

CHAPTER I

INTRODUCTION

The contents in this chapter discusses background of the study, problem of the study, object of the study, significance of the study, scope and limitation of the study, and definition the study.

A. Background of the Study

In Indonesia, English is adopted in the curriculum by which big proportion of school hours given to the teaching and learning. This language has been regarded to enable students to have competence in skill of English including reading, writing, speaking and listening.

English is not only used as a means of communication but also as a subject learned at schools in Indonesia. The teaching of English is basically needed by senior high school students because it is a compulsory subject in senior high school. English teachers who can conduct the teaching English well are needed. English as a subject matter in school covers the four basic language skills: reading, speaking, writing and listening. In every subject, student's learning activities involve reading. Reading is one of the complex ways in learning English. It is a kind of activity to comprehend the writer's ideas or the way the writer communicates with the reader by way of the written or printed words. Reading is important for everybody in order to cope with new knowledge in the changing world of technological age.

In SMAN 6 Kediri, reading has become tradition. This is not easy to make it. Many methods have done to make reading become tradition. One of the methods is how make students interested in reading. In teaching, teachers have to make students interested in reading. Teaching reading is the instantaneous recognition of various written symbols, simultaneous association of these symbols with existing knowledge and comprehension of the information and communicative ideas.¹ This statement implies that teaching reading is the combination of word that reading is thought from elementary school to university by using many kinds of methods applied by the English teacher. Teaching reading for adolescent learners or junior high school students must be different from teaching reading for children in elementary school because of their different characteristics of psychological background.

Conventional method usually makes students bored because the method is monotonous, so the students are not active. One of the ways to make the teaching reading effective is making the students active, so they enjoy learning and they can improve their reading skill. A constructive approach is believed to be able to give chance to the student to get involved in discussion, to have courage and critical thinking and to be willing to take responsibility of his/her own learning. It does not mean that the teacher in the classroom is

¹ Gholam Reza Zarei, "The Effect of Constructivist Language Teaching/Learning on Students' Conceptions of L2 Reading", *Iranian Journal of Language Studies (IJLS)*, volume 2, (2008).

not participating. In the learning process, the teacher has roles as designer, facilitator and guide in the learning process.

The term constructivism is derived from Piaget's reference to his views as "constructivist", as well as from Bruner's description of discovery learning as "constructionist". Formalization of the theory of constructivism is generally attributed to Jean Piaget, who articulated mechanisms by which knowledge is internalized by learners. Vygotsky accepted Piaget's claim that learners respond not to the external stimuli but to their interpretation of those stimuli. Constructivist teaching practices, on the other hand, help learners to internalize and reshape, or transform, new information.² Constructivism suggests that learner's conceptions of knowledge are derived from a meaning-making search in which learners involve in a process of constructing individual interpretations of their experiences.³ Constructivism as an epistemological view of knowledge acquisition emphasizes knowledge construct on rather than knowledge transmission.⁴ Noll further explains that "Constructivists contend that traditional model emphasize knowledge transmission without producing deeper level of understanding and internalization."⁵

² J. G. Brooks; M. G. Brooks, "In Search of Understanding: The Case for Constructivist Classrooms", (t.tp.:Association for Supervision & Curriculum Deve,1999), 15.

³ Gholam Reza Zarei, "The Effect of Constructivist Language Teaching/Learning on Students' Conceptions of L2 Reading", *Iranian Journal of Language Studies (IJLS)*, Vol.2, (2008), 281-293.

⁴ Ibid.

⁵ J.W.Noll, "Taking Sides-Clashing Views on Educational Issues", 14th ed. (Dubuque, IA: McGraw-Hill Contemporary Learning Series, 2007), 50-51.

One of the principals of constructive approach on education is that teachers might not only deliver knowledge to the students but they have to build the students' concept. Teachers could facilitate the students with the meaningful teaching process and relevant to the students' need. In the teaching reading, teachers have to dig up the prior knowledge of the students, then to connect it with the new knowledge which they are learning.⁶ On the other words, the process of the teaching reading by using constructive approach is the process of interaction between bottom-up and top-down.⁷ Bottom-up processes are those that take stimuli from the outside world – letters or word, for reading – and deal with that information with little resource to higher-level knowledge. Top-down is the processes understanding of information that is guided by an individual's prior knowledge and expectations. The essential of the constructivist is a theory which students have to make description about something is theirs (Nur and Retno, 2000: 2). The process of teaching reading that was developed by Flood and Lapp (1989: 737-740) can be used as a matching model to teach reading. This model has seven steps. They are preparing, developing vocabulary, understanding and using discourse structure, making summary, making note, and relaxing reading.

