CHAPTER I

INTRODUCTION

A. Background

The Indonesian government chooses English as the first foreign language to be taught in schools (Ramelan, 1992:3). By putting it as one of the subjects in the curriculum, "hopefully" students will have the ability for use English and when they have mastered it, they can get in touch with the International community. The aim at teaching English is to equip the students with some English knowledge. In order that, they can develop and enrich their knowledge through English program.

Most of people known that in the English language, there are four skills namely listening skills, speaking skills, reading skills and writing skills. The teacher taught the four skills to the student, but it cannot be using as a measure of student success in mastering English. Based on previous research and experience of teachers, I have seen the ability of the students in every aspect. The skills of students are less prominent. Therefore, the researcher needs to take attention carefully and accurately current issues in study English. It has expected to be a solution to teachers and students in learning English.

Therefore, the researcher tries to know from the side of the student's weakness. Therefore, the data has been obtained can be a reference to the researcher will then follow up on it. As for the steps taken by the researcher that is by getting

information orally from lecturers who taught the class, as a result the researcher is able to conclude that the data acquired.

Based on the interview with English lecturers at the University of Muhammadiyah Makassar, the researcher gave some questions that related to language skills achievement of students and students' interest for language skills. Firstly, the researcher got information about the percentage of students for four skills in English. Listening skill is 78%, speaking is 83%, writing is 75% and while reading is 65%. Therefore, the researcher decided that reading skill is the lowest rate from language skills achievement.

In another side, the researcher also tried to take data from the lecturer was about students' interest for language skills. Based on the interview with them, students' interest for listening skill was interested. Then, speaking skill is very interested, writing skill was average and reading skill was less interest for students. After seeing this data, the researcher had a big reason conducted the research in focusing for reading skill.

The data from above took from some lecturers who had been teaching those classes. It was also had been taken from 2 semesters and it started from the first and the second semester. Then, they jointly concluded that the class was having problems in reading, and problems mostly constrained the understood reading content and

students' interest was low. They all realized that the importance of new ways improved the ability of students in reading class to strengthen their comprehension.

So that, from the statement above, the researcher tried and prepared a new method, which was expecting to improve students' comprehension in the reading. As for the preparations was to shift the conventional way towards modern ways or using multimedia technology in teaching and learning processes. This research had been the focus on how technologies were able used as an intervention measure in classes where learners struggled with mother tongue reading comprehension. Mother tongue meant Indonesian capacity in learning reading and we tried to measure the learners' reading comprehension by using program/software. In specific software was evaluating and comparing learners' achievement and effectiveness in learning reading comprehension. In additionally, the researcher wanted to see students' interest in learning reading by using the software.

Recently university students learn English informal and non-formal ways. They were conscious how important English was in daily life; they had intention to master it in such a way that they could use that language to conveyed communication with other people around them. The purpose of this research was to know and investigated whether the teacher could improve students' reading comprehension by using technology in learning process. On the other hand, the researcher also conducted observation directly to the several classes majoring English education at the faculty of teacher training and education. It took to determine the students'

complaints and comments in the reading subject. Most of them said that the method or the way in the teaching reading was quite normal but sometimes boring and did not give interest to them as students.

Reading Comprehension is essential for academic achievement. Daniel, et.al. (2006: 508) stated that learners "with poor reading and accompanying academic difficulties may experience increasing frustration low self-esteem, and loss of motivation for learning as they progress through school". These negative effects are not only restricted to the school environment, but also affect learners' personal lives. It is thus imperative for all teachers to help learners improve their reading comprehension.

So far, most of English Lecturer has used "the traditional ways" in teaching reading. The teachers only gave the students instruction to read books (intensive reading) and then write down the information or to find out the main idea from books. This way give the students feel bored to study. Although, the lecturers had to follow the modern way to teach in this era, the Medias for teaching were blossom out to follow modern era.

Problems above always occur in the English learning environment especially in learning to read. The researcher conducted a survey and observation at the university especially in the University of Muhammadiyah Makassar. The researcher asked few times and sees the process of learning to read at the university. Moreover, the result was students sometimes complain of conventional learning methods and then students, in particular, want a new breakthrough in learning reading. This

research selected university students as the subject for this research. One of the reasons had choose university students because they were already familiar with technology and computers, it was easier to test a computer program with users did not introduce an unintended variable which needed to be addressed. The effectiveness of program, it was evaluated in terms of its ability improved reading comprehension.

Furthermore, using technologies or computer digital systems were included part of CALL (Computer as Assisted Language Learning). According to Delcloque (2000) that Computer-assisted language learning (CALL) is a form of computer-based learning which carries two important features: bidirectional learning and individualized learning. It is not a method. CALL materials were tools for learning. The focus of CALL was learning. Call's materials were used for teaching to facilitate the language learning process. It was a student-centered accelerated learning material, which promoted self-paced accelerated learning.

CALL originates from CAI and it was invented in 1970s. (Computer-Accelerated Instruction), a term that was first viewed as an aid for teachers. The philosophy of CALL puts a strong emphasis on student-centered lessons that allow the students to learn on their own using structured and/or unstructured interactive lessons. These lessons carry 2 important features: bidirectional (interactive) learning and individualized learning. CALL is not a method. A tool helps lecturers to facilitate the language-learning process. CALL can be used to reinforce what has been learned in the classrooms. It was also can be used as remedial to help learners with limited

language proficiency. The designed of CALL lessons generally took into consideration principles of language pedagogy, which might be derived from learning theories (behaviorist, cognitive, and constructivist) and second language learning such as Krashen's Monitor Theory.

