The Influence of Information Communication and Technology (ICT) in Learning Reading Comprehension

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Abstract: This study was conducted aimed to know the influence of Information Communication and Technology in learning reading comprehension to the sixth semester of English department at IAIN Lhokseumawe, Aceh, Indonesia. The subjects of the research were students in the sixth semester. The researcher only took six students in different abilities from a high level, middle level, and low level. The instrument used by the researcher was an interview. The result showed that the students still had difficulty in understanding the texts because of having a lack of vocabulary, long texts, and limited time to analyze the text in answering the question. The students studied reading comprehension through Information Communication and technology, and they learned reading comprehension tests from TOEFL. It is one of the systems used to obtain information in developing knowledge and science. Furthermore, the finding of this study was: ICT is able to increase the students'' ability in analyzing varieties of texts; they could enrich their vocabulary and their knowledge. The implication of ICT can motivate students to understand the text. They can search many texts about the test of reading comprehension that one of the skills in TOEFL tests.

1 INTRODUCTION

Reading comprehension is one of the essential skills in learning English. Through reading comprehension, the students find out the information about what they read and using their experiences and knowledge to comprehend the text. As stated by Armbruster (2003:41), comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not reading. It means that the students must be able to recollect, assimilate, and reproduce whatever they have read. So, the role of the teacher in improving this skill is significant. The teachers have to choose a good strategy that relevant to the student's ability in the success of the teaching and learning process.

Reading comprehension is a partial activity of the English subject in university to help students to understand the text. It has to be mastered by the students in studying English as a foreign language. Because reading is the first important factor that can support the process of mastering the other skills and improving knowledge despite the importance, the fact shows that not every individual learns it well.

Reading is one of the subjects at the English study program, and it has to been learned by students from the third semester to the sixth semester. It consists of reading one to reading four. In this case, the lecturer teaches reading comprehension in different ways. Because the material taught by lecturers for each reading is not the same materials, the lecturers have to know the strategy, method, technique, or approach in the teaching-learning process. It can improve the students' ability, and they can gain new information from the passages.

In teaching-learning process needs the right way how to teach fun and give a good motivation for students. Information Communication and Technology (ICT) is one strategy that can use in the teaching-learning process because it can be developed in the human being life and educational development.

Information Communication and Technology (ICT) had taken a significant role in the world, and it used not only in the university but also in

kindergarten. The use of Information Communication and Technology (ICT) has the most positive effect on teaching and learning languages. Especially in learning English, listening, writing, reading, and speaking.

Reading is one of the English skills that the students learn in the university. They have to study many kinds of text differently, and they should not just receive the material from their lecturer. They should sharpen their comprehensive knowledge about reading in various ways, like searching from the internet about some texts and some tests about reading. So, they can improve their comprehension by themselves.

ICT is a combination of both Technology and individual learning. The school system believes that some countries' policymakers have been convinced to integrate internet and information technology into their educational systems in order to produce workforces that are educated, skilled in new technologies, and able to face global challenges.

The extensive sources and chances that computers and the Internet offer language learners have brought about new tools, methods, and strategies in language instruction. It means that when a student has and needs a reference about the material that they want to learn, ICT will give the solution. Especially for reading skills, they can search many passages or texts to develop their knowledge in reading comprehension; for example, how to analyze TOEFL tests.

By using Information Communication and Technology (ICT) strategy, it wished the students and teachers feel happy in the teaching-learning process, and they can increase their achievement because in this strategy, students will get success in learning both individual and group.

1.1 Research Problem

How is the influence of Information Communication and Technology (ICT) in learning reading comprehension?

1.2 Research Objective

Concerning the problem of the research, the objective of this study is to know the influence of Information Communication and Technology in learning reading comprehension.

2 LITERATURE REVIEW

2.1 The Definition of Reading Comprehension

To define the reading comprehension, first, it will be separated between reading and comprehension. It is known that reading is a verb; it is acting to do something. Reading is central to learning in school, in the workplace, and in everyday life. Moreover, Alderson (2000:28) defines reading as "…an enjoyable, intense, private activity, from which much pleasure can be derived, and in which one can become totally absorbed. Reading is a multidimensional cognitive process of decoding symbols to derive meaning or construct meaning.

Reading is a thinking process that requires some response on the part of the reader. If the people utilize the reading they do, they can make a different generalization, draw the new inference, and plan new next steps based on it. Reading can provide excellent experiences.

