CHAPTER I
INTRODUCTION

This chapter illustrates the reason for conducting the research in using online students response system platforms as integrating technology on ESP learners' reading comprehension. It covers background of the study, statement of the problem, statement of the Hypothesis, purpose of the study, significance of the study, scope and limitation and definition of key terms.

1.1 Background of the Study

Reading becomes one of the important skills that been taught in language learning, including ESP (English for Specific Purpose). Through reading, students do not only learn how to read literature but also comprehend the text. In ESP, students are really expected for comprehending the text to get proper information from the literature for supporting their majors. As stated by (Akubuilo et al., 2015) who said that reading is one of necessary skills of language because it is a receptive skill which engages the ability of meaningful interpretation or decoding language graphic or written symbols. Mcbride (2017) stated that the aim of reading is for creating the meaning, which goal is comprehension of literacy.

In teaching ESP reading, it needs focusing on specific fields of study based on the learners' needs. The need analysis before selecting text is really necessary to get proper reading materials which can help learners to get information from the literature related to the students' education background. Andriani (2014) stated that teaching ESP is meant to focus on the material or content of learners' field subject or knowledge based on the needs analysis. ESP refers to English as second or as foreign language's teaching and learning that has a goal to use English in specific domain for communicating in several areas for instance commercial and technological (Ahmed, 2014).

Teaching reading comprehension in ESP class is not easy. Some students are having difficulty in comprehending the reading materials. It becomes problem during teaching and learning in reading, so it will influence the students' scores.

As stated by (Mardinasari, 2014) who said that many students are having low reading ability which also become problem faced by educators. Ogano (2012) described that learners cannot understand sentences consist of words comprised of syllables which are also made up of single sounds or phonemes.

To teach students reading comprehension toward ESP materials, there are several issues needed to be paid attention which can be barrier for the success of the teaching and also the learning process. Those severals issues are; first is students' engagement, Second is limited access, Third is inappropriate ESP reading materials. As stated by Brozo, Shiel, and Topping (2007) they said that engagement discover as critical variable in reading achievement. Abao et al., (2015); Arzubiaga, Rueda, and Monzó, (2002) also stated that Reading engagement is understood as a socially-mediated event. Gambrell (2011) in Abao et al. (2015) said that access to books need to be applied by educator that invite learners to read of their interest and curiosity related to books and other materials. One of the challenges in teaching any subject is course design regarding to the fact that ESP students have their objectives which directly related to learners' practical, professionally orientation needs or related job. So the teachers for ESP class should not design complicated course. Falaus (2017) said that students come in ESP learning environments with variation background of linguistic knowledge. Educators get involved in differential teaching process, so it is necessary for engaging the needs analysis process to satisfy students' needs. Educators are also be required for becoming aware of all necessary elements or materials that include of future course, such as choosing, designing syllabus by themselves, use available textbooks, supplement or giving activities with extra materials.

Those problems can not be solved by the teachers themselves, so it needs strongly to use technology such as using smartphone that come up as media or tool to make teaching strategy run well. Sohila (2013) said that on reading instruction, reading strategies have important role in promoting the reading comprehension, especially for poor readers who struggle in reading. While educators have role too in teaching students. They also have to know how the way

for using strategies appropriately and effectively even in different content-area through applying some explicit instructions from texts in different situations. Various strategies in teaching and learning have already developed to cover several reading issues and the good engagement is related to learners need, reading problem appear because of limited facility in accessing reading material related to learners' interest and needed. One of the strategies implementation is using technology which recently has high need as information sources. Those some teaching and learning issues sometimes can not be solved by themselves. They are requiring any kind of facilities, for example integrating technology in learning and teaching process.

Talking about integrated technology in teaching and learning, especially in reading, nowadays, smartphone develops rapidly and is used almost by people not only for communicating but also for accessing to make their life easier include for teaching and the learning process as part of an integrating technology. Leis, Tohei, and Cooke (2015) said that using smartphones in English lessons will show students' leaning to become autonomous learning. Learners who were supported to use smartphones during class were having tendency for studying more in their free time as well and considered as the ways for improving their English proficiency and learning habits. Lichter (2012) said that nowadays learners generations are depending on cellular phones, so it will be advantage to use these devices to the purpose of educational for creating more accessible learning. The mobile technologies usage supports content with social communication features able to empower students for participating more in collaborative learning environments (Kim, Rueckert, Kim, & Seo, 2013). This is also stated by Rung, Warnke, and Mattheos (2014) who said that smartphones and mobile internet devices are having potential significance as learning tools for educational development and increasing learners' attention.

