CHAPTER I

INTRODUCTION

1.1. Background of the Study

In this globalization era, to be able to communicate using some international languages such as English, Chinese, German are demanded. However, most students know that mastering English is one of difficult things to do because they are not using that foreign language in their daily life. So if they want to master the language, they have to read a lot. However, the ways most Indonesian teachers teach sometimes make their students less interested. In order to overcome those problems, lecturers and teachers, especially teacher candidates, must understand the nature of language acquisition.

Among all language skills, reading is considered as the most important skill. It is the foundation for improving of learning. It means that comprehending reading texts or passages is essential for students, especially junior high school students. Students have to get used to read English texts a lot to develop and increase their knowledge. It is also because reading a foreign language is more difficult than reading a native language. Sometimes students can understand the meaning of all the words in the reading passage but they have difficulties in comprehending the meaning of a whole reading passage.

The developer observed the process of teaching and learning English in St. Yustinus de Yacobis Junior High School Krian grade 8. The teacher used a textbook as a source of teaching English. Though materials are varied, the source is still limited on textbooks. The method

used by the teacher for teaching reading in daily time is almost the same. The teacher asked the student to read the passage, then answer the following questions from the passage, retell the passage using their own words, work in group to discuss a passage and write new vocabulary. As a result, when the teacher taught them a reading passage, they were busy with their own stuff or their friends. They did not pay attention on the teacher's explanation. The developer noticed that students had less interest in the reading section. Sometimes the teacher used a computer to present the material from the book. At first they were interested because the presentation was attractive but then they were bored because they still had to do the exercise on the textbook.

The developer noticed that presenting reading material using computer attracted the students' attention and interest. The students required direct interaction with the computer. Actually, this school is equipped with the English laboratory but there is no English reading courseware attractive, motivating learners, easy to learn and individualized. In fact, good courseware can provide the students with direct feedback where workbooks cannot.

In this research, the developer focused on teaching reading descriptive texts. Descriptive text is one of text types that should be taught in the first semester of eighth grade students. It can be an interesting text to learn because it has some topics such as describing things, persons, places, animals, etc. The students can imagine the thing which is described in the text through the choice of the word that makes it seem real. In other word descriptive text is vivid, colorful and detailed.

Based on the observation above, learning using computer was more interesting than using the textbooks. Computer can be used not

only for teaching listening but also for teaching reading. We can create some models to teach reading. As stated by Pramono (1996), unlike books, electronic learning material that is effectively designed will facilitate the achievement of desired learning outcomes. Furthermore, learning by using computer will enable learners to choose the preferred topic, according to their level of ability and will advance learners' motivation in learning.

Thus, the study conducted by the developer is to develop interesting and motivating learning courseware to help improve the reading skill, especially descriptive text of the students of St. Yustinus de Yacobis Junior High School Krian.

1.2. Statement of the Problems

Based on the background of the study above, there are some problems to overcome. They are:

1. There has been no CALL software used for teaching reading especially descriptive text for eight grade students of St. Yustinus de Yacobis Junior High School.

2. There is no available computer software for teaching reading that is designed to be interesting, motivating, individualized, and as an easy-learning source for eight grade students of St. Yustinus de Yacobis Junior High School.

3. The eight grade students of St. Yustinus de Yacobis Junior High School experience boredom in teaching learning activities in the classroom which results in the students' motivation in learning English through reading English books.

1.3. Objectives of the Study

The aim of this study is to produce reading courseware for learning descriptive text for eighth grade students of St. Yustinus de Yacobis Junior High School Krian. Specifically, this study is aimed at producing reading courseware which:

1. Is suitable for teaching reading especially descriptive text to eight grade students of St. Yustinus de Yacobis Junior High School.

2. Is interactive, interesting, motivating, individualized and can be particularly used by the eight grade students of St. Yustinus de Yacobis Junior High School.

3. Can reduce boredom in reading activities experienced by the eight grade students of St. Yustinus de Yacobis Junior High School.

1.4. Specification of the Developed Product

This courseware is developed as an alternative learning resource. It can be used to improve reading skill. The developed courseware uses Drill and Practice that allow the learners to read the passages and do exercises after reading the passages. It consists of two main parts: Tutorial and Exercises. The first part is Tutorial. It consists of four tutorials and four practices. The second part is Exercises. It consists of describing people, describing objects, describing animals, and describing places. Each part of descriptive text consists of four exercises, such as multiple choice, true false, matching and fill in the blank.

1.5. Significance of the study

      The result of this study is expected to give contribution to students, teachers as well as to the institution where this product is developed. Moreover, the development of reading courseware is expected to improve the student's motivation in learning English, especially descriptive reading comprehension text. The development of this learning courseware has some advantages. They are:

1. The reading courseware can be used as an alternative learning resource for the students in learning English reading skill in St. Yustinus de Yacobis Junior High School.

