

CHAPTER I

INTRODUCTION

Chapter one deals with the research background, the research questions, the research objectives, the research scope, the research benefits, and the terms' definitions.

1.1 Research Background

The second world war over and with it the advancement of technology and expansion of commerce, the English Language gained much relevance as the USA was the extensive economic power that helped end the war, and the devastated world wanted and needed to do business with Americans. Since then, speaking English plays a vital role in a candidate's curriculum for the job market (Tol, 2016). People around the world started to have the necessity of learning English. Therefore, the demand for learning English increases considerably.

According to Renandya (2016), proficiency in the English language can bring numerous social and economic benefits, e.g., higher employability, increased international mobility, and greater access to information and education. However, everywhere, the demand for proficient L2 speakers of English often surpasses the supply." Renandya, also says "This is true in many places in the Asian region where the majority of our students often leave schools and universities with less than a satisfactory level of proficiency in the English language (Renandya, 2016).

According to Lange cited in Eslami & Fatahi (2008), language proficiency constitutes the foundation of non-native English teachers' professional confidence. Language competency is rate as an essential characteristic of a good teacher. Based on the research presented, Language proficiency is a critical component that makes up a language teacher's professional knowledge. However, published proficiency data on Indonesian learners of English is unavailable.

The 2018 EPI (English proficiency index) data also show that Indonesia ranked 74th out of 100 countries globally and 15th out of 24 countries in Asia. With an average score of 453, Indonesia falls under the 'low proficiency band' category (<https://www.ef.sg/epi/regions/asia/>). Fresh graduates from teacher education colleges in Indonesia show varied levels of proficiency. Some teacher education colleges require their student teachers to demonstrate proficiency before graduation, but others let their students exit the program, although they may not have met the proficiency standard to teach English in

schools (Renandya, 2018). Young (*et al.*, 2014) observe that many NNEST (non-native English-speaking teachers) teachers may have limited English proficiency and have to rely on their first language when teaching their students, who also have low proficiency in English. It is frequently that both teachers and students use their L1 for most of the English lessons.

In teaching English, there are four basic Language skills: listening, speaking, reading, and writing. The skills work in pairs: Reading and listening are a receptive skill while speaking and writing are a productive skill. Renandya (2016) states that "The deficiency of receptive abilities such as listening and reading will interfere with the productive skills, that is speaking and writing.". Therefore, the four skills play a relevant role in the achievement of becoming fluent in a language. All these things are significant parts for those interested in being well prepared for the job market (Tol, 2016).

Since writing is a skill influenced by reading, the importance of a good development of reading ability cannot be ignored. On the word of Aktifa (2015), reading is also crucial and indispensable for the students because their study's success depends on the more significant part of their ability to read. If their reading skill is low, they will probably fail in their study or they can have difficulty on achieve their goals. On the other hand, if they have a good reading ability, they will have a better chance to succeed in their study; by reading, students can increase their knowledge and face new information in the text. Therefore, teacher education colleges need to become well prepared in reading skills.

Concerning the necessities of well-prepared teachers, this article intends to investigate the real condition of the Reading Comprehension Skills of English Education teachers in Semester 6 of the English Language Education Program by Using the CEFR (Common European Framework of Reference) Test. The CEFR is an International level for describing language capacity. IT portrays language ability on a six-point scale, from A1 beginners up to C2, who have become proficient in a language (Cambridge, 2019).

It has been observed that some students of the English program have great difficulty to develop some subjects, specifically those that require huge ability to read and to write. Since reading ability can influence in the writing ability, it requires the teachers who master those abilities. The objective of this research aims to measure their proficiency in reading skill by using CEFR level and investigate the student's awareness on reading skill as their preparation to be a future English Teacher.

1.2 Research Questions

Based on the background research, the problem of the research is:

1. How are the students` proficiency in reading skills by using CEFR self-assessment?
2. To what extent are the students' awareness of reading skills as their preparation to be future English teachers?

1.3 Research Objectives

Based on the research question, this particular research aimed to:

1. Find out the students` proficiency in reading skills by using the CEFR level.
2. Investigate the student's awareness of reading skills as their preparation to be a future English Teacher.

1.4 Scope of the Research

The scopes of the research are limited to the subject and object investigated. The subject of this research is a private University in Yogyakarta. This research's object is the real condition of the Reading Competency Skill of English Education Students Semester 6 in 2020/2021. By using CEFR as the self-assessment in their reading comprehension.

1.5 Research Benefit

The result of the research expects to use theoretically and practically.

a. Theoretically

This research expects to find out the real condition of teacher education colleges' reading skills. It is also a reference to other researchers who want to research teacher education colleges' reading skills.

b. Practically

The result of this research hopefully can enrich the lecturers to investigate their students' proficiency in reading skills so they will be able to prepare the students to be better prepared in reading skills before they leave the university or keep up the student reading skills achievement.

1.6 Definition of terms

The terms are defined to give a clear idea of the topic discussed.

a. Pre-service teacher

Pre-service teacher is a program created to prepare future teachers formally into the profession at a specific level of education. Teacher education aims to provide

individuals with professional and personal skills needed in school and other learning contexts.(Unesco, 2020)

b. Reading

Based on Holden (2004) cited in (Clark and Rumbold, 2006), reading is a vital gateway to private development and social, economic, and civic life. It enables us to find out "about others, and different forms of things, like history, social studies, arts, science, mathematics, and therefore the other content subjects that has to become proficient in school" It supported (Lyon, 1997) and also quoted in (Clark and Rumbold, 2006).

c. Skill

As said by Green (2015) In the modern global high-technology era, skill is widely regarded as a focus for analytical research and as a core objective for policy interventions. Plenty of evidence shows that different skill levels have a substantial economic effect on individuals, employers, regions, and whole national economies.

d. CEFR

The Common European Framework provides a usual basis for elaborating language syllabuses, curriculum guidelines, examinations, textbooks, e.g., across Europe. It makes description of which language learners have to learn to use it for communication and what knowledge and skills they have to expand to act effectively (Framework, 2001).

e. Self-assessment

In line with Klenowski (1995) quoted by (Ross, 2006), the definition of self-assessment is "the assessment or judgment of the 'value' of someone's performance and also the identification of their strengths and weaknesses to improve someone's learning results."

In conclusion, this research defines a program responsible for preparing future English teachers with professional and personal skills. This research focuses on reading skills by using CEFR for their self-assessment.