

## **CHAPTER II**

### **LITERATURE REVIEW**

In the literature review presents previous study, theoretical review, and theoretical framework.

#### **A. Previous Study**

To show the originally of this research, it is important to describe some previous researches which relates to this study. The differences and similarities are discussed in this part.

Park (2009) reported that the teachers had positive and favorable attitudes toward the use of the computers. External factors influenced the implementation of CALL in the classroom and internal factors seem to significantly affect teachers' decisions on the use of CALL.

The Parks' research has a similarity with the present research, that both used CALL in the teaching classroom. And the differences were in Parks' research, he wants to investigate factors affecting English as EFL teacher's use of computers in their classroom and to find out EFL teachers' perceptions of CALL and ways to improve CALL practice in school setting in the twelve Korean in service teachers of EFL working at secondary school in Korea. And this research to find out the effectiveness of CALL in teaching reading comprehension of the second year students of MTs N Bekonang.

Kilickaya and Seferoglu (2013), reported that the training provided to the participants helped them infuse a variety of CALL-based materials and tools into their classroom practices.

The Kelickaya and Seferoglus' research has a similarity with the present research, that is to find out the impact or effect of using CALL in the classroom. And the differences are in their research that the object is teachers and this research object is the learners.

Kessler (2010) reported that all communication during the course was recorded for the purpose of investigating teachers' emerging perceptions of

CALL and the role it plays in language teaching and learning. All the preserves teachers were new to CALL and consequently had a lack of awareness of the breadth of the topic. However, they express sustained concern over a potential loss of control over the teaching environment and students.

The Kesslers' research has a similarity with the present research, that both used CALL in the class. The different of the studies are in the Kesslers' research is to investigate preservice teachers' discourse which combines theory and practice in thirty-three students of a linguistics MA program CALL course. And this research is to find out the effectiveness CALL in teaching reading comprehension in MTs N Bekonang.

Mollaei and Mohammad (2013), reported that the quantitative and qualitative data revealed teachers' perceptions about integrating technology in their classes, incentives for teachers who use technology, types of technology used, facilitating and inhibiting factors affecting technology implementation, and different attitudes of male and female teachers toward using technology.

The Mollaei and Mommads' reserach has similarity with the present research, that both used computer in the learning process. The different of studies are in their research, the object of the study is the teachers' perceptions and this research object is the students.

Illin, Kultu and Kultuay (2012), reported that the analysis of the Rep-Grids, that participants went through a change in their way of constructing and affective grammar teacher. The participants' views about an effective grammar teacher were elicited through Repertory Grid technique.

The Illin, Kultu and Kultuays' research has a similarity with the present research, that both used computer in class. The different of studies are in their research is using videos for teaching grammar in an ESP Class and this research is using CALL Software (Mc. Power Point, Mc. Words, and Hot Potatoes) in teaching reading comprehension in second year students of MTs N Bekonang.

Merc (2015) reported that revealed a mismatch between teacher training programs and real-world classroom in terms of technology integration in EFL instruction.

The Mercs' research has a similarity with the present research, that both used CALL in reading. The different of studies are the Mercs' research objects are teachers and students. And this research object is students.

Bhatti (2013), reported that CALL was 35% more effective than the traditional instructor-led class.

The Bhatts' research has a similarity with the present research, that both used CALL in reading. The different of studies are the Bhatts' tool is using the instructor-led call class. And this research is using Mc. Power Point, Mc. Words and Hot Potatoes.

Keslen (2009) reported that students wrote positive comments regarding the use of this technology. The enhancing learning out comes through the use of YouTube as a source of supplementary material in EFL classrooms.

Keslens' research has a similarity with the present research that is to find out the effectiveness of using media computer. The different of studies are in Keslens' study that using YouTube as supplementary material and the object of study was Collage EFL students in Taiwan. And this research is using application software (Mc. Power Point, Mc. Words, and Hot Potatoes) and the object of study is students.

