CHAPTER I

INTRODUCTION

1.1 The Background of the Study

English has attained increasing importance through out the world in general and in Indonesia in particular. Language is not only used for daily conversation but also used in education, research and science both spoken and written. Considering those function of language, people study language both formal or in class and informal or outside the class. It is important for us to learn language especially English since it is used as a means of communication among nation in the world. Consequently, parents and educators have begun to be concerned about their children's low level in English, and have begun to look for solutions to this problem (Amara and Marai, 2002).

Although English is not the largest number of native or 'first' language speakers, it is widely used by many people all over the world as their 'second' language (Harmer, 2001: 1-2). In this globalization era, Indonesian people in their daily life will frequently use English. Besides they can communicate with many people from others countries, they can use English to cover the limitation vocabulary in Indonesian language. Actually, Indonesian people have learned some English words subconsciously.

There are some words that sound weird and less appropriate if it is translated in Indonesian language but they are familiar with the words such as: bank, chocolate, computer, hamburger, hotel, piano, restaurant, taxi, telephone, television, university and so on. Indonesian has borrowed many of those words because they do not originally come from Indonesian language. So if we have mastered English well, we will have accustomed to those words and we can apply them appropriately.

Other advantages of learning English are that we will know the development of knowledge, science and technology because most of books, articles, journals of science are written in English. Because those advantages, Indonesian government has already involved English into some official launched curriculum such as competence-based curriculum, school-based curriculum, and the latest one; curriculum 2013. English has been taught formally since Junior High School and as a local content English has been taught in Elementary School starting from grade four.

Reading is a complex activity deploying a large number of separateactions. One should use the understanding and imagination, observing, andre membering. We cannot read without moving the eyes or using our minds. Comprehension and reading speed become very dependent onproficiency in performing all the necessary organs for it (Soedarso, 1988:4). Reading iscentral to the learning process. By reading activity, people may gain important information that is not presented by teachers in the classroom.

According to cognitive psychology and schema theory, the readeris an active participant who has an important interpretive function in the reading process. Readers construct a meaning they can create from a text,so that "what a text means" can differ from reader to reader. Readers construct meaning based not only on the visual cues in the text (the wordsand format of the page itself) but also based on non-visual information such as all the knowledge readers already have in their heads about the world, their experience with reading as an activity, and, especially, whatthey know about reading different kinds of writing.

The teacher is one who gives knowledge to students. Teachers indeed occupy an honourable position in the eyes of society. That authority causes the teacher is respected, so

that people do not ask about the teacher features. With the trust given by society, then on the shoulders of teachers are given tasks and heavy responsibilities (SyaifulBahriDjamarah, 2005: 31).

One of the most difficult tasks of a language teacher in the context of teaching English as a foreign language is to foster attitude toward reading. It is caused by the limited time and other constraints they face during the teaching and learning process. Teachers are often unable to encourage students to find entertaining and interesting information inreading materials. Therefore it often creates a negative mind-set instudents who consider the effort to interact with reading materials as anunattractive activity compared to the process they may get from visual electronic media.

However, reading programs may help students develop their language skills necessary for success. But it is hard to implement aneffective reading program, especially in countries where English is treatedas foreign language. The success of implementing reading programs willdepend on the students' interest. Since the beginning of reading material, reading must be comprehensive and meaningful. That is the teaching ofearly reading; children should be given material in a complete form, suchas stories and poems (John W. Santrock, 2008:424).

In relation to reading, the survey research administered by National Education Department of Republic of Indonesia showed surprising results.It is proved that reading comprehension competence of Senior High School. Almost 76.95% of students were unable touse dictionary. Among those who were able to use dictionary, there wereonly about 5% can search words in Indonesian Dictionary systematically (SyahMuhibbin, 1995: 34).

The same condition also happens in SMA Negeri 8 Medan. The problem they experienced in English is concerning reading competence. Most students are lack in English. Researcher found that English teacher did not have various kinds of teaching techniques. They tended to conduct conventional teaching techniques that did not significantly affect the

students' achievement. This condition is line with the statements delivered by the principal of the school. Even most of the students do not have high curiosity to get involved within the teaching and learning activities. It is shown from their passing grade in English that are below minimum passing grade required by the curriculum. As a more intensive observation under taken, the problem is mostly in reading comprehension. Students are unable to comprehend the reading materials in the text. Therefore their understanding on material taught is quite poor. For more detail, data can be seen in the following table 1.2.

