

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents an introduction to the thesis, which covers several things. It consists of the background of the study, research question, research purposes, limitation of the problem, significance of the study, and definition of terms.

### **1.1 Background of the Study**

In the modern era of digitalization, humans and technology compete in language acquisition, mastery, and learning techniques. It is difficult to ignore that technology has brought significant improvements in life (Das, 2019). In this circumstance, technology supports students and teachers with obtaining proficiency in languages and learning resources. The *digital era* has been defined by the dominance of digital technologies which use distinct cybernetic systems to encode and transmit information, allowing for faster and more efficient task completion across all areas of human activity (Yuldashevna & Tuhtayevich, 2020).

Both teachers and students have evolved a distinct knowledge of how to use and get the benefit from technology. The integration of technology in the language learning process carried out by student is not only to build a critical perspective and excitement for learning, but also to plan learning material that matches students' requirements (Yuldashevna, & Tuhtayevich, 2020). There are various technologies that can be used by the student to help in the process to suit what skill student want to learn. In this research,

the researcher would like to focus on reading, which is often regarded as a crucial ability for both academic and professional success.

Khalilova (2023) emphasized the significance of reading in language learning. Reading serves as both a source of information and an amusing activity, along with a way of developing and improving student language skills. Reading is a collaborative process in which students use their understanding to develop, generate, and create meaning between themselves and the text. It also includes instant recognition and a range of higher-level understanding or interpretation abilities (Maleng & Hartati, 2021).

Although the use of technology in education shown to have beneficial and constructive effects, particularly in language acquisition (Wei et al., 2021). Reading is a multifaceted activity that can only be improved through practice. Certain characteristics of reading, such as fluency and word identification, may be learned with practice. These fundamentals must be grasped, but reading comprehension should also be emphasized. Technology integration that is beneficial to language acquisition still unsuccessfully develops reading comprehension of the student even though are so many options that can be offer by integrating technology (Greenland, 2019).

Regardless of the beneficial effects of incorporating technology in the acquisition of languages, unfortunately, it failed to encourage students' excitement and motivation to advance and integrate technology during learning. In this scenario, the attitude of students who are consistent in integrating or do not want to integrate technology toward the development of their reading comprehension abilities might be impacted by personality (Xiao, et al., 2023). Without a doubt, each student thinks, feels, and behaves in a

consistent, unique way in response to the stimuli around them, making their personality a crucial part of individual differences as well as influencing how they learn. Thus, according to Boroujeni et al (2015) people have unique characteristics that influence every part of their daily life, including how they learn. Traits, on the other hand, refer to which dimension an individual falls into. They can have a low, medium, or high level of any single component.

Attitude is influenced by one's personality. Attitudes influence motivation, which in turn influences behavioral results. Personality is such a crucial aspect in learning, the learners with different personality types also select different learning techniques (Cao & Meng, 2020). Thus, it becomes an important construct in language learning together with linguistic, affective, motivational, and demographic factors. Personality within student is one of the factors determining their success in acquiring a second language (Diener & Lucas, 2019). Personality has a significant impact on the desire of students to study a second language.

Bergner in 2020 stated that personality as one of the most influential determinants of human behavior and motivation, it also might be a sense of motivation, since personality is considered to be an important element in a variety of circumstances. Although personality traits stimulate attitudes, motivation, and leadership, studies that attempt to quantitatively correlate personality traits to motivational variables have produced inconclusive results (Men & Noordin, 2019). This demonstrates how different personality traits affect ICT integration in the classroom in various ways. Unfortunately, there is no clear guiding structure in place to demonstrate the relationships between

personality traits and integrating ICT during language learning by student affects their reading comprehension.

This phenomenon is suspected to be experienced by various students in Indonesia. Technological advances that can help the student learn unable to improve their comprehension in reading skills. It became a reason the researcher interested in conducting the research. This research looked at how personality traits drive learning, particularly how personality traits and integrating ICT during learning affected student reading comprehension. Furthermore, to present a more overall understanding of how personality traits and ICT integration affect the reading comprehension of 6<sup>th</sup> semester students in English Education at Jambi University.

According a study that has been conducted by Men & Noordin in 2019 showed an increasing number of investigations were conducted to investigate personality traits and motivations in regards to ICT integration, but their participants have always been selected from areas apart from education. Students are believed to gain tremendously from their learning process if they can effectively fully integrate ICT during language learning (Suleimen, 2019). As a nutshell, this research offers an opportunity to understand students' personality traits and ICT integration toward their reading comprehension, as various personalities would bring various ICT encounters to gives students a sense' learning, especially in reading comprehension.

