

**STUDENTS' PERCEPTION OF THE ICT USAGE IN
ENHANCING READING COMPREHENSION SKILL AT
ENGLISH EDUCATION STUDY PROGRAM SRIWIJAYA
UNIVERSITY**

A THESIS BY

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**FACULTY OF TEACHER AND EDUCATION
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DECLARATION

I, the undersigned,

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Guarantee that thesis entitled "Students' Perception of the ICT Usage in Enhancing Reading Comprehension Skill at English Education Study Program" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

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The undersign,



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DEDICATIONS

This thesis is dedicated to:

My parents who always provides support in all endeavors,
loved me unconditionally, and taught me to work hard for the things

that I aspire to achieve.

My beloved sisters who always cheer me in every situation.

Thank you for the endless love, support, and strength.

Without whom none of my success would be possible.

Above all, to Almighty God who always give me strength, knowledge, and
wisdom in everything I do.

MOTTOS

“Do not fear, for I am with you,
do not be dismayed, for I am your God;

I will strengthen you and help you,

I will uphold you with my victorious right hand.”

(Isaiah 41:10)

“You don’t have to be great to start, but you have to start to be
great”

(Joe Sabah)

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The Researcher,

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ABSTRACT

Information and communication technology (ICT) refers to any technological tools that make it possible for individuals to communicate across long distances by hardware like a phone, telegraph, cable, or software to obtain information. Especially in this modern era, every person must have used various ICT tools and reaped their many advantages. To understand and extract information from a text is the definition of reading. Comprehension is the relationship that emerges inside the text to establish a connection between the many textual components. This study is a descriptive quantitative study that examined the student's perception of the ICT usage in enhancing reading comprehension skill at English Education Study Program. This study aimed to find out the sixth-semester students' perceptions towards the ICT usage in enhancing reading comprehension skill at English Education Study Program. There were 38 participants who participated to answer the questionnaires of this study. Therefore, the finding of this study revealed that the ICT Usage for Reading Comprehension Skill Enhancement has a positive impact and helps the students' to enhance their Reading Comprehension skill.

Keywords: ICT, Reading Comprehension, enhancement, perception

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CHAPTER I

INTRODUCTION

This chapter discusses the background of study, the problem of study, the objective of study, and the significance of study.

1.1 Background of Study

Information and Communication Technology (ICT) is all technological devices that can facilitate people to get information by using communication over a distance by cable, telegraph, or telephone, known as telecommunication. Particularly in this modern era, a large number of people utilize technology's benefits in a variety of ways, one of which is the use of ICT to obtain information from various areas of the world and to interact with those who are nearby and those who are far away.

People utilize ICT to meet their requirements and support their daily activities all around the world. Therefore, the Internet has a great impact on human beings until now. Internet, telephones, laptops or computers, wireless networks, and e-mail are examples of parts of ICT. Because of advancements in technology, humans are currently living in an environment that is mainly technological. (Bana, 2020). The improvement of ICT has influenced all aspects of the country, especially in education. Most people agree that ICT, including the internet, encourages cooperative learning, provides more knowledge, and through simulation, makes difficult learning activities understandable (Fabunmi, 2020).

Most people also assumed that the internet was invented for educational purposes (Primo & Khan, 2003). Information and communications technology (ICT) has developed quickly, making it the backbone of modern society. Without some type of technology, life would be utterly dysfunctional. We utilize tablets, laptops, mobile phones, and other modern technology in all facets of our lives. It is a fact that technology has altered everything, including education. Students with

various educational requirements and characteristics can use ICT (Kontostavrou & Drigas, 2019). However, rather than engaging in instructive activities on the internet, students frequently spend their time engaging in amusing ones like those found on Facebook, Instagram, and Twitter (Priambodo & Diem, 2019). The importance of technology in learning English, the most significant universal language, cannot be overstated. With the aid of globalization, information technology is advancing triumphantly and permeates every element of contemporary life. On the internet, users from all over the world have access to an incredible amount of information (Milon & Iqbal, 2017).

One of the most crucial abilities that everyone, especially students, must possess is reading. A significant amount of reading is necessary for the context of education since reading abilities are involved in all learning activities and because students' academic achievement depends in large part on their reading proficiency (Bana, 2020). Reading comprehension refers to the capacity to read, analyze, and comprehend literature. Both in the target language and the speaker's mother tongue, reading comprehension is crucial. When reading a text in the original language, pupils might not have any problems, but when they read texts in the target language, the situation is completely different (Asrifan et al., 2018). Reading comprehension is crucial because it enables pupils to learn more about academic or general knowledge topics (Asfrian et al., 2018).

Reading comprehension is a deliberate process that occurs when the reader actively participates and makes use of intellectual capacity that must be developed through the use of techniques that may be taught and can be improved over time through practice (Batanero et al., 2022). According to the existing name, we must understand the content and meaning contained in the text. Both individuals from the elder generation and individuals from the younger generation use smartphones and other Information and communication technology devices, and many of them also constantly use Google, Instagram, Twitter, as well as the other applications to read the news and obtain information.

Previous studies found that the use of ICT was effective in improving reading comprehension. For example, Bin Noordan (2022) argued that reading comprehension with ICT English language instruction boosts academic performance, encourages participation, and modifies perceptions of the English language. Likewise, a previous study discovered that incorporating Information and communication technology into the teaching of reading comprehension such as an online dictionary, which improved vocabulary building and usage, as well as the students' frequent expressions of pleasure about reading comprehension sessions, which facilitated learning and encouraged meaningful learning, among other things (Maduabuchi & Emechebe, 2016). However, this study focused more on ICT as a whole, including both software and hardware in ICT, and as for the software, the researcher only paid attention to a few programs that students frequently used, and whether or not there were any enhancements that the students gained beyond just from its instruction and other factors like the previous study. Also, the researcher used sixth-semester students' Sriwijaya University's Faculty of Teacher Training English Education Study Program who had successfully completed a variety of reading courses. As a result, the discussion of ICT and reading comprehension in the questionnaire that the researcher provided were both thoroughly understood and mastered by the respondents' experience.

1.2 Problem of Study

The problem of this study was arranged to answer the following research question:

“What are the sixth-semester students' perceptions of the ICT usage in enhancing reading comprehension skill?”

1.3 Objective of Study

The objective of this research is to discover:

“The sixth-semester students' perceptions of the ICT usage in enhancing reading comprehension skill.”

1.4 The Significance of Study

This study aimed to investigate the sixth semester students' perception of the ICT usage in enhancing reading comprehension skill in order to present several contributions to lecturers, students, and future researchers. In the world of education, every teacher or even the lecturer must learn something new, to enable the learning process to continue and keep up and find new teaching methods. Therefore, with these findings, it will add some knowledge to lecturers who will teach their students about the ICT usage and reading comprehension skill enhancement. It is important because it will help students improve their reading skills, especially in reading comprehension with the help of Information and Communications Technology because some students do not know the function of ICT in the field of reading comprehension. Also, it is anticipated that the research will be useful to researchers who are analyzing ICT and reading comprehension in the hopes of supplying the necessary details and encouraging academics to do more in-depth research and enhancing existing studies.

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