Table 1.1 Reading Comprehension Score of X Grade Students of SMA 8 Medan Academic Year 2012/2013

Semester	Average Score of Language Skills			
	Listening	Speaking	Reading	Writing
First	60	60	58	65
Second	62	65	60	67

(Source: Semester Scores in SMA Negeri 8 Medan Academic Year 2012/2013)

Based on the curriculum, one of purpose of learning reading inSenior High School at the grade ten is to develop the ability to communicate in English verbally or written, so the students have ability toread the written text correctly (Kurikulum Depdiknas, 2004: 28).

Generally, not all schools can easilyachieve the goal of learning reading in accordance with that state in thecurriculum. Each of schools find the different obstacles in achieve thatpurpose. By considering the difficulties encountered and the solutions needed, the researcher thinks that there should be efforts to improve the effectiveness and efficiency in learning reading.

Effective reading is likely to impact on effective writing. Asreceptive skills, reading provides a stimulus to the writing. Thee ffectiveness of learning reading and writing from the viewpoints of the teacher is likely to give optimal results if teachers use the potential efficiently. Learning efficiency of reading is also influenced y the use of the facilities available. The use of facilities available optimally will help students understand the material

being taught. Usually students will have an idea when they connect language learning with the surrounding condition and their experiences.

Based on the fact above, it is necessary for language teachers to foster reading on their students. It may be done by selecting proper materials to the students. The reading programs may be useless if it is not done properly. Teachers should select reading materials that are relevant tothe students' needs and interests. Teacher should also select methods thatare fun for to the students, because selecting the wrong method will hinder the achievement of learning objectives (Djamarah, 2003: 223).

Teaching and learning process of English in Senior High School mostly emphasize reading, writing, listening and reading integratedly. Besides those four language skills in teaching English such language components as vocabulary, structure, spelling etc must also be paid attention to. The competence standard should be mastered by SMA students in reading is to understand various meaning in written texts. The competence covers interpersonal, ideational, and textual meaning (Depdiknas, 2004: 16). It means that the students should master the above meanings in written texts.

Teaching English for Senior High School, especially in reading class for the second grade, conveys the competence of identifying ideational meaning in the text, identifying interpersonal rhetoric in the context, and reading loud the texts. Such a process requires certain approach in the teaching. Realizing these facts, Indonesia has tried many end ours such as charging and making the curriculum perfect and also introducing new technique of teaching to English teachers in order to improve the qualities of the teaching of English in Indonesia. The success of the teaching-learning process depends on several factors. And the most important things in the actualization of the teaching and learning process are the teacher and learner.

Therefore one of the ways, in order to make the teaching learning process effective, the teacher has to have a good classroom management which can stimulate the students to be active in following the system of the teaching learning process. And one way to realize it is by making the teacher know and understand the technique of teaching English. The teacher should be able to choose the appropriate technique of teaching English for students.

The class atmosphere must be planned so that students get the opportunity to interact each other. In this interaction students will enjoy learning process. If the class atmosphere is full of the competition, negative attitude and relationship will be formed and disturb students' support. This atmosphere will disturb the knowledge form actively. That is why, a teacher must create the class atmosphere in such a way that the students cooperate with each other. Thus, in this study the writer chooses task-based language teaching (TBLT), inquiry-based learning (IBL), and Curiosity level as the alternative ways to create an active teaching learning process. Further, TBLT, IBL, and curiosity level are proposed to enhance the reading ability of EFL learners.

TBLT refers to teaching a second/foreign language that seeks to engage learners in interactionally authentic language use by having them perform a series of tasks. It aims to both enable learners to acquire new linguistic knowledge and to procedurize their existing knowledge. According to Ellis (2003), the main characteristics of TBLT are the following; (a) 'natural' or 'naturalistic' use of language, (b) learners- cantered rather than teacher controlled learning, (c) focus on form (attention to form occurs within the context of performing the task; intervention while retaining 'naturalness'), (d) tasks serve as the means for achieving natural use of language, and (e) traditional approaches are ineffective.

