CHAPTER 1
INTRODUCTION

A. Background of the Research

One of the activities in mastering language relating to comprehension is reading. Reading is one of English skills which must be learned by the students. It is because having a good reading skill can be helpful for the students to build their vocabulary knowledge and improve their English skills (Taguchi, Melhem, and Kawaguchi in Alsuwat and Young, 2016: vol 1). In reading, comprehending a written text is also needed by students to obtain information. Grellet (1999: 3) states that reading comprehension is the understanding of a written text which extracts the required information from that text as efficiently as possible. Based on those statements above, reading comprehension is essential for academic success because information of written text should be obtained by the students. To get the aim of reading comprehension, teachers’ instruction should be more attention. It is because instruction is the activity to guide and help students in having learning experience (Howard in Slameto, 2010: 32).

Relating to instruction or teaching, traditional and technology-based instruction can be implemented in classroom especially on reading comprehension. However, many English teachers have implemented traditional and technology on reading comprehension. Nevertheless, because of growing
technological infrastructures, now many English teachers have shifted traditional to technology-based instruction.

Traditional instruction has been implemented years ago. Traditional instruction can be called as conventional method. Conventional method means that teacher is a centre of learning, in which all of the activities in learning are based on teachers’ decision not students’ interest. One of the activities in learning is delivery material or information. In delivering material, teachers use lecture method. The previous explanation is supported by Dimitrios et al (2013: vol 9) that traditional instruction usually called as conventional which focuses on teacher-centered method and transmission of knowledge and information has been realized with usual form of lectures. Relating to lecture method, tool used by teacher is textbook. Textbook becomes more useful thing. Thenmozhi (2013: vol 3) also states that in traditional classroom, the content is shifted from textbook and teacher to students.

In education, technology becomes functional for the teachers. It is because technology is a very effective way of improving students learning (Carlson, in Mollaei and Riasati, 2012: vol 2). Because technological infrastructures have been grown, various technologies can be implemented in education. One of them is computer. The use of computer includes the utilization of information communication and technology (ICT). Whereas involving to ICT in learning process, it will be familiar as e-learning or technology-based instruction (Rusman, Kurniawan and Riyana, 2013: 83). When we use ICT in
learning process, it can be named as technology-based instruction. In fact, the existence of ICT is as medium. Media are used to help the teachers in achieving the plans in teaching learning process. Concerning to learning in technology-based instruction, the learning here is teacher-centered learning in which ICTs are used as media in delivering the material and the students just observe what teachers do in using ICT as computer (Smaldino, Lowther and Russel, 2014: 49). Because ICTs here are focused on computer, it also becomes very helpful medium particularly in delivering material. It has software and hardware which have capability to help human work (Simarmata, 2006: 65).

However, traditional and technology-based instruction already have been implemented by many teachers on reading comprehension. Either technology or non-technology can be implemented in classroom. Based on description above, the writer was interested in finding teachers’ perceptions of the effects of traditional and technology-based instruction on reading comprehension in Junior High Schools.

B. Reasons for Choosing the Topic

The followings are several reasons in choosing the topic, as follows:

1. Reading comprehension is essential for academic success because information of written text should be obtained by the students.

2. Traditional and technology-based instruction can be implemented on reading class. However, many English teachers have implemented traditional and
technology-based instruction in reading comprehension. Nevertheless, because of growing technological infrastructures, now many English teachers have shifted traditional to technology-based instruction.

C. Problems of the Research

In this study, the problem is formulated in some questions, as follows:

1. What are teachers’ perceptions of the effects of traditional instruction on reading comprehension?

2. What are teachers’ perceptions of the effects of technology-based instruction on reading comprehension?

D. Aims of the Research

The aims of this study are to know:

1. The teachers’ perceptions of the effects of traditional instruction on reading comprehension in junior high schools.

2. The teachers’ perception of the effects of technology-based instruction on reading comprehension in junior high schools.

E. Clarification of the Research

To understand the topic easily, terms of this research are clarified as the followings:

1. Perception
According to Hamner and Organ cited in Indrawijaya (1989: 47) that perception is the process in which people organize, interpret and give meaning toward stimulus which happens in their environment through their senses. According to Robbins and Judge (2005: 167) that there are three factors which can influence perception, namely:

a) Factors in perceivers

b) Factors in target

c) Factors in situation

2. Reading Comprehension

According to Rumelhart cited in Leu and Kinzer (1987: 9) that reading is the process of understanding written language. Besides that, Pressley cited in Gilakjani and Sabouri (2016: vol 6) explains that reading comprehension as ability to get meaning and understanding from what is read.

3. Traditional Instruction

Djamarah and Zain (2010: 97) also explain that traditional instruction is as conventional method which has been used by teachers and marked teachers’ lectures. Then, in delivering the material, teachers use textbook. It is supported by Shaw cited in Devlin, Feldhaus and Bentrem (2013: vol 25) that only textbook is involved in this method. This journal also examines that there are some characteristics of traditional instruction, as follows:

a. Textbook driven

b. Students work in isolation
c. Teachers’ assessment

4. Technology-based Instruction

The use of ICT in learning process becomes medium. Prawiradilaga et al. (2013: 17) say that technology-based instruction is usually called as e-learning or electronic learning. Rusman, Kurniawan and Riyana (2013: 96) add that e-learning relates to utilization of media of information and communication technology is such as computer, internet, telephone, television/video, radio, and aids tool (audiovisual). Here, computer is utilized as medium. The use of computer as medium is utilized into two implementations namely CAI (Computer Assisted Instruction) and CBI (Computer Based Instruction). In CAI, software used is useful to help the teacher in learning process such as multimedia, aid tools in presentation or demonstration, and aid tools in learning (Rusman, Kurniawan and Riyana, 2013: 97). Relating to software computer, the use of computer program such as Microsoft PowerPoint and Word and even from internet can facilitate the delivery education (Dimitrios et al, 2013: vol 9). Besides that, Pannen cited in Rusman, Kurniawan and Riyana (2013: 67) that media and technological instruction in school can cover hardware, software, and human ware which are used to enrich students’ experience in learning. Therefore, this research will be focused on the use of hardware and software computer, as follows:

1. LCD Projector
2. Microsoft PowerPoint and Word
3. World Wide Web (internet)

F. Contribution of the Research

After knowing the conclusion and the result of this research, the writer hopes that this research can be useful for schools and other researchers.

1. To Schools/ Institution

After knowing teachers’ perceptions of the effects of traditional and technology-based instruction on reading, the schools will know the best teaching needed to improve the quality of education system especially in reading comprehension.

2. To other Researchers

Researcher hopes that the result of this research will be useful as guide for next researchers who will do other research. This research can also motivate other researchers to conduct other research especially in education.