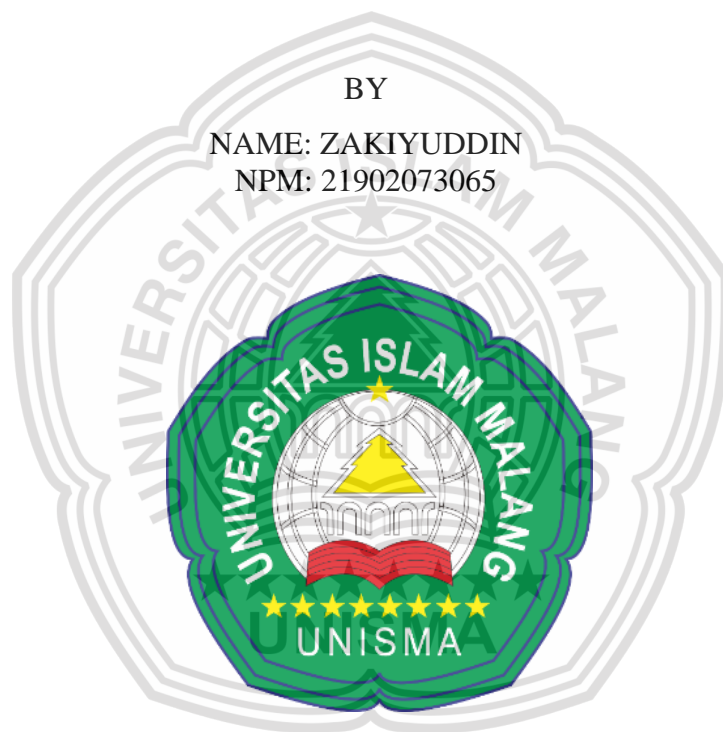# The Effect of Using Computer-Assisted Reading with Inquiry Based Learning on Reading Comprehension of Grade XII Students at MA Nurul Huda Sumenep

THESIS PROPOSAL

BY

NAME: ZAKIYUDDIN
NPM: 21902073065

UNIVERSITY OF ISLAM MALANG
POST GRADUATE PROGRAM
ENGLISH LANGUAGE TEACHING
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ABSTRACT

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This study aims to determine whether there is a difference between students who read using computer-assisted reading and those who do not. Students' reading ability may depend on what they do every day. There are some students who understand vocabulary better by listening than what is written. reading while listening may be another way to overcome students' reading comprehension, There are some students who will memorize vocabulary for a long time because the vocabulary is often found in several sentences, and Some students will also easily memorize a lot of vocabulary because of the use of online dictionaries.

With this, the researcher used lexical-tutor where there are audio-assisted reading, concordance, and online dictionary. For the learning process, researchers use inquiry based learning which focuses on student activity. For data collection, the researcher gave a question sheet based on what had been studied previously. The teaching materials are taken from the corpus in the lexical-tutor application

The research subjects were taken from student representatives based on their English language skills.The type of experiment used quasi-experimental.for data analysis, The collected data was then analyzed using SPSS. To find out whether there is an effect on students' reading comprehension at grade XII students, the researcher used a paired sample t-test, and an independent sample test to find out whether there is a difference in student reading comprehension score using an inquiry-based computer aid with those who do not use it.

Based on the results of the study which were then analyzed using paired sample t-test, it was obtained a sig (2-tailed) value of ,072 >0.05, and the data analyzed using the independent sample test resulted in 679> 0.05. It can be concluded that there is no effect and no difference between reading using computer-assisted reading with inquiry based learning and those who did not use. When viewed from individual scores, the results of the study showed little progress. The results of the researcher's monitoring show that not all students like to read while listening to audio. With this research, I hope that future researchers can review the learning process and the technology used. In addition, further researchers can use this research in an offline class format.

CHAPTER I

INTRODUCTION

This chapter presents about introduction including the research context, research problems, research objective, Hypothesis, Assumption scope, and limitation, significance of the study, Definition of Key Terms.

1.1 Research Background

Technology can be used as a tool to solve a problem or do a job. Most humans cannot be separated from technology in terms of their daily activities. Gavin (2019) did a survey of 235 students in Chinese regarding online tools of their selections. In his finding, the students did the listening, reading, watching TV, social media, text chatting, voice messages, video chatting, website. All of them show that student activities can not be separated with the use of technology.