According to Davies Graham (2007) that pedagogy is the study of being a teacher. The term generally refers to strategies of instruction or a style of instruction. Pedagogy is also occasionally referred to as the correct use of instructive strategies. For example, Paulo Freire referred to his method of teaching adult humans as "critical pedagogy". In correlation with those instructive strategies, the instructor's own philosophical beliefs of instruction are harbored and governed by the pupil's background knowledge and experience, situation, and environment, as well as learning goals set by the student and teacher. One example would be the Socratic schools of thought.

CALL approached for teaching and learning foreign languages whereby the computer and computer-based resources such as the internet used to present, reinforce and assess the material to learn. CALL made independent of the Internet. It could stand alone for example in a CDROM format. Depending on its design and objectives, it might include a substantial interactive element especially when CALL integrated with the web-based format. It was in the area of industrialization of teaching that was reigning now. The traditional face-to-face for teaching which is

based on interpersonal communication between the teacher and student is gone. However, the industrialized teaching was able to offer teachers with the opportunity of sourcing from the computer internet rather than being faced with the problem of materials. It might include the search for and the investigation of applications in language teaching and learning. Except for self-study software, CALL was meant to supplement face-to-face language instruction, not replace it.

Computers have been used for language teaching ever since the 1960s. This 40-year period can be divided into three main stages: behaviorist CALL, communicative CALL, and integrative CALL. Each stage corresponds to a certain level of technology and certain pedagogical theories. The reasons for using Computer-assisted Language Learning include experiential learning, motivation, enhance student achievement, authentic materials for study, greater interaction, individualization, independence from a single source of information, and global understanding.

The software used for researcher conducted research for reading comprehension was "Wondershare Quiz Creator Software". Wondershare Quiz Creator was software for making questions quizzes or test online (web-based). Use in the manufacture of Wondershare Quiz Creator, the matter was very familiar/user-friendly, making it very easy to use and did not requires difficult programming language skills to operate it. Results matter, quizzes and tests made/prepared by this software can be stored in Flash format that could stand-alone on the website. With

Wondershare Quiz Creator, users could create and developed various forms and levels of questions that different, the shape of right/wrong (true/false), multiple choices, charging said (fill in the blank), pairing (matching), Quiz with image areas and others. Even with Wondershare Quiz Creator could also insert various images (images) and Flash files (Flash movie) to supported learners in understanding working matter.

Some of the facilities available in Wondershare Quiz Creator, apart from the ease of use (user friendly) questions generated, among which

a. Facilities feedback (feed-back) based on the responses/answers from the test participants,

b. Facilities displayed the test results/scores and the steps that will be followed participants based test response/the answer is entered,

c. Facility changed the text and the language on the button and label accordance with the manufacturer about the desire,

d. Facilities included sound and color in a matter of about liking makers, and

e. Hyperlink facility, i.e. send results/scores test to email or LMS,

f. Facilities random item construction,

g. Security facilities with User account/password,

h. Facilities that displayed settings could be modified, etc.

B. Problem Statement

The problem of this research is formulated as follows:

1. Does the use of "Wondershare Quiz Creator Software" improve the reading comprehension of the third-semester students of English Education Program at the Muhammadiyah University of Makassar?

2. Does the use of "Wondershare Quiz Creator Software" interest the students in reading at the third-semester of English Education Program at the Muhammadiyah University of Makassar?

C. Objective of the Research

Based on the problem statements before, the objective of the study is "to find out: i) Whether or not the use of "Wondershare Quiz Creator software" improves reading comprehension of the students"; ii) students are interested in reading comprehension by using "Wondershare Quiz Creator" software.

D. Significance of the Research

The finding of the research is expected to provide information about the improvement of students' reading comprehension and teachers' reading techniques as the following points:

1. For teachers, the research findings will improve knowledge and teaching skill in improving students' reading comprehension, additionally students'

interest in learning of reading comprehension through "Wondershare Quiz Creator Software.

2. For students, the research findings will function as interest, motivation and encouragement to improve their reading comprehension through "Wondershare Quiz Creator Software.

3. For the next researcher and public, the findings will contribute as useful information on reading comprehension, especially for using multimedia, applications and software in teaching technique or devices.

E. Scope of the Research

In this part, the researcher is limited to the use of "Wondershare Quiz Creator Software" improves students' reading comprehension of the third semester of English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar in 2012/2013 academic year.

By discipline, this research is under applied linguistics. It is restricted on the teaching of English to the second-semester students of English Education Department, Faculty of Teacher Training and Education, the Muhammadiyah University of Makassar in 2012/2013 academic year.

By content, this research focused on the improvement of students' reading comprehension in terms of narrative text was applied in reading material and

investigating students' interest in learning of reading through "Wondershare Quiz Creator Software".

By activity, the researcher conducted research by using narrative text as the reading material. It selected because narrative could be written to teach or inform, changed attitudes or social opinions. Narrative sequencing people/characters in time and place but differ from the recount in that through the sequencing, the stories set up one or more problems that must eventually find a way to be resolved. The researcher taught the students how to improve their comprehension and interest through "Wondershare Quiz Creator Software" in learning reading.