

CHAPTER I

INTRODUCTION

1.1 Opening Remarks

This chapter introduces the problem of the study. It starts with the background of the study, which describes the overview of the existence of International Standard School in Indonesia, the importance of reading, and the reasons to conduct the study. The purpose of the study, research question, significance of the study, scope of the study, and clarification of technical terms follow it. This chapter is concluded with organization of the paper.

1.2 Background of the Study

This study is concerned with investigating the teaching of reading at a Senior High School which is categorized as International Standard School in Sumedang regency.

Recently, Indonesia has three categories of school for elementary and secondary school (<http://www.diknas.go.id>). The three categories are General School (*Sekolah Umum*), National Standard School (*Sekolah Berstandar Nasional*), and International Standard School (*Sekolah Berbasis Internasional*).

In the Regulation of National Education System of Indonesia No. 20 in 2003 section 50 verse 3 expressed “Government and or regional government carry out at least one school of all the education level to be developed become the international standard school”.

The establishment of SIS (School with International Standard), according to curriculum, is one of efforts to increase the quality of education where school is given authority to design and execute the quality education with international standard, but still related to the minimal standard which has been specified by Central Government in Standard of National Education (SNE) that adapted by international curriculum. This is as according to understanding of SIS in “The System of Fostering of School with International Standard” expressed that SIS is the international standard school that prepare the learners based on the Standard of National Education (SNE) of Indonesia and has international level so that the grad have international competitiveness ability.

The process of teaching and learning in SIS must grow and develop creativity, innovation, natural existence, and experiment to discover the new probability, “a joy of discovery”, and does not stake at the tradition that more account to memorize and recall teaching and learning. The medium of instruction in teaching and learning in SIS is global language (English), and use the various education media especially using the modern technology (i.e: notebook/laptop, LCD, and VCD). The teaching and learning process in SIS must develop the sense of curiosity and wonder, opened to the new probabilities; facilitate the freedom of creativity, and experimental approach.

SIS covers the intake (new students) and instrumental input (curriculum, teacher, principal, infrastructure, organization, management, administration, and school environment). Intake must be selected tightly through filter assess notification, school final exam, scholastic attitude test (SAT), health of physical,

and interview. The new students of SIS have pre-eminent intelligence potency posed at intellectual quotient (IQ), emotional quotient (EQ), and spiritual quotient (SQ), and extraordinary talent. The instrumental inputs of SIS are curriculum, teacher, principal, support persons, infrastructure, organization, management, administration, and school environment.

Curriculum of SIS has to be enriched (to be extended, to be strengthened, and to be deepened) so that the school owns international reputation. Moreover, the curriculum states that the teacher of SIS must have professional competence, pedagogic, personality, and society with international standard, can communicate by international language, can use the modern ICT. The principal must have ability of professional management, leadership, organization, administration, and business that required to execute SIS, and can communicate by international language especially English. The support persons (librarian, laboratories, technician of computer, chief of officer, administrator of monetary, accountancy, officer, infrastructure, and secretariat), qualification and quantity, competency must buffer and support the SIS execution. Infrastructure must be completely and modern to support the SIS carrying out, especially to support teaching and learning process, literatures, references, handouts, learning media, and apparatus. Organization, management, and administration of SIS have to adequate for fostering of SIS.

Based on the description above, SIS, besides must have and fulfill the Standard of National Education (SNE), SIS must have output (the grad), process (teaching and learning process; method, style, and medium of instruction), input

(intake/new student, instrumental; curriculum, teacher, principal, support persons, infrastructure, organization, management, administration, and school environment) which have International standard.

The school in which the research was conducted belongs to the international standard school and it is considered to have fulfilled and implemented the requirements for an international standard school. The teachers belonging to this school are also considered for having good competency and qualifications in teaching and educational matters.

In this international standard school, the proportion of teaching periods for English depends on the level of the classes. For the level of an international class, English is taught eight teaching periods a week, the highest proportion among the other levels of classes. For an acceleration class, English is taught five teaching periods a week, and for a regular class, English is taught four teaching periods a week. The length of every teaching period is 45 minutes.

In Indonesian context, the aim of teaching of reading in SMA is conducted based on the reading objectives in English curriculum. In the recent English curriculum in Indonesia, namely SBC (School-based Curriculum) or *Kurikulum Tingkat Satuan Pendidikan* (KTSP), according to *Badan Standar Nasional Pendidikan* (BSNP) or National Education Standard Bureau page 31 year 2006 for reading competence, it is stated that in reading competence, the students are expected to understand the meaning of interpersonal and transactional written text in the form of recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and

review in daily lives contexts and to access knowledge. In other words, the students are not only expected to understand the texts but also to link them with daily life contexts and to access knowledge from it. The details of the goals of teaching reading are described in the Content Standard (Competence Standard and Basic Competence) for Primary and Secondary Education in Indonesia for Reading in English subject for Senior High School or *Sekolah Menengah Atas (SMA)* and *Madrasah Aliyah (MA)* based on the Decree of the Minister of National Education No. 22 year 2006 (see Appendix 1).

Reading comprehension, as part of the English skills that should be mastered by the students, has created an important activity in the teaching and learning process in senior high school in Indonesia. Appropriate strategies are also needed for both students and teachers to enable them face the difficulties that may appear in the process of reading comprehension.

