

# **Chapter I**

## **Introduction**

### **I.1 Background of the Development**

Reacting to the global development of technology and the increasing use of English in many parts of the world, English Department of Teacher Training and Education, Faculty of Widya Mandala Surabaya Catholic University has a point of objective to produce English teachers for primary and secondary schools. This objective is somewhat focused to answer the demands of the globalization and the use of English. To carry out that objective, the teacher candidates are to be given appropriate knowledge and skills so that the competence of being an English teacher is theirs and in practice they are then to make their pupils learn English. However, in line with their attempts to master language skills and be able to teach English, teacher candidates are to understand the nature of acquiring language.

Language acquisition consists of two types, i.e., receptive skills and productive skills. Receptive skills are those as what we have called them Reading and Listening, while the productive skills cover Writing and Speaking. However, to start producing something, in this case writing and speaking, language learners must receive input by reading and listening, in which they will start to gain new knowledge to be used to produce some words, phrases or a sentence. Therefore, by starting to put attention on the teaching of reading more seriously, the

development of language learners' acquisition in English will improve automatically.

The teaching of reading nowadays, however, meets many hurdles that give impact on the students' achievements in English language classrooms. This, of course, is caused by numbers of factors. One of those factors is the teaching and learning process itself. Since this process is a systematic process, every component is influencing one another toward the students' achievement. The fact of the teaching of reading, for example in Reading classes in English subject of Gloria Christian Junior High School, shows that students are less interested in the material given and to how those materials are presented to them. Though materials are varied, the source is still narrowed on textbooks. As students' motivation to read is falling, their scores in English especially in Reading class also show significant declination. Moreover, to some extent the students seem to neglect instructions in English tests, as they are less interested in reading. This fact is then identified as the flaws of the material or the learning sources, in which they are less interesting, and less motivating. Yet, the essence of learning is that the students learn, which means students have to interact with the sources of learning which is used to gain the objective. In this case, alternatives to cope the problem should be taken.

As a controlling thought, there is a finding that every class has students with different competences. Thus, there should be a technique to facilitate the teaching to be effective above all diversity in the students' aptitude as also in line with it. To fulfill this need, that a plan of learning should pay attention to

individuals, an interactive source as so-called CALL is developed to give the learning material an entertaining and enjoyable touch.

The Computer-Aided Language Learning serves the edutainment and gives more credit in individual learning, which raises the motivation of the learners to learn more. In this way, learners are then having the freedom to learn according to their own needs and capacity or interests.

Seeing the advantages, the developer tries to develop a teaching material which gives freedom to the learners to learn according to their capacity and needs with a multimedia aid along with it. The lesson Unit that is to be developed using the CALL here is Reading Comprehension.

This developmental research is hypothetically to be used to handle the problem about the source of learning for the Reading class, especially at the Gloria Christian Junior High School Surabaya.

## **I.2 Statement of the Problem**

In accordance with the background of the study, there are problems to cope with. They are:

1. The students of Reading class of Gloria Christian Junior High School experience boredom in the teaching and learning activity in the classroom, which give impact on the students' motivation to learn more and especially on their grades.

2. The limitation of learning sources at Gloria Christian Junior High School, especially for Reading class. In this case the sources are still narrow on textbooks, which do not support the interactive learning.
3. There is no available computer software for Reading that is organized for being interesting, motivating learners, being an easy-learning sources, and individualized.

Paying attention on the above problems, an alternative learning source or material, which give credit on individuals' diversity in learning and motivate learners with the feel of enjoyment, need to be developed. Computer Aided Language Learning is considered to be essential as a kind of troubleshooter of the problems.

### **I.3 Objective of the Development**

In compliance to the problems faced in the English teaching and learning field, which have stated in the previous part, this developmental research has the objective to produce Computer Aided Language Learning software as an alternative learning source that can be used to deal with the student's learning problems especially toward the limitation of the learning source, which supports self-learning and able to increase the student's motivation in Reading class at the Gloria Christian Junior High School Surabaya.

#### **I.4 Specification of the Product**

The CALL software that is going to be developed has the following specification:

1. This software is developed to be used as an alternative learning resource and not a primary resource, though it introduces new material in a new technique.
2. The developed software adopts the Drill and Practice type, in which learners will face reading passages and several kinds of exercises. The developer chooses to use this type since it is the most suitable type of CALL for teaching and learning Reading.
3. The design used in this software is the Linear Design or also called as the Skinnerian Program. However, there is also a Branching part which makes possible for the students to get back into the last finished task where the learner had left previously. In this way, the learner can leave or continue learning with the program at anytime it suits them.

