

CHAPTER I

INTRODUCTION

This chapter presents some of the important points as an introduction to this research. They are a background of the research, problem of the research, objective of the research, scope, and limitation of the research, subject of the research, significance of the research and definition of the key term.

1.1 Background of the study

Teaching reading becomes an important part of English language teaching. Reading is the receptive skill that some people assumed easy than other skills. However, reading is related to understanding text that has read by people or students. The comprehension of the understanding text is not only from reading the text generally not only knowing about the meaning of the text itself, but reading is related to critical thinking. In the education field especially in school, reading becomes one of the skills affecting student's critical thinking. It is suitable with a theory from Cottrel (2005) critical thinking is a cognitive activity, related to use the mind. Learn to think critically analytical and evaluate ways to use mental processes such as attention, categorisation, selection and judgement.

Another opinion from Barnet & Bedau (2014) says that critical thinking means questioning someone's presumptions but also questioning your own presumptions. From those statements can be concluded that reading is one way to increase critical thinking because it related to knowledge in people's brain. Getting knowledge can be undertaken by reading something, it can be a book, magazine, newspaper or any other sources. One way to develop critical thinking is to give the student experience in thinking critically and creatively and it is known as High Order Thinking Skills (HOTS).

Teaching reading and teacher's practice in class can determine student's achieving high order thinking skills (HOTS). The ways teachers teach reading should be developed and upgraded over time, so they can create the best learning

and student also can generate the best result. Teaching reading not only having a focus on the text but also there are some models and methods for teaching reading. Through some models or methods means that teacher having improved their teaching ways. One of the models that can be used is Project-Based Learning (PJBL). Project-based learning can be used for teaching reading because through this models teacher give some project it can be mini project or instruction to student appropriate to the topic that is taught by a teacher.

Project-Based Learning was instructional strategy that involve students in authentic learning through project work. This approach varies greatly from traditional teacher-centre classes and provides students with activities “interdisciplinary, student-centre” that are “integrated with real world problems and practices” and are usually extended over a long time (Wong, et al, 2006) cited in Tan & Chapman (2016). It means that student has to think more about the solution and through that method student can open their minds so the student can achieve high order thinking skills. In this digital era especially, students more addicted to a gadget that they have so the student will be difficulties to think more about the material. It means that student needs more challenges in learning activities to make them more active and improve their skills.

According to Laur (2013) student in today’s classroom must be put on in complex problems and challenges to solve. The challenge basically action oriented in nature and leave allowing philosophical questions to be contextualized within a process of challenging investigation. These challenges also revolve around open ended real world questions that encourage critical thinking. From that statement can be concluded that through challenge student can improve their awareness to around and critical thinking. To increase the comprehension of the student not only used traditional ways to teach but teachers should be more practice and more varies in teaching. One of them is by giving challenges. Students more practice with the challenge in any material because it can make them excited because they have an idea that they should be number one among others.

In teaching-learning process the role of the teacher was very important. What is the teacher teach in class and what model that teacher use will affect student learning outcome. From the researcher's experience when researcher taught in SMP Muhammadiyah 5 Surabaya four months ago (September - October), the researcher got some complaint from students that their teacher still uses conventional models to teach English especially teaching reading. Other experiences when the researcher taught students of junior high school in course also gets the same complaint. Students also said that teacher rarely use model or method in teaching reading. The teacher just gives a text to the student and then student translates into Indonesia, after that student answer the question according to the text. It means that teacher just focus on how student knows translate from the text without taught them how to understand the real meaning or the implicit meaning from text and how the implementation with real life.

Teacher's belief to be influential regarding student in class and student's learning result. Shavelson & Stern research in (Utami, 2016) notes that what teachers do in the classroom is said to be governed by what they believe and these beliefs often serve as a filter through which instructional judgments and decision are made. Appropriate to that statement Riley cited in (Utami, 2016) says that how language teachers make instructional decision, choose teaching materials and select specific teaching practices influenced by the beliefs they hold, and students' attitudes, motivation and language proficiency in target language learning are directly determined by their belief about language tendencies. From these statements can be concluded that teacher do educate in class based on what they believed. Teacher's belief affected what teachers practice in class. Actually, teacher's belief is considered one of the key factors in how classroom instruction is planned, managed and evaluated. There have been studies about it, especially the relation between belief and the practice of certain strategies, models, methods and media in certain language skill particularly reading skill.

There is something problem with teacher's practice in class related to their beliefs. Most of the teachers are not aware if there is an offense of the belief inside in their mind, and that belief shape the way they do their profession for example

how they view the students and the materials how they use teacher talk, how they develop their additional material, which approach they employ most of the time and how they interact with their colleagues and students. Mostly teacher does not realize that what they do in class relation by what they believe. Being aware or not by certain belief in their minds, the teachers are influenced by this belief when they think, react and respond during their professional routine tasks and performance (Utami, 2016).

