

Teaching Reading Comprehension by Using Computer technologies

Zayniyeva Nasiba Bakhtiyarovna

Samarkand State Architectural and Civil Engineering Institute

Abstract

This study was conducted to know whether there is a difference in students' achievement in reading comprehension through the use of computer-based reading method at the first grade students. The design used is a quasi-experimental with purposive sampling technique. Students were chosen as the experimental group and was taught by using computer-based reading in three meetings, while it was chosen as the control group and was taught without using computer-based reading in three meetings. Three instruments were used to gather the data, they are documentation, observation, and tests. Different achievement between the experimental group and the control group. Therefore, it can be concluded that the proper use of computer-based reading can upgrade students' reading comprehension ability. It is suggested to teachers to consider the use computer-based reading as the method of teaching and reading comprehension.

Keywords

Computer-based reading, ICT, reading comprehension, project, teaching reading, student-produced video, Information and Communication Technology.

INTRODUCTION

In the era of information technology, the application of technology to the language classroom is becoming a common and indispensable practice. It affirms that the integration of technology is not an add-on but a must in teaching and learning. Additionally argues that the sensible use of technology has become a paradigmatic shift in our understanding of knowledge and learning . It provides a new platform to the organization of teaching and learning choosing what, when, where and how to learn in intellectual and practical ways. This student-produced video (SPV) project incorporated this new platform and has challenged teachers and learners to go beyond their classroom boundary and exercise their freedom in choosing what, where and when to learn with the aid of technology. The purpose of this paper is to identify the process of designing and introducing a SPV project into the language classroom. It is based on the premise that SPV project provides complex and flexible learning environment that is pertinent to the development of language proficiency, life skills and collaboration among learners. The project based its principle on the idea of the provision of complex learning environments with the aid of technology for learners to have the freedom to explore their learning on their own according to their preference and learning pace either a individuals or as a group. This kind of project is one representative of a shift in language teaching practice in the Thai classroom that should be discussed and considered.

MAIN PART

Additionally, this paper reports the findings of the study on the students' perceptions of their improvement in English language proficiency after participating in the SPV project, the students' perceptions of the use of technological tools in the SPV project and the students' perceptions of collaboration among peers while working on the SPV project. Our points out, student perceptions are an influential factor in the successful adoption of educational technology . This research's report will allow for more consideration in assigning project work to learners and may lead to future research on implementation aspects of using technological tools in language teaching and learning. SPV project demonstrated how to handle large classes with mixed interests and disciplines English as a foreign language in Uzbekistan has big roles in several aspects, such as education, international relationship, technology, economy, etc. Furthermore, English becomes a compulsory subject .Moreover, there

are also some regions in Uzbekistan that introduce English since kindergarten and elementary

school. In the English language, listening and reading considered as receptive skills, and speaking and writing considered as productive skills. Reading as one of those skills is essential for students to master because it will influence their ability in communication. Furthermore, reading is considered essential because it is used to learn and gain access to alternative explanations and information which then used to be interpreted in academic settings.

These days, many media which could be used in teaching and learning reading, especially in term of reading comprehension. One of those media is a computer. The usage of computer in

language teaching can be referred to as Computer Assisted Language Learning (CALL).

There are several reasons to use CALL. Those are experiential learning, enhance student achievement, motivation, greater interaction, and authentic materials for study, independence from a single source of information, global understanding, and individualization. Furthermore, the government these days also began to instruct all schools to prepare for conducting.

Statement of the problems. This research focuses on the question "Is there any different achievement between students who are taught reading comprehension using computer-based reading and the students who are taught reading comprehension using paper-based reading .

The objective of the Study. This research is conducted to find out the differences between students who are taught reading comprehension by using computer-based reading and those who are taught using paper-based reading

Hypotheses. There are two hypotheses which are proposed in this study. They are as follows:

Null Hypothesis

There is no different achievement between students who are taught reading comprehension using computer-based reading and the students who are taught reading comprehension using paper-based reading .

Alternative Hypothesis.

There is different achievement between students who are taught reading comprehension using computer-based reading and the students who are taught reading comprehension using paper-based reading .The research focuses on two variables, students' reading comprehension achievement as the dependent variable and the use of computer-based reading in teaching reading comprehension as the independent variable. The focus of this research is to investigate the achievement of students who are taught by using computer-based reading and students who are taught without using computer-based reading. There are three subskills of reading comprehension which studied in this research. Namely finding the main idea, finding specific information, and guessing the meaning of a word based on the context.

