

CHAPTER I

INTRODUCTION

This chapter discusses on the background of the study, the purpose of the study, the significance of the study, scope and limitation of the study, and definition of key terms.

1.1. Background of the Study

In the 21st century world of education in Indonesia has faced increasing challenges. The challenge is awareness of the dangers of backwardness of education in Indonesia. One of the fundamental things when entering the 21st century is the wave of globalization is felt strong and open. The educational process must be in accordance with the demands of the times, so that the development of science and technology bring changes in all aspects of life, especially the educational process. In the world of education in the future, students are required to face social life in the real world that is full of obstacles, it is not well structured and uncertain. Social life requires sensitivity, tolerance, and cooperation, critical information literacy to be able to solve the problems that occur.

The Law on National Education System No. 20 of 2003 Section 3 described the function and purpose of education is to develop the skills and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, while the goal is to develop students' potentials to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and accountable. In addition, the

national education system must be able to guarantee equal educational opportunities, improving quality and relevance and efficiency of education management to meet the challenges in accordance with the demands for changes in local, national, and global education reform that need to be done in a planned, purposeful, and sustainable. Updates in education must start from how children learn and how teachers teach. One of the policies that have been prepared by the government, in this case the Ministry of Education and Culture (Kemendikbud) is a curriculum innovation.

Bahri S. (2011) argues that "the curriculum is one that plays an important role in education". The curriculum is an educational program that contains a variety of teaching materials, learning experiences programmed, planned, designed systematically on the basis of norms applicable, be used as guidelines in the process of learning for educators and learners to achieve educational goals. The curriculum is based on the philosophy, values, knowledge, and education actions. The curriculum was developed by curriculum experts, expert knowledge, educators, education officials, businessmen and other community elements. Designs have been created by experts as guidance to implementers of education, especially teachers to determine student progress, to achieve common goals for the students, families and communities.

Curriculum 2013 is one that is prepared in this era of globalization. As in the curriculum in 2013, an effective learning process is to approach Scientific (Problem Based Learning, Discovery, and Project Based Learning) that emphasizes personal experience through observation (listening, viewing, and reading), associations, asking, conclude, and communicate in order to reach the learning

carried out in the real world and useful for life. Curriculum 2013 was an innovation in learning. In the 2013 curriculum changes in the learning process of the students told a student to find out. Learning is designed to actively through Scientific Approach (Problem Based Learning, Discovery, and Project Based Learning) so that the goal of national education in Law No. 20 will be achieved.

Learning is an activity of interaction between students and teachers it has four components, namely: objectives, materials, processes, and evaluation. Components of the learning process should be considered because of the learning process the student is expected to change behavior for the better. potential, relative permanently as a result of training and experience. In lessons students are required to actively ask questions and express ideas. Research in Suardi, (2012) indicate the existence of links learning and learning results in preliminary studies show the implementation of learning is focused on the aspect of knowledge, and they rarely engage students in the learning process, learning not just memorize, but how learners able to construct itself in understanding the concept, connect new information and ideas from personal experience. Learning is still relying on a teacher-centered learning, and less activation of the role as well as learners. This indicates that the quality of the process and learning outcomes in schools is not maximized.

English as an international language most widely used both in the curriculum of Elementary School as one of the local content, in the Junior High School, and universities. In learning English there are four skills must be mastered students, among whom is listening skill, speaking skill, writing skill and reading skills. To have this capability teacher should use this approach to fourth this

capability. As described above one key to the progress of a nation is an education in this curriculum have been made, but the implementation of education, especially learning that there is from a description of material, presenting examples of problems and their solution is still dominated by teachers who lead students not active in learning process. English teachers still use the lecture method, and have not fully used the models of learning interesting, teachers assume that no model or use the same model, there are also some teachers who think using the model simply spend time so that the curriculum is not reached.

Reading skill is one aspect of the four aspects of learning ability in English. In this new paradigm, the curriculum emphasizes the strong relationship between sincerity, and content. Students to read, write, and think critically to the liveliness of independent study. Students learn how to find and master the content of reading. In English learning, students are trained to understand the reading but reading in English learning is still a serious problem for most Indonesian students.

