

# CHAPTER I

## INTRODUCTION

This chapter displays the general explanations of the research. Those are research background, problem identification, the scope of the study, research questions, research objectives, research significances, expected product specifications, development assumptions and limitations, and definition of key terms.

### 1.1 Research Background

English is an important language that should be mastered by people all over the world. It is because English has been playing an important role as a tool of communication in acquiring knowledge and worldwide information. According to Nishanthi (2018), English is a vital language for all kinds of professional and personal goals. Therefore, because it is important, many people learn English as a second language or a foreign language.

In Indonesia, English is one of the important subjects taught and learned through educational school. One of them is in Junior High School. Based on the K13 curriculum of English subject in Indonesia, every school should be focused on on developing language competence. Language competence is a term that describes the language abilities that consists of four basic language skills. Those are listening, reading, speaking, and writing. Language competence has become the primary goal of learning English language in Indonesia. It indicates that all of those skills have given great attention in the context of learning English. It is used as a communication tool to convey ideas and knowledge. However, it is not an

easy thing to master all of those skills. There are so many difficulties in mastering each skill, especially in reading skills.

Reading is one of the essential aspects of language learning. According to Bojovic (2010), *reading* can be defined as an activity that is very complex, purposeful, interactive, comprehending, and flexible, which takes considerable time and resources to develop. In other words, reading also can be said as a form of thought processing. It is because reading requires time and total concentration, which involves visual activity. The visual activity in question is translating the letters they see and translating them again into spoken words. Furthermore, the next stage continues with the thought process. The thought processes involved someone's own psycholinguistic and metacognitive abilities. By reading, all information will be obtained by the students, and it can increase their knowledge. Thus, it indicates that reading is essential for the students to change their mindset and improve the understanding that can lead them to the real world.

However, it is not easy to teach reading for students in Indonesia who do not familiar with English text. It is because most of Indonesian students' have lack knowledge about English and less experience in learning English. Furthermore, their intention to read a text is also considered as low. In line to this, according to *PISA 2018 Results (Volume I)* (2019), Indonesian students' reading ability is ranked 74th out of 79 countries PISA participant where the average score for Indonesia is 371. Therefore, it represents that Indonesian students' reading comprehension skills were in the poor category. It can be underlined that teaching reading comprehension in Indonesia is quite challenging for the teacher. According to Guntur and Rahimi (2019), There are three common challenges that

teachers often encounter in teaching reading. The challenges lay on from the very basic to more complex level, such as the differences in linguistic competence, critical thinking ability gap, and students' motivation issues. Every student has different difficulties from one to another. The level of grammar, vocabulary mastery and learning motivation that students have is different. Thus, the English teacher must find the best solution to the existing problem.

Nowadays, many researchers have carried out some studies in order to solve those problems. Many researchers have shown that English learning will be successful if it uses teaching innovation. One of the teaching innovations that can be used is by using learning media. Learning media can be used by creative teachers to improve teaching and learning situations and make students become more excited and interested in the learning process. Currently, learning media is very common used by teachers because it has so many benefits. In line to this, Ahmad and Ilyas (2018) state that teaching media can improve learning quality. Therefore, it indicates that learning media have an impact on the process of learning innovation.

One of the technological tools that can be used as an innovation of learning media is Smartphone. A smartphone can be used for learning English. Due to the sophisticated smartphone features, a smartphone user can learn English through several interactive provided applications. Rao (2019) emphasizes that using mobile technologies in teaching and learning is very useful and provides completely new experiences both for the teachers and the students to achieve the successful teaching and learning process. Meanwhile, Klimova (2019) states that Mobile Apps designed based on the students' needs and facilitated by the teacher

effectively enhance students' performance and contribute to positive learning outcomes.

Other researchers have conducted studies about the use of smartphones in learning the English language. Khansarian-Dehkordi and Ameri-Golestan (2016) conduct a study, and they state that the participants are divided into two groups; the first group uses mobile phones for learning. Meanwhile, the second group uses traditional classroom learning. The result shows that even though the traditional method provides benefits, the students who were used mobile phones in learning improved significantly. Furthermore, Alsied (2019) carried out a study to investigate the effectiveness of mobile phones in learning English. The result shows that mobile phone is very effective for learning English. It emphasizes that smartphones can give a chance for the students to practice English outside of the classroom. It indicates that the use of the smartphone has a good influence and affects the students' performances. Kacetl and Klímová (2019) also investigate the use of smartphone applications in English language learning. The result shows that learning by using smartphones becomes a prominent educational feature as it is an excellent opportunity for foreign language learners. Moreover, it states that smartphone learning has critical benefits such as; it can enhance the learners' cognitive capacity, motivate the learners to study in both formal and informal settings, enhances the learners' autonomy and confidence, promote personalize learning, and helping low-achieving students to achieve their learning goals. Even though learning by using smartphones seems to be very effective overall, it needs to be considered for the educator to design, plan, and implement it with caution, such as considering the students' needs in order to produce more than one

language skill in an authentic learning environment. Based on all studies above, it indicates that teaching innovation using technology such as smartphone has a positive influence on the success of learning process. It also can promote self-regulated learning of the students itself.

