

CHAPTER I

INTRODUCTION

A. BACKGROUND OF RESEARCH

Reading is one of the main important skills in learning a second language. The accomplishment of language learner is mostly prejudiced by his/ her reading practice. However, there are so many difficulties in teaching reading in EFL classroom of Indonesia. Generally, teachers come in the class without any preparation and they deliver a long lecture on the content. They do not care whether the text is appropriate to the learners or not.

Moreover, there are some other related issues such as lack of knowledge of target culture, difficult vocabulary, too much emphasis on bottom up approach by the teacher, lack of motivation to read on the part of the students, no sufficient preparation in teaching etc. All these challenges, as a whole, make reading text difficult and boring to learners. Further, Solikhah (2018) conclude that three basic problems appear in line with teachers' attitude: the classical condition of education, facts those students' habits and attitude in reading, and teaching methodology. Of the three problems, teaching methodology is most essential to focus.

The students often fail in finding the main idea, topic of the text, find similar words and references. Most of them fail to find the right meaning of the text or work with the context of the text. These problems become common problems in the teaching and learning reading. It is strongly suggested that a certain model should be developed.

Based on the interview with the teachers, it is assumed that the teachers often face a barrier in applying the scientific model in the classroom, especially in teaching reading. Most of them have limited understanding on how to assist the students in observing, questioning, data gathering, associating, communicating and creating in their lesson. Mostly, the teachers teach reading comprehension by only asking the students to read aloud, find

the difficult words and answer the questions. These activities make the students less motivated to follow the lesson.

This research and development study is focused on developing the model called OREO-PLUS to teach reading. This model of teaching is based on the values and the objectives of learning English as stated in curriculum 2013. The model is expected to help the teachers in conducting the teaching and learning reading with a fun, creative and meaningful classroom and help the learners to apply Higher Order Thinking Skills, and 4C skills.

B. RESEARCH QUESTIONS

The research questions are formulated as follows:

1. How is the development of OREO Plus as A model of teaching reading based on scientific approach?
2. What are the experts' judgements towards the developed models?
3. What are the teachers' responses about the developed model?

C. RESEARCH OBJECTIVES

This research is intendedly conducted to:

1. Develop a model of teaching reading in based on scientific approach for the ninth garde students of secondary school.
2. Measure the validity of the OREO Plus model of teaching by the experts.
3. Find out the teachers' response about the OREO-Plus model of teaching reading.

D. SIGNIFICANCES OF THE STUDY

This study is expected to give benefits for:

1. Teachers

Through this model, the teachers are hoped to be able to give alternative for teachers to teach reading with simple model.

2. Students

This model is expected to be able to develop 21st century skills and generate higher order thinking skills.

3. Researcher

The researcher will gain more valuable information about the model development and be more creative and innovative in teaching.