According to Sumathi, Lakshmi, and Kundhavai (2018), they said that recent years, adoption of smartphone in higher learning become a global phenomenon as integral part of daily lives and most popular form electronic communication

which turned from technological to social tool. Synnott (2017) said that people are using smartphones for listening to music, checking time, texts, surfing web, and visiting the social media sites (e.g., Facebook), purchasing, watching television or movies and also searching information. Interactive learning strategies such as technologies support learning which become effective way for enhancing learning outcomes (Munusamy et al. 2019). Cell phones technology becomes great learning tool which means that they are not just consistance of texting their friends all day (Baah, 2018). Mobile-learning can make learners to study, to collaborate also to share any ideas each other by using the development of internet technology (Al-Emran, Elsherif, and Shaalan, 2016). Arifani (2019) investigated small WhatsApp group effect and individual flipped instructional design for promoting EFL learners' collocation mastery with their attitudes. From those studies we have known that the using of smartphone now can't be separated in humans' life. That's why smartphone becomes one of important thing that people must have because of its multitasking. The advantage of smartphone usage is not only limited as communication tool but also other functions such as payment tools, reservation tools, documentation tools even media which used in learning and teaching. In this technology era, smartphone usage has already familiar and has already implemented in education world.

There are many ways of learning and teaching through accessing internet connection using smartphones, tablet or laptop. One of them is using students response system platforms. Student Response Systems (SRS) also known as clickers, audience-response system, classroom-response system, or student-response system that become a trend in higher education as active-learning technique which engages students with course content, provides interactive classrooms and improves learning (Jandu, 2018). SRS consists of personal devices and software operated by internet connection which promotes interactive and active learning environments (Nasu and Afonso, 2018). SRS is web-based systems like Socrative and Poll Everywhere that allow students using their mobile

devices for participating via device's internet browser and entering six-digit codes for signing in to join that quiz (Little, 2016).

Many mobile phones based SRSs which are developed and accessible toward internet (Wong et al. 2018). Those several SRS platforms that we can access such as kahoot!, socrative, Pool Everywhere, bookwidget, Quizlset, Quizziz, Gimkit, quipper, etc. Kahoot popular SRS application that runs on any device which has web browser and android demo application (Celik, Akcetin, and Asmali, 2016). Socrative is SRS which questions types administered and way for implementing range from individual to teams (Dakka, 2015) Nowadays, Internet-based SRS applications can be accessed and available on various web-connected platforms using common operating systems, such as Windows, iOS, Android, and Apple (Jandu 2018). Some SRSs integrated by using presentation software, such as Microsoft PowerPoint for providing visual aid (Aljaloud et al. 2016).

A major survey toward SRS usage of teaching and learning in Poland has reported that Kahoot! online game elements could be responsible to increase motivation for participating and engaging of grammar learning, which was used with the General English language course students attending the classes in The Modern Languages Centre at the Pedagogical University (Zarzycka-Piskorz, 2016). In Japan, there also a study which had examined the efficacy of using SRS-Quizlet, a popular online study tool, to develop second language English vocabulary of 9 Japanese university EFL students (Dizon, 2016). Another research conducted by (Mulyono, 2016) who examined the use of Quipper as an online platform for EFL learning which evaluate the affordability of Quipper to help teachers expose students to second language input, facilitate interaction among teachers and students, and whether they promote students' linguistic production. Similarity, a recent study in Korea has also reported that Plickers SRS-integrated classroom can provide a digitally interactive learning environment and active learning opportunities, particularly when coupled with a peer-interaction technique and also enhances Korean EFL learner engagement with

content while supporting the development of reading comprehension skills (Kent, 2019).

Toward SRS usage as part of integrating technology in the teaching or learning process, it has found several benefits such as stated by Premkumar (2016), he said that it increases interactions, student engagement feedback and formative assessment especially in large group sessions. SRS is general aid that can be implemented for didactic lectures (Guarascio, Nemecek, and Zimmerman, 2017). SRSs are effective for increasing learners' interest, interaction, participation, engagement which the result is ''deeper''learning in the classrom (Fortner-Wood et al., 2013); (Heaslip, Donovan, and Cullen gg2014); (Wong 2016). Modeling and teaching formative use of SRS in teacher education programs and courses helps candidates feel confident about using the tools when come into the classroom (Fuller and Dawson 2017). SRS has positive impacts of studying, include for enhancing their engagement, attractive activity, peer-interactions, and also the formative of the feedback (Walklet et al., 2016). As stated also by Benson, Szucs, and Taylor (2016), they said that for overall, it has positive response of using SRS's in the class where all students (100%) recommended for continuing SRS usage as the various reasons that having primary benefit of providing feedback immediately. Yourstone, Kraye, and Albaum (2008) also stated that immediately feedback by using technology such as SRS having positive effect on learners learning which measured with test scores. In Indonesia, the use of students response systems for teaching and the learning process has also been found, such as conducted by (Damara 2016), He stated that one of SRS platform called kahoot! made leaners add new knowledge in fun way considered ice breaker. Wijaya (2017) stated that Socrative as one of students response systems platform that positively engage students in studying English.

