

**THE CORRELATION BETWEEN COMPUTER LITERACY SKILL AND
READING COMPREHENSION OF ENGLISH EDUCATION STUDY
PROGRAM STUDENTS AT TRIDINANTI UNIVERSITY PALEMBANG**

A Thesis by

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English Education Study Program



FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF TRIDINANTI PALEMBANG

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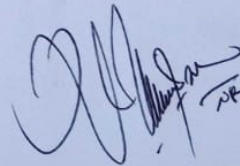
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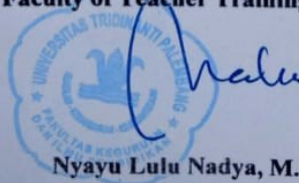

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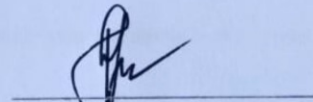
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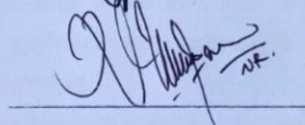
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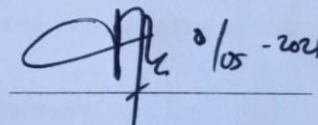
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PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penelitian pengelolaan serta pemikiran saya dengan pengarahannya dari pembimbing yang telah ditetapkan.

Apabila ternyata di dalam naskah skripsi ini dapat dibuktikan terdapat unsur-unsur jiplakan. Saya bersedia skripsi ini digugurkan dan gelar akademik yang saya peroleh (S-1) dibatalkan, serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. 20 Tahun 2003, pasal 25 ayat 2 dan pasal 70.

Palembang, April 2021

Yang menyatakan


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DEDICATED AND MOTTOS

This thesis is presented to :

- **Allah SWT for blessing me to finish this thesis and the prophet Muhammad SAW who always guides me to be a good muslim.**
- **My dearest and the most extraordinary parents who are the most beautiful blessing from God along my life. My Father and My mother, thanks a lot for your pray, your sacrifices, great attention, love, and all of meaningful thing that you gave to me.**
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MOTTO

“Become a useful person more precious than a rich person”.

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ABSTRACT

This study focused on finding out whether or not there was any significant correlation between computer literacy and reading comprehension and investigating how much computer literacy contributed to reading comprehension of English education program students at Tridinanti Univeristy Palembang. This study involved 38 students as the sample, chosen by using purposive sampling. The data were collected by using computer literacy questionnaire and reading comprehension. The result of study showed that the level of students' computer literacy was in Low degree of Motivation. After analyzing and calculating the data, it was found that there was significant correlation between computer literacy and reading comprehension of English education program student at Tridinanti University Palembang since the significance p-value (0.000) was lower than 0.05. The r_{value} was 0.848 and showed that there was very high correlation between computer literacy and reading comprehension of English education program students at Tridinanti Univeristy Palembang. Furthermore, computer literacy gave contribution to reading comprehension as much 71.9 %.

Keywords: computer literacy, reading comprehension.

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CHAPTER I

INTRODUCTION

This chapter presents: (1) Background, (2) Problems of The Study, (3) Objectives of Study and, (4) Significant of The Study.

1.1 Background

Language could be said as the core of humanity. Language enables individuals to engage socially, initially within the family, and later in a broader network of relationship. According to Amberg and Vause (2009, p. 2), language is a foremost means of communication which is communication almost always takes place within social life. Therefore, language that is used in communication enables us to express our ideas, our feelings.

Subasini and Kokilavani (2013, p. 56) asserted that English is overtly most common language all over the world, It is the language of higher administration, superior judiciary, advanced education and diplomacy. Moreover, in learning English, students are required to be able to understand some of the language skills. The language skills are listening, speaking, reading and writing. Lotherington (2004, p. 65) argues that the four basic language abilities are commonly regarded as speaking, listening, reading and writing. By mastering these skills, students are expected to integrate them in communication acts.

Among those four skills, Debat (2006, p. 1) states that reading is the most crucial skill for student of English foreign language (EFL) or second language

(ESL). Devito (2014) assumes that reading helps children to develop their vital language skills, to open up new world and to enrich their live, to enchase, to improve their hand-eye coordination, and to provide them with fun activity. It is arguable to say that reading plays important part in developing students' knowledge. According to Komiyama (2009, p. 32), reading is very important skill for English language learners in today's world, it supports the development of overall proficiency and provides access to crucial information at work and in school. Through reading, students can gain and add knowledge about many subjects and reading also gives the students' pleasure.

Reading in a second or foreign language (SL/FL) had been a significant component of language learning over the past forty years (Zoghi, Mustapha, Rizan and Maasum, 2010, p. 439). This significance has made reading education an important issue in educational policy and practice for English language learners (Slavin and Cheung, 2005, p. 247). However, reading is a complex, interactive cognitive process of extracting meaning from text. In the reading process, the reader is an active participant, constructing meaning from clues in the reading text. Reading is also an individual process, which explains the different interpretations of different readers (Maarof and Yaacob, 2011, p. 211). So, reading can also add insight and knowledge from various perspectives.

