

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the paper. It includes background of the study, statements of the problem, aims of study, hypothesis of study, scope of study, significant of study, and organization of the paper.

1.1 Background

Reading is very important for students' knowledge development, because it is a basic skill in learning English. It is supported by Farr (1984, cited in Turangan, 2008), stating that the ability of reading becomes essential in educational world. Students will interpret reading materials based on their knowledge and understanding. Moreover, Moats (1999:7) believes that reading is the fundamental skill upon which all formal education depends.

Reading is more than just read a paragraph or texts but it consists of understanding or comprehending the meaning of the text. The main purpose of teaching reading is comprehension (Kirby, 2007). It is in line with one of the objectives of teaching reading in high school.

Considering the importance of reading, a good and interesting teaching method is necessary to increase students' reading comprehension. Teachers are required to figure out the method and strategies for enjoyable reading. Leipizing (2001) states that if reading is not enjoyable, the student will prefer not to read.

Therefore, not only the strategies for comprehension needed, but also the strategies to increase and to keep the reading motivation.

Using e-learning for language teaching is mostly beneficial for reading activity. Warham (2009) develops variety of ways to enhance the teaching reading particularly. These might be included: using programs designed to enhance students' understanding of text, designing website, and creating online text such as email and blogs.

Students read electronic texts in e-learning. Electronic text is a text which is constructed and displayed on a computer screen (Papert, 2008:417). Reading using electronic text is highly engaging and interactive. Moreover, Papert (2008:419) argues that electronic text often enhances learning. When electronic text and print resources are combined, they create powerful environments for learning. Reading with computers or electronic text allows students to access and retrieve information, and interact with others by using social networking.

Furthermore, many studies about the use of e-learning in education have been conducted so far. Fouts (2002 cited in Tinio, 2002: 17) shows that the use of computers as tutors, for drilling and practicing, and for instructional delivery, combined with traditional instruction, results in increasing learning in the traditional curriculum and basic skills areas. Students also learn more quickly, demonstrate greater retention, and are better motivated to learn when they work with computers. In addition, Evans et.al (2009) and Jati (2010) say that information and communication technology has positive impact upon both teaching and learning in the English classroom. Besides, Foster and Clark (2005)

believe that students prefer reading the material through website or electronic text to printed text outside the class. Electronic texts are more engaging and interesting. Hence, website or electronic text can be used as an effective medium in teaching reading.

Based on the description above, this study investigates the effectiveness of using e-learning in improving students' reading comprehension of narrative text. This study also aims to find out students' responses toward the implementation of e-learning in teaching reading narrative text.

1.2 Statement of the problem

Based on the background of the study, the problems to be inspected are:

1. To what extent can e-learning help to improve students' reading comprehension of narrative text?
2. What are students' responses towards the use of e-learning in teaching reading?

1.3 Aims of the study

The aims of this study are to find out whether the use of e-learning is effective in improving students' reading comprehension of narrative text and to find out the students' responses towards the use of e-learning in teaching reading narrative text.

1.4 Hypothesis

Hypothesis is the tentative answer from the research problem until it is proven with calculated data. The hypothesis of this study is null hypothesis; there is no significant difference in students' reading comprehension in learning narrative through e-learning method and conventional method. The hypothesis is formulated as follows:

$$H_0 : \bar{x}_1 = \bar{x}_2$$

1.5 Scope of the study

This study focuses on the realization e-learning as a complement in teaching narrative text to the first grade senior high school students. Moreover, this study is going to find out the use of e-learning in improving students' reading comprehension of narrative text. This study uses blended learning where it is a mixture of online and face-to-face learning.

1.6 Significance of the study

This study is expected to enrich the theoretical development of studies using information and communication technology (ICT) especially e-learning as a media of teaching and to become reference for the next researchers who are interested in research related to use ICT in improving students' reading comprehension of narrative text.

Practically this study is expected to contribute to the development of teaching and learning English with ICT and to give some valuable input to the development of teaching reading using ICT especially e-learning.

In addition, this study may also give benefits to both the students and the teacher. Learning English through e-learning gives them experience which cannot be obtained from conventional classroom.

1.7 Organization of the paper

This paper will be arranged in five chapters.

Chapter I Introduction

It provides the information on the background of the study, study question of the study, aim of the study, scope of the study, hypothesis, significance of the study, and organization of the paper.

Chapter II Literature Review

It describes the relevant theories for the study.

Chapter III Research Methodology

It outlines the method of the study. This includes the study design, population and sample, data collection including study instruments and procedures as well as data analysis.

Chapter IV Finding and Discussion

It presents the findings of data that have been collected to deduce it.

Chapter V Conclusions and Recommendation

It provides conclusions of the study and recommendations for further study.