

CHAPTER I

INTRODUCTION

This chapter consists of research background, research question, and research objective, scope of research, research benefit, and definition of research.

1.1. Research Background

People learn languages because of school curriculum, personal advancement, and the requirement of the target language community, need for English for Specific Purposes (ESP), cultural expectation, and other reasons such as fun, tourism, and friends. Regardless of the various reasons for learning a language, when learning language, learners need to know that native speakers or competent users of the Language. In addition, when learning a language, people need to possess what native speakers or component users of language possess, which is listening, speaking, reading, and writing. A language learner needs to learn what the native speaker knows about his/her language to acquire (possess) the language skill. However, reading-speaking skill considering as both of them are difficult and complex way to learned compared to other language skills. It is kind of activity to compared the writer idea or the way writer communication with the readers by way of written or printed words and pronunciation it.

Harmer (2007) stated that “reading as an exercise dominated by eyes and the brain, the eyes receiver message”. Patel and Jain (2008:113) state that “reading means to understand the meaning of printed word. It is an active process which consists of recognition and comprehension skill”. Reading is not only about how to pronounce correctly the words written in the text book and to know the meaning of the words; it is also about how the readers comprehend the idea of writer in the written form. Since reading is important in the teaching and learning process, it is used to understanding the material given. Reading can be defined as a process of looking at and understand what the written words but it is not as simple as that. For many understand some things and not others and be reading compared to someone who is reading in his own language, the foreign language reader many not understand many things and will have to develop strategies to overcome the problems encountered yet. The fact is that, despite this view of that reading is, the reader dose not to able understand it in some measure although there are difference in the way people read, research show that the different reader does not read word by word, but in groups of words, taking what he needs to discover the meaning of the text in an activity which has been called a psycho-linguistic guessing game this does not, however, mean random guessing, but principled and guided by two main sources-the text and what the reader brings to it.

Reading skill should have relations with speaking skill because reading and speaking are the important skill for study language. "Speaking is an interactive processing of constructing meaning that involves producing and receiving and processing the information" (Brown,1994; Burns and Joyce, 1997). it means that speaking has an interaction between the speaker and listener to give an information

From this above, English teacher must master the reading skill and can teach the material very well. The teacher also should be able to use any media, strategy in teaching processes and make the student active in the learning process, because the teacher skill is very important to make the successfully in learning process especially in teaching reading and speaking skill.

Teaching is not an easy task for teachers. Teachers must make their students understand what is taught in order to achieve the learning objectives. Teaching comes from basic word "teach", it is an activity to show somebody to do something so that they will able to do it themselves (Oxford Advance Learner Dictionary, 2010: 1531). Teaching activities can cover many things, not only lesson in school but also everything around human beings. Teaching learning process it is a mean where by society trains its young ones in selected environment (usually the school) as quickly as possible to adjust them to the world in which they live (Al Rahman: 2004). He says that there are four aspect's influence teaching and learning. They are teacher, students, learning process and learning situation. The process is the interaction between the students and the teacher. Teaching-learning process means through which the teacher, the learner, the curriculum, and other variables are organized in a systematic manner to attain predetermined goals and objectives. The teaching learning situations must be brought into an intelligible whole. The teaching-learner activities which are varied and complex must be harmonized.

From this explanation curriculum is very important in learning process. The government has made many curriculum and one of them is 2013 curriculum. 2013 curriculum has integrated model curriculum cover by skill, themes, concepts, and topics in both form within single disciplines, across Several disciplines and across learners. In other words, that the integrated curriculum as a concept can be regarded as a system and a learning approach that involves several disciplines or subjects / fields of study to provide meaningful and comprehensive experience to the learners. It is said to be significant because of the concept of integrated curriculum. The learners will fully and realistically understand the concept. Said to be wide because they esteem not only in the scope of cross-disciplinary course, but all that is seen relating with one another. The core of the curriculum in 2013 there was the effort to simplify and nature of the thematic ready for the challenges of the future. The curriculum is structured to anticipate future developments.

The focus of Curriculum 2013 is intended for learners or students. To have a better ability to perform: observation, inquiry (interview), reason, and communicate (present) what they learn or they

know after receiving the subject matter. The learning objects in Curriculum 2013 are: natural phenomena, social, arts, and culture. Through this approach, we have the Improvement of the expected competencies. of student's attitudes, skills, and knowledge . They will be more creative, innovative, and more productive, so that later they can succeed in the face of various problems and challenges in the future. Curriculum 2013 is a character and competency-based curriculum. Competency-based curriculum is outcomes-based curriculum and therefore the curriculum development aimed at achievement of competencies formulated from SKL (Standar Kompetensi Lulusan).

There are 18 values in the development of cultural education and the character of the nation made by Diknas. Beginning in the 2011 academic year, all levels of education in Indonesia must include such character education in the educational process there are; (1) Religious, (2) Honesty, (3) Tolerance, (4)Discipline, (5)Handwork, (6) Creative, (7) Dependent, (8) Democratic,(9) Curiosity, (10) Spirit of national, (11) Love the country, (12) Appreciate Achievement, (13) Friendly/Communicative, (14) Love peace, (15) Like to read, (16) Environmental care, (17) Social care, (18) Responsible.