This shows how technology is for us. According to Afandi (2016) that the increasing development of technology resulted in changes in education. The changes were not only in the curriculum but also in pedagogy. In this situation we must be sensitive in progress. However, the development of internal education in Indonesia in the use of technology is still not evenly distributed and this is because there are still some areas of Indonesia that are classified as isolated (Syamsuar & Refliantor, 2018). it causes a sizeable disparity between urban and rural areas.

Technology has the way to be interesting in the learning process with the features provided. There are several concepts about online learning, some can be

said to be mixed (hybrid) and fully done online. essentially mixed online learning is combined with face-to-face classes and online classes (Hrastinki, 2019). According to Melor et al (2012. 2019), in online learning, the students who are capable of educational technology could get the benefits from their involvement. Focusing on student needs and developing language learning are the important characteristics of online learning (Pourhossein Gilakjani, 2014).

Technological developments of course also affect language learning such as the use of computer-assisted language learning. The use of computers in language learning is foremost for learners and teachers that Computers can handle some activities with applications (Primasari 2019). Another statement from Kunlun (2007) that the use of computer-assisted in reading learning can provide a new color in the learning process and can increase interaction between students and teachers, if designed carefully, computer-based learning can increase interaction in learning

To make learning successful, Teaching styles can also be said to affect the degree to which teachers use technology in the classroom. De Potter (2009) said that learning style acts as a filter for the learning and communication process. then the learning style is the process of receiving and processing each individual towards the learning he receives.

The *transmissionist* teaching style sees "the teacher as the source of knowledge and the students as passive recipients of knowledge" (Teo et al.,2008, p. 165). This is in contrast to a constructivist style of teaching, which emphasizes student-centered learning that promotes independent learning and student

meaning-making (Teo et al., 2008).In an online class, online teachers are only facilitators, not information givers. Of course, students are given space for discussion and class activities (Riasati et al, 2012).

One of the learning processes that offer student-centered learning is inquiry based learning. Inquiry learning also offers the importance of ideas, questions, observations, analytical, critical, systematic. In inquiry learning, education plays an active role throughout the learning process by building a culture in which ideas are challenged, tested, defined and move students from the questioning process to the prevailing position of understanding (Scardamalia, 2002).

According to Sanjaya (2008) that Inquiry based learning strategies are several learning activities that emphasize the process of thinking analytically and critically for how to find the answer to a problem created by them. One of Inquiry based learning characteristics is a method that prioritizes and requires teachers to help students find their own data, facts and information from several sources (Ahmad, 2011). In another definition, inquiry is a learning process that seeks truth, information, understands and uses all of them in this phase of life. The foundation of this learning is that both facilitators and students have and share responsibility for learning. Inquiry based learning is effective, but there are some things to note that this method will be very useful when it comes to how to solve problems.

Inquiry based learning process also trains students to find their own concepts. In learning reading there are several concepts such as reading aloud or silently and there is also reading accompanied by audio or what we call audio

assisted reading. In addition, concepts such as providing concordance where there are several sentences that try to make it easier for students to understand the unknown word.

There is Computer-assisted reading where students can find their reading concepts. Then, the integrating of inquiry based learning and computer-assisted reading really helps students to find the concept of reading their English text because in computer assisted reading there are audio-assisted reading which is suitable for those who like to listen rather than read, concordance is good for interpreting meaning and can help students to memorize in the long term, and the last is an online dictionary where students can look up the meaning of words they don't understand quickly. with some of the features available in computer-assisted reading can help learning to be student-centered. In addition, the use of computer-assisted reading that can train students to become autonomous learners is certainly compatible with inquiry-based learning which is based on student-centered learning.

For text available in computer-assisted reading, which is taken from the corpus where the corpus is written text or in spoken form stored in a computer. This website is created by Tom Cobb from Quebec University in Montreal, Kanada. aims to provide some resources for English and French language researchers, learners, and teachers. The features are Text-to-speech (audio-assisted reading), concordance, and an online dictionary provided in lexical tutor (http://www.lextutor.ca/hypertext). we can click on one of the text provided to generate sound and for 2 clicks, the application will show the concordance. The Compleat Lexical Tutor also provides an online dictionary to assist students'

understanding. Besides, the use of corpus in lexical tutor can help students to select many authentic texts in web-based. For the other web-based reading programs, which is interesting, influential, inspiring you can find by the author of (Chen, 2004, yang, 2010, Sun, 2003).