Besides, the definition of reading as an interactive process refers to the interaction of many component skills potentially in simultaneous operation, the interaction of these cognitive skills. Finally, Mikulecky (1996: 1) says that Reading is thinking not just understanding the words of the grammar, it is not just translated and it is an excellent way to find out about ideas, facts, and experience.

While to Comprehension, Comprehension is what reading is all about. Decoding without comprehension is simply word barking being able to articulate the word correctly without understanding its meaning. Duke and Pearson (2001: 423) describe practical comprehension not only make sense of the text they are reading, they can also use the information it contains. Kucer and Rosenblat (2001: 30) give meaning comprehension as it occurs in the transaction between the reader and the text.

A reader must not only see and identify the symbols in front of him/her, but also he/she must be able to interpret and understand what he/she reads.

Based on some definitions given by some experts above, it can be concluded that Reading comprehension is a process that has been understood and explained to find out about the idea, fact, and experience.

2.2 Reading Comprehension Skills

Murcia (1969: 200-203) stated that there are many different kinds of reading, each requiring different approaches, techniques, and levels of concept in reading text. Some of the different types of reading people may use are listed as follows:

2.2.1 Skimming

Skimming is a quick reading to find the general idea of a passage. For example, readers can read the newspaper headline and the first paragraph or two to determine what it is about and whether or not they want to read the article.

2.2.2 Scanning

Scanning is a very high-speed reading. When you do scanning, you have a question in mind. You do not read every word, only the words that answer your question. Practice in scanning will help you learn to skip over unnecessary words so that you can read faster. Scanning is quick reading to locate specific information, For example, we scan telephone books, catalogs, dictionaries, event calendars, book indexes, menus, basically any source in which we need to locate specific information.

2.2.3 Extensive Reading

Extensive reading is a text which given us a longer text. The reader is expected to read quickly and they must be able to take global information or what they read.

2.2.4 Intensive Reading

Intensive reading is a shorter text to extract specific information and to accuracy activity involving reading for detail. In intensive reading, it is hoped that the students in developing intensive reading skills can extract the specific information of the reading text. From the explanation above, it can be concluded that reading comprehension has many ways of reading. So, the readers can read a text with one of the techniques or approaches above in getting some information from the text.

2.2 Definition of Information Communication and Technology (ICT)

Heinich (1996: 4) says Information Technology consists of two words Information and Technology. If you know the two words, you can understand the word information technology together. Heid (2000: 22) says the term Information refers to any communication or representation of knowledge such as facts, data or opinions in any medium or form, including textual, numerical, graphic Cartographic, narrative or audiovisual forms. Technology is the practical form of scientific knowledge or the science of the application of knowledge to practice.

Information Technology is any equipment or interconnected system or subsystem of equipment that is used in the acquisition, storage manipulation, management transmission or reception of data or information. Information Technology is a scientific, technological, and engineering discipline and management technique used in handing the information, its application, and association with social, economic, and cultural matters.

Darnton said that Information technology is a systemic study of artifacts that can be used to give form to facts in order to provide meaning for decision making and artifacts that can be used for organization, processing, communication, and application of information.

From the above discussion, we can conclude that information and technology refer to the information processing of the software application on operating systems or hardware applications that include computers, videos, telephones and related equipment of telecommunications, tapes, CDs, etc.

Information Communication and Technology is a term widely used to describe a range of initiatives where young people from a similar age group, background, culture, and social status educate and inform each other about a wide variety of issues.

Reading can be defined as the ability of the reader to transfer meaning. Khyade (2018:43) stated that academic researchers have used the phrase Information Communication and Technology method since 1980s, and the term ICT became popular after it was used in a report to the UK government by Dennis Stevenson in 1997 and in the revised National Curriculum for England, Wales and Northern Ireland in 2000. But in 2012, the Royal Society recommended that the term ICT should no longer be used in British schools "as it has attracted too many negative connotations", and with effect from 2014, the National Curriculum was changed to use the word computing reflecting the addition of computer programming to the curriculum.

Information Communication and Technology is a method that emphasizes the students' involvement process to find out the material and relate it with the real condition, so they can apply what they got in

their life. In ICT, the students are motivated to learn the material suitable for the topic. In learning ICT method, Wina (2008:255) stated that the students are not only listening and writing but also they get experiences from their activities. In this concept, it hoped that there is the development not only in their cognitive but also in their affective and psychomotor.

The purpose of this review is to describe important factors which have contributed to the recent interest in this form of introduction, survey different types of Information Communication and Technology method, and finally indicate some of issues and problems that this educational, strategy presents.

