CHAPTER I

INTRODUCTION

This chapter consists of a background of the study, problem, purpose of the study, limitation and scope of the study and the significance of the study. The explanations of these parts are represented below;

1.1. Background of the study

Education is fundamental to child welfare and contributes to bringing down poverty and inequalities. Children who are ready for school are better equipped to learn, more likely to stay in school and more likely to succeed, with higher future earning capability. Besides, language also important to support education. Education could deliver people of the nation to prosperity and excellence in various fields. The developed countries have realized that education is very important, especially to improve the quality of teachers, facilities and infrastructure, improving the quality of the curriculum, and school management.

Besides, this era of globalization, requires us to master English well verbally and writing. The tendency of the community to master the foreign language, especially English, made them compete to enter their children to learn in international schools or national higher-level schools where the media used is English. As Fromkin said, "English has been called" the lingua franca of the world "(1990: 259). Foreign language
education for children in America and Europe has begun since the 1950s and become very popular in the 1960s, however, it decreased in the 1970s. English education and learning based on the ideas that a foreign language or a second language would be better if it starts early (Hammerby, 1982: 265).

This is based on the assumption that children learn languages faster than adults (Santrock, 2007: 313). A study conducted by Johnson and Newport, 1991 (Santrock, 2007: 313) shows immigrants from China and Korea who started living in America at the age of 3 to 7 years their English skills were better than those of older children or adults. Other research states that the usefulness of mastering languages is earlier, stated Mustafa (2007), that children who master English have advantages in terms of flexible intelligence, academic, speaking and social skills. Besides, children will have readiness for a social context with a variety of languages and cultures.

The objective of education is to not only teach students content, but to educate them on how to think, learn, question, and function successfully in society. Reading is a vital skill to have in order to be a functional member of society. Therefore, it stands to reason that strong reading skills are an imperative part of a student’s education. However, according to the National Center for Education Statistics approximately “thirty-four percent of public school students performed at or above proficient in reading in 2013 at both grades 4 and 8” (U.S. Department of Education, 2013, p. 14).
Recent trends in education showcase the various measures being taken to combat these low reading scores.

One of the trends has been growing in societies over the decade is guided reading. It is informed by Vygotsky’s (1978) Zone of Proximal Development and Bruner’s (1986) conception of a system of scaffolds, informed by Vygotsky’s research. Guided reading practice is based on the belief that the most desirable learning for a reader occurs when they are assisted by an educator, or expert ‘other’, to read or study and understand a text with clear but limited guidance. Guided reading allows students to practice and consolidate effective reading strategies. Vygotsky was specifically interested in the ways children or learners were challenged and extended in their learning by adults. He stated that the successful learning occurs when children are guided by adults towards learning things that they could not solve on their own. It is an approach to reading that is being used in classrooms around the country by teachers and reading specialists. The aim of guided reading is “to help students build their reading power—to build a network of strategic actions for processing texts” (Fountas & Pinnell, 2012, p. 272). It helps students to be an independent reading.

Independent reading encourages active problem solving and higher-order cognitive processes (Krashen, 2004). It is the processes that equip each student to read increasingly more complex texts over time; “resulting in better reading comprehension, writing style, vocabulary,
spelling and grammatical development” (Krashen, 2004, p. 17). During the independent reading stage, while reading, all children must have a copy of the text and individually read the whole text or a meaningful segment of a text.

Guided reading is indigenous in today’s classrooms. Now more than ever, there is a wide range of diverse learners and needs. Guided reading deals as a framework that allows teachers to distinguish instruction. As the grade levels to become progressively greater, there is a wider range of needs as the achievement gap grows. Students also have an important role in guided reading as the teacher guides and supports them to practice and further explore important reading strategies.

To get great quality when implementing the teaching and learning processes, teachers must have a guideline. The teacher must have something as a teaching and learning guidance for their students so the teaching and learning processes work well. The curriculum is one of the guidelines. It has a role as a direction in designing courses that consist of the outer and inner circle. The outer circle consists of principles, environment, and the needs that engage practical and theoretical considerations that will have a major impact on guiding the real process of creating a course. Meanwhile, the inner circle consists of purpose and its center, contents and sequences, format and presentation and monitoring and assessments (Nation and Macalister, 2010).
Besides, Lake and Winterbottom in Kattington on 2010 said that curriculum is a set of rule that helps students by providing them with practice in both content and social curriculum throughout the use of active learning, exploration of concerns or interests, civic responsibility, the character of personality building, and also recognizing the community.

Implementing an international curriculum is not easy. In addition to concerning permits, the school must also prepare various things, such as supporting facilities and infrastructure along with the teacher. Moreover, international teaching uses full of English. In 2016, the Regional Director for Southeast Asia and Pacific Cambridge International Examinations, Ben Schmidt, in a media briefing session said that basically, the quality of teachers in Indonesia was great. However, it continues to provide training for teachers who teach subjects with the Cambridge International US and A level curriculum.

One of the International Curriculum that appears in Indonesia is International Primary Curriculum, which an educational curriculum originating from the United Kingdom. This curriculum was only introduced in 2000. As published in Relocate Global, it has now been used in international schools in 65 countries. This curriculum teaches students comprehensively, thematically, and creatively. IPC curriculum emphasizes the importance of student-centered education, which is student-centered learning and students are not required to memorize. Students remember the new things they learned through interesting activities as learning
experiences. As the name implies, this curriculum is for primary level students.

Related to the background, the researcher wants to explore more about how guided reading teaching and learning activities and the alignment with International Primary Curriculum at primary school X in Kuningan.

1.2. Research Questions

Based on the background of the study, the research question of this study are:

1. How are the teaching and learning activities employing guided reading teaching and learning implemented in school X?

2. How is the alignment of guided reading teaching and learning activities with the International Primary Curriculum?

1.3. Purpose of the Study

The purposes of this study are:

1. To find out or to portray the teaching and learning activities employing guided reading teaching and learning implemented in school X.
2. To find out the alignment of guided reading teaching and learning activities in school X with the International Primary Curriculum.

1.4. Scope of the Study

This case study focuses on the guided reading teaching and learning activities implementation in this school, and the alignment of guided reading teaching and learning process in this school with International Primary Curriculum.

1.5. Significance of the Study

1. The results of the study are expected to give a reference for further researches and reference for education discipline, especially in the field of study related to guided reading teaching and learning of the primary level students.

2. This study can be useful for further quality improvement of International or National school teachers in the field of guided reading teaching of primary level students and the program over all.