However SRS ussage has also reported having many positive effectiveness in teaching and learning. The most apparent advantages of using clickers increasing honesty of students' feedback which in response easily review questions, nearly everyone of each group provided correct answer (Stowell & Nelson, 2007). We

have demonstrated that the use of Clicker cases rather than conventional lecture via PowerPoint slides, is generally more effective than the lecture's method in terms of students learning (Lundeberg et al., 2011). The effectiveness of SRSs in fostering active learning of students has been well documented in disciplines that are dominated by lecture-based instruction (Hung, 2017). The use of clickers enhanced our students' effective grasp and retention of specific terminology and fostered their assimilation of complex content. (Roussel & Galan, 2018).

Dispite positive effects of using SRS in teaching and learning, it is known that those studies still focus on several general concerns. Such as conducted by Cardoso (2011) who studied about learners' perceptions of learners' response system (LRS) by group of 30 Brazilians who study English communicative classroom environment. Barragués, Morais, and Guisasola (2011) have been researched of Classroom Response Systems (CRS) due to the potential for increasing teacher and students' communication in teaching mathematics of technical university studies at in Spain for facilitating classroom interaction. Ohashi (2015) applied 2-digital tools that used in two semester-long EFL writing course at Japanese university, first is blog is used to peer feedback and the second is Socrative for checking learners' understanding as comprehension checks which help learners' plan of writing assignments (brainstorming). Walklet et al. (2016) explores about how different of SRS (Turningpoint clickers and Poll Everywhere) for influencing students experience in learning from different levels of psychology students and the program effects on their learning, including enhancing the engagement, learning attractive, peer interaction, and formative of feedback. Zarzycka-Piskorz (2016) who studied about Kahoot online game which was used in general English language course in University, Cracow, Poland that concern to how learners' motivation can increase them for learning and practicing grammar. Dizon (2016)who studied efficacy of Quizlet usage to develop English vocabulary of nine Japanese university for EFL students. Mulyono (2016) studied about web-based online learning platform called quipper that focuses on extent features available corresponding to fundamental components of Computer-Assisted

Language Learning (CALL) as pedagogy in teaching and English learning. Licorish, Owen, and Daniel (2017) studied about Kahoot! student response systems game that concerning for motivating engagement and improving learners' studying experience of Governance and Information Systems Strategy course at university in New Zealand. Chaiyo and Nokham (2017) investigated effect of Kahoot, Quizizz, and Google Forms usage in classroom and how students' perception for concentration, engagement, enjoyment, perceived learning, motivation, and satisfaction at Faculty of Nursing Chiang Rai College in Thailand. Fuller and Dawson (2017) studied about student response systems (SRS) usage for formative assessment for supporting twelve middle school teachers in their classrooms as technology integration professional development and for preservice teacher education. Shaban (2017) implemented Socrative that used to promote students' active to explore English second language learners' (ESL) perceptions of this tool ussage. Ciaramella (2017) studied about evaluation of Kahoot! effect on vocabulary acquisition for disability or other health impairment students. Kent (2019) studied of efficacy on SRS-integration in English reading classroom with formative assessment supported by teachers' interaction and peer interaction utilization techniques. Tewthanom (2019) studied about Kahoot web-based learning usage at pharmacy education in Clinical Pharmacokinetics.

While, the using SRS in ESP field is still rarely examined. That's important for studying the usage of SRS or clickers not only in general English context but also in ESP. As study done by Asmali (2018) for instance, he studied about the impact of SRS that used through a smart phone application called Kahoot! in ESP field. The content focused on English teaching materials on language expressions, grammar and vocabularies in tourism and hospitality department classes of state university in Turkey. The materials provided through video conversation related to the topic, while questions were provided by using Kahoot! quiz. Another study conducted by Kaya and Balta (2016), they studied about the attitudes of English language learners towards one of SRS called Socrative through six different

departments (interior design, civil engineering, architecture, molecular biology, electronic engineering and international relations departments) of private University in Turkey.