Al-Jarf (2007) reported that active participants made higher gains than inactive participants. It concluded that in learning environments were technology is unavailable to EFL students and instructors, use of technology from home and even as a supplement to traditional classroom techniques helped motivate and enhance EFL students' learning and acquisition of English vocabulary.

The Al-Jarfs' reserach has a similarity with the present research, that both used media computer. The different of studies are the Al-Jarfs' subject is

teaching vocabulary and using media online from home. And this research, subject of the study is reading comprehension using computer in the classroom.

Hubbard (2008) reported that the importance of having a sufficient number of CALL professionals available to develop novel applications and train the next generation of language teachers. The Hubbards' research has a similarity that use CALL in education. The different of studies are the object of study is teachers and using paths and CALL link. And this object study is students and using software applications (Mc. Power point, Mc. Words and Hot potatoes).

Suliman, Mukhtar, Hassan and Sahrir (2011), reported that introduced CALL scholars and their activities to the Arabic readers, provided the Arabic readers with many issues of CALL, introduced CALL journals to our teachers as well as to our students in ILLUM with latest CALL information and books, introduced CALL inferences information to our teachers as well as to our students in ILLUM and the Arabic readers.

Ibrahim, Mukhtar, Hassan and Sahrirs' research has a similarity with the present research, that both used CALL in learning process. The different of studies are the objectives of their research to introduce CALL scholars and their activities to the Arabic readers, and provide the Arabic readers with many issues of CALL. And this research is to find out the effectiveness of using CALL in reading comprehension.

Graham-Clay (2004) reported that the effective communication considered in conjunction with potential solutions. Teachers must continue to develop and expand their skills in order to examine effective communication with parents. A range of communication opportunities available to teachers, including the emerging use of technology.

The Graham-Clays' research has a similarity with the present research, that both used technology like computer in education. The different of studies are the object of Graham-Clay study is parents from students. And this object research is students.

Basheer (20013), reported that most of the students prefer the use of technology, especially computer in developing their second language skills.

The Basheers research has a similarity with the present research, that both used technology like computer in learning process. The different of studies are the tool of Basheers' study is using modem with connecting to computer. This study is using software application in computer (Mc. Power Point, Mc. Words, and Hot Potatoes).

Naba'h, Hussain, Shdeifat and Omari (2009), reported that: 1. There were statistically significant differences ( $< 0.05$ ) between the students' achievement mean scores in grammar attributed to the experimental group. 2. There were statistically significant differences ( $< 0.05$ ) between the students' achievement mean scores in grammar attributed to gender. This difference is in favor of male students. 3. There were statistically significant differences ( $< 0.05$ ) between the students' achievement mean scores in grammar attributed to stream of study. This difference was in favor of the scientific stream students. In light of the findings of study, it was recommended that TEFL teachers use CAI lessons in their instruction.

The Naba'ah, Hussain, Shdeifat and Omari's research has a similarity with the present research, that both used computer. The different if studies are their subject are grammar. And this subject of study is reading comprehension.

Elimat and Seileek (2014), reported that there were statistically significant differences between the mean scores of the control (regular instruction) and the experimental (ASR) groups (Regular Instruction) and the experimental (ASR) group in favor of the experimental group. Furthermore, the finding revealed that there was a statistically significant difference in the mean score between individual method. The findings also revealed that there was no significant correlation between the level (word, sentence, and real-life dialogue), and the experimental group students' performance the pronunciation post-test.

The Elimat and Seileeks' research has a similarity with the present research, that both used technology in class. The different of studies are their

study to explore the effect of using automatic speech recognition technology (ASR) on the EFL students' performance in pronunciation. And this study to find out the effect of using CALL on reading comprehension.

Yang (2010) reported that scanned the three stages of CALL development, the relationship between CALL and linguistic theories and research method, and discussed some practical issues on CALL in China as his focus on attention gradually shifts from the computer itself to the natural integration of computers into the language learning process.

