CHAPTER I

INTRODUCTION

1.1 Background of Study

Reading is widely recognized as one of most important skill to master. Its importance can not be overemphasized only for EFL language learners. As Anderson (2003) stated, the mastery of reading skill could help ESL/EFL learners to achieve success not only in English learning but also in other content-based classes where required reading proficiency.It is essential skill for learners to expand knowledge of the language, cultures and the world. Therefore, it should be constantly developed.

Reading has principal role in developing English skills and critical understanding skills of students (Burn, Ross, and Rose, 1994). Jarvis and Klarskov (2011) also noted that reading skill has enormous importance in students' success at school.

Importance of the reading skills of English has reached new heights in the present context of the globalized world. Unfortunately, PISA 2009 revealed that more than 50% students from six-level reading skill, and connecting one or more information, either concerned or contrary still in second level. The score is 399 with average scores of 56th of 65 contries. Furthermore, as a result of the 2012 Programme for International Student Assesment (PISA), Indonesian adolescent reading skills ranked 57th of 65 countries in reading, mathematics, and science (Schleicher, 2013). It's very poor score and far from Organization for Economic Cooperation and Development (OECD) countries.

The lack of students reading interest became main factor of the lowness of students reading skill. Thosecertainly influenced on their learning quality. It's also affected by the increasing of technology. Internet and smartphone became fascinated synthesis to enjoy. Unfortunately, students still can not utilize it to learn optimally.

In addition, to meet the demand of the higher technology development in this digital era, the lack of electronical teaching material development also became challenge for English teacher especially. Teacher's role is certainly changed. Previously, teachers became main actor in learning process.AsBangs (2011) stated that nowadays schools facilitated the chance of improving skills to a very little extent**.** However, a recent study on the use of technology in language learning found that this could be improved by using computers in secondary schools(Bax;2011)

From the fact above, researcher attempted to resolve those problems by developing prototype integrated reading material for junior high school based on Computer Assisted Language Learning (CALL) which will help students to access various material, especially reading skills purpose for one semester. Integrated reading material will be learning input of reading process to produce learning output for other skill. It also included assesment instrument even for teachers or students. This will be beneficial for English teacher to monitor each students in reading activity and also to give some suggestions for every activity. As Egbert (200511-14) and Beatty (2003) stated that developing CALL tenets required; a) the suitability with object and curriculum. b) the use of software for goal of study and its evaluation. c) ease of access to software for students. d) The use to

improve English skills. e) The efficiency time and place. f) providing material back up for the other possibility happened. This will be developed into three phases based on development principle. They are pre-reading activity, whilst reading activity and post reading activity.

First part involved integrated reading material during one semester that developed based on current curriculum with how to pronounce by CALL system. Then, the second included assesment instrument even subjective or objective to asses students' reading skill with automatical feedback from CALL system. The last part is teachers' evaluation instrument to help the whole of reading components, grammar, writing and other English skills.

1.2 Statement of the Problem

Based upon the background above, to optimize and comply the goal of learning reading which balance with the increasing of technology use and learning needs nowadays. The researcher is challenged to develop prototype material and integratedreading prototype learning development through Computer Assisted Language Learning named *PamanPinters-CALLS*forjunior high school.

1.3 Objective of the Study

Based on the above facts, this study is carried to reach the objective of the study focusing on developing teaching reading material for students of junior high school. It aimed to inspire students to improve their English skills, especially reading skill. In the other words, this study aimed to develop prototype of learning integrated reading material and integratedreading prototype learning

developmentthrough Computer Assisted Language Learning named *PamanPinters-CALLS*, learning evaluation instrument. Therefore, it is expected to improve and complete the lack of learning model activity and its needs became the special objective of this study.

1.4 Significance of the Study

Developing prototype material and integratedreading prototype learning development through Computer Assisted Language Learning named *PamanPinters-CALLS*, learning instrument evalution, which designed for English teachers and students of Junior High School are expected to solve problem of learning reading in order to be more optimal and ease teachers' job in teaching learning activity and reading evaluation.

Practically, this will help students to improve their English skills both of in the house and in the school autonomously. Even they are able to utilize it through PC computer or smartphone easily with the guidance of teachers in school or parents in the home. Besides this will motivate students to learn reading with such kind fascinating software.

1.5 Scope and Limitation

The scope of this study is only in developing prototype material for junior high school. This study only focused on reading material especially for first year of junior high school students in improving their reading skills

The limitation of this study will be focused toreading comprehension regarded to the integrated syllabus. There will be material and exercises about

reading as well and also scoring guide with the answer keys. The materials included reading comprehension with 200-400 words for each text. It will be developed from the syllabus and instruments. The material will be developed with pronunciation audio and automatical evaluation through CALL system.

1.6 Definition of Key Terms

1.6.1 Integrated reading material is written material to be read and will be combined with CALL instruction. Those will be developed based on the syllabus and instruments' result.

1.6.2 Prototype material is a early sample/design of material which will be model of material development.

1.6.3 PamanPinters-CALLS is such program which used to apply the developed material in this study. It provided the authentic pronunciation of reading text and its comprehension. It is also able to check the answer in each provided exercises.