The 2013 curriculum has been used for two years ago in the SMP N 1 Sedayu, but it is not successful in the implementation because it is the new curriculum for the teacher and lack of socialization. One of the curriculum problems is reading subject. Based on the researcher observation, SMP N 1 Sedayu has many problems in the reading-speaking skill learning process. The problems are: lack of to understand the meaning of the text, vocabulary, verb, not speaking aloud, the students pronunciation and feeling . The data of the exam from the English teacher in the last semester in 8 G is 34 until 80. From the 32 students only 2 students got 80 scores or 0,27 % and 30 students under 76. So, the score under 76 it is not pas because the (Standar Nasional) score is 76

When teaching the material the teacher gave the text to the students and students read the text after that the teacher gave many questions about the text and the students confuse to answer the question. In this learning process the teacher used PPP method (presentation, practice and production). It means that, the teacher attempted to make the students active but it didn't effective because the students can't answer correctly because they didn't understood the contents of the text. The students have the problem to use 2013 curriculum because they didn't responded when the teacher give them some questions about the material and in the class teacher more active from the students, in the class the students are always silent and only listen the teacher. But in the 2013 curriculum the students must be more active than the teacher. The implementation 2013 curriculum in SMP N 1 Sedayu in 8 grade was not effective because in 2013 curriculum the teacher only motivator to make the students active in the class.

2013 curriculum emphasizes more on character education, especially at the basic level, which will be the foundation for the next level. In the implementation of the 2013 curriculum, character education can be integrated in all learning in any field of study contained in the curriculum. Instructional material relating to norms or values in each field of study needs to be developed, in explicit right, linked to the context of everyday life.

Based on the explanation above, the researcher want to implement reading-speaking skill based 2013 curriculum; then the researcher uses the narrative text as the reading material in teaching reading materials because at the time provided in syllabus content the researcher should teach narrative text. Teaching reading-speaking based 2013 curriculum makes the students active in the learning process. The word “active” means that the students can involve each other in their learning process because the learning process in SMP N 1 Sedayu previously was passive and monotonous. Teaching reading comprehension based 2013 curriculum can help to increase student’s ability in reading skill.

In conclusion, the researcher decides to implement Reading Skill Based 2013 Curriculum to solve the student’s problems in comprehending the students reading skill especially Narrative text. Because from the data in the last semester the students reading comprehension is very low. So the researcher thinks that this research is very important to done in SMP N 1 Sedayu.

1.2 Research problems

From the research background, the researcher formulated the general question as follows:

- (1) How to improve the eight (8G) graders’ is reading-speaking skill of SMP Negeri 1 Sedayu using 2013 curriculum?
- (2) How is the improvement of students in reading skill after using the 2013 curriculum?

1.3 Research Objectives

Based on the problem statements mentioned above, the study aims to; (1) find out the student’s procedure to improve reading sill using 2013 curriculum (2) find out the student’s improvement in their reading-speaking skill after using 2013 curriculum.

1.4 Scope of the Research

The study is restricted to the subject and the object investigated. The subject of this study is first grades in class VIII G at SMP Negeri 1 Sedayu in academic year 2017/ 2018: the object study focused on the improvement of the students reading skill based 2013 curriculum. Especially, by using “Narrative text” in explaining the material.

1.5 Research Benefit

This research is expected to give benefits either theoretically and practically: (1) theoretically, this research is expected to give contribution for further relevant research studies in improving students reading comprehension based on 2013 curriculum. The material designer how the students improve reading skill or reading comprehension in 2013 curriculum. (2) practically, this method would be useful for teacher to be used in their learning activities in the classroom. It would also be partially beneficial for teacher to conduct the wider relevant policy to use 2013 curriculum.

1.6. Definition of Terms

By doing this research involves some key terms, they are Improving, Reading, 2013 Curriculum.

1. Improving

Improving in the Oxford dictionary is the process of becoming or making to the better (oxford university press, 2003: 222). It means the act to become better than before.

2. Reading

Reading is one of components skill that must be mastered by all people to get message from the writer. In the learning process the students must be improve they are reading skill or practice to understand the message in the text or book. "according to Tarigan (1990:7) in Jaenal (2010) argues the reading is a process that in carried and used by readers who want to get message delivered by the author the medium of words or written language.

3. Teaching

Teaching is one of components skill that must be mastered by all people in teaching learning process and reading is also important skill or activity to get information and meaning from books and is an occasion when something written especially a literary work. "Reading is an active process which consists of recognition and comprehension skill". Brown (2007:7) sates that " teaching is guiding and facilitating learning, enabling the learn, setting the condition to learn" it means that teaching is an activity to makes the students get the new information , more knowledge and to support they are information before.

4. Reading comprehension

Jhonson (2008: 10) states "reading comprehension as the use of strategies in reading in retrieving information and constructing meaning of texts did by the reds". It means that the process or reader to know the good information comprehends the content, especially the reading recount text.

5. The 2013 Curriculum

The 2013 curriculum is a fact of student's ability and character, the main in this curriculum is to make the good character, confident, successful in learning or active, responsible, citizens and positive contributors to the civilization (Ministry of Education and Culture, 2012). This curriculum used by researcher to make successful the research, because this curriculum had used by the government in Indonesia education process.

Based on the definition of key terms above, the researcher defines the the title is related with the method which the researcher uses to improve students' reading skill based 2013 curriculum.