TBLT puts tasks at the centre of the methodological focus. It views the learning process as a set of communicative tasks that are directly linked to the curricular goals they serve (Brown, 2001). In other words, Richards and Rodgers (2001) emphasized that the role

of tasks has received further support from some researchers in second language acquisition who are interested in developing pedagogical application of second language acquisition theory (e.g., Long and Crookes, 1991).

On the other hand, inquiry-based learning (IBL)is a natural human activity in which the learner obtains meaning from experience. Traditionally, inquiry has been most readily associated with the sciences, yet it has been employed in many other fields of study as well (Martinello, 1998). John-Steiner (1985) showed how creative people in the arts and sciences recall their ways of thinking. Whether implicit or implied, specific or general, all inquiries are driven by questions, issues, and wonderings. Over the past century, it has been implemented as a useful and definite approach to teaching and learning.

Despite of teaching techniques aspects above, another aspects that influence of reading comprehension is the student own personality. One of the student personalities that includes and related in learning process is curiosity. Curiosity is defined as a desire for new information aroused when a person becomes aware of uncertainty in the environment of novel, complex, and/or ambiguous stimuli that can lead to exploration and learning. It may be moderated by both personal and contextual/situational factors.

Interest in human curiosity has increased during the last decade "because of the recognition of its relationship to creativity and problem solving. Current literature abounds in articles dealing with the value of curiosity. Curiosity and how it may he fostered is a common topic of concern when educators convene.

In learning, curiosity provides the motivational for learning at each step of the educational process. When students have curiosity, they learn more and more about their lessons and as a result, are closer connected to it. They will also have a deeper understanding of interactions and the relationship between the various elements.

Nevertheless, the emphasis in the schools is on teaching knowledge only rather than on helping children develop curiosity. It would seem that since much learning is acquired through reading, a major emphasis upon the child's moves to be curious should be during his classes in reading instruction. The teacher should strive for some transfer to reading in the content areas and in recreational reading.All too often the questioning patterns used by teachers – while they are directing reading require students only to remember, and practically no teachers fully utilize the full range of questions that require students to use ideas.

Schools do not usually teach the art of questioning, but expect students to develop skill in answering questions that they didn't ask. We need to help students to ask better questions—more profound, more provocative, more worthy of study.All the background as mentioned above, it is interesting to analyze the significance effect of TBLT, IBL, and curiosity level on students' reading achievement.

1.2 The Problems of the Study

The present study will be attempted to answer the following questions:

1. Is the students' achievement in reading comprehension taught by using task-based language teaching significantly higher than by using inquiry based learning?
2. Is the students' achievement in reading comprehension with high curiosity higher than that with low curiosity?
3. Is there any interaction between teaching techniques and curiosity on students' reading achievement in reading comprehension?

1.2 The Objectives of the Study

In line with the problems of the study, the objectives of the research are to discover the questions that stated above, they are listed as follows:

1. To find out whether students' achievement in reading comprehension that will be taught by using task-based language teaching will significantly be higher than by using inquiry based learning.

2. To find out whetherthe students' achievement in reading comprehension that will have high curiosity will be higher than that will have low curiosity.

3. To find out whether there is interaction between teaching techniques and curiosity on students' reading achievement in reading comprehension.

