

Analysis of Students' Reading Skill in English for the ICT Module: A Case Study of Informatics Students at Madura University

Fujiono¹

¹Universitas Madura

Email: fujiono@unira.ac.id

Abstract:

This research is a case study that describes the analysis of students' reading ability in English for the ICT module. Based on the results of interviews and surveys of research locations, many students felt difficulties when reading English for the ICT module, even they do not understand the contents of the reading. Several things related to their English reading skills such as the ability to pronounce the words (Pronunciation), the ability to obtain information (Detail Information), and the ability to answer ICT questions, there are several steps taken by researchers, namely selecting English for the ICT module, compiling English for ICT questions, implementing English for ICT questions, assessing and evaluating the answers. This study was conducted to determine the level of students' reading ability in English for the ICT module which is oriented towards global world of work competition so that the researcher or teacher can provide solutions to improve the students' English skill, especially in the field of their English reading ability. After the researcher implemented some strategies to improve the students' reading comprehension in English for the ICT module, the researcher has found the improvement of students' pronunciation when reading aloud, ability to obtain detail information, and the ability to answer ICT questions. On the other hand, the students felt interested, enthusiastic, and enjoyable to read English for the ICT module.

Keywords: Reading Skill, English for the ICT Module, Informatics Students.

Introduction

In the era of globalization and advancement of information technology, English has become a universal language used in various fields, including in the field of computer science and Informatics. The ability to read good English texts is a crucial skill for Informatics students at Madura University, considering that the latest literature and information sources in the field of Informatics are often available in English. Considering the importance of learning English to welcome challenges and career opportunities in the future, Informatics students should also learn English.

In his research mentioned students insist on English as an important foreign language that requires great attention because they know that English can help in their future jobs. However, there are often challenges in understanding complex and

technical English texts, especially in the context of learning through ICT modules. Therefore, this study aims to analyze the students' reading ability in English for the ICT module at Madura University with a focus on Informatics students (Benmammar, 2020).

Reading is a process that involves interaction and participation to extract and produce knowledge or facts. Reading activities indirectly include communication between the writer and the reader. Reading is done to understand the meaning that the author is attempting to convey (Muslaini, 2017).

Students in the field of Informatics encounter obstacles in their English text reading abilities as a result of challenges in grasping implied meanings. The application

of educational strategies can effectively improve reading comprehension within this domain (Karini, 2019).

The students' reading proficiency in English for ICT courses shows variations depending on their levels of electronic literacy. Enhanced computer skills are associated with greater competence in online reading within academic environments (Jarvis & Pastuszka, 2008).

In line with the expectations of the Industrial Revolution 4.0, the ICT instruction section improves learners' personal literacy, including ability to read, via analytical thinking, innovative thinking, interaction, and teamwork (Fitria et al., 2019). The improvement of students' English reading proficiency within the ICT module can be facilitated by utilizing a range of ICT resources such as online libraries, multimedia, mobile instruction, and recorded audio-video resources (Raju & S.N.S.Sujatha, 2023).

The study's E-Module greatly improves college students' reading literacy, especially in the area of obtaining material, analyzing it, combining it, assessing it, and remarking on indicators of English in ICT (Faidah et al., 2023). The utilization of Computer Assisted Instruction (CAI) enhances students' proficiency in Reading Skills within the context of the English Language, underscoring the significance of Information and Communication Technology (ICT) resources and professional development for teachers to ensure successful deployment (Abba et al., 2019). The research demonstrates that students improve their English reading abilities in the field of Information and Communication Technology (ICT) through online learning, as they interact with different types of texts, cultivate perceptiveness, and employ suitable reading

techniques (Nisa, 2017). The incorporation of Information and Communication Technology (ICT) in the instruction of English reading comprehension has been demonstrated to enhance students' academic achievement, involvement, and perspectives, as evidenced in the comprehensive analysis of scholarly literature (Noordan & Yunus, 2022).

