

**THE IMPLEMENTATION OF ICT ON TEACHING  
READING FOR EFL STUDENTS OF UPT SMA N 4  
PAGAR ALAM**

**THESIS**

**By:  
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**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF PALEMBANG  
August 2021**

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FOR EFL STUDENTS OF UPT SMA N 4 PAGAR ALAM**

**THESIS**

**Presented to  
Universitas Muhammadiyah Palembang  
In Partial Fulfilment of the Requirement  
For the degree of Sarjana in English Language Education**

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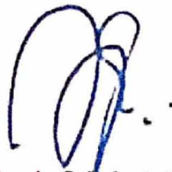


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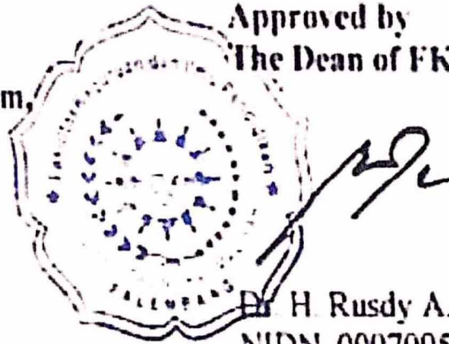
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“The Implementation of ICT on Teaching Reading for EFL Students of UPT SMA Negeri 4 Pagar Alam”

Beserta seluruh isinya adalah benar merupakan hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila di kemudian ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terdapat keaslian skripsi saya.

Palembang, Agustus 2021  
Yang menerangkan  
Mahasiswa yang bersangkutan,



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## MOTTO AND DEDICATION

### Motto:

- ❖ *“And He is with you wherever you are (Al-Quran 57;4)”*

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***The Implementation of ICT on Teaching Reading for EFL Students of  
UPT SMA Negeri 4 Pagar Alam***

***Abstract***

This thesis is entitled “*The Implementation of ICT on Teaching Reading of UPT SMA N 4 Pagar Alam.*” The problem of this study was formulated in the following question: “is it effective to implement of ICT on teaching reading for EFL students of UPT SMA N 4 Pagar Alam?”. The objective of this study is it to see whether or not implementation of ICT will be effective in teaching reading. The population of this study was all of the tenth Grade Students of UPT SMA Negeri 4 Pagar Alam in the academic years of 2020/2021 with the total number 345 students. The selecting of sample in population by purposive sampling and the classes in sample were X MIPA.4 as experimental class and X MIPA 2. as control class. The data was collected by test, they were pretest and posttest in experimental and control classes. In analyzing the data, the result of the value of the t-obtained showed that in experimental class was -16.371 Df (degree of freedom) the formula is ( n-1) sample is 34, df was 33. At the significance level <0,5 for the 2 tailed and degree of freedom (df) was 33, therefore t-obtained was higher than t-table, so Ho (null hypothesis) was rejected and Ha (alternative hypothesis) was accepted, Based on the result in analysis of research, it can be concluded that it was effective to implement of ICT on teaching reading for EFL students of UPT SMA N 4 Pagar Alam.

***Key words:*** *Teaching, Reading, ICT.*



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## CONTENTS

	<b>PAGES</b>
<b>TITLE.....</b>	<b>i</b>
<b>ARGREEMENTS .....</b>	<b>ii</b>
<b>APPROVEMENT .....</b>	<b>iii</b>
<b><i>SURAT PERNYATAAN</i> .....</b>	<b><i>iv</i></b>
<b>MOTTO AND DEDICATION.....</b>	<b>v</b>
<b>ABSTRACT .....</b>	<b>vi</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>vii</b>
<b>CONTENTS.....</b>	<b>viii</b>
<b>LIST OF TABLES .....</b>	<b>xi</b>
<b>LIST OF APPENDICES.....</b>	<b>x</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Background of the Research.....	1
B. Problem of the Research .....	5
D. Formulation of the Problem.....	5
E. Objective of the Research .....	5
F. Significance of the Research .....	5
G. Hypotheses of the Research.....	6
<b>CHAPTER II LITERATURE REVIEW.....</b>	<b>7</b>
A. Concept of ICT.....	7
B. ICT as learning media .....	9
C. Using ICT in Teaching .....	11
D. The benefit of using ICT .....	16
E. Concept of Teaching .....	18
F. Concept of Teaching English .....	19

G. Concept of Reading .....	20
H. Concept of Descriptive Text .....	21
I. Procedures of Teaching Reading by using ICT .....	22
J. Previous Related Study.....	22
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>25</b>
A. Method of the Research.....	25
B. Variables of the Research .....	25
C. Operational Definitions .....	26
D. Population.....	26
E. Sample .....	27
E. Technique for Collecting the Data .....	28
1. Pre-test.....	28
2. Post-test .....	28
F. Validity of the test .....	28
<b>G. Technique for Analyzing the Data.....</b>	<b>34</b>
1. The Percentage Analysis .....	34
2. The Conversion of Percentage Range .....	34
3. Distribution of frequency data .....	35
4. Paired sample t-test .....	35
5. Independent sample t-test.....	36
<b>CHAPTER IV FINDINGS AND INTERPRETATION .....</b>	<b>36</b>
<b>A. Findings.....</b>	<b>37</b>
1. The Students' Scores Pre-test in control Class.....	37
2. The Students' Scores Post-test in control Class .....	39
3. The Students' Scores Pre-test in Experimental Class.....	42