- o Linear design

CALL software developed using the Linear design is based on the theory of B.F. Skinner, the Stimulus-Response theory. In Linear program, learner walks through one frame to another frame, or to other lesson unit.

4. The developed software has the components that give possibilities for the students to learn in a relative ease. The components are: (a) triggering materials, (b) pretest and feedback, (c) learning objectives, (d) content

materials and exercises, (e) feedback and/or reinforcement, (f) posttest and feedback, and (g) review.

### **I.5 Significance of the Development**

The development of this CALL software is conducted to cope with the teaching and learning problems. It is an effort of producing and adding the limited learning material that really pays attention on the diversity of individual ability in acquiring language. Furthermore, this CALL software is developed to encourage student's motivation in learning, and mostly to learn Reading in individual way.

This CALL software development is important since it is hoped that it will give benefits as follows:

1. The software will be used as an alternative learning material in the teaching and learning of Reading, especially in the Reading class in Gloria Christian Junior High School Surabaya.
2. With the Linear design, it is hoped that this software can give possibilities for student to learn much better, as well as improving his/her own knowledge by interacting with the software.

### **I.6 Assumptions and Limitations of the Development**

In developing the CALL software for teaching Reading, the developer noted down some assumptions as follows:

1. To motivate and make the learning easier, learning resource should provide “real opportunities, and a minimum of guidance, in stimulating, and non-threatening context (Estey, 1986)”.
2. The development of the CALL software is to be based on the needs analysis, and produced to encourage the self-learning of English Reading.
3. Pretest and posttest are considered valid that they can be taken to measure the effectiveness of the product.
4. The try-out questionnaires’ result is considered valid, in which it is based on the subjects’ opinion toward the product.
5. The effectiveness of the product will be higher for the student with higher knowledge and ability in computer.

The assumptions stated above leads to the considerations of the developer toward the limitations of this development. The limitations are as follows:

1. The software, as an alternative learning source, is limited on the teaching and learning of Reading only, especially for the teaching and learning activity of Reading class at Gloria Christian Junior High School Surabaya.
2. The software is developed based on the conditions at Gloria Christian Junior High School Surabaya, and will be tested there.
3. Institutions other than Gloria Christian Junior High School Surabaya, under the same conditions or better, can use the final product.

## **I.7 Definition of Key Terms**

To avoid misinterpretation of terms in this study, there is a term that should be given explanation. It is as follow:

*CALL (Computer-Aided Language Learning)* is a teaching process directly involving a computer program in the presentation of instructional materials in an interactive mode to provide and control the individualized learning environment for each individual student. In this developmental study, the CALL software developed for reading, will have mainly designed using Linear or Skinnerian Design, and also a Branching design that provides learners with opportunities to restart, continue or choose areas that the learners had finished or had left previously.

## **1.8 Organization of the Thesis**

This study consists of two parts. The first part is the analytical report of the development process and the second part is the product development in a form of compact disc (CD) that contains the developed software for Reading Comprehension.

There are five chapters in the first part of the development process, namely:

Chapter I introduction that discusses (a) background of the development, (b) statement of the problem, (c) objective of the development, (d) specification of the product, (e) the significance of the development, (f) assumption and limitations of the development, (g) definition of key terms, and (h) organization of the thesis.

Chapter II Review on related studies, in which there are (a) nature of reading and (b) nature of computer-aided language learning, (c) types of CALL software, (d) characteristics of effective CALL, (e) characteristics of computer-assisted reading instruction, and (f) review of previous study.

Chapter III procedures of the development discusses (a) procedures of the product development: which consists of preparation, development of the software, production of the software, organizing documentation, and testing the product, (b) try-out of the product: design of the try-out, subjects of the try-out, types of data, research instruments, and the data analysis.

Chapter IV reports on the result of the development which covers (a) the result of needs assessment, (b) the result of data evaluations, revisions on the product, and (d) conclusion of the try-out and evaluations.

Chapter V presents conclusion and suggestion.

The second part of the study is the product development which is in the form of compact disc (CD) that contains software for learning Reading Comprehension, with the main discussions about scanning, looking for topics, understanding paragraph, inferring, and understanding context for the third grade of junior high school students. This software uses drill and practice type, and employs linear and branching design. It also includes some components: (a) triggering materials, (b) pre-test and feedback, (c) the objective of learning, (d) the material, (e) exercises, feedback, explanation, and (f) post-test and feedback.