The significance of the Study: This research is expected to give an input on teaching and learning reading comprehension skill, especially about information related to the usage of computer-based reading in teaching reading comprehension in junior high school. The result of this research also expected to be an additional source, especially to another researcher who wants to conduct research on the same topic, either at the same level or different as that reading comprehension could be defined as a process of making meaning from text to understand overall information in the text, and not only decipher meaning from isolated sentences or words , which said that reading is more than acquiring information from the printed. Thus, to get an overall understanding, the readers have to integrate the meaning of the sentences or words with their background knowledge to understand the text as a whole. Furthermore, Snow defines that reading comprehension as simultaneously extracting and constructing the meaning of

the written language. Hence, based on the explanation above, it can be concluded that background knowledge plays an important part in achieving comprehension.

Information and Communication Technology (ICT) for Learning Information and Communication Technology (ICT) is the technologies that can record, process, store, transfer, retrieve, and receive information in order to help its user. Moreover, it could also be referred to as techniques and disciplines which used in data handling and processing. The usage of ICT in

the learning process widely known as E-learning. Such as telephone, video, computer, radio, internet, and the other audiovisual media also states that all kinds of hardware software, content, and computer infrastructure are included in ICT.

Computer Assisted Language Learning (CALL) interprets technology, especially computer, has many benefits. One of them is to be used as a tool in teaching and learning process since the computer has the ability to present many different kinds of media mentioned that Computer Assisted Language Learning (CALL) could be defined as the language learning process which uses the computers as a medium. CALL, which began in the early 1980s, typically required the learners to respond to the stimuli on the computer screen. The students also required to be able to carry out various tasks such as filling in the gapped texts, doing multiple choice activities, etc. Nowadays, CALL has been evolved. It does not only provide simple tasks such as CALL in its early days. These days, CALL has reached the level where the teacher could use computer educational games in teaching and learning process. There are many benefits to using CALL, such as raising students' attention toward teaching and learning process, motivate the students by providing them with new educational experiences, etc. For instance, most of the students are curious about learning and give full attention to the teacher's explanation due to the material which is given by using a computer.

Computer-Based Reading

Nowadays, reading is not only in conventional ways which are only in printed materials but also in electronic devices such as a computer. J.K. Damerson (2014) states that computer-based reading is reading text from a computer screen including tablets and e-book readers from a source such as the internet or from the computer itself. With the rapid development of computers, people nowadays do not have to stick with printed information. They were able to acquire information through the internet, online newspapers, online articles, and even online textbooks. In the teaching and learning process, computer applied as assistive media.

Previous Studies Related to the Topic The implementation of Computer Assisted Language Learning (CALL) is not a new issue. There are several studies did by researchers concerning on the use of the computer as assistive media in the scope of English language learning, especially reading skill. The result of this study showed that the computer has a positive effect on reading comprehension. They also said that using a computer in other instruction can have the same result. The other study was conducted by Bill Mueller(2013). In that research, pretest and post-test were used as the instrument to collect the data. A paired one-tailed T-test was used to analyze the scores. Results show that CALL was 35% more effective than the traditional instructor-led class. Two researchers above discussed the use of CALL in reading teaching learning.

CONCLUSION

Based on the results of their research, CALL is a useful app for teachers and students. This research has been successful to some extent. However, we may still have some limitations. Firstly, together with limited time and time, the research is very intensive, only small people participate in them, and statistics are not enough. Secondly, all studies continue in a relatively good high school, which means that students have a higher level of English than others, teachers have richer teaching experience and skills. There can be big differences between us and different areas, students and teachers. In addition, this school is equipped with state-of-the-art multi-video, which more easily piques the interest of students and fosters more interaction in the classroom,

while the school for the poor cannot be compared. Third, due to the educational situations and models available, some of the functions of mediation cannot influence the results, we may need to make some changes to both questionnaires and interviews. Sometimes some may not understand clearly, we need to avoid using professional words as the interview questions have been shortened as people's patience is limited and these questions should be asked a little. As always, everyone has their own strengths and limitations. So, the research was successful.

REFERENCES

- [1] Bachman, L. F. and Palmer, A. S. 1996. 'Language Testing in Practice'. Language Teacher Proficiency or Teacher Language Proficiency
- [2] Simpson Norris Pty Ltd. January, 1999[2] National Council of Teacher Education, 2010.
- [3] National Curriculum Framework for Teacher Education. Available at http://www.ncte-india.org/publicnotice/NCFTE_2010.pdf[3]
- [4] Thomas Andrew L. 1987. 'Language Teacher Competence and Language Teacher Education'. Ed. Roger Bowers.
- [5] Language Teacher Education: An integrated Approach, ELT Documents: 15. London: Modern English Publications, The British Council.[4]
- [6] Wright, T. 2003. 'Doing language awareness: issues for language study in language teacher education'. Language in Language Teacher Education. 113-131.

CONFLICT OF INTEREST STATEMENT:

The author declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.