Tom Cobb (2001) has conducted a study of vocabulary experiments with a series of French online resources with computer-assisted and it is necessary for other researchers to focus on reading. In his research, Tom Cobb stated (1999) that When students find words in various contexts, they will retain the words they find and will use them flexibly, and According to Keith Folse (2004), that the importance of giving students new words with explanations or explanations of new words that students find, so the words will move from short term memory to long term memory and this is what Tom Cobb said.

From all previous research which focused more on vocabulary aspects, it is necessary for further researchers to focus on reading. This kind of study will be on English research that is focusing on the use of Computer-assisted reading.

Mina C and Glenberg (2004) in their research, that the visualization and verbal strategy have changed the poor comprehenders' process in reading and assisted their comprehenders. The purpose of this study is to experiment with the use of Computer-assisted reading on students' reading comprehension at one of the high schools in Sumenep.

1.2 Research Problems

Based on the background of the study above, the problems of this study are stated as follows:

a. Is there any influence on the reading ability of students who are taught using computer-assisted reading with inquiry based learning on the reading comprehension of students at MA Nurul Huda Sumenep?

b. Is there a difference in the reading scores of students who use computer-assisted reading with inquiry based learning and those who use conventional methods?

1.3 Research Objectives

a. To find out whether there is an effect of students' reading ability who is taught using computer-assisted reading with inquiry based learning on students' reading comprehension at MA Nurul Huda Sumenep

b. To find out whether there is a difference between students' reading using computer-assisted reading with inquiry based learning style and those who use conventional methods

1.4 Hypothesis

According to Sugiyono (2009) stated that hypothesis is the tentative answer on research problem that is stated in a question.

Then the hypothesises proposed are: **Grade XII Students at MA Nurul Huda students in Sumenep district who read using computer-assisted reading with inquiry based learning has a higher score than students who do not read**

by using computer-assisted and inquiry based learning, and **there is a difference in the reading of students who use computer-assisted reading with inquiry based learning and those who use conventional methods**

1.5 Assumption

The Researcher assumes that the use of computer-assisted reading and inquiry learning can provide a development in students' reading comprehension. One of the features in computer-assisted reading is audio, where students are given the opportunity to listen while reading. because some students are more familiar with what they hear than what they read. Other features such as concordance and online dictionary can also help students according to their needs.

To determine the development of students' understanding in reading using computer-assisted reading, researcher conducts an experiment by dividing the two groups between those who are given treatment and those who are not. The researcher uses or creates reading questions with the same format between the control group and the treatment group.

1.6 Scope and Limitation

This investigation is conducted to determine the status of the effectiveness of the computer-assisted reading. This research is conducted in MA Nurulhuda Sumenep.

In class XII, there are two classes. The researcher took the representatives of each class according to their English language skills. 3 people are taken from high scores, 3 people are taken from low scores, and 4 people are taken from the

middle score. Then the researcher randomized according to their level to be placed in the experimental or control class.

For this aspect, it focuses on a web-based lexical tutor application that has reading features as a tool to assist the reader in comprehending the text. The features include audio-assisted reading, concordance, and an online dictionary. The sentence provided in concordance is the authentic taken from the Novel and journal.

1.7 Research Significance

1. Reading teaching learning

This study could be one reference in the reading teaching-learning process specifically in covid-19 that it is not possible to conduct face-to-face classes. The use of a corpus will provide opportunities for students to do reading learning activities in a flexible place. During the Covid-19 pandemic, it gave me the idea to do independent learning research or autonomous learning that could minimize the spread of the coronavirus. even if students are forced to do offline classes, the teacher can use the corpus as a student's daily task. Even if students are forced to do offline classes, the teacher can use the corpus as a student's daily task and can also be used as a medium during the offline learning process. The authentic text provided in the corpus will offer the effectiveness in the learning process.

2. Students

Features provided in the lexical tutor of computer-assisted reading will change the students' perception. The use of audio-assisted reading will ease the students by listening to the text audio, the students can do the reading while listening to the text audio. This feature will give simplicity to the poor comprehenders. The second feature provided in computer-assisted reading is a concordance.

The use of concordance in the reading learning process will give more comprehend to readers and will give long-term vocabulary memorization. Containing many authentic sentences will provide a comparison in determining the meaning of the text. if it is difficult to interpret, students can use an online dictionary to find out the meaning of the word. This web-based of computer-assisted reading, provided many features, will give chance to students to change the reading process.

3. The use of technology in reading learning process

The use of technology in the language learning process is still not optimal. especially in reading learning. This research will conduct in one of the Islamic boarding schools that computer is provided as one of the media, but the use of a computer is just used in national exams. this research will give reference to the teacher in the language learning process especially in reading skills. The technology used in language learning should be the responsibility of the teacher. the use of technology will affect students' understanding and make it easier for teachers in the learning process.