Information Communication and Technology has not evolved in a vacuum, but it the result of a number of concurrent developments. It is essential to understand this wider context if one wants to judge its value and applicability in a given educational situation.

According to the explanation above, the researcher concludes that ICT Method is a method of learning with friends in a group or through ICT can learn by self. This method is so enjoyable in the study because the students study with their friends and themselves in getting new information.

2.2.1 Use of Information and Communication Technology (ICT) in Developing Instructional Material

Amir (2010: 3) said that Information and Communication Technology has the most positive effect on teaching and learning languages where it is targeted at specific areas, with a clear rationale for its use from a broad research base about ICT, about pedagogy and about professional development.

Nowadays, there is a shortage of qualified and compete teachers in all most all subjects at all levels. Not only this, even the instructional material available in the print form is not of quality. This is because many authors have written on those topics that they have never read and/or done the research.

Sometimes the information given in the books is also wrong. The book of reading subject is not very enjoyable and does not help students in understanding the concepts and retaining the information. Many teachers are well known for their specific subject. Their lectures should be digitalized and made available to all the users. It will enhance the quality of instruction in the classrooms. Sansanwal (2009: 12) stated that the teacher can use them in the classrooms and can organize

discussion after it wherein the new points can be added both by the teacher as well as students.

Based on the explanation above it meant that ICT should be used in the teaching-learning process. Because it can access any lecture students like, and they can increase the role of computers in language education.

3 RESEARCH METHODOLOGY

This is a qualitative study which meant that in this study, all the data are collected in the form of the word rather than a number and described in narrative text. In this case, Sugiono (2010: 280) said: "frequent from display data for qualitative research data in the past have been narrative". Furthermore, according to Bogdan (1982:30) "qualitative research is descriptive, the data collected are in the form of words or picture rather than the number."

This research describes the role of information communication and technology (ICT) in studying reading comprehension at English Department IAIN Lhokseumawe. In collecting the data, the researcher uses as the instrument is an interview. It is used for some crucial events that occur naturally in the classroom.

3.1 The Subject and Setting of the Research

The study was conducted at IAIN Lhokseumawe. It is one of the stated colleges in Lhokseumawe. The college is located in Alue Awe Medan-Banda Aceh Street. In addition, the students in the sixth semester of the English department are 75 people.

In this research, the source of data is a teacher that taught in the sixth semester and six students that had excellent achievement in each class because the researcher thought they could give information about the research.

3.2 Result and Finding

Based on the interview result with six students, the researcher found the factor of learning reading comprehension from some interview questions. They got a problem when they want to answer the questions because of the material given by the lecturer for reading comprehension-IV was TOEFL material. It was a new material for the students and they have to read in long texts. This text used or written in a high vocabulary and strange for them, it made the students must know some new vocabulary

to comprehend and understand the text. So, they could not comprehend the containing texts and they got trouble in answering the test based on the text. But they had to answer although they still confused about their answer.

From the TOEFL for reading comprehension test, the students studied how to find; heading, definition, and synonym or antonym vocabulary and inference. The students also got some problems to prescribe them. Because of lack of vocabulary was a big obstacle in analyzing some texts in various texts. In comprehending and answering the TOEFL test needs focus and serious in learning, if the students want to get a good result. However, many students still thought TOEFL is not essential for them to, because it is only for someone who wants to go aboard. In learning reading comprehension-IV, the lecturer gave to the students hand out about TOEFL in reading comprehension skill. She asked students to answer the question based on the texts. After they finished to answer the test, the lecturer discussed questions one by one with the students. They have to answer based on their choice. After that, the lecturer discussed with her students, which one is the best answer for each question.

In the teaching-learning process reading comprehension-IV, at first meeting, the lecturer did not use media. She only used a hand out in transferring the material. For the next meeting, she used the laptop to explain the reading comprehension material. She said that a laptop or computer one of the information communication and technology to improve someone's knowledge like; reading comprehension TOEFL test, listening, structure, and writing test. In this case, the students can search the TOEFL test from the internet through information communication and technology to learn by themselves. Learning a TOEFL test have three skills; listening, structure, reading comprehension. So, reading comprehension one of the skills in the TOEFL test that can be learned by students through ICT. It can increase their ability exactly in learning reading comprehension. From this application, the students can answer the question, and they get the score directly. It is one of the techniques on how to practice their knowledge in English subject.

3.3 Discussion

In learning Reading Comprehension IV, many theories become like the way in the process of learning and some difficulties faced by students. The researcher thought there are several ways in the teaching-learning process. In learning reading comprehension IV, many factors affect the ability to read (reading comprehension). Farida Rahim said several factors affect the ability of reading comprehension that are physiological factors, intellectual, psychological environment.