Reading itself, according to Campbell (1995), is the most useful skill for foreign language learner since a reading skill mastery is the key for a successful academic life, a widen horizon and an access to new knowledge and information. He also adds that reading gain importance since the world is in the information age. It can be inferred that reading is a tool to keep up with the world's fast changing development. To produce a language learner who is good at reading is a challenge. There are many things influencing the success of teaching reading such as the materials given, the students, and the teacher who presents reading materials. According to Wallace (2001), a teacher should be able to activate students' background knowledge and arouse their interest in pre-reading stage. In

the second stage, the whilst-reading activity, a teacher helps students to understand the writer's purpose and the information from the text. Then, the teacher reflects on the material that has been discussed in the post-reading stage. In other words, teachers play important roles in the whole process of reading activities.

Based on the researcher's experience when observing her peers during teaching reading in class, the teachers faced some problems in improving students' skill on reading. It is proven by the fact that there were 44 students failed to pass the National Examination for the year 2006 because the students' score for English subject could not reach the standard minimum score as required by the National Education Department (National Examination Results for 2006/2007 academic year in Sumedang regency for SMA level). The teachers claimed that this failure was caused by students' inability to improve their reading skills. This assumption is strengthened based on the fact that reading section in the national examination takes the biggest part, that is 35 questions out of 50 questions, or in other words, 70% questions relate to reading comprehension. The teachers also claimed that the lack of teachers' strategy in teaching reading become another cause of the failure. These claims and problems have been revealed in several Workshops on New English Teaching Curriculum or MGMP for English in Sumedang.

Previous research regarding the teaching and learning of reading has been conducted, among others, by Wallace (1992, 2001), Wahyuni (2000), and Li-Juan (2007) who focus on EFL reading teaching, problems and possible solutions.

Their research mostly showed that the students were not able to understand the texts and the teacher dominated classroom activities. Moreover, the teachers often neglected to cultivate students' reading comprehension ability to give a global idea of an article.

Considering the facts above, the researcher believed that it is necessary to conduct a similar research describing the current phenomenon of a teacher's technique in the teaching of reading to investigate more the development of a teaching and learning process during teaching reading activities in a senior high school context.

The researcher further thought that the teachers' techniques in a teaching of reading play an important role in helping and guiding the students to improve their reading skill. Therefore, she decided to conduct the research that focuses on the teachers' techniques in teaching reading. The various types of the teachers' strategies become the main goal of the investigation in this research. The students' perceptions on teachers' techniques in teaching reading also belong to the investigation of the researcher's research.

1.3 Research Questions

The study explored an investigation of the teaching of reading at three levels of classes: acceleration, international and regular class. To focus on the teaching of reading, the study is attempted to address the following questions:

- What are the teachers' goals in teaching reading?
- What techniques do the teachers apply in teaching reading?

- What problems do the teachers encounter in teaching reading?
- What are the students' perceptions on the teachers' techniques in teaching reading?

1.4 Purpose of the Study

This study was conducted to investigate the teachers' goals in teaching reading, the techniques that the teachers applied in teaching reading, the problems encountered by the teachers in teaching reading, and also to find out the students' perceptions on the teacher's techniques in teaching reading. The investigation was done at three levels of classes: acceleration, international and regular class in an international standard state senior high school in Sumedang regency.

1.5 Significance of the Study

The results of this study are expected to give valuable inputs to the practice of English teaching in senior high schools, especially as information to be a professional teacher in the teaching of reading in international standard schools in Indonesia. In addition, the findings are also expected to be a tool for betterment in teaching of reading, especially in varying the techniques in teaching reading and also be an additional literature on the teaching of reading in EFL context.

1.6 Scope of the Study

Limitation is used to narrow the scope of the study (Creswell, 1994). Therefore, the research limits the study on teaching and learning reading since

reading competence is one of the passing grade competencies standards for senior high school level for English subject in Indonesian curriculum. Specifically, the study focuses on the techniques used by teachers in the teaching of reading in English class. The student's perceptions on the teachers' techniques in teaching reading are also being another focus of this research.

1.7 Clarification of the Technical Terms

There were three key words used in this study: 'technique', 'reading' and 'perception'. Technique, according to Brown (1994:51) is "any of wide variety of exercises, activities, devices, used in the language classroom for realizing lesson objective". Meanwhile, reading in this research refers to silent reading to comprehend the text, and the term perception refers to the ways the students perceive reading experiences during the class activities.

1.8 Organization of the Paper

This thesis is divided into five chapters. Chapter one presents the background of the study. It highlights various aspects regarding to the realization of the research. This chapter gives general description of the introduction to the topic of the research, i.e. by presenting the background of the study and research questions. Meanwhile, the theories that support the study are presented in chapter two. This chapter reviews related literature that is relevant to the present study. The theory of reading, techniques of teaching reading, reading in Indonesian

curriculum primarily support this study. Other theories about reading definitions, the goals of teaching reading, teacher's role in teaching reading, types of classroom reading performance, and students' perceptions on reading are also presented in chapter two to support the study. Chapter three discusses research methodology, which gives description about where the study is conducted, who the participants are, how the study is designed, how the data is collected and how the data is analyzed. In chapter four, the researcher presents data presentation and data analysis result. Finally, this thesis is concluded in chapter five, in which she draws conclusions and also puts forward some recommendations.

1.9 Closing Remarks

This Chapter has presented the introduction of the whole study, which includes research aims, data collection and data analysis. The following chapter will present the theoretical foundation that frames the study.