1.3 The Scope of the Study

There are many techniques teachers can demonstrate in increasing students' achievement in English especially in reading comprehension. This study focuses on two teaching techniques; task-based language teaching and inquiry based learning. In line with this, the curiosity of students will be also investigated. By knowing high and low curiosity of students, this study will be expected to give clearer description on the effect of teaching techniques and curiosity on students' achievement in reading comprehension.
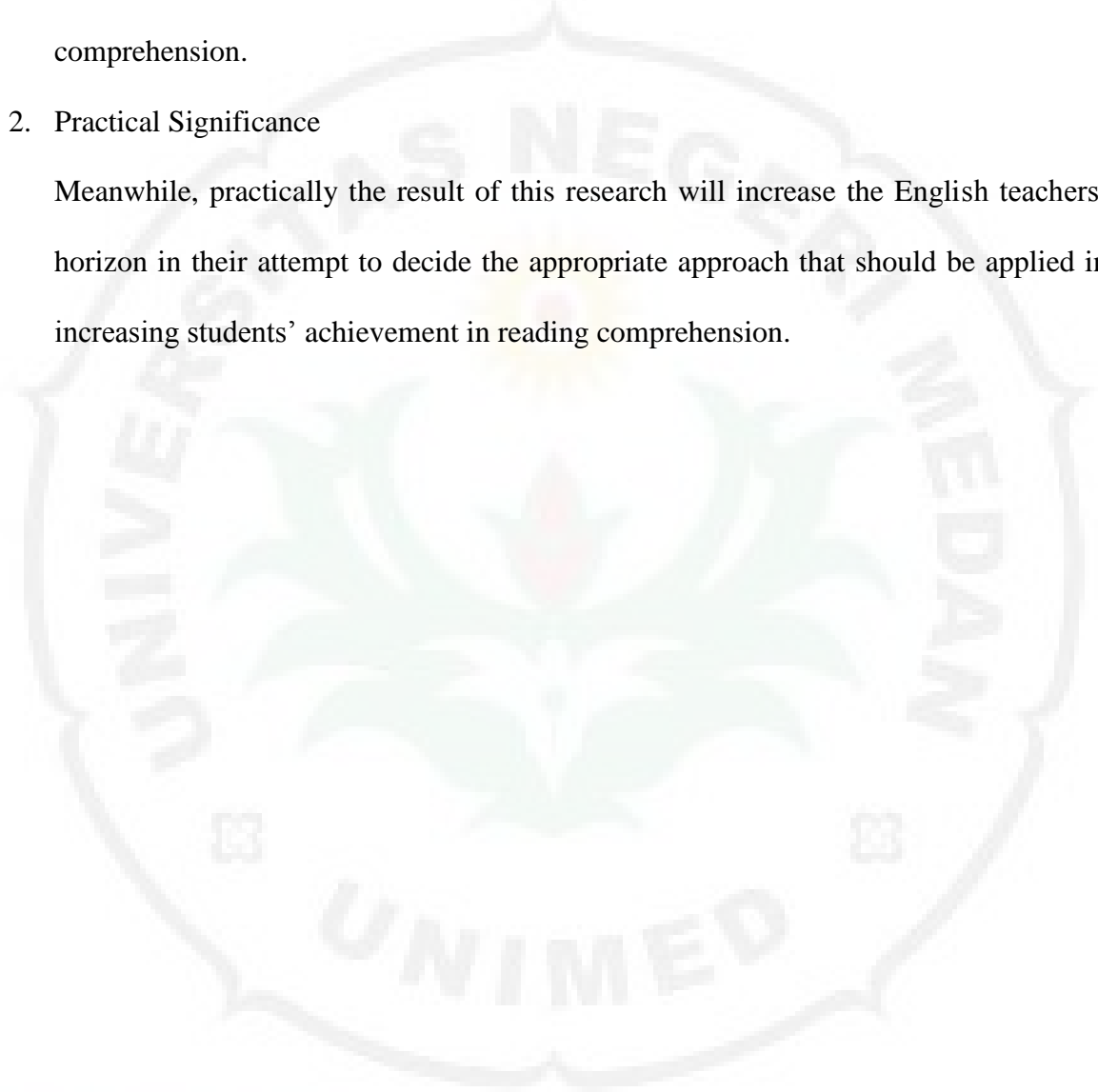
1.4 The Significance of the Study

Through this research, it is expected that the effects of TBLT, IBL, and curiosity level will be valuable both theoretically and practically for English teachers and learners.

1. Theoretical Significance

Theoretically, the result of the result of the research will add to what has been found in the field of teaching English as a foreign language, especially reading comprehension.

2. Practical Significance

Meanwhile, practically the result of this research will increase the English teachers' horizon in their attempt to decide the appropriate approach that should be applied in increasing students' achievement in reading comprehension.