The technological developments that increasingly advance in education can make students' learning styles and learning environments diverse. Nowadays, the function of a smartphone is not only as a tool of communication but also as a learning media. All over the world is affected by the coronavirus pandemic. One of them is in Indonesia. The pandemic that has occurred since the end of 2019 has stopped all activities in all fields. One of them is education. To prevent the spread of the coronavirus, the Indonesian government issues a circular through the ministry of education and culture. Due to this case, most schools in Indonesia are eliminated face-to-face learning and replaced with an online learning system helped by technology and applications. Unconsciously, this phenomenon has also changed the way teachers teach their students.

However, many students spend much time playing on their smartphones. It was also triggered by the imposition of learning from home due to the impact of the Covid-19 pandemic. Apart from studying from home, most of the students in Indonesia spend their time with their smartphones most of all times. It is because the smartphone has been replaced their good old toys. They are primarily using it for checking social media or playing online games. It indicates that students tend to spend more of their time on smartphones compared to their books. Indirectly this causes them to be only close to their lessons when class is taking place but far away when outside of the classroom. Looking at this case, students spend more of



their time using smartphones on the things that are less useful. On this basis, teachers can take advantage of the potential of smartphones as a way to motivate them and invite them to utilize the benefits of technology properly. One of them is by getting students closer to their lessons by making attractive and interactive smartphone applications to use their smartphones for learning purposes.

Learning English, especially for improving reading comprehension, can be done by utilizing an application on a smartphone, commonly known as MALL (Mobile Assisted Language Learning). In order to have a meaningful learning and great intention to read a reading text, the teachers need to understand how to facilitate the students to learn effectively and joyfully to get successful learning among students to improve their reading comprehension. Therefore, the teachers must facilitate and develop a practical and attractive smartphone application with exciting reading material to motivate them to improve their reading comprehension ability and add insight and knowledge related to their lessons anywhere and anytime. In this case, it is an android application. An android application is one of the learning media that is easy to use and practical.

During this Covid-19 pandemic, many schools have taken advantage of technological sophistication to help the learning process. One of them is in MTsN Karangasem. Madrasah Tsanawiyah Negeri Karangasem (MTsN Karangasem) is one Islamic junior high school located in Bali Island that prioritizes the use of technology. It is evidenced by the existence of an online learning system that uses the E-learning madrasah platform provided by the Ministry of Religion of the Republic of Indonesia. The application can be used to teach all of the school subjects. One of them is an English subject.

Based on the result of preliminary observation at MTsN Karangasem, The learning process currently applied is using madrasah E-learning platform. In addition, textbooks and student worksheets are also used to support this learning. However, some problems are encountered in learning English, especially for reading comprehension. One of them is the students' difficulty in reading comprehension. Moreover, the online learning process that does not vary and is limited makes students feel bored and decreases their motivation to learn; indeed, it can make them not interested in studying. The internet connection issue is the trigger as well. It is supported by the information that the researcher got from the English teacher that said not all students actively participate in online learning and neglect to do assignments. In the end, the learning objectives cannot be achieved. Considering that situation, the researcher takes the initiative to attract students' learning interest and motivation by creating attractive and interactive Android-based learning applications so that they could use their smartphones to add insight and knowledge related to their lessons anywhere and anytime. This Android-based learning media does not require access that is connected to an internet connection. It is because the media created is an application that can be opened and stored via any Android smartphone.

Hence, the purpose of this research is to find out the needs of the MTsN Karangasem students in learning English and also to develop an android-based application which attractive and interactive as an alternative learning media that can be used by the eighth grade students in MTsN Karangasem for learning reading comprehension both inside or outside of the classroom. This android-based application can be a solution for learning English reading to make it more

interesting for students during the learning process in a pandemic situation. It is supported by the advancement of Android smartphone applications that provide several advantages such as integrating images, writing, colors, and videos in learning materials so that the students are interested in reading and studying. In addition, android-based learning media is a learning media that is easy to use and practical. One of the concepts offered by this learning media is the distance learning process, which is suitable for a pandemic situation. In order to enhance the interest and motivate the students in learning English reading comprehension thus, the researcher is interested to do research with the title “Developing an Android-Based English Learning Media in Reading for the Eighth-Grade Students in MTsN Karangasem”.

## **1.2 Problem Identification**

Based on the background above, the researcher identified the problem as follows:

1. Most of Indonesian students' have lack knowledge about English and less experience in learning English.
2. Teaching reading comprehension in Indonesia is quite challenging for the teacher
3. There are some problems which are encountered in learning English reading comprehension. First, students' difficulty in reading comprehension. Second, the online learning process that does not vary and limited makes students feel bored and decrease their motivation to learn, and make them become not interested to study. Third, the internet connection issue.
4. Teachers need to find out the needs of MTsN Karangasem in learning English reading comprehension.