In this research, the researcher wants to analyze about the Teacher's Belief of Teaching Reading by Use Project Based Learning to Achieve High Order Thinking Skill and how the teacher's practice it. The researcher takes this topic because from the statement of KEMENDIKBUD that National Final Exam for this year use HOTS for the question, it means that HOTS is very important for student and its relation with reading skill because HOTS can be achieved through mastering reading text. Other reason why the researcher wants to analyze Project Based Learning as a reading learning model to achieve HOTS because it is appropriate with PERMENDIKBUD number 22, the year 2016 about standard of educational process in elementary and intermediate states that to encourage student's ability to create a contextual product, it can be individual or in group so it is suggested to use the learning process approach based on problem-solving.

Some decision above that has been stated by the minister of education proves that application of project-based learning as a learning model can be one way to achieve high order thinking skill. Based on the minister of education statement teachers have to develop how they teach the student by any strategy, model, method and any other ways. The problem is the teacher's belief about the new strategy, model or method can increase student's outcomes. In the other hand problem that arises is teacher belief about any other ways to teach but they have not practiced it in class. Whereas the teacher will not know whether the new ways can increase student's outcomes or not if they don't practice it in class.

From the researcher's assumption teacher has to have a trick or way to teach student so the student can achieve HOTS and get the best result. Actually, the

teacher can use some models or methods to teach a student. However, there is some teacher that still use conventional models. There are not the newest model from the teacher in teaching reading. Actually, it not from the teacher itself but sometime the teacher still does not believe with some method that was explained above how the beliefs related to the practice. So this research aims to investigate how Teacher's Belief in Project-Based Learning model and how are they practice it can achieve student's high order thinking and is teacher's belief related to their practice.

1.2 Statement of the Study

1.2.1 What is Novice and Experienced Teacher's Belief about Project Based Learning for Teaching Reading?

1.2.2 How do Novice and Experienced Teacher's Practice in Project Based Learning for Teaching Reading?

1.2.3 How does Novice and Experienced Teacher's Beliefs related to Their Practice in Project Based Learning for Teaching Reading?

1.3 Objective of the Study

1.3.1 To identify Novice and Experienced Teacher's Belief about Project Based Learning for Teaching Reading

1.3.2 To explore Novice and Experienced Teacher's Practice in Project Based Learning for Teaching Reading?

1.3.3 To describe the relation of Novice and Experienced Teacher's Beliefs related to Their Practice in Project Based Learning for Teaching Reading?

1.4 Scope and Limitation of the Study

The researcher focuses on analyse novice and experienced teacher's belief in Project Based Learning for teaching so the student can achieve the best result. This research also describe how the relation between novice and experienced teacher's beliefs with their practice. This research was limited only in teaching reading.

1.5 Significance of the Study

Considering that teacher become an important part in the education field which a knowledge that shared by them so teacher has to compete to teach a student

in class or out class. The student also has to have a skill that has they learn in class so it can be an advantages for them in society. Crucial evidence in understanding the scheme teacher's use when implementing their teaching is by researching teacher beliefs (Gabillon, 2013). From that statement can be concluded that investigate teacher beliefs can be a way to comprehend what teacher does in class. Knowing teacher's beliefs and practices using learning models especially project-based learning in teaching reading can help to notice how far the application of learning models in the class. This study will be significant in reviewing and stimulating the use of project-based learning in teaching reading to achieve high order thinking skills.

The result of the research can be used to generate teacher's ability in teaching reading so that student can get the best result in learning. This research also investigates the teacher's belief and practice in class in any level teacher, such as a novice teacher and experienced teacher.

1.6 Definition of Key Term

1.6.1 Teacher's Belief

Zheng (2009) cited in (Gilakjani & Sabouri, 2017) states that teacher's belief are important ideas in comprehending teacher's thought processes, teaching methods and learning to teach. Teacher beliefs are significant subject in teacher education that has been designed to help teachers develop their thought and principles. As the researcher knows, teacher's beliefs are part of pedagogical theories. So teacher beliefs is the first way to know the teacher's perspective in teaching English as a foreign language especially in teaching reading.

1.6.2 Teacher's Practice

Teacher practice is the ways or instruction given by the teacher to students in the class as long as the learning process to achieve learning goals. Teachers practice in this research was to focus on teacher activity in teaching reading by using project-based learning models to achieve high order thinking skills.

1.6.3 Project-based Learning

Project-based learning is a learning model that use project (activities) as the main the learning process. In this activity, student explore, evaluate, interpret and synthesize information to acquire various learning outcomes such as knowledge, skills, and attitudes.

1.6.4 Teaching Reading

Reading is one of receptive skill in English as a foreign language. Reading can be seen as an active process of comprehending that was learned by a student where student needs to be taught strategies to read more efficiently.