The previous research has shown the importance of English text reading skills in the context of learning Informatics. English teaching must meet the students' needs in learning a language, for Informatics engineering students English is considered important to master not only to understand the theory of Informatics engineering but also to help them in making computer programs using certain programming languages, but based on the observations showed Informatics engineering students find difficulties in handling or solving problems during the process of making computer programs because they do not have good English skills, especially in reading skills (Pudyastuti et al., 2014).

Review of Related Literature

(Obeka et al., 2022) say that the use of technological devices such as computers, electronic books or iPads has the potential to influence students' learning styles in the classroom. Thus, the implementation of Information and Communication Technology in classroom reading is a prerequisite for students to succeed or excel academically. (Yusuf & Yakub, 2020) also revealed that teaching using Information and Communication Technology facilities such as computers, laptops, and iPads can make the teaching and learning process more real and practical in improving students' academic.

However, each learning context has unique characteristics. In the context of Informatics students at Madura University, it is necessary to conduct a special analysis related to the ability to read English texts in Informatics learning modules. Several studies have been conducted that are relevant to the purpose of this research. For example, the findings in previous research with the title "Analysis of English Language Needs for Students of Informatics Engineering Department" by (Momo, 2022) stated that some students have difficulty when reading an English text, some also feel embarrassed when trying to speak using English, some others realize the importance of learning English because their majors are related to English where every program or command in the computer uses English. In addition, there are also findings in previous research with the title "Analysis of Difficulties in Reading English Texts for Students of the Mathematics Education Study Program" by (Astuti & Sari, 2021) that the most difficulties faced by students are determining the main idea, making inferences and detailed information, and the most dominant difficulty factor is psychological factors. The previous research related to the ability to read English for the ICT module in various academic contexts provides a strong basis for this research. Through an in-depth analysis of English for the ICT module, this research is expected to provide a comprehensive understanding of the challenges and barriers faced by Informatics students. The findings will provide a strong basis for the development of more effective learning strategies, both in terms of curriculum and teaching methods that can be applied in the academic environment. Informatics students are also expected to have good reading skills in English texts, as this will

help them to access scientific literature, understand technical documentation, and keep up with the latest developments in Informatics which are generally available in English.

Based on the results of interviews and site surveys, it illustrates that many Informatics students at Madura University felt difficulty when reading English texts, even they do not understand the content of the reading. On the basis of these findings, the research team wanted to analyze the students' reading skill in English for the ICT module such as the ability to pronounce words (Pronunciation) when reading aloud, the ability to obtain information (Detail Information), and the ability to answer reading questions (Answer-Question).

According to (Wahyuni, 2014), reading is a detailed language acquisition process involving cognitive functions. (Somadyo, 2011), reading is an interactive activity to pick and understand the meaning contained in written materials.

According to (Fauziati, 2016) there are four types of students' English reading skills, some of which are:

1. Perceptive Reading is paying attention to components of larger discourse such as letters, words, punctuation and the like. Perceptive reading can be tested using read aloud, written response, and multiple choice activities for minimal pairs.
2. Selective reading is reading based on pictures, matching, true-false, and short responses. Selective reading can be done with multiple choice questions, matching, editing, picture triggered assignments.
3. Interactive reading is the interaction between the text and the reader as occurs in anecdotal texts, narratives and short descriptions, memos, recipes, and others.

Interactive reading can be tested using cloze-test, impromptu reading plus reading comprehension (finding main thoughts, testing mastery, phrases, expressions, idioms, inference, scanning, grammar, ignoring facts, supporting ideas, and vocabulary used in context) Interactive Reading can also be tested using (1) short answer tasks (open-ended questions about reading comprehension), editing longer texts, sentence construction, scanning, and information transfer.

4. Extensive reading is the act of reading texts of more than one page including professional articles, essays, technical reports, short stories and books. Extensive reading can be done by impromptu reading, tasks that require short answers, editing, scanning, sequencing, transferring information, interpreting, summarizing and responding, as well as taking notes and making outlines. The main purpose of reading is to find the meaning of the text.

Thus, the provision of English text questions to test students' reading comprehension skills. The questions that will be given to students are in the form of multiple choice, word matching, and Answer-Question questions related to Informatics.