2. This reading courseware can be used for self-learning as well as for learning with teachers.

3. This reading courseware is provided with interactive and informative feedback that can motivate the students.

4. This reading courseware uses linear program. With this program learners learn through one frame to another frame, or to other unit lesson. Nevertheless, there are also some branching parts which make it possible for the students to get back into the last finished task where they had left. In this case, the students can leave or continue learning with the program at any time it suits them.

1.6. Assumptions and Limitations of the Study

      In developing this reading courseware for learning reading for eighth grade students of St. Yustinus de Yacobis Junior High School Krian, the developer noted down some assumption as follow:

1. The development of the reading courseware is based on needs assessment and produced to improve self-learning process in Reading comprehension.

2. The learning process with this reading courseware will be more effective and more efficient for the students who have computer skills.

Based on the assumptions above, the developer of the reading courseware, considers some limitation of the product development. The limitations are:

1. This reading courseware, as just an alternative source, is used to improve the students learning ability in reading comprehension, especially eighthh grade students of St. Yustinus de Yacobis Junior High School Krian.

2. The development of the reading courseware is based on the condition at St. Yustinus de Yacobis Junior High School Krian, so it might be unsuitable for other school.

1.7. Theoretical Framework

This study is based on the concept that technology can be conceptualized as affording tools that teachers can deploy in their quest to create young readers who possess the higher levels of literacy skills and background knowledge demanded by today's information society. (Biancarosa and Griffiths, 2012)

1.8. Definition of Key terms

To make the title of this proposal clearer, the developer will define some of the terms used. They are:

➢ Descriptive text

Descriptive text is a kind of text with a purpose to give information. (Gerot and Wignel, 1994) The context of this kind of text is the description of particular thing, animal, person, or others. It differs from report which describes things, animals, person, or others in general.

➢ Reading

Basing on Elizabeth Edwards, reading is one the four language skill (listening, speaking, reading and writing) which is important to be learned and mastered by every individual.

➢ Reading comprehension

Grabe & Stoller (2002:17) state that reading comprehension is the ability to understand information in a text and interpret it appropriately. Reading comprehension is the process through which the dynamic interaction of the reader's background knowledge, the information inferred from the written language, and the reading situation context is constructing meaning (Dutcher 1990)

➢ Courseware

Basing on Harold (1981:92) *courseware* is a term that implies a product definition. It refers to materials of instruction that organize application programs administered by computer. Besides, it is used to describe additional educational material intended as kits for teachers or trainers or as tutorials for students, usually packaged for use with a computer. It can refer to the entire course and any additional material when used in reference an online or 'computer formatted' classroom.

➢ Computer Assisted Language Learning (CALL)

CALL is an approach to language teaching/learning in which computer technology is used as an aid to the presentation, practice,

reinforcement and assessment of material to be learned, usually including a substantial interactive element.

1.9. Organization of the Thesis

This thesis is divided into two parts. The first part is the report of the development process and the second part is the product development in the form of CD-ROM that contains reading courseware.

The first part, the report of the development process, consists of five chapters:

Chapter I, Introduction presents (a) background of the study, (b) statement of the problems, (c) objectives of the study, (d) specification of the developed product, (e) significance of the study, (f) assumptions and limitations of the study, (g) theoretical framework, (h) definition of key terms, and (i) organization of the thesis.

Chapter II Review Related Literature discuss the nature of reading and nature of CALL.

Chapter III presents procedures of the development, comprising two parts. The first part is about procedures of the product development, and the second part is about try-out of the developed product.

Chapter IV presents the report on the developed courseware (a) needs assessment analysis, (b) the result of the development of the materials (c) the result of the Reading Courseware (d) results of the product's try out, and (e) revision on the product, (f) conclusion of the try out.

Chapter V provides conclusion and suggestions taken from summarizing the result in the chapter IV.

The second part of the thesis is the product of the development in form of compact disc (CD) that contains reading courseware material

for learning reading for eighth grade students of St. Yustinus de Yacobis Junior High School, which consists of two main parts: Tutorials and Exercises. The first part is Tutorials, it consists of four tutorials and four practices. Tutorial 1 consists of 3 definitions, 3 language features, 3 purposes of different text type. Tutorial 2 explains about the definition and the language features of descriptive text. There is one example text of describing thing. Tutorial 3 explains about language features and generic structure. Tutorial 4 explains about general definition of adjective, basic type of adjective, and example of adjective order.

The second part is Exercises, which consists of describing people, describing objects, describing animals, and describing places. Each part of descriptive text consists of four exercises, such as multiple choice, true-false, matching and filling the blank.