4. Research in field

Research in reading has become a trend in language research. The use of technology and corpus in reading will give you a view although many studies use CALL in reading research. the interesting thing about this research is the available features that allow it to be used as research material in the future. Many studies have proved the use of visual and verbal in the reading process by experimenting with their research. of course, features such as audio-assisted reading, concordance, and online-dictionary researched in this study will provide a very broad view of the use of CALL in reading learning research. It will be the references for the future researcher in reading skill

1.8 Definition of Key Terms

1. **Inquiry based learning** is a series of learning activities that maximally involve all students' abilities to search and investigate systematically, critically, logically, analytically. so that they can find their own inventions with confidence. on the other hand, inquiry based learning is the core of contextual-based learning activities. The skills and knowledge acquired by students are expected not to be the result of memorizing a set of facts, but rather the result of discovering them themselves.

2. **Computer-assisted reading** is a feature collection from compleat lexical tutor that is focused on English and French language learning. For compleat lexical tutor, many features are provided to upgrade our vocabulary, structure, and reading. Computer-assisted reading , a feature of reading in compleat lexical

tutor, will provide you tools are audio-assisted reading, concordance, and online-dictionary. The online-dictionary has the same similarity as an ordinary dictionary, but an online dictionary will ease the readers to do the finding out the meaning of the vocabulary.

3. **Audio-assisted** is the feature or the tool to make the reader more comprehend in reading text that the students can listen to the text audio. then, the students can listen to the text audio while they are reading by pressing the button where the text you are going to sound, the application will sound the sound according to the text that is pressed. This feature helps readers not only make reading easier but also helps students improve their pronunciation. The sound is taken from the native speaker.

4. **Concordance** is the feature in Computer-assisted reading which will provide some authentic sentences taken from novels, journals, articles. The sentences provided are not only one but many sentences that make it easier for the reader to find the meaning of the vocabulary. The sentences will of course contain vocabulary which you are difficult to figure out or you do not know the meaning.

5. **Corpus** is the text collections. According to Baker (2010), the corpus is a collection of text in written or spoken form saved in electronic like a computer. Another opinion, Setiawan (2017), corpus could be written by a person in form of hard copy or soft copy. The text provided in Computer-assisted reading reading is a kind of corpus that is saved in electronic like computer or web-based that we can figure out in web-based. The text in the corpus is the authentic text taken from the article, novel, and journal.

CHAPTER VI

CONCLUSIONS AND SUGGESTIONS

This chapter is the final chapter of the final project which consists of two parts, namely conclusions and suggestions

6.1. Conclusion

Based on the results of research that examines the use of computer-assisted reading by Inquiry Based Learning process on student learning outcomes. Then, This conclusion can be divided into two parts based on the findings: 1) Grade XII students at MA Nurul Huda students who read using computer-assisted reading with inquiry based learning do not get higher score, 2) there is no difference in the reading scores of students who use computer-assisted reading with inquiry based learning and conventional method. the conclusions are as follows:

1. The use of Computer Assisted Reading with Inquiry-Based Learning does not affect Grade XII student learning outcomes on at MA Nurul Huda Sumenep Based on the output of Pair 1, it was obtained a sig (2-tailed) value of ,072 >0.05. it can be seen that there is no difference in the average student learning outcomes for the pre-test experimental class with the post-test experimental class

2. Based on the output, the sig value is obtained. (2-tailed) of ,679> 0.05, it can be concluded that there is no difference in the average student learning outcomes between reading by computer-assisted reading with Inquiry-Based Learning and conventional reading at MA Nurul Huda Sumenep

6.2. Suggestion

Based on the results of the study, the implications of these conclusions are put forward as follows:

1. For teachers, it is expected to have pedagogical competence, especially in the use of technology in learning. Teachers must be able to find out what students' obstacles are in learning and can be overcome by using technology. In addition, teachers must provide a lot of strategies in learning process

2. For further researchers, it is recommended to review the data collection instruments that have been used and the lesson plans. In addition, this research is suitable for online just how the next researcher organizes the learning process, or the next researcher can add other variables such as other learning methods, learning models, learning facilities, study rooms, learning styles and others that can affect Indonesian language learning outcomes.

3. It is hoped that students will be able to use technology in learning, be able to accept what the teacher explains, be able to do assignments according to the teacher's directions because all are solely to improve the quality of students.

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