

CHAPTER I INTRODUCTION

A. Problem Background

Reading is an important skill because it functions as literacy skill. It means that when someone is going to master certain knowledge, the first thing they should be able to read. By reading, students will understand certain knowledge and will get more knowledge. Even In this technology era, reading also plays an important role. Nowadays, everyone uses technology in daily life and most of electronic stuffs, warnings in transportations, labels and instructions in gadgets, are written in English. Someone should have reading comprehension and be able to read in English so he can operate those stuffs appropriately.

Furthermore, reading comprehension is a critical skill for students to learn. Some students are able to analyze the pictures, fluently read the text, and recognize certain words but some students are not able to fully understand the text. In addition, Sudjana in Kosasih, (2014) states that the results of students' learning outcomes are influenced by two main factors, internal and external. Internal factor is from the student itself that influence the learning outcomes, namely the ability of the student itself. Internal factors which include intelligence, interest, and attention to learning motivation and physical and health conditions. External factors that influence students about how the role of the environment influences student learning outcomes.

Based on the pre-survey at third semester in English Department of Muhammadiyah University of Metro, the researcher found some factors that make students feel difficulty in reading comprehension. The internal factors is, lack of vocabulary, lack mastery of grammar, difficult to understand long sentences and text, students also lack confidence when reading. However the external factors which make students lazy to read English text environment and lack of facilities such as classrooms that are less comfortable and lack of books. In order to know student reading score, the researcher got the data from lecturer

The reading score can be seen in the table below:

Table 1.1
Pre Survey Data Reading Score of Third Semester in English
Education Study Program at Muhammadiyah University of Metro

NO	Score	Student	Percentage	Category
1	80-100	6	13%	High
2	70-80	9	20%	Average
3	0-70	30	67%	Low
Total		45	100%	

Sources: The Lecturer of reading on third semester of English education study program

Based on pre survey above, it can be seen that there are 6 students who got 80-100 score in high category and got the percentage of 13%, then there are 9 students who got 70-80 score in average category and got the percentage of 20%, and there are 30 students who got score 10-64 score in low category and got the percentage of 67 %. So the total of the students are 45 and 100% is the total of percentage. According to reading lecturer, the students are still lack in reading comprehension, especially in the TOEFL test. They are still unable to find mind ideas in a text, identify supporting details and find conclusions in reading. This problem can be solved by the interesting method or technique that used in the process of teaching reading.

There are many ways that can be used to promote student's reading comprehension. In this modern era, students are more interested in doing anything using technology including learning, because ICT or information and communication technology has been included in education system. Therefore The use of Information and Communication Technology (ICT) is in line with the country's development agenda ICT is very important for every young person.

One technology that can help the learning process is the Computer Assisted Instruction (CAI). Fraser *et al.*, (2010) has identified that Computer Assisted Instruction (CAI), proving an efficient and effective media in education. The main purpose of CAI is to provide individualized instruction to meet the specific needs of individual learners. Computer Assisted Instruction (CAI) is a device that provides students interactive engagement with teaching materials. Because of this, students can be given various levels of control over their own learning, then teaching can be adjusted to the individual needs of students and feedback about student performance can be stored for further reference. Based on the problems

and some explanation above the researcher decides to take the title research by the “The Effect of Computer Assisted Instruction (CAI) on Advanced Reading at Four Semester Students’ in English Departement Muhammadiyah University of Metro ”

B. Problem Identification

Based on the background of the study above, the following problems are identified as follows:

1. The Students have difficulty in learning vocabulary
2. The Students have difficulty in mastery of grammar
3. The Students have difficulty to understand sentences and text
4. The Students less of confidence
5. Less of facilities
6. Less comfortable in the class room

B. Problem Formulation

Based on the problem identification above, the formulation of the problem study in this study would be: Is there any significant influence of CAI in advanced reading at fourth semester of English Department Muhammadiyah University Of Metro ?

D. Research Objectives

In line with the formulation of the problem above, the objective of the study would be : To find out the significant of Computer Assisted Instruction (CAI) on advanced reading eat fourth semester of English Department Muhammadiyah University Of Metro.

E. Problem Limitation

The limitation of this research is using Computer Assisted Instruction (CAI) in advanced reading at fourth semester students’ in English Departement Muhammadiyah University of Metro .

F. Research Scope

1. This research is an experimental research
2. The subject of research are students at the fourth semester of English department at Muhammadiyah University of Metro
3. The object of the research is CAI tecnique

4. The place of the research at Muhammadiyah University of Metro
5. The time of this research is conducted at the fourth semester English department academic year 2020/2021.

G. Research Benefits

The researcher hopes that this research give some benefit how to teach advanced reading to the student at fourth semester in English department. There are four benefits from this research. The benefits of the research are:

1. For the students,
Hopefully by CAI, it can help the students to promote their reading ability especially in advanced reading. More, CAI is expected to motivate them in learning with technology and the class will be interesting.
2. For the researcher and lecturer,
This result of the study is expected to provide beneficial information and new knowledge about CAI. The researcher and lecturer can be applied in the class room.
3. For other researchers,
The result of this study is expected to give new reference in finding a new method and as additional information about CAI technique in learning reading process.