanding and misconception, several fundamental operational terms are frequently mentioned in this study, and it should be clearly defined as follows:

1. Reading

Reading is an activity to construct meaning to be more critical to identify and absorb information and ideas which derive from the sources. It is more than understanding particular words, sentences, paragraphs, or some sections in book chapters (Silvestri, 2018).

2. Reading comprehension

Comprehension means an advanced skill in attributing meaning beginning at the same level. Specifically, reading comprehension is a dynamic process in which information from the text and knowledge possessed by the reader interact to enable the reader to construct meaning before, during, and after reading (Tyson, 2014).

3. Teaching method

A teaching method encompasses the principles and methods used by teachers to teach the students. Particular teaching method should be chosen appropriately and efficiently in relation with the characteristic of the students and the type of learning itself. Selection of teaching methods must be taken consideration not only the basic of the subject matter but also how the students learn (Westwood, 2008).

4. Classroom technique

The step-by-step activities to execute a classroom teaching design. It includes actions taken by teachers to establish order, engage students, elicit student cooperation, with an ultimate purpose to establish and maintain a setting conducive to instruction and learning (Emmer & Stough, 2001).

1.7. Organization of the Paper

This research report is divided into five chapters. The first chapter serves as an overview and wide description regarding the overall content of this thesis. The second chapter elaborates the selective literature review on Reading Comprehension (RC) in collaboration with certain approaches, designs, and classroom procedures that lead to the teaching reading. Meanwhile, the third chapter deals with the methodology and the rationale why particular types of research design, data collection and analysis method are chosen and employed in present study. The fourth chapter presents some findings and discussions which have been taken from data instruments and analysis in order to answer the two research questions. The last, fifth chapter describes conclusions and recommendations for further research.