4. The Students' Scores Post-test in Experimental Class .....	44
5. The Result of Independent Sample T-test of Post-test in Experimental Class and Post-test in Control Class .....	50
<b>B. Interpretations .....</b>	<b>50</b>
 <b>CHAPTER V CONCLUSION AND SUGGESTIONS .....</b>	 <b>51</b>
A. Conclusion.....	52
B. Suggestions.....	52
1. For the Teacher of English .....	52
2. For the Students.....	52
3. For the Next Researcher.....	52
 <b>REFERENCES.....</b>	 <b>53</b>
<b>APPENDICES .....</b>	

## LIST OF TABLES

### TABLES

	<b>Pages</b>
1. Population of Research.....	27
2. Sample of Research.....	28
3. Test of Specification .....	29
4. The Validity of Try out test.....	31
5. Reliability .....	32
6. The Level of Students' Ability.....	35
7. Students' Scores Pre-test in Control Class.....	37
8. The Statistic Data of Pre-test in Control Class.....	38
9. Frequency of Pre-test in Control Class .....	39
10. The Result of Students' Post-test Scores in Control Class .....	39
11. The Statistic Data of Post-test.....	41
12. Frequency in Post-test of Control Class .....	41
13. The Students' Individual Score Pre-test in Experimental Class .	42
14. The Students' Frequency in the Pre-test in Experimental Class .	44
15. The Statistic Data of Pre-test.....	44
16. The Students' Individual Score Post-test in Experimental Class	44
17. The Students' Frequency in the Post-test in Experimental Class	46
18. Paired sample Statistic Pre-test and post test in Experimental Class	47
19. Paired sample t-test of pre-test and post-test in Experimental Class	48
20. Paired sample statistic pre-test and post-test Control Class.....	48
21. Paired Sample t- test Pre-test and Post-test Control Class.....	49
22. Independent Sample -test .....	50

## LIST OF APPENDICES

### APPENDICES

1. Surat permohonan ujian skripsi .....
2. Surat persetujuan ujian skripsi .....
3. Surat keterangan dari prodi .....
4. Surat keputusan pembimbing skripsi .....
5. Undangan Seminar proposal .....
6. Daftar hadir simulasi proposal .....
7. Daftar hadir dosen pembimbing .....
8. Laporan kemajuan skripsi bimbingan .....
9. Surat permohonan riset .....
9. Surat keterangan izin melaksanakan penelitian dari Diknas .....
10. Surat telah selesai melaksanakan penelitian .....
11. Reading Test .....
13. Key answer .....
14. Documentation .....
15. Biography .....

# CHAPTER I

## INTRODUCTION

This chapter presents: (1) the background of the research, (2) the problem of the research. (3) the objective of the research, and (4) the significance of the research, (5) hypothesis of the research.

### **A. Background**

English as an international language is spoken in most international events and is used as the medium of information flow on science, technology and culture. Every human life in society needs language. Language has important role in human life. With language, people can communicate each other.

According to Harmer (2001) English is a foreign language. To teach it in a satisfactory manner, a good teacher is required. A good teacher is a teacher who is not only well-prepared but also keen on the students' needs. He or she realizes that every student is unique and has different learning interests, styles and purposes (p.1)

Learning language is successful when learners can use the language in communication, both oral and written. Based on 'Kurikulum Tingkat Satuan Pendidikan' (KTSP) 2006, teaching and learning English in high school should be based on four language skills, those are: listening, speaking, reading, and writing. It is expected that students can use these skills to prepare them in the higher education level and even in the field of work that demands them to understand English in communication. Reading is one of the four language skills taught in language teaching. From 'Standar Kompetensi' (SK) and 'Kompetensi Dasar' (KD) above, explain that ideally in reading the students should be able to identify the word meaning based on the context, identify the main idea of the text, find implicit information of the text, determine the explicit information, and determine the referent of pronoun.

According to Brown (2004) says that reading is likewise a skill that teachers simply expect learners to acquire. When the writer asked about the



students' reading ability, the teacher said that the students were weak in reading skill (p.185)

In many cases, reading is important in our out from the school. From many stages, included students of senior high school are expected to be able to comprehend texts and develop their ability in reading to achieve informational level especially in learning foreign language to make the students easier to understand the topic of the text.

According to Suyana (2019) reading is an activity that exerts several actions including physical or cognitive actions. As a visual process, reading is the process of translating written symbols into spoken words (p.19)

Since English in Indonesia is a foreign language, most student at any levels of education get difficulty in reading English texts.