## **1.2 Research Question**

1. Is there any relation between the Big Five Personality Traits and Reading Comprehension of the sixth-semester students of English Education at Jambi

University?

2. Is there any relation between ICT Integration and Reading Comprehension of the sixth-semester students of English Education at Jambi University?
3. Is there any adjudication among the Big Five Personality Traits, ICT Integration, and Reading Comprehension of the sixth-semester students of English Education at Jambi University?

### **1.3 The Purpose of the Research**

Following the problems above, the objectives of this study are:

1. To find out whether or not there is a relation between the Big Five Personality Traits and Reading Comprehension of the sixth-semester students of English Education at Jambi University
2. To find out whether or not there is a relationship between ICT Integration and Reading Comprehension of the sixth-semester students of English Education at Jambi University
3. To find out whether or not there is adjudication among Big Five Personality Traits, ICT Integration, and Reading Comprehension of the sixth-semester students of English Education at Jambi University.

### **1.4 Limitation of the Research**

However, according to Troike (2005), there are three variables impact students' learning of second language acquisition: linguistic, psychological, and social setting. In terms of this research, the researcher concentrated only on psychology, which is where personality is formed. Troike further stated that personality influences students' diversity

in adopting a second language. The findings of the research are beneficial in determining student personality traits and how ICT integration affects their reading comprehension. Personality has also been identified as a component of individual variations that contributes to one's confidence and self-esteem, which may subsequently affect learning outcomes such as reading ability and self-assessments of reading comprehension.

Numerous researchers and studies in second language acquisition, particularly in reading, suggested that there is a favorable relationship between students' personalities and reading or L2 in general also ICT integration to student reading comprehension development (Men & Noordin, 2019). However, the findings of the study cannot be generalized make inference about the levels of personality traits and ICT integration toward reading comprehension. This is because the nature of this quantitative study was cross-sectional, so it was only able to capture the phenomena of 6<sup>th</sup> semester students' Big Five Personality Traits and their ICT integration at one point in time to their Reading Comprehension. Therefore, the findings are not rich enough to understand why and how the phenomena in an in-depth manner.

## **1.5 Significance of the Research**

This research can be used as a source of reference for future studies on ICT integration, Big Five personality traits, and reading comprehension. The result of this research is expected to help the teacher, student, researcher, and others by giving valuable information. From this research, hopefully, the teacher and lecturer gain useful also trusted information about the result and importance of the relationship among personality traits, ICT integration, and reading comprehension. The researcher then believes that this

research will increase student motivation to improve their ICT integration in the L2 learning situation. Furthermore, the researcher expects that other researchers may uncover additional information for their future studies connected to these factors or other variables and they also can develop this research based on more studies from other researchers.

## **1.6 Definition of Key Term**

In this key term definition, some terms need to be defined which to avoid any misinterpretation based on the title of this study's title which is "The Relationship between Personality Traits and ICT toward Reading Comprehension Skill of English Education Students at Jambi University".

*Personality traits* refer to a set of traits possessed by an individual that uniquely affects his/her motivation, cognition, and behavior in diverse conditions. It happens to be consistent patterns of feeling, thinking and behaving of the individual. Personality refers to cognitive and behavioral traits that remain stable throughout time and in different situations. It plays a big part in people's lives cause it effect most people decisions when they do and think about their daily activities.

*ICT Integration* refers to the use of ICT during the teaching and learning process to enhance the quality of teaching, matching learning styles, and enhancing collaborative networking and research. In these circumstances, ICT is being used to support language learning in both inside or outside of the classroom.

*Reading* refers to an approach for communicating in writing in the form of texts. Reading allows individuals to learn a variety of things. Reading plays a significant

function and has turned into a daily need for everybody who wants to obtain any information. Reading is a necessary ability for English as a foreign language student. It is the most critical ability for the majority of students to acquire to succeed not just in learning English, but also in studying in any topic class where reading is necessary. Students will make more progress and improve in all areas of learning if their reading abilities are developed.

*Reading Comprehension Skill* refers on being able to derive meaning from text. Reading comprehension seeks a comprehensive knowledge of what is described in the text rather than single words or phrases. Reading comprehension is one of the four foundations of the Reading Act. When someone reads a text, people participate in a wide range of cognitive processes. Reading comprehension requires combining reading with thinking and deductive reasoning.