Research Method

The research method approach used is a case study, this research seeks to portray or describe the analysis on students' reading skill in English for ICT module. (Marshall & Rossman, 2016) say that case studies are often used among qualitative researchers because they focus on context and dynamic interactions. (Yin, 2018) says that case studies include empirical methods that discover modern cases in depth, especially

when the border between the case and its context may not be clearly visible. According to (James, 2015) that a case study is one of the qualitative research designs to find out a meaning, search for processes, and understand dept.

Source of Data

Data sources are subjects and objects. The subjects of this research are students of Informatics at Madura University located at Panglegur street Km 3,5 Pamekasan. While the object of this research is to analyze the students' reading skill in English for the ICT module: A case study of Informatics students at Madura University.

Data Analysis

The results of student answers were assessed based on reading assessment in pre-test and post-test. Meanwhile, the classroom atmosphere was analyzed using observation checklists and questionnaires. Then the results of the study were reduced, presented, and then verified.

Result and Discussion

There are some criteria for reading assessment such as pronunciation when reading aloud, detail information, and answer ICT questions. Based on the findings, there are 20 students of total 30 students (67%) got under minimum scores in pronunciation, 18 students of total 30 students (60%) got under minimum scores in detail information comprehension, and 17 students of total 30 students (57%) got under minimum scores in answering ICT questions.

The result of study showed that almost all learners had low reading skill either from their pronunciation when they read aloud, even they had low reading

comprehension to get detail information and answer some questions dealing with the ICT.

Based on that, the researcher has selected English for the ICT module. In this step, the researcher selects some references either from books or journals that suitable for the students' needs. The second step, the researcher compiles English for the ICT questions. In this stage, the researcher looks at the level of student ability in reading English for the ICT modules. The final step, the researcher has implemented English for the ICT questions, assessing and evaluating the answers. In this issue, the students were confused to answer some questions, almost students did not understand the meaning of the instructions. In this situation, the learners were asked to open dictionary in order that the learners got easy to understand the instructions. But, unfortunately they did not enough time to finish the questions. After pre-test, the researcher has implemented some games to entertain the college students, such as game about English for the ICT, all students were enthusiastic, most of them has raised their hand to guess the game, some of them got the scores, even the students has come forward to write or match between the left and the right side on the whiteboard. This activity is repeated during the English course to try the students' pronunciation, to shape their comprehension to get detail information, to develop their cognitive in answering some questions.

While, in the post test there are 24 students of total 30 students (80%) passed the minimum scores in pronunciation when reading aloud, 26 students (87%) passed the minimum scores in getting detail information, and 23 students (77%) passed the minimum scores in answering ICT questions.

Based on the observation and interview, many students were interested when reading English for the ICT module, most of them felt cheerful, even they want English as a habitual reading activity. While, based on the questionnaire, the researcher has found that the students felt enjoyable, motivated, and more interactive in reading English for the ICT module after the researcher implemented some games.

Table 1. Here the students' responses on reading English for the ICT module activity:

Questionnaire	Selection			
	Very enjoyable	Enjoyable	Fairly enjoyable	Not Enjoyable
Are you enjoyable in reading English for the ICT module?	(28%)	(35%)	(20%)	(17%)
Are you motivated to read English for the ICT module?	(40%)	(30%)	(20%)	(10%)
Are you interactive and participating in reading English for the ICT module?	(45%)	(35%)	(15%)	(5%)
Do you get detail information easily?	(35%)	(45%)	(10%)	(10%)
Are you able to answer some questions?	(28%)	(43%)	(21%)	(8%)

Conclusion and Suggestion

It can be concluded that the researcher has found the students' interest, enthusiasm, and enjoyment in reading English for the ICT module after the researcher has implemented some strategies by giving game, selecting module, compiling some questions, and giving the students some ICT questions so that the researcher can assess and evaluate the goal of the learning where the learners can easily get good pronunciation when reading English for the ICT module aloud, easily to

get detail information, and easily to answer some questions. It can be suggested for the other researcher or teacher who has the same problems in the class, this research can be expected to be a reference for the next researcher.

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