According to Hamra and Syatriana (2010) indicate that the ability of Indonesian students to read English texts was very low. The Indonesian students need help in reading comprehension. For students, reading is a key to improve learning outcome in many fields of study. Reading is an inseparable part of any English course. Many efforts had been carried out by the Indonesian government to improve the quality of English teachers. The qualification of English teachers were improved by facilitating them to go to university to get higher degrees, and through many other educational local activities all over the country (p.28).

In this digital age serves more challenging tasks to do. The World Bank Group (2003) as well as Partnership for 21st Century Skills (2003) suggests that learners need to acquire critical thinking, effective communication, team work, continuous learning, and use of technology skills in order to help the global knowledge economy and be productive world citizens (p.8)

According to Erben et al (2009) in language teaching context, technology is not a new thing. Technology has been used as medium for instructions for decades. Employing technology into English language classroom refers to exploring the use of computers and technology as pedagogical tools to aid the instruction of English The use of conventional technology devices, such as language laboratory, radio, tape recorders, video recorders, and television, have been incorporated as teaching aids in language teaching since 1960s -1970s (p.23)

Then, the innovations of modern technology offer both teachers and students some alternative tools and applications that can be employed in teaching and learning (Yunus, Lubis & Lin, 2009). As response to that condition, education system in Indonesia has been changing. The changing of a curriculum inevitably happens from time to time in order to accommodate human's life changing and needs. Indonesia is recently implementing a new curriculum, which is called as Curriculum 2013 (K-13). The curriculum revision is influenced by some factors. The advance of technology is one of the factors which initiate the changing curriculum from KTSP 2006 into Curriculum 2013. In Curriculum 2013, Indonesian government considers proposing ICT integration into pedagogical practice. Consequently, it has changed the role and position of ICT subject at school. ICT has become an obligatory competence for all subjects, not only for the teachers but also for the learners. It means that ICT plays a vital role as learning tools to aid the teachers delivering their learning materials. Moreover, utilizing ICT into their teaching practice enables the learners to be active in seeking, processing, constructing, and using and managing knowledge. It means that the learners will be the main agent in finding knowledge and teachers are playing a role only as learning facilitator.

According to Kementerian Pendidikan & Kebudayaan (2014), there are five pillars of learning process that should be carried out in this curriculum observing, questioning, collecting information, associating, and communicating or discussing. It is in line with constructivism paradigm which believes that knowledge can be acquired by the learners themselves individually and socially. Thus, it is necessary for teachers to create learning atmosphere which supports the learners in knowledge acquisition. This consideration forces the teachers to be able to utilize ICT. However, due to the integration of ICT in EFL, there are some barriers or limitation faced by the educators. The barriers in ICT infusion could be related to teacher and schools (p.162)

Salehi and Salehi (2012) found that insufficient technical supports at schools and limited internet and ICT access prevented the teachers to infuse technology into their classrooms (p.215)

Based on research globally in Indonesian students reading ability is 47,11% is sufficient an 46,83% is less. Based on the explanation above and reading ability students in Indonesian is weak the writer is interested in conducting a research which focuses in ICT strategy under the title “ The Implemenation of ICT on Teaching Reading for EFL Students of UPT SMA Negeri 4 Pagar Alam”

### **B. Problem of the Research**

Based on the general background stated, the problem of the study focused on the effectiveness of the implementation of ICT on teaching reading for EFL students of UPT SMA Negeri 4 Pagar Alam.

### **C. Limitation of the Research**

In line with the identification of the problems, the focus of the research was that The implementation of ICT on teaching reading for EFL students of UPT SMA Negeri 4 Pagar Alam.

### **D. Formulation of the Research**

Based on the limitation of the problem, The problem the formulation of the problem was follow: “is it effective to implement of ICT on teaching reading for EFL students of UPT SMA Negeri 4 Pagar Alam”.

### **E. Objective of the Research**

Based on the formulation of the problems above, the objectives of this research was to see whether or not implementation of ICT will be effective in teaching reading for EFL students of UPT SMA Negeri 4 Pagar Alam.

### **F. Significance of the Research**

The writer hopes the result of this research. Firstly this research improves my knowledge about how to read with a good pronunciation, understanding the

indicator of reading and give me some experience in doing significant educational research. Second for the teacher of English, this research provides appropriate teaching technique or method really helpful for the students. The third for the students, this research motivates them to read. They should be actively involved in the activities during the lesson. The last for other researchers, this research could be the additional references for their further research and it is better for them to read more available references in order to obtain more information about ICT.

### **G. Hypothesis**

According to the Fraenkel and Wallen (2012) hypothesis simply put a prediction of the possible outcomes of a study, (p.45). The writer purposes two hypotheses in this research. They were alternative hypothesis (Ha) and the null hypothesis (Ho).

(Ho) : The null hypotheses: it is not effective to teach reading by using ICT for EFL students of UPT SMA Negeri 4 Pagar Alam.

(Ha) : it is effective to teach reading by using ICT for EFL students of UPT SMA Negeri 4 Pagar Alam.

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