

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the problem of the study, the objective of the study, the significance of the study, the scope and limitation of the study, and the definition of the key term.

A. Background of the Study

Reading is one of the essential skills in English. Fischer (2004) states that the term 'reading' in various modern references occasionally refers to the ability to understand written orthography. Reading activity is different from writing activity because writing is more priority to orthography, while reading is more on the meaning (Fischer 2004). O'Shea on Klinger et al. (2007, p.2) state that reading comprehension is the process of constructing meaning by coordinating several complex processes. Supporting the idea, Pang et al. (2003, p.14) say that reading derives meaning from connected text. Thus, reading is a process to get meaning and purpose or symbols from texts printed.

Teaching reading is not easy; unlike other skills, reading does not gain much attention from most Indonesian students. According to Asniar et al. (2020: 10), the average number of students visiting the library per day less than 15 students out of a total of 226 students in all classes. The teachers have to get the students to read the text, but the teacher thinks about how the students can comprehend English aspects. Chaudron (2004) states that studying English is not easy for Indonesian students because the problem is the difference between spelling,

sounds, pronunciation, vocabulary, and culture between the English language and the Indonesian language. It makes them reluctant in reading English texts well.

Several factors believed to causes difficulty in student reading. Martini (2013:137-139) states that there are several factors of difficulty in reading. Firstly, physical factor means the difficulty of visual or vision, difficulty perception of auditory, etc. Secondly, psychological factor, that means difficulty in term of IQ. Thirdly, socio-economic, home conditions that are less conducive to learning. Fourthly, inaccurate education delivery factor, which means the problem of curriculum, class management, etc.

Regarding the factors above, teachers should consider utilizing media that can faster students reading comprehension. The teachers can use learning media. Smaldino et al. (2007:6) state that media is a means of anything that brings information between a source and a receiver. The use of Moodle created a new trend for the learning process and become the subject of researchers for effectiveness in learning methods. Cahir et al. (2014); Chourishi et al. (2019) state that Moodle (Modular Object-Oriented Dynamic Learning Environment) can be called an Open-Source e-collaboration based on an online learning approach. Subramanian et al. (2014) state that they choose Moodle as a learning management system (LMS); Moodle has some features, such as, discussion form, file exchange, email notification, notification dashboard, progress review, searching within course, and module page as well as optimized architecture compared with other e-learning. Moodle is e-learning that includes an open-

source e-collaboration with many features, such as discussion form, file exchange, email notification, etc.

The reason for choosing Moodle E-learning for the effectiveness of the learning process in teaching reading comprehension is that it has many more varied features than other e-learning. International Journal of Active Learning, this author is first, this study by Sari et al. (2018); mentioned that using Moodle as media can be called is successful because the result based on validation testing expects an average of 93.22%, which means the material is already feasible for use in the learning process. Linguists obtained an average value of 90.55%, using languages in the media development has been perfect. The validation of media expects an average of 89.72%, which means using media can be declared viable and already eligible for use in the learning process. The practitioner validation the average gained 78.57% very viable criteria for using in the learning process.

Secondly, this research by Setiawan et al. (2020); mentioned that using Moodle in bleeding learning methods for basic graphic design is more effective for learning media users as an experimental class compared to using lecture or conventional methods as control class research is learning media using Moodle-based blended learning methods for basic subjects in graphic design. This research can be called effective because this test uses 32 students as respondents using a questionnaire that shows the students to learn with Moodle as the basic agreed to use as a learning medium.

Thirdly, this research by Wulandari (2015); mentioned that using the Moodle-based learning model for paragraph writing can be called is achieved because the

data was taken from the mean from 24 statements is 4,3 out of 5, which comes from the expert validation questionnaires. The expected validation results prove that the theoretical model has been satisfactorily designed and developed called the Iconic Model Prototype.

Based on the explanation above, it is necessary to conduct research dealing with students' learning reading comprehension for the first grade of senior high school entitled "The Effectiveness of Moodle as a Media in Teaching Comprehension of Senior High School Students at SMA Muhammadiyah 4 Surabaya".

