

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the background of the study that describes the reason why the researcher conducts the study. It additionally states the identification of the problem that brings this research to a few cases, the scope and limitation of the study, formulation of the problems, the research objective of the study that presents the aim of the research. Finally, the definitions of the key term are given to avoid misunderstanding of those terms.

### **A. Background of the Study**

Learning English means learning its two aspects: skill and component (Heaton, 1989: 4). There are some components of learning English such as vocabulary, pronunciation, and grammar. Then the skills are reading, writing, listening, and speaking. All of the four skills are equally important to learn. It is because everything is related to each other so that they support each other to learn in other aspects. One of them is speaking. Speaking in English can help students in the listening aspect. The reason is, without realizing it, when the students speak, students also listen to what they say and the other person they are talking to. In addition, students will be richer in vocabulary because even if they don't understand what the other person is talking about, they will understand it through the context of situations and conditions. So, in the future, they can also use the vocabulary that was spoken by other people.

Next, this one skill, reading, really helps students improve their abilities in the other three aspects. When reading English texts, they will find

vocabulary words that they may never have known before. They can use the vocabulary that they get from reading in applying active skills such as speaking and writing. In addition, the more they get used to the vocabulary, the more familiar they will be when they hear the vocabulary used by other people in conversation, or when they want to use it in their other writings.

One of the active skills in English is also important and closely related to speaking skills, considering that both are active skills. The more often students get used to using their brain to process sentences and paragraphs in writing, the more familiar their minds will be with English. This will make it easier for them to speak. However, writing skills will also be supported by reading skills. Because the more students read, the more they will absorb the vocabulary that they can use in the sentences that they compose in their writing.

Slightly different from other skills, listening is always considered the easiest. Even so, listening will still be difficult if students are not used to listening to speech in English. This one aspect might feel easier if it is supported by aspects such as speaking. When talking, they will listen to what they say and what the other person is saying. In addition, reading skills also help them understand the context. So, when they can't hear the utterance as a whole, maybe they will understand the essence of the utterance through the context that you perceive.

To summarize, the four aspects or skills in English support one another. The four must be studied hand in hand so that all of them can be mastered equally, especially reading. Students can get various benefits by

reading, such as increasing knowledge, stimulating the brain, enriching vocabularies, and many others.

However, teaching reading is not an easy thing. Based on the author's observation, lack of student motivation is believed to be one of the main problems of learning reading. It is because the students have not found a moment why they have to learn this well and seriously. The author also found that the number of students who consider reading a difficult skill. This may be due to the students' previous minimal knowledge of English and the striking differences between English and Indonesian, especially in the vocabulary and content that they have to understand. As a result, they tend to be passive and hesitate to try it. This is exacerbated when they pay less attention to the lessons when the teaching and learning process takes place.

It also can be harder because students are easily bored to read. This situation depends on how the teacher uses the learning method and media in the classroom.

Choosing the learning media influences the success of teaching and learning English. Of course, all of the various types of media will not be used simultaneously in learning activities, but only a few. For this reason, it is necessary to select the media. For the selection of learning media to be appropriate, it is necessary to consider the factors and criteria, and steps for selecting the media. The criteria that need to be considered by teachers in choosing learning media according to Sudjana (1990: 4-5) are 1) the accuracy of the media for teaching; 2) support for the content of the learning material; 3) easy access to media; 4) teacher skills in using it; 5) time available to use it;

and 6) according to the students' level of thinking.

The researcher interviewed the English teacher of SMKN 2 Tulungagung on January 11, 2021. She observed the method and media used by the teacher in daily learning. She also observed the achievement of students grade X in reading comprehension. From the interviews; the researcher concluded that one of the causes which make learning to be ineffective is the media that teacher applied in teaching reading. The English teacher of SMKN 2 Tulungagung still used a conventional method in teaching reading like reading the text, asking students to find the meaning of a difficult word, understanding the content of the text, giving instruction to finish the worksheet, etc. Medias used by her were only books and board.

In addition, since 2020, Coronavirus Disease (Covid-19) has spread worldwide, including in Indonesia. The government suggested everyone wear a mask, wash hands, and keep social distancing. Through Circular Letter Number 4 of 2020, the Ministry of Education and Culture managed the Implementation of Education in the Coronavirus Disease (Covid-19) Emergency Period. One of the content is to study from home. Since then, the teacher has used Whatsapp Group to share materials, and tasks for the students.

Based on the observation above, the teacher needs to change the media of teaching to make students understand the material easily, especially in reading comprehension. The use of appropriate media in the learning process is expected to realize practical benefits such as presenting messages and information to facilitate and improve student learning processes and outcomes. The use of learning media is very important to support the success of the

learning process in the classroom, one of which is the use of computer-based media (Prasetya, et.al, 2008). This computer and internet-based learning media are called e-learning. One of the open-source software from e-learning that can be applied in the learning process is Moodle, the use of this open-source software Moodle does not require a fee or is free (Aryanti, 2013). Moodle was developed by Martin Gougiamas, which is a software package. It is e-learning software which is also known as Learning Management System (LMS). BrandI (2005: 19) stated that LMS is different from exclusive management systems because they allow to present information to learners in small units, assess what they learned, and an additional review of material or move to the next level. Moodle is used to hold or create training, practice exercises, or others on an internet-based system. Moodle stands for Modular Object-Oriented Dynamic Learning Environment. It means Moodle can create dynamic learning but it still prioritizes object orientation. Moodle facilitates the teacher in training students. They can give the HTML form for the students that they can practice and study more at home anytime. Moodle is a very appropriate medium to be applied during the Covid-19 pandemic which requires students to study from home. Learning that was originally face-to-face at school must turn into online learning to avoid the spread of the Covid-19 virus.

