

CHAPTER ONE

INTRODUCTION

1.1 Background of the Research

The English curriculum in Indonesia's education system is governed by the Ministry of Education, Culture, Research, and Technology (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi or Kemendikbud). The English curriculum is designed to align with the national educational standards set by Kemendikbud and is implemented across primary, secondary, and tertiary levels of education.

The key components of the English curriculum, as outlined by Kemendikbud, include language skills, communication approach, reading comprehension, grammar and vocabulary, listening and speaking, cultural understanding. This is in line with the goals of the curriculum itself to improve reading comprehension. Because the curriculum includes a variety of reading materials, including both fiction and non-fiction texts. Students develop reading comprehension skills by analyzing and interpreting the texts, identifying main ideas, supporting details, and understanding vocabulary in context.

The subject aims to develop students' skills in effective communication, critical thinking, and cultural understanding. In English there are skill like writing, speaking, reading, and listening. Reading skill in English, as recognized by Finochiaro (2008), refers to the ability to comprehend, analyze, and interpret written texts effectively. It involves a range of sub-skills that contribute to understanding and deriving meaning from various types of written materials. In

today's digital age, English reading skills encompass not only printed materials but also online sources and digital platforms. Students learn to navigate and critically evaluate digital texts, distinguishing reliable sources from misinformation. They develop media literacy skills, recognizing bias, identifying persuasive techniques, and understanding the impact of digital media on society.

The reading comprehension can be defined as a type of reading that aims to understand the content of the reading material (Tarigan, 2008). Reading comprehension involves the process of carefully studying the reading material so that readers can assess the situation, values, functions, and effects of the reading. To connect with other references, according to Tarchi (2017), reading comprehension is a reading process that involves efforts to build understanding of the text being read. In this context, reading comprehension means not only understanding individual words or sentences but also constructing a broader understanding through analysis, interpretation, and synthesis of information contained in the text. The study of English equips students with essential skills for academic, professional, and personal success. It provides them with the ability to articulate their thoughts, engage with various forms of literature, and understand and appreciate different cultures. English is not only a subject but also a gateway to broader knowledge and a means to connect with others in a globalized world.

In the curriculum now teachers are asked to use teaching method to make the learning process more exciting and more interesting for students. Sometimes students are lazy in learning to read English because reading text only contains writing without pictures, this makes students not interested in reading the text,

therefore, researcher is eager to conduct this research to see whether using MALL method learning media can make students interested in reading..

In the general context of mobile-assisted learning, it refers to the use of mobile devices, such as smartphones or tablets, to support and enhance the learning process. Mobile-assisted learning can encompass a variety of educational activities, including accessing educational apps, interactive language learning platforms, language practice exercises, multimedia resources, and communication tools. MALL which stands for Mobile Assisted Language Learning, is a component of Computer Assisted Language Learning (CALL) that focuses on mobile learning (m-learning) and language instruction. According to Valarmathi (2011), MALL represents those aids and enhances language learning through the use of mobile devices. MALL provides more opportunities for accessing applications spontaneously and continuously in diverse usage contexts (Kukulskahulme & Shield, 2008, as cited in Rahimi & Miri, 2014).

The origins of MALL can be traced back to research conducted by Hashima, where they explored language learning and provided support to distance language learners through telephones. They utilized telephones to offer assistance and feedback to learners (Hashima, 2017). Mobile-assisted language learning (MALL) specifically focuses on using mobile devices and applications to facilitate language learning and practice. It can involve activities such as mobile language games, vocabulary drills, grammar exercises, language listening and speaking practice, and accessing online language learning resources.

The researcher conducted the research at SMAN 1 Trimurjo. Teaching reading comprehension in SMAN 1 Trimurjo has several problems. The background students often face several common problems when it comes to reading. Students SMAN 1 Trimurjo have several problem first limited vocabulary, students may struggle to grasp the meaning of the text, resulting in difficulties understanding the overall content. Second lack of reading strategies, there are SMAN1 Trimurjo students are not equipped with effective reading strategies, such as skimming, scanning, or making predictions. Without these strategies, students may struggle to extract important information, identify main ideas, or make connections within the text. Third weak inferencing skills, SMAN 1 Trimurjo students face challenges in making accurate inferences due to a lack of practice or unfamiliarity with this skill, impacting their comprehension of the text.

To address these challenges, it is crucial for educators to provide targeted instruction in reading strategies. Therefore, it is why using MALL could solve the student problem in reading. Then, the researcher conducted this study entitled *“The Effectiveness of Mobile Assisted Language Learning (mall) in Improving Students’ Reading Comprehension of Narrative Text at the Eleventh-grade of SMAN 1 Trimurjo”*

1.2 Research Question

Regarding the background above the researcher, the researcher concerns with the following question:

Is using MALL (Mobile Assisted Learning Language) effective in teaching reading comprehension of narrative text for eleventh grade students at SMA Negeri 1 Trimurjo?

1.3 Research Objective

Based on the formation of the research question above, the researcher formulates the objective of the study as follows:

To find out whether using MALL (Mobile assisted language learning) is effective to teach reading comprehension of narrative text for eleventh grade students at SMA Negeri 1 Trimurjo.

1.3 Uses of the Study

The results of this study are expected to prove there is significant impact of reading comprehension after the use of MALL at SMA Negeri 1 Trimurjo. It also bring benefit for the student on how the student able in their reading comprehension. So in practical this study really bring impact to the student. While for teacher, this is can be a new way to teach reading English in the class and also this study was create benefit for the teacher to teach reading comprehension.

1. Theoretically

The findings of this study have theoretical significance for English teachers to understand their problems in teaching reading. The results of this research can provide access to understanding the process of teaching English Learners producing.

2. Practically

a) For the students

The findings of this study hopefully can assist the students in choosing the best media to facilitate them in acquiring reading skill.

b) For the teachers

Using appropriate method can make the effective learning for reading comprehension and it can improve student's understanding about reading lesson. It is recommended for teacher to use MALL element as one of effective teaching in teaching reading process.

c) For the other researchers

The findings of this study hopefully was give new insight for the other researcher in conducting the future research, specifically the research related to the MALL.

1.4 Scope of the Research

The scope of this research is to explore the effectiveness of MALL to improve reading comprehension of narrative text. This study is design to focus on analysis the influence of using MALL to improve their English especially in reading comprehension. It needs the appropriate method in teaching learning English. The researcher limited the problem only to enhance students reading comprehension in narrative text eleventh graders of SMA Negeri 1 Trimurjo. The methodology applied in this study uses a quantitative method by taking 2 classes in eleventh grade SMAN 1 Trimurjo in academic year 2022/2023.