CHAPTER I

INTRODUCTION

This chapter presents background of the research, research problem, research objective, research hypothesis, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Research

Nowdays the role of technology in entire sector is great. Technology gave important influence to our society and the world generally. Technology progression is exceedingly rapid in all sectors and it is almost not limited by the space and time. Especially for education, technology brings many changes and creates new chance of education world revolution.

Beimers (2014:3) argues that technology is changing. Education is changing overtime. The resources available are changing. The role of the teacher in education is changing. The role of the student in education is changing. Educators must be prepared to teach a new kind of student. "Today's students are no longer the people our educational system was designed to teach" Prensky (2001:1). Teachers may be "immigrants" of technology, but 21st century students are "natives" of technology.

According to Prensky (2001:1) in Beimers (2014:1), "today's students think and process information fundamentally differently from their predecessors". Twenty-first century students do not learn the same way as their teachers did when they were students. Yet most schools continue to teach without taking into account the needs of the 21st century student. The same is

true in the reading classroom. Changes need to be made to better meet the needs of the 21st century reader.

According to McHugh (2013:1) in Beimers (2014:4), teachers in all areas of education are continually dealing with a student make-up that are more wired and that grew up in a techno-drenched environment that has trained them to think and process information in very different ways. McHugh (2013:1) indicated that 21st century students learn differently and may need different learning tools to be successful. "Today's brains are shaped by various information streams -- sometimes referred to as memes --constantly popping and sparking and competing for attention. This new generation of digital learners -- call them the MEdia Generation -- take in the world via the filter of computing devices" McHugh (2013:1).

The changes made to meet the needs of the 21st century student must also be made in the reading classroom. Cadena (2006:14) argues that reading is a process that we use to gather information for some porposes. It is a way of interacting with text and constructing meaning based on previous information, knowledge, and experiences. According to Goodman (1996) in Cadena (2006:14), reading involves connecting in meaningful way to the schema we have and predicting new meaning from prior experiences. When the reader organizes the information and responds to it as they interact with the language of the text, readers develop some strategies that they feel comfortable with.

Reading may be one of the single most important skills that a person can possibly acquire. The National Reading Panel has stated that there are five

specific practices that teachers should be using when teaching children to read or when helping them improve their reading skills. These practices are phonemic awareness, instruction in phonics, guided oral reading practice with feedback, vocabulary instruction, and comprehension instruction (Prado & Plourde, 2005) in Harvey (2013: 2) of these five practices, the most important may be reading comprehension. Reading comprehension requires the reader to actually know and understand what they are reading.

Reading comprehension is very crucial to be mastered. The importance of reading comprehension based on expert above is to integrate accessed knowledge with information of the text. It means that a reader can interprate new information into memory structures. A reader may also make inferences to the texts they are-reading so, they will understand the core of the texts. By understanding a text, of course a reader seems to recall their new informations.

Prior to the English Curriculum 2004 the objective of teaching English was developing communicative ability embracing four language skills. One thing should be considered is that reading skill included in Indonesian Curriculum beside listening, writing and speaking skill. However, reading skill in Indonesian Curriculum seems to have stronger position since it has a big portion in Indonesian National Examination. Here, students' achievement toward reading comprehension needs improvement.

Many Indonesian students find it difficult to further understand and enhance what is taking place in and around reading instructions deal with their

low interest in some-reading texts. It seems that students now days are not interested in reading partially because they do not understand the information they read with. Thus, it just become a boring time to spend with books of collection of meaningless words.

Reading comprehension needs students' high interest or expectation. Interests and goals have been identified as two important motivational constructs that influence students' engagement and achievement in learning. Without students interest, the teaching learning process will means nothing. It influences the students' achievement in learning very much.

Robb (1995) in Cadena (2006:14) says, putting the right book into a child's hand does not guarantee that the child will engage with it. To bring a child to understand what he/she has read they have to achieve several other aspects such as; experience the pleasure of reading, read stories, make prediction, visualize character, talk about plot twists, imagine story settings, emotionally respond to characters and think with new information.

After the pilot program implemented at the Tecnologico de Monterrey in San Luis Potosi, Mexico, Martinez-Estrada and Conaway (2012: 133) stated, "We conclude that the tablet device increased student engagement in the learning process in our study, improved student satisfaction and experience in the courses using the Kindle, and appealed to a new digital generation of students". One way to meet the needs of the 21st century student in the-reading classroom may be the use of interactive e-reading over traditional printed text.

The electronic book was born in 1971. According to Lebert (2009:4) the electronic book is already over forty years old, but it has had a short life compared to the traditional printed book. Printed text has dominated the classroom until recently. Now, computer companies are racing to develop the most new and improved e Reader.

E-reading tools refer to the hardware and software used to display electronic text on a computer screen or other devices that support its application on learning process. It has become a part of curriculum which usually integrated by textbook. It will bring some benefits such it can increase the students' interest in reading comprehension instruction, the students will be easyly understand the texts through the visualizations and another one is that it can reduce the students' boredom. So, by utilizing e-reading tools can posibly bring better effect to students' achievement.