Those previous studies already give contribution for education research in several concerns, but the using of SRS in ESP reading comprehension is not rarely examined. The researcher concern on reading comprehension because reading is important as source of literature as information for students. If students need to get information for certain information of their major's knowledge, they need to read book, article, journals etc. That's why comprehending text is important include in comprehending ESP reading literatures. Many books and articles now are written in English. Ofcourse, by teaching the students to comprehend the reading materials, it may help students for understanding the text well. But, there still few study which concerns on comprehending in ESP reading materials, especially through SRS. Hence, that gap become a reason for the reasercher to conduct this study. It is expected that if this study has been conducted, it will give literature contribution in education world related to SRS usage which also complete the SRS research for all concernings. So, the researcher encourages to find how effective the use of online student's responses system platforms (Kahoot! and Socrative) in teaching ESP reading comprehension is. Therefore, to fulfill this gap, this study would be conducted.

1.2 Statement of the Problems

Dealing to know the effect of SRS strategy toward ESP students' reading comprehension, the research question would be as follow:

1. Is online students' response systems significantly effective for enhancing English for management learners' reading comprehension?"
2. How is the student's perspective about SRS usage (Kahoot! and Socrative)?

1.3 Statement of the theoritical Hypothesis

H_0= there is no significance effect of management learners' reading comprehension toward using online students response systems.

Ha= there is significance effect of management learners' reading comprehension toward using online students' response systems.

From that theoretical hypothesis, it can be stated that if SRS can increase management learners' learners reading comprehension. So it can be said it is accepted (Ha), while if the result is contrary, so it can be said that it is rejectected (Ho).

1.4 Purpose of the Study

This study having aims for knowing effect of using online students response systems (Kahoot! and Socrative) wheather they enhance English for management students reading comprehension or not. It is expected to know how SRS implementation especially kahoot! and socrative can effect on students' achievement toward English for management reading class. It also to know the students' perspective toward the using of SRS (Kahoot! and socrative) in English for management especially in reading class.

1.5 Significance of the Study

Regarding to its significance, this study is expected to give contribution in education to broad field both theoretical and practical significance. For the theoretical significance, it is expected to give contribution in education world related to research theory of teaching reading particularly of SRS ussage. So, it can be one of a source of information for the next researchers who wants study about the using of interactive online SRS. While for the practical significance, learners are expected for achieving their ability for comprehending the reading text which help them to pass the course satisfyingly. Of course students also will get benefit if they graduate with their own major but they will also has D1 equivalent English certificate that will be considered as candidate who might be received when applying for a job. It also expected to help lecturers to give various strategies during teaching in reading class, on of them is using SRS. It can be useful for English lecturers in giving additional input to teach English reading in the class.

1.6 Scope and Limitation

This study has delimitation in the using of online students response system platforms (Kahoot! and Socrative) toward ESP students' reading comprehension in D1 English equivalent program students at Univeristy of Muhammadiyah Gresik in 2018-2019 academy year of ESP class majoring in Management (semester 2). It focuses on teaching several components for reading comprehension two different topics from reading learning outcomes based on curiculum used in language center at University of Muhammadiyah Gresik.

1.7 Definition of the Key Terms

To avoid misunderstanding towards of terms used in this study, the researcher defines the following terms:

1. **Students Response Systems**: Transmitted online devices which could be accessed by learners for answering questions through their mobile phone or computers. Quintero, Martinez, Luna & Pedrajas (2016) stated that "Students response system is small transmitters which allow learners to answer questions formulated by educators using current systems wireless devices operated by batteries or a computer system to record answers which submitted by learners.
2. **Online Platform:** The sites contain learning system which could be accessed by online. Learning management system (LMS) described as online learning platform or software which organise and manage learning". (Anderson, 2008; Paulsen, 2003; Mulyono, 2016).
3. **Integrating Technology**: The usage of technology media, such as computer, laptop, smartphone into the classroom teaching and learning process through internet connection. Integration technology means having access of computers software and internet as integrated technology in the schools (Bahrampour, 2006; Cuban, 2006a; Warschauer & Ames, 2010; Davies & West, 2014).
4. **ESP :** Teaching and learning English in specific purpose related to learners' needs. According to Lamri (2016), He stated that ESP is helping language students for building needs and abilities for specific field occupation and workplace. It is in term study what ESP refers to English for management. (This study focus on ESP for Management major).
5. **Reading Comprehension :** The reading skill for understanding the passages. Rahmat (2017), said that reading comprehension refers to the reading skill through important thing isn't pronounce or load reading, but about understanding as consideration.