Data from the Program for International Student Assessment (PISA) in 2015 suggests that the ability to read possessed Indonesian teenager rank 62 with an average score of 397. The research subject of this program is that learners aged 15 years. Grating judgment assessed in terms of quality, equity, and efficiency of knowledge and key skills required to and participation in modern civilization, including math, reading, general science, and problem solving (World Bank. 2016).

PISA results for reading content standards Junior High School 2000-2009, implementation of models of active learning and contextual, as well as about the characteristics of the final exam and the UN used contain the type of text reading competence indicates the level of students' thinking is still 18% contain basic

competence level think evaluative reflection (Harsiati 2006 in PISA Seminar 2000-2009). Basic competence in the form of comment on the news, discuss the value, reflecting the content of short stories, and analyze the intrinsic elements, maximum learning there should be relevant to the ability of reflect and evaluate. Learning to stimulate the creative mindset and critical thinking less implemented so PISA with a matter that many focus on evaluating the ability of reflection and less can be achieved optimally. Three international studies stated that the ability of Indonesian students to all areas measured turned out to be significantly below the average score of 500. If the international compared to international students, student Indonesia only able to answer questions in the category of low and very few, even almost no one can answer the questions that require higher-level thinking.

Analysis of the trend of Indonesian students' abilities in reading based on the results of PISA 200-2009 on the PISA reading literacy is an ability to understand, use and reflect on written texts or readings to achieve the goal. Reading literacy skills are closely related to thinking skills, reasoning ability, and creativity necessary for someone to live in an information age. At the time of a new era of globalization can be said to have the literacy skills if it can understand something as reading and doing things based on his reading comprehension. Reading is an activity to get the meaning of a text. (Hirai L. Cook, Irene Borrego, Emilio Garza, and Carl T. Seminar Klock in PISA 2011)

Based on the results of the PISA analysis also found that the ability to reflect on and evaluate the content of the text is the most difficult skills than the skills disclose return information. In addition, the results of reading literacy that is still

below the average international capabilities for resistance reading is still lower than the student. Low ability students in reading comprehension caused by several problems including: students rarely read the text provided by the teacher, because it is less interesting, especially the long text while students' vocabulary mastery minimal. One of the quirks of teachers in learning is the teacher asks the students to read the text for a certain time, and then ask the questions for students to answer individually. Indicators causes of low student reading comprehension is more fun to play with today's technology equipment. Time to read just a little of their use, so that students' unfamiliarity reading makes it difficult to understand a given reading teacher. Then some teachers assume that junior high school students can have a reading skill and considered insignificant compared with writing skills, listening skills, and speaking skills.

The areas of learning English matter in reading is pronunciation. When we read a text, you are actually saying the words to yourself inside your head as part of the process of storing them. The target of communication among people could be reached without any obstacles. Clear pronunciation gives speakers the power to be confident when expressing and indicating themselves in communicating with others (Zaigham, 2011). Whereas, mispronunciation will lead misperception among them.

Pronunciation is an integral part of foreign language learning since it directly affects learners' communicative competence as well as performance. Poor communication skills can decrease learners' self-confidence, restrict social interactions, and etc (Akyol, 2012). Besides, pronunciation is the production of

certain sounds that is used for making meaning (Gilakjani, 2016, Richard & Schmidt, 2002).

Besides, the ability to read is a skill that difficult to apply, because it is influenced by individual interests. Reading is very important in the development of science due to transfer of knowledge are mostly done through reading. If the reading culture is already present in each student, then the student will easily understand a reading text. Low ability students in reading comprehension (Ismair S 2009).

Further problems that impede learning English in formal educational institutions (secondary school) were identified among them that learning English is generally still teacher-oriented, and conventional. As noted by Rustel Ginting, the weakness of the teacher during the learning process is weak in learning innovation, learning is done is always centered on the teacher (teacher-oriented) so a lot of creativity of the students did not show up. Rustel Ginting argued (Journal of Voice Education ISSN 0852-016X, 2012: 7) that: "English is an object of study materials which have a very extensive discussion and built through a dynamic process of reasoning, so that the relationship between concepts in English is an explanation, to be easily to understand the students, the process of deductive reasoning to reinforce the understanding that has been owned by the students, and goal learning English is to train how to think in a systematic, logical, critical, creative, and consistent ".