B. The Problem of the Study

Based on the description of the background of the study above, the problem of the study is formulated as follows: "Is there any significant difference on reading comprehension between students who are taught by using Moodle and those taught by WhatsApp at SMA Muhammadiyah 4 Surabaya?".

C. The Objective of the Study

The objective of this study is directly related to the problem of study above; it is: "To know any significant difference in students reading between students who are taught by using Moodle and those taught by WhatsApp at SMA Muhammadiyah 4 Surabaya".

D. Significance of the Study

The result of the thesis is expected to give some valuable contribution to the students, teacher, and the institution.

1. For the students

To the students, Moodle e-learning media can increase student's reading comprehension. This e-learning media makes students enjoy the class and do not think reading is complicated and confused. The teacher must be more motivated in learning English also.

2. For the teacher

This research can be guided and many benefits for the English teacher to teach English.

3. For the institution

This research can be used to improve the teaching using e-learning in the institution in applying the curriculum. Yet, the institution can ask the English teacher to use e-learning and then apply it to learn English more precisely in reading comprehension.

E. Hypothesis

The problem found in the effectiveness of Moodle E-learning as media in teaching reading comprehension is to give a tentative solution to the problems with the study's hypothesis.

The hypothesis of the study is:

1. Hypothesis 1 (Ha) : There is a significant difference on reading comprehension between students who are taught by using Moodle and those taught by WhatsApp at SMA Muhammadiyah 4 Surabaya.

2. Hypothesis 0 (Ho) : There is no significant difference on reading comprehension between students who are taught by using Moodle and those taught by WhatsApp at SMA Muhammadiyah 4 Surabaya.

F. Scope and Limitation of the Study

Scope and the limitation of this study are written to avoid the uncontrolled discussion that as follows:

1. Scope

This research focuses on student's teaching reading comprehension in report text by using Moodle E-learning method.

2. Limitations

This research focuses on finding The Effectiveness of Moodle E-learning in teaching reading comprehension with the materials reports text at tenth grade in the second semester of SMA Muhammadiyah 4 Surabaya. Moreover, the researcher intends to know the effect of Moodle as media in teaching comprehension of senior high school students.

G. The Definition of the Key Term

The definition is intended to avoid misunderstanding and ambiguity in the perception of some terms used in the study. The definition of the keywords will define the key terms related to this thesis. They are; Effectiveness, reading comprehension, E-learning, Moodle, and media.

1. Effectiveness

The ability to bring about the result intended or the students understand that reading comprehension is not as difficult as people say.

This research presents the effectiveness of using Moodle to increase student's reading comprehension in learning English. From this research, it can be known that using Moodle is effective in improving the student's reading comprehension. The student is more enthusiastic and very happy in using Moodle to increase their reading comprehension.

2. Reading Comprehension

Reading comprehension is an ability to read, recall, and understand to get the meaning, main ideas, and information about the text's topic. Lehr (2013) states that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Fitriani (2015) and Samad et al. (2017) state that means is an active process, reading many different materials and understanding them.

3. E-learning

Hoppe et al. (2003:255) state that E-learning is the learning supported by digital electronic tools and media. Aparicio et al. (2016) state that E-learning conceptualizes computerized systems to enable or facilitate the learning process. So, the conclusion from the definition above about E-learning is learning that uses digital electronic tools or computerized systems and helps the teacher or student for a learning process that is not effective during class.

4. Moodle

Cahir et al. (2014) and Chourishi et al. (2019) state that Moodle is an Open-Source e-collaboration based on an online learning approach. Solutions (2017) explain that Moodle is one of the media learning in the world most popular Learning Management System (LMS) that using as learning and teaching, that's the reason is that user-friendly, open-source, and free to download.

5. WhatsApp

In education world, WhatsApp is one of important tool to allow instructors and learners to interact one another on a regular – if possible daily – basis (Karen & Joana: 2020). Bouhnik & Deshen (2014) state that WhatsApp is a smartphone application as instant messaging.