There are several previous studies about the constructive approach to teach English. S. Tajammal Hussain Shah conducted research entitled

⁶Renova Marpaung, "Pengajaran Reading dalam Bahasa Inggris Berdasarkan Pendekatan Konstruktivis". (Tesis MA, STKIP Teladan, Medan, t.t.), 16.

⁷ Ibid.

*Constructivist Approach to Development of Criteria for Selection of Contents for Teaching English in Secondary School (Class IX-X).*⁸ The result revealed that the people are very keen to learn English as it is the language of knowledge and higher learning in all fields, the findings of the study also gave a good idea of themes and sub-themes that the majority of population wants to include as content of English for classes IX-X. On the other hand, Meltem Turan Eroglu from Atilim University conducted a research *Constructivist Approach to Develop Academic Writing Skills.*⁹ The result showed that students took in the process of the construction of academic writing skills has a focus of cognitive construction. Gholam Reza Zarei, received his Philosopher Degree Isfahan University in 2001, did a research *The Effect of Constructivist Language Teaching/Learning on Students' Conceptions of L2 Reading.*¹⁰ Gholam Reza Zarei found that the constructive approach played in the reading development conception in his study, it may sound justified to admit the claim that a shift of emphasis from one of instruction to one of learning should be an essential part of any modern curriculum, especially in the context of English language pedagogy in Iran.

Dealing with the theory of Robert E. Slavin stated that Constructive Approach is approach which every learner has to find and change the involute

⁸S. Tajammal Hussain Shah, "Constructivist Approach to Development of Criteria for Selection of Contents for Teaching English in Secondary School (Class IX-X)." (Thesis, National University Of Modern Languages, Islamabad, 2007)

⁹Meltem Turan Eroglu, "Constructivist Approach to Developing Academic Writing Skills." (Thesis, Atilim University, t. p., t. t.)

¹⁰Gholam Reza Zarei, "The effect of Constructivist Language Teaching/Learning on Students' Conceptions of L2 Reading", *Iranian Journal of Language Studies (IJLS)*, volume 2, (2008).

information by checking the new information to the prior knowledge and revise the prior knowledge if it is not useful. This study tries to research about THE EFFECTIVENESS OF TEACHING READING USING CONSTRUCTIVE APPROACH TO THE FIRST-YEAR STUDENTS OF SMAN 6 KEDIRI.

B. Problem of the Study

In line with the previous background, the general problem of the study is "is teaching reading using constructive approach to the first year students of SMAN 6 Kediri effective?"

C. Object of the Study

This study is aimed to know whether or not teaching reading using constructive approach to the first year students of SMAN 6 Kediri is effective.

D. Hypothesis

The writer wants to know the effectiveness of teaching reading using constructive approach to the first year students of SMAN 6 Kediri. The writer builds hypothesis to make the purpose of the study clear. The hypotheses are:

1. Ha: Using constructive approach to the first year students of SMAN 6 Kediri is effective.
2. Ho: Using constructive approach to the first year students of SMAN 6 Kediri is not effective.

E. Significance of the Study

Theoretically, constructive approach can be an alternative approach in language teaching especially in teaching reading. This is because through this approach the process of teaching reading could be more varied and interesting compared to the conventional method. Therefore, the result of this research could give additional information especially about the use of constructive approach to teach reading in Indonesian context.

Practically, students could feel the difference of the teaching approaches. Students do not get bored with the teaching methods which were used by the teacher.

F. Scope And Limitation of the Study

Scope in this study is the material reading of the first-year students at senior high school. Limitation in this study is jigsaw constructive approach. The jigsaw in the constructive approach likes as jigsaw in the cooperative approach, but in the constructive approach does not have the mastering and the source team like as cooperative approach.

G. Definition And Key Terms

1. Constructive Approach: An approach which every learner has to find and change the involute information by checking the new information

2. Reading : One of English materials that is taught in the English curriculum of the tenth class.
3. Effectiveness: the capability of producing a desired result. After using the approach, the values ascend and have any different mean of values with other classes.