Information and Communication Technologies (ICT) have developed very rapidly in recent years. Wang and Woo (2007, p. 149) have stated that ICT are basically tools, they can be hardware such as computers, projectors, digital cameras, etc. and they can also be software such as Microsoft Word, Power Point,

etc. In addition Rank, Warren and Millum (2011, p. 1) have found evidence that ICT is commonly used in English language teaching and “as most English teachers would acknowledge, there is still much more to do to make effective and enjoyable use of the (latest) technology”. There are some platforms or sites that can use to improve reading comprehension like the Jakarta Post, BBC learning English, Discoveries English and Cake etc.

Wekke and Hamid (2013, p. 588) had assumed that ICT can be accepted as a paramount part of the (new) education system that is turning into an ever increasing and more challenging system with new challenges in education, especially at the school level due to expansion of education and development of universal world standard education concepts plus information sharing and communication which are being discussed and addressed worldwide. It has been noted by Valk et al. (2010, p. 118) that “ICT can empower teachers and learners by facilitating the communication and interaction, offering new modes of delivery, and generally transforming teaching-learning processes”.

Technology is becoming increasingly important in both our personal and professional lives, and our learners are using technology more and more. Yet teacher training programmes often ignore training in the use of information and communication technology (ICT), and teachers are often far less skilled and knowledgeable than their own students when it comes to using the current technology (Dudeney & Nicky Hockly 2017, p. 1). As computer technology becomes widely available and rapidly advanced, the increasing use of electronic texts has expanded the meaning of the word ‘literacy’ and brought up literacies

such as ‘computer literacy’, ‘electronic literacy’ and ‘information literacy’. Along with this situation, the idea of what it means to be computer literate is inevitably extended (Reinking, 1994). In industry 4.0 computer literacy has become a necessity.

It is apparent that the teachers’ technology use and knowledge are closely related to their confidence level (Atkins & Vasu, 2000; Lam, 2000) and affect their attitudes toward technology integration (Rakes & Casey, 2000). In order to integrate technology into the classroom successfully, teachers need to develop their working knowledge and skills in online environments (Rilling, Dahlman, Dodson, Boyles & Pazvant, 2005) and have technical competence to use various computer applications for educational purposes (Cunningham, 2000). The progress of technological developments such as smartphones and computers make it very easy for people to access the information. They need anytime and anywhere.

The rapid development of technology which make people effortless to do something, It will make some people are lazy to read. Based on the recently released PISA (Programme for International Student Assessment) report. In 2019, Indonesia's reading score was ranked 72 out of 77 countries, poor awareness of Indonesian people's interest in reading becomes very alarming, there are still many students who prefer to spend their free time with things that are not useful, such as often playing games.

Septiani’s observation (2018) showed that the condition of reading comprehension of the most student of English Study Program in Tridinanti

Univeristy Palembang were; firstly, their reading level were still low. Secondly, They less used to read articles, thirdly, they were lack of knowledge about reading comprehension, last, their reading interest were less. They precisely tended non academic materials and use inappropriate for education rather than educative application.

Therefore, the reseacher chose English Study Program students at Tridinanti University as a setting in conducting the reseach, because it has program of English Deparment in the curriculum. In addition, there were many students who had good capability in computer literacy, but they still use it in non academic field, for example they use it only for playing mobile game or social media and for fun without paying attention in improving their language skill especially to enhance their knowledge of English education.

In conclusion, the researcher was interested to conduct the reseach entitles “The correlation between Computer Literacy and Reading Comprehension of English Education Study Program Students at Tridinanti University Palembang”.

1.2 Problem of The Study

1.2.1 Limitation of Problem

The limitation of this study were specific in computer literacy and reading comprehension of English Education Study Program Students at Tridinanti University Palembang.

1.3 Formulation of the Problems

1. Was there any significant correlation between computer literacy skill and reading comprehension of English Education Study Program students at Tridinanti University Palembang ?.
2. How much did computer literacy skill give contribution to reading comprehension of English Education Study Program students at Tridinanti University Palembang?.

1.4 Objectives of Study

1. To find whether or not there was a significant correlation between computer literacy skill and reading comprehension of English Education Study Program students at Tridinanti University Palembang.
2. To find out how much computer literacy skill give contribution towards reading comprehension of English Education Program students at Tridinanti University Palembang.

1.5 The Significances of Study

1. The students

In this study, the students were expected to understand about their computer literacy skill and then they were also expected to improve their reading comprehension.

2. The Teachers

This study also expected to help the lectures to understand about their own students' perception on computer literacy skill and their students' reading comprehension achievement. Hopefully, by understanding the students' computer literacy skill, the lectures could provide the effective strategies or techniques to improve the students' reading comprehension.

3. The Writer and Other Researchers

This study was expected help the writer to develop his knowledge and broaden horizon dealing with students' computer literacy skill and their reading comprehension. For other researchers, this thesis could help them to get more information in conducting further research.

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