The evidence of successful implementation of e-reading is gotten from Febrianza's study in 2014 by conducting a research for her thesis. It is under title The Use of Graphic Organizer to Improve The Eight Years Students' Ability in Reading A Descriptive Text at MTS Assyafiyah Gondang in Academic Year 2013/2014. Further, one of the major findings in e-book of a research conducted in 2011 by the German reading foundation Stiftung Lesen on the Potential of E-Readers in the Promotion of Reading. For children of four classes (grade 6) of different comprehensive schools located in the Rhine-Main Area has been examined during one year. From the perspectives of children, e-readers give books a "cool" and modern image. With the use of e-

readers, reading becomes more appealing for children and teenagers. Therefore, the use of this technical device will surely play a major role in tomorrow's promotion of reading.

In fact, to emphasize the use of e-reading let us take the example of the use of e book. According to Weber and Cavanaugh (2006:59), E Books can provide an avenue for parents and teachers to help gifted readers grow intellectually. By using e Books, teachers, parents, and students can create often at no cost, a greater diversity in the available reading material; including materials at a wide range of readability levels. These electronic forms of books and libraries are expanding opportunities for students to have access to books. Using these resources, a reader can often find related titles, such as other books in a series or by the same author, which may not be available at either the school or local public library.

It is true that the appropriate use of technology in the classroom can be appealing to educators. The compatible technology can also attract students' intention and motivation then make a good influence to their achievement. However, the case is different from MA Terpadu Al Anwar Durenan Trenggalek so that it brings the curiosity to the researcher to conduct a research there. The difference is in the uniqueness of that school itself. The background of the school is boarding school. The students are prohibited to bring and use any kind of electronic gadgets such as hand phone, tablet, laptop, MP3 radio, etc. When it comes to the learning process, the dominance of the teacher is great whether the students are tending to passive. In addition,

Teacher seldom uses the teaching media provided and available in that school. Whereas, the school has complete facilities like multimedia room, language laboratory, computer laboratory, LCD projector, etc. The condition is much different from the public school with technology oriented.

From that explanation, the researcher tries to investigate the significant effect of using e-reading tools on student's achievements in reading comprehension instruction on the basis of their high interest. The researcher uses experimental research design in order to get the data.

Based on the study above, the researcher carries out a research entitle: "**The Effectiveness of E-reading Tools toward Students' Achievement in Reading Comprehension at Secondary Level**"

B. **Formulation of Research Problem**

Based on the background of the research, the main purpose of this research is to find the effectiveness of using e-reading teaching tools in order to help the student to build up their interest to comprehend reading passages. The research problems are formulated as follows:

1. How is the students' reading achievement before being taught by using e-reading tools?

2. How is the students' reading achievement after being taught by using e-reading tools?

3. Is there any significant difference of students' achievement before and after being taught by using e-reading tools?

C. Objectives of the Research

Based on the research problem above, the objectives of the research are as follows:

1. To know the students' reading achievement before being taught by using e-reading tools.

2. To investigate the students' reading achievement after being taught by using e-reading tools.

3. To find out whether there is a significant difference between the students' reading achievements before and after being taught by using e-reading or not.

D. Research Hypothesis

1. Alternative Hypothesis (Ha) states that there is significant difference of using e-reading tools on student's achievements in reading comprehension instruction on the basis of their high interest.

2. Null Hypothesis (H_0) states that there is no significant difference of using e-reading tools on student's achievements in reading comprehension instruction on the basis of their low interest.

E. Significant of the Research

This research is expected to give good contribution for:

a. Institution

The result of this research can increase the teaching learning process to be more effective.

b. The Students

The result of this research can support the students to increase their reading interest as good reading habit so they can decress their difficultis to study English in the higher level.

c. The English Teacher

This research result is expected to improve the English teacher's knowledge on the use of various strategies in teaching English, especially reading comprehension through e-reading.

d. The Future Researcher

This research result is expected facilitates the future researcher to be a reference in conducting further studies in applying an enjoyable teaching tools using e-reading on other language skills or language components.

F. Scope and Limitation of the Research

There are many factors that influence students in comprehending reading pessages. One of them is utilizing the tools of reading. Therefore, the scope of this research is focused on e-reading tools due to the fact that their reading achievements are still low.

The limitation of this research is students' achievement in reading comprehension instruction of second semester of ten grade students at MA Terpadu Al-Anwar Trenggalek in C class by using e-reading tools. The students' achievement is examined by pre-test and post-test.

G. Definition of Key Term

In order to give clear definition and as guidance for the readers to understand this research, the definitions of key term are given here:

a. E-reading Tools

E-reading tools refer to the hardware and software used to display electronic text on a computer screen or other devices that support its application on learning process. In this research, the researcher try to use electronic pessages or digital reading pessages that may display pictures, character visualization, story setting images, etc. The aim is to give students experience of reading pleasure, then the students seem to emotionally respond to the characters, plot, setting, events, etc. So, it will help students learn to read comprehensively. Then, the students achievement can possibly improve.

b. Reading Comprehension Achievement

Reading comprehension achievement is score that's taken from testing the students during the research activities. In this research there are two kinds of students score. They are pre test score in which taken before doing any kind of treatments and post test score in which taken after doing treatments to the students.