The study of the effectiveness of e-learning Moodle on reading comprehension has been conducted, which has contributed a lot to this research. First, the study conducted by Etry Suwandi, Refnaldy, and Havid Ardi in June 2013, entitled "*The Effectiveness of Using E-Learning Moodle for Homework in Improving Reading Ability of Grade X Students of SMAN*

*Padang*”. The result of the study showed the use of e-learning Moodle for homework is more effective in improving students’ reading ability. Second, the other study has also conducted by Hijril, Aceng, and Emzir in 2020 entitled “*The Effect of Moodle E-Learning Material on EFL Reading Comprehension*”. This study examines 27 EFL students of Muhammadiyah University of Mataram (UMMAT) ranged between 19 and 22 years old. The result shows that e-learning Moodle material effective in improving students’ learning outcomes on EFL reading comprehension. Third, a study about Moodle entitled “*Blended Learning; Incorporating Moodle into Classroom Reading Comprehension Activities*” has been conducted by Sri Wantoro in 2014. It investigated the use of Moodle to support face-to-face classroom reading-classroom activities. Students’ attitude toward the use of Moodle for reading comprehension activities is positive. It means that Moodle is an alternative technique to support face-to-face classroom reading comprehension activities in a blended learning context.

From the previous research, the researcher was interested to analyze the effectiveness of e-learning Moodle to know whether e-learning Moodle can be effective and affect the students’ reading comprehension of recount text to be applied in the Vocational School level especially in an online class due to Covid-19 pandemic situation. In addition, the previous researches compared e-learning Moodle and paper-based homework, while in this study; the researcher compared e-learning Moodle and WhatsApp Group application. The researcher also analyzed the effect size of e-learning Moodle application that was not analyzed on the previous studies.

Based on the reasons above, the researcher will conduct research entitled "The Effectiveness of E-learning Moodle on Students' Reading Comprehension of Recount Text in Grade X at SMKN 2 Tulungagung"

## **B. Scope and Limitation of the Problem**

Because of limited time, and power, the researcher focused to investigate the effectiveness of the application of e-learning Moodle on students' reading comprehension of recount text in grade X at SMKN 2 Tulungagung. The researcher chose this school because some of its missions are related to the research. Those are realizing the quality and professional educational institutions, producing graduates who can think logically, creatively, and create innovations in applying the knowledge learned, improving quality educational facilities under the development of curriculum, culture, environment, and technology, and building relationships with national and international businesses and industries. To realize them, the students need to get better quality in learning, especially in the technology. Besides, this school is chosen because this e-learning Moodle has not been applied significantly.

The subjects of this study were two classes of grade X SMKN 2 Tulungagung, the academic year 2020/2021. Those were grade X OTKP 1 class as the experimental group and OTKP 2 class as the control group.

The media used in this study was e-learning Moodle and the applications only focused on Recount Text based on the curriculum.

### **C. Formulation of the Problem**

Based on the background and identification of the problem above, the problems were formulated as,

1. “Is e-learning Moodle effective on students’ reading comprehension of recount text in grade X at SMKN 2 Tulungagung?”
2. “How is the effect size of e-learning Moodle on students’ reading comprehension of recount text in grade X SMKN 2 Tulungagung?”

### **D. Research Objectives**

Based on the formulation of the problem, the objectives of this research are to find out whether students taught by using e-learning Moodle perform better on reading comprehension of recount text than those taught by using the traditional method for grade X.

There are two kinds of hypotheses. Those are the Null Hypothesis ( $H_0$ ) and Alternative Hypothesis ( $H_a$ ). This research formulates both hypotheses to be tested as follows:

1. The Null Hypothesis ( $H_0$ ):
  - a. E-learning Moodle is not effective on students’ reading comprehension of recount text in grade X at SMKN 2 Tulungagung.
  - b. The effect size of e-learning Moodle on students’ reading comprehension of recount text in grade X SMKN 2 Tulungagung includes to the low effect.
2. The Alternative Hypothesis ( $H_a$ ):
  - a. E-learning Moodle is effective on students’ reading comprehension of recount text in grade X at SMKN 2 Tulungagung.



- b. The effect size of e-learning Moodle on students' reading comprehension of recount text in grade X SMKN 2 Tulungagung includes to the large effect.

## **E. The Significances of the Research**

In general, the significance of the study is to give benefit for English teachers as information dealing with teaching media in teaching reading. English teachers can implement e-learning Moodle to teach reading as one of the teaching media alternatives. In addition, this research is expected to inform the teacher to be more innovative in teaching.

For the next researchers who are interested in researching the same issue, further experimental study related to e-learning Moodle can be conducted in different areas of language skills and it can be observed in the different levels of students.

## **F. Definition of Key Terms**

### **1. E-learning Moodle**

E-learning Moodle refers to a platform that stands for Modular Object-Oriented Dynamic Learning Environment. It is created specifically as a learning management system. It can make teaching and learning activities more effective because teachers may add pictures, videos, or sounds to make the appearance of the exercises more interesting for the students so that students do not feel bored in doing the exercises.

### **2. Reading Comprehension**

Reading is a fluent process of readers combining information from a text and their background knowledge. It is an active process that needs an

effort to understand something. The readers are paying attention and working on understanding and interpreting what they have read. Reading comprehension is the only term referring to reading skill through the important thing is not on the pronouncing or load reading, but it is the understanding the main ideas and the implied information of the text.

### **3. Recount Text**

Recount text is a text that tells the readers about past events based on their sequential or chronological order. There are four kinds of recount text. Those are related to the historical event and the biography of a figure. Both of them used simple past tense and chronological connectors.