

CHAPTER I

INTRODUCTION

This chapter presents the basic information of the current research. It consists of basic consideration, research question, the objective study, significance of research, and operational definition. These sub-topics will be discussed methodically as the foremost consideration of the study.

Basic Consideration

There are two kinds of skills in English which is compulsory to be taught the student. The first is productive skill, consists of speaking and writing skill and the second is receptive skill, comprises listening and reading. Reading is one of the most important issues for an English learner to master. It is considered as the most used way to gather information. According to Grabe, et al in Wolohu (2013) there are several purposes of reading, i.e., to gain simple information, learn from a text, and as a preparation of writing (to search for references needed for the writing). Based on this statement, it can be said that by reading a book and newspaper, people can get some information.

To achieve the aims of reading, one should apply decent strategies of reading. In this case, an English learner will be able to understand the essences of the English text when he/she applies the right way. One of the influencing factors of successful learning process is the learners' psychological condition. It is important for the English teachers to notice their students' psychological

condition. Teaching should be made in a good way both for the teacher and the students, to achieve full attention to the teaching material.

Similarly, Tarigan in Mamu (2006) mentioned that the main purpose of reading is to look for information from the content and understanding the meaning of reading. By reading, they can get new idea, interest, see the supporting ideas, obtained the information need, or answer the questions inside the reading text. Moreover, students will be more interested in the material if it is catchy to the students. Teacher often provides the students various references of reading texts online. Many teachers also make use of the facilities in the institute to provide wide range of learning materials of reading skills, such as readings in audio-visual form to stimulate students to learn and gather deeper comprehension of the reading. Those facilities are available in the laboratory. Therefore, in that research, the researcher focused on whether the multimedia laboratory could increase student interested in learning to read.

In addition, reading is important for the students, as they will have to train their brain to comprehend something they need. Students will get advantages from reading, to gain information, verify existing knowledge, and as a form of enjoyment.

Reading is also the most critical academic skill that assists a language teacher to transfer the learning material to their students. Unfortunately, the process is not simple. It is not only about eye movement, how fast something to be read but also it is a multi-process which involves word recognition, comprehension and fluency. The reader can also obtain a sample of reading text

in many language levels simultaneously (Mamu, 2006). As the reader, we have to notice letters, words, associated meanings, sentence structures, contexts and more. A good reader is expected to understand the text not only word by word but also the grammatical construction and essence of the text.

Some students still meet difficulties to grasp the idea of the text. It is due to their viewpoint of gathering the meaning by recognizing every word. They considered that it would help them to understand the essence within text or passage. By that, the students could not answer the questions because they did not get the point of the text completely. This results in the miscomprehension of the passage.

It is known that in developing students reading skill, the teacher should be more creative to use the method of teaching and learning, the approach, and the technique in learning in order to make students understand the meaning of the material. In fact, in teaching reading, the teacher gave the book to the students and asks them to read the book and find the information. So they are not being active in reading because students repeated the same activities every meeting. The context of active here means when students could explore the materials by themselves. That was the reason why the students' comprehension is low in reading class.

Based on the researcher's observation in Reading class at the 2nd semester in academic year 2014/2015, the researcher found that the students did the same activity every meeting. The students got the material from teacher and studied theory of how to be a good reader, but they did not know how to practiced it well

in the classroom. Actually, in the syllabus there were chances for students to do the independent learning. Yet, it is only two or three times from sixteen meetings. So, it was less intensive for students to explore their ability in reading class. Based on the researcher's experience in reading class, particularly in independent learning process, the teacher gave book to the students, asked them to read the books and answered some question related to the reading. This activity recurs in every meeting without teacher's control. Their goal was to read the book and answer the questions. So that, the students were not motivated to find out more information.

To solve the problem, the researcher thinks that the teacher needed a great strategy to improve students' reading ability. The teacher should teach the students not only from the material of reading from the text book, but also from other resources. For example, teacher gave the chance for the student to choose the material of reading subject from the internet by themselves. Consecutively, the teacher gave them chance to reproduce that reading subject by their own words. The situation of learning process also should be enjoyable. The teacher should give the chance for the student to study in the laboratory or outdoor. This results in a new enjoyable situation in learning process.

Furthermore, this research selected internet browsing because it was mostly used by students. The students who observed were 21st century students who was known as digital natives. In this era, the use of computer technology and Internet had increased highly. Computer and the Internet assisted the language learning and students were very familiar with them. They could spend all day with

their gadget to accessed the internet. Therefore, in their learning process they must be accompanied by internet. Then, as teachers, we should be able to direct their technological capabilities toward education.

In addition, Deore (2012) stated that internet has many advantages for educational field such as, it is a most powerful educational tool for teaching learning, useful for self-study to students, give a lot of information for student to achieve goal of learning process and internet also can be used for assignments and the progress of student. Students will be easier to understand the theory of reading if they can access related theories via internet by their own selves. Instead of books, accessing the Internet was easier and more efficient. In the pastimes, students have to read dozens of books and locked themselves up in the library just to answer their assignments or finish their term papers. Now, they can use computers or their gadget to browse the material. It was supported by free wi-fi connection that is available around the campus. With the aid of the internet, students could instantly retrieve the information they want with just one click away. The internet provided a great browser that can helped students in got the information they needed. Google as a browser provided a lot of information from various sources in documents, blogs, articles, journals, books and pictures. Therefore, browsing the internet was a great way to get the material learned easily and quickly.

Based on the explanation above, the researcher prefers to know the effect of using internet towards students' ability in reading by conducting this research

which has title “*The Effect of the Internet Browsing towards Students’ Reading Ability*”

Research Question

The research question in this research is *can the internet browsing gives the effect to students’ reading ability?*

The Objective of Study

The objectives of the study were to answer the questions above. In this research, the objective of study is to find out whether the internet browsing gives the effect to students’ reading ability or not.

Scope and Delimitation of study

In this research, the researcher limited this study focus on the effect of internet browsing on students’ reading ability especially in genre of text. The texts were analytical exposition, hortatory exposition, discussion, explanation, procedure, review, spoof and news item text. Whether it give the effect or not especially in Reading for professional context subject in third semester at English Department.

Significance of Research

This research supposes to be beneficial for:

1. The English teachers especially who are teaching reading subject will always used suitable facilities in teaching and learning process, such as internet.
2. The students, who are learning reading subject, will use internet media that can assist the students in add information and knowledge.

3. The researcher will get a better experience in applying teaching reading skill by using internet in assist the students' ability in understanding the material.
4. This research also can be the reference for the advance research. It also can become the review for the next research which has a similar topic.