From various facts found from interviews with teacher can be concluded that: 1) learning to read still using less innovative learning approaches; 2) students rarely read the English text makes low level of understanding of the content of the

reading that is read; and 3) the lack of understanding makes it difficult to answer students' questions provided.

Learning English should ideally be done in a pleasant atmosphere for students and teachers, especially the demands of the current curriculum, students take an active role in solving the problems in learning, it is known that the learning approach used teachers were oriented to teachers (teacher centered approach). To create an active learning English, critical thinking, and fun, the teacher must prepare approaches, models, methods, appropriate learning strategies, and can increase the activity of students in the learning process.

In Minarni Ani (2013) suggested that the present study should focus on students that is characterized by the build up of various conditions to the investigation materials of students, involving students in the planning, encourage and discover the ideas of students, and others.

Application picture dictionary with voice recognition has been made by Naufal Syauqi, Bachelor of Informatics UMG, 2010. These applications are useful to assist in learning a picture dictionary for children. Applications created using Visual Basic 6-based desktops, and using algorithms BEP (Back Error Propagation) to make voice recognition. For users of these applications must have a desktop computer to use it. The problem is when there are users who want to learn independently in his spare time, which the user can't be exposed to a desktop computer. Mobile phone grown today already has many supporters among other features bring pictures, play music, and recognize the voice.

Android is a Java-based operating system, which runs on the Linux 2.6 kernel in the mobile phone. The system is very light and has many features. Android

version 1.1 to 2.3 has been equipped with voice search (voice search). With the voice recognition on Android, this study was conducted to determine, assess, and improve the level of read errors, the authors made a study with the title "Reading Error Detector Based Android" Thus, it will be known in detail how a person's ability to read and how tips to read true, the future can be read correctly so that the meaning of a message can be delivered with a corresponding right.

1.2. Problem of the Study

How to optimize learning reading with the development of IT and actual learning needs, this research aimed to make "Reading Detector Error" (RED) build an Android-based app?

1.3. Objectives of the Study

Reading Error Detector in the study include courses in English for students in high school. This research is expected to provide inspiration for the improvement of the existing English language learning high school level, particularly for schools that are developing information technology in learning.

Thus, the purpose of this research is very clear and precise is detected, helping to improve and supplement the mistake of reading so that students are able to meet the learning needs of students both inside and outside the classroom self-study.

1.4. Significance of the Study

This research is expected to contribute to the theoretical and practical significance of the term.

1.4.1. Theoretical Significance:

It will provide wider opportunities for users to assess the accuracy in reading assessment system, pronunciation, and examines provide true correction in reading.

1.4.2. Practical Significance:

The end product of this research is expected to contribute new reading assessment system, especially in the subject of reading the correct technique in pronunciation. By using the RED (Reading Error Detector) can be read and the communication quality that is easy to understand.

1.5. Scope and Limitation of the Study

The scope of this study is to develop software application to detect error in reading for high school.

For the limitation of this study researchers will take assessment for reading especially in pronunciation. This not only consist of the fault detection system, but the recommendation to facilitate students for pronunciation practice correctly.

1.6. Definition of Key Terms

This is the definition of key terms of the focus of this study:

1. Pronunciation is one of the elements in reading that is important to note. Because one of the keys to the success of students reading is the accuracy of pronunciation in reading each words so that the listener understands what the reader reads..
2. Assessment is a process for making decisions using information obtained through the measurement results accuracy, pronunciation and understanding of language use reading error detector test in order to get very accurate results.
3. Android is open-source and modified platform mobile operating system based on Linux version, developed by the Open Handset Alliance (OHA) led by Google in which it is designed especially for touch screen devices are used in order to facilitate the application of modern assessment with high accuracy.
4. Reading Error Detector is an application on a computer or mobile phone is used to detect errors reading for students.