**CHAPTER I**

**INTRODUCTION**

This chapter deals with background, problem statement, objectives of the research, and scope of the research.

1. Background

The use of ICT (information and communication technology) in education has become the most popular domain to be researched. It is proven by significant volume of research studies from all over the world that discuss about ICT-based learning. Nowadays, Web 2.0 as a part of ICT-based learning is judged as the most popular and effective electronic learning feature in terms of share and collaboration between users. Ho (2013, p. 312) explained that among the most recent developments of technology, the internet, which commonly refers to as Web 2.0 technology, has been embraced by educators. It is in-line with the statement of Suthiwartnarueput and Wasanasomsithi (2012, p.195) who reported that Web 2.0 technologies have been widely used as a supplementary learning tool in giving students an independence in learning.

Furthermore, it is explained that Web 2.0 technologies offer a possibility of user involvement in what makes up the internet. It can be said that ICT, including Web 2.0 technologies, has a big potential to be utilized as a media in teaching; that is to help the teachers in delivering contents and materials for students and to ease the students in learning the contents or materials that are uploaded in ICT tools.

Several ICT tools can be utilized in the domain of education. Learning management system (LMS), one of ICT tools that has the characteristics of Web 2.0, is seen as the best and effective management learning. Suthiwartnarueput and Wasanasomsithi (2012, p. 195) explained that Web 2.0 provides communication and data management resources that actively encourages new forms of collaboration and coordination of users. Rahman, et al (2010) explained that learning management system (LMS) provides an integrated platform for content, delivery, and management learning as well as accessibility by a range of users that may include learners, content creators, and administrators. Furthermore, she explained that the students use learning management system effectively although they came from various levels of educational background, age, marital status, course, level of thinking, computer skills, and so on.

Another research about the effectiveness of learning management system related to its implementation in educational domain is reported by Basioudis et al (2007). His research result showed students’ satisfaction with the use of learning management system which is associated with five variables such as lecture notes availability, online assessment, announcements, model answers, and online chat. As the implementation of learning management system is responded positively by the students in many research studies, it is possible to be said that learning management system supports and has the ability to assist and facilitate teaching and learning process.

One of favorite learning management systems that is potentially effective to be utilized in educational domain is known as Modular Object Oriented Dynamic Learning Environment or also known as Moodle. It is argued by Graf (2007) who states that learning management systems; such as WebCT, Blackboard, and Moodle, are commonly and successfully used in e-education. It is one of an electronic learning (e-learning) portal that can be obtained through <http://www.moodle.org/>.

Based on explanation that is quoted from the about page of Moodle, developer of this learning management system, it is stated that Moodle is a learning platform designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalized learning environments ([www.moodle.org](http://www.moodle.org)). Khan and Sharma (2012, p. 56) report that Moodle works when combined with face-to-face learning. It means that learning management system Moodle, as a kind of Web 2.0 technologies, has big potential to be used as a media that assists face-to-face learning in delivering contents/materials in order to facilitate the education process as well as the implementation of learning management system in general.

Argumentation of the researcher who stated that Moodle is a kind of Web 2.0 is verified by Kwok (2011, p. 251) who investigates college students’ participation in e-portfolio system that is created by adapting the ‘Advance Exercise of Moodle’ version 1.5 reported that e-portfolio which is created using Moodle as a Web 2.0 course management technology with self-assessment and tutor comparison elements was meant to be an interactive platform for students to gauge their performance and also an opportunity and self-reflection in response to teacher’s comments.

Although domain of education that has been integrated to the use of ICT has become popular in this modern era, it cannot stand as the single approach as it has some negative effects. Yaghoubi et al (2008, p. 92) reported the disadvantage of e-learning related to the technical domain of e-learning. In his research study, he sets technology issues factor as the highest rated of the disadvantage of e-learning system.

The other disadvantages of education-integrated ICT related to affective domain of the students is revealed by Saglam and Serth (2012) in their research study that cover teachers’ perception of students’ perspectives toward technology integrated English language teaching. He revealed the negative attitudes and emotions of the students in learning language integrated technology. It is explained that technology created a sense of isolation among students because when technology is integrated into teaching, it leads to a pause in student-teacher interaction due some pattern changes. Furthermore, he explained that students were too busy with their laptop and responded neither to their peers nor to their teachers. Nevertheless, the data showed that technology-integrated English language learning is perceived positively by the students as it has some contributions for students’ learning such as motivation, practicality, hands-on real life learning experiences, timely and consistent teachers’ feedback, opportunities to share learning outcomes, and peer learning and it caters for all learning styles.

Research results above is in-line with what Abdullah (2012) explains in his research study which was conducted in Fakultas Bahasa dan Sastra, State University of Makassar that showed positive responses from students toward the integration of Moodle in teaching Translation subject.

Students’ positive perception toward the implementation of ICT in education where blended or hybrid learning is used as teaching method is also reported by Bañados (2006) who reveals a substantial improvement in the students’ language skills, as well as high satisfaction levels with the entire communicative English program. Furthermore, he reveals high level of satisfaction from students while time allotment is responded negatively because students felt that they needed more time to finish all sections contained in a lesson.

By focusing on its positive effects, it indicates that hybrid learning method can be implemented as the solution to cover lacks of technology-integrated English language learning as hybrid learning combines traditional learning approach with ICT. Hybrid learning can simply be defined as the combination of conventional learning method with technology-integrated learning. It is in line with interpretation of blended or hybrid learning which is defined by Grgurovic (2011, p. 100) who defines blended or hybrid learning as face to face teaching and learning supplement component delivered through a learning management system. Related to the implementation of hybrid learning approach for teaching foreign language learning, LMS can be utilized only as a media for delivering materials and for interaction between teacher to students and students to the other students while the other parts of teaching and learning process is handled by the teacher in face to face method.

Although learning management system Moodle has been used in many universities in Indonesia, but this e-learning portal has not been applied to reading subject, especially for measuring students’ reading speed that is known as essential skills for students. However, the implementation of hybrid learning approach is relatively new in Indonesia. In addition, very little has been reported on EFL students’ reading speed.

Therefore, the researcher is fully attracted to explore in depth whether or not the implementation of hybrid learning method can enhance students’ speed reading rate and their comprehension to students’ satisfactory level.

1. Problem Statement

Based on the previous background, the researcher formulates a research question as follows: “Can students’ speed reading and comprehension be boosted by implementing rate-buildup reading, skimming, and scanning strategies taught by using hybrid learning method?”

1. Objectives of the Research

In relation to the problem statements above, the objectives of the research is to find out whether students’ speed reading and comprehension be enhanced by implementing timed-reading, skimming, and scanning strategy taught using hybrid learning method.

1. Significance of the Research

Research outcomes are expected to be valuable information in the implementation of hybrid learning approach related to the enhancement of students’ reading speed and comprehension in learning English reading.

1. Theory

Theoretically, this study is expected to give an insight and to stimulate the educational practitioners to consider and to adopt timed-reading, skimming, and scanning strategies in enhancing students’ speed reading and comprehension by implementing learning management system Moodle.

1. Practice

Practically, this research is expected to give a meaningful contribution for English teachers or lecturers, especially for lecturers who teach reading subject regarding to approach that is chosen in delivering reading contents or materials related to the enhancement of students’ speed reading and comprehension.

Therefore, the system which implements learning management system Moodle as learning media can be considered to be adopted in the effort of measuring and enhancing students’ speed reading and comprehension.

1. Scope of the Research

The scope of this research is restricted to the implementation of hybrid learning method in enhancing students’ speed reading and comprehension by adopting timed-reading, skimming, and scanning strategies.