### **1.3 Scope of the Study**

This study is limited on finding out the needs of MTsN Karangasem in learning English reading comprehension and to develop and android-based English learning media in reading for the eighth grade students in MTsN Karangasem. The android-based learning media application was designed by using *Microsoft PowerPoint 2010*. The content of the media was limited to a certain topic within English syllabus for the eighth grade students in MTsN Karangasem.

### **1.4 Research Questions**

Based on the background above, the research questions that can be formulated are:

1. How to develop an Android-Based English Learning Media in Reading for the Eighth-Grade students in MTsN Karangasem?
2. What is the quality of the Android-Based English Learning Media in Reading application for the Eighth-Grade students in MTsN Karangasem?

### **1.5 Research Objectives**

Based on the research question above, the research objectives are:

#### **a. General Objectives**

The general objective of the present research is to find out the needs of the eighth-grade students of MTsN Karangasem in learning reading comprehension.

#### **b. Specific Objectives**

The specific objective of the present research is to design and develop an appropriate android-based English learning media in reading for the eighth-

grade students in MTsN Karangasem and to find out the quality of the APK-based application to learn English reading texts for the eighth grade students.

## **1.6 Research Significances**

### **1.6.1 Theoretical Significance**

This research is expected to give a contribution to the theory of Design and Development, especially the one which related with developing Android-based learning media in reading for Madrasah Tsanawiyah/ Islamic Junior High School students.

### **1.6.2 Practical Significance**

This research is expected to give a beneficial contribution for all sides down below:

- a. For the students, this research aimed to give a benefit for the eighth grade students of Madrasah Tsanawiyah/ Islamic Junior High School. This study is expected to help the students to enhance their motivation and interest in learning English reading comprehension. Furthermore, this research is expected to give the new experiences in learning English reading comprehension with an attractive and interactive learning media.
- b. For the teacher, this research will be given a contribution to English teacher to inspire them in developing appropriate android-based English learning media in reading for the eighth grade students of Madrasah Tsanawiyah/Islamic Junior High School. Hereinafter, this research is expected to help the teacher to achieve the success of English reading comprehension learning in the teaching process.

- c. For the researcher, the result of this research is expected to be one of the resources to the other researchers to conduct similar research which is related to the Design and Development of English reading learning media for the eighth grade students.

### **1.7 Expected Product Specifications**

The developed product from this research is an Android-based learning media that has the following functions:

1. Learning media in the form of smartphone application which can be installed on Android operating system.
2. An alternative and interactive learning media that can be used to learn reading comprehension in the material "Recount Text" for the eighth grade students at MTsN Karangasem.
3. The things that are contained in the learning media include: competency, learning material, learning video, examples, and exercise, references, and developer information.
4. All content contained in the media can be accessed *offline*.
5. The development of the application is assisted by using several softwares such as *Microsoft PowerPoint 2010, iSpring suite 10, Canva, PicsArt, and Web 2 Apk*.

### **1.8 Development Assumptions and Limitations**

The assumptions in development research regarding android-based English learning media in reading for the eighth-grade students are:

1. Development Assumptions

- a. Android-based English learning media in reading with the material “Recount Text” can be able to make the students active and motivated in learning English reading text.
- b. The students can study independently anytime and anywhere.
- c. The students can be able to develop character which loves to read.
- d. The evaluators are the lecturers and English teacher who have experience in teaching and are selected according to their fields.

## 2. Development Limitations

- a. The result of the product developed is a limited Android-based interactive learning media that contains "Recount Text" material.
- b. This development is based on the need analysis of the eighth-grade students in MTsN Karangasem in learning English reading.
- c. Product quality assessment is carried out by experts and English teacher in MTsN Karangasem.

### 1.9 Definition of Key Terms

There are several definitions of key terms contained in this research which can be described as follows:

#### a. Android-Based Learning Media Development

In this research, Android-based Learning Media Development operationally can be defined as process which is done by the researcher in order to develop learning media in the form of android applications that can be used for the eighth grade students in MTsN Karangasem.

b. Android-based Learning Media in Reading

In this research, Android-based English Learning Media in Reading operationally can be defined as the interactive and attractive English reading learning media in the form of android application which capable of being an intermediary of information conveyed by the teacher to students for teaching English reading comprehension for the eighth grade students in MTsN Karangasem.

c. English Subject

English subject is a process of learning and teaching activities that have the main objective to make the students be able to master four basic language skills, namely listening, speaking, reading, and writing. These skills are very useful because the students can use these skills as a communication tool to convey ideas and knowledge which can be applied in everyday life. In this study, the researcher limited the English subject matter contained in the eighth-grade students in MTsN Karangasem by focusing on reading comprehension in the material "Recount Text".