Physiological factors consist of physical health, neurological, gender, and fatigue. Irritation speech, hearing aids, and visual tools also can slow a child's learning process. Then, intelligence is the ability of individuals that can give rational thinking, and it can say a child has an excellent intelligence or not. At last, environmental factors are the background and socioeconomic factors. The background meant the children could do anything based on what they get from their parents, family, and the place in their life. This condition can influence of their learning and attitude. Economic status is one of the enormous impacts on children's attitude in the learning process.

The psychological Factors have two factors; external factor and internal factor. Internal factors, the students' background of knowledge, can influence their ability to comprehend English text. It related to their intelligence in studying the course. Then, students' talented is one of the factors that can motivate them to increase their knowledge. Last, enthusiasm is a significant effort to find something in reaching the aim of our life. It can be proven by study hard, work hard to get success.

The second external factors, the students' parents always give them advice and facilities to support them in studying; for example, they asked their children to take the course to increase their children's knowledge. Then, the school and teacher can influence the students' motivation in the learning process.

From the explanation above, the factors have a relationship with the other factor. When the teaching-learning process can run well, it needs one technique or method in teaching reading comprehension, one of them used of ICT. Darnton supports that Information technology is a systemic study of artifacts that can be used to give form to facts in order to provide meaning for decision making and artifacts that can be used for organization, processing, communication, and application of information.

D.N. Sansanwal said that the method of learning is a plan that contains the set of activities designed to achieve learning objectives. This means that every learning method should definitely have a goal to be achieved by learners in the learning process in schools. The objective which can be obtained from ICT method are:

a. To develop an understanding and application of the concepts.

b. To develop expression power
c. To develop reasoning and thinking
d. To develop the judgment and decision-making ability.
e. To improve comprehension, speed and vocabulary
f. To develop self-concept and value clarification.
g. To develop proper study habits
h. To develop tolerance and ambiguity, risk-taking capacity, scientific temper, etc.

Based on the explanation above the factors in learning reading comprehension has two factors there are; the internal factor is the factor from themselves, like intelligence, enthusiasm, and motivation. The external factor is the factor from out of themselves like their parent, school, curriculum and teacher.

After the researcher conducted the research, the researcher found some findings based on the observation, interview results. Therefore, the students should study hard, build their vocabulary and read more text to sharpen their knowledge. It is one of the ways to support their talent through Information Communication, and Technology (ICT).

4 CONCLUSION

Based on the observation and interviewed with some students about learning of Reading Comprehension-IV, the researcher found some findings in the learning process.
1. Information Communication and Technology has the most positive effect in the learning-teaching process.
2. Because Information Communication and Technology can motivate the students in learning specific subject such as; learning reading comprehension by themselves from various texts. Therefore, they got many things from the text that they studied in reading comprehension-IV.
3. The students should study reading comprehension not only the material from their lecturer but also the material from the other source e.g., the internet or media. It can increase and add their vocabulary in understanding the text. So, they did not get some obstacles in comprehending long texts.
4. TOEFL test for reading comprehension is one of the strategies for students to improve their knowledge and they can search it from the internet. Then, the students can find and study about; heading, synonym and antonym vocabulary. However, the students got some obstacles in analyzing the tests. Because they never practiced or searched the material from

other media as; computer, books. So, they were confused about finding the heading from the text when they had to choose the right answer.
5. Part of students still did not focus and serious in learning or read the text. Then, the students should try to learn by themselves about the reading comprehension in various texts. For the English department, students must able to comprehending the TOEFL test in this study is reading comprehension skill. They can learn or search for many kinds of reading texts through the internet, and they can practice their knowledge by themselves through the computer. It can motivate them in learning. However, it was a problem for students that have low their ability, because of some factors there were; external factors and internal factors.
6. Parts of students thought that study about TOEFL is not necessary because of it only for someone who wants to go abroad.

Learning reading comprehension through media or computer is one of the media can apply in the teaching-learning process. This media was appropriate in learning reading comprehension because it could increase students" comprehension and knowledge about the text had read by students. In this case, the researcher wants to suggest to the lecturer can use too many media in the teaching-learning process that it can support the students" learning, motivation, and interest in studying hard.

For English, students have to read many kinds of text like as; short text or long text. The English department have four subjects for reading comprehension. The students must study in a different semester. So, the students have to study hard for comprehending the text. From it can enrich the students' vocabulary and they can improve their comprehending through using the media after they have read the passage.

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