The Yang's research has a similarity with the present research, that both used CALL in the language learning process. The different of studies are the Yang's study focuses on attention gradually shifts from the computer itself to the natural integration of computers into language learning process. And this study focuses on the effect of using CALL on teaching reading comprehension.

Naba'h (2010) reported that: 1. There were statistically significant differences ( $< 0.05$ ) between the pupils' achievement mean scores in grammar attributed to the instructional method of teaching. This difference was in favor of the students in the experimental group. 2. There were statistically significant difference ( $< 0.05$ ) between the pupils' achievement mean scores in grammar attributed to stream study. This difference was in favor of scientific stream students. In light of the findings of study, it was recommended that English language teachers use computer assisted instruction in their teaching.

The Naba'hs' research has a similarity with the present research, that is to find out the effect of CALL. The different of studies are the subject of their study is English grammar and using instructional software program of English language. And this research subject is reading comprehension and using Mc. Power point, Mc. Wordand Hot Potatoes.

Khamkien (2010) reported that suggested by three variables, pedagogical suggestions were offered to help improve teaching and learning English pronunciation in general, and in focusing on the importance of teaching word stress in particular.

The Khamkiens' reserach has a similarity with the present research, that it used computer in the classroom. The different of studies are the subject of Khamkiens' study is pronounciation competence while the object of research is reading comprehension.

Sharaideh (2011) reported that there were statistically significant differences in the post-test between the control and experimental groups in favor of the experimental group, and there is no sttistically significant difference in the students' performance due to gender.

The Sharaidehs' reserach has a similarity with the present research, that both used computer for teaching. The difference of studies are the object of Sharaidehs' study is teaching National Education in Jordania School. And this subject of study is teaching reading comprehension in Junior High School.

Wang (2008) reported that are (1) ineffecient computer facilities, (2) administrators' ignorance, (3) teachers' belief and teaching styles, (4) teachers' computer competence, (5) teachers' burden, (6) students' computer competence, (7) the goverment support.

The Wangs' reserach has a similarity with the present research, that both used computer. The different of studies are the object of the Wangs' study was teachers and he use CAI in teaching. And this object of study is students and using CALL in teaching.

Based on the similarities and differences above, this research supports the prior researches that computer is an effective media education, especially English Language.

## **B. Theoretical Review**

Theoretical review discusses foreign language methodology, theory of reading, teaching reading and students' interest.

### **1. Foreign Language Teaching Methodology**

Foreign language teaching has been around for many countries, and over the centuries, it has undergrone change. Various influences have

affected foreign language teaching. Goals for learning a foreign language have been different in different periods and in different places.

The history of foreign language teaching methodology has always been characterized by a search for more effective ways of foreign language. Language scholars and practitioners have got the impression that improvements in the quality of methods, and ultimately an effective language teaching method will be developed.

Language teaching methods are just like fashions. They come into existence, used and replaced. This is a sketch of these changing winds and shifting sands of foreign language teaching over the years. It is appropriated with Abert Marckwardt (1972) in Brown (2004: 52) saw these “changing winds and shifting sands” as a cyclical pattern in which a new method emerged about every quarter of a century.

A number of ways of conceptualizing approaches and methods in language teaching have been made in the fifties and sixties language teaching language teaching represented a unified body of theory and practice. It was clearly linked in its theoretical foundation to linguistics and psychology. Language teachers in eighties, however, had a considerable array of theories and methods to choose from.

The practitioner is thus confronted with a some what bewildering set of options at the levels of theory and practice. To give of the point of view, here some experts presented the identified of conceptualization and organization of language teaching, namely: Edward Anthony, Richards and Rogers, and Celce-Murcia.

#### a. Edward Anthony

Edward Antony (1963; 94) classified three levels of conceptualization of language teaching.

Approach → Method → Technique

Theories of language Theories of language learning	Procedure/overall plan of presentation	Classroom practices/techniques
(Axiomatic)	(Procedural)	(Implementation)

Figure 2.1  
Anthony's Diagram of Approach, Method and Technique

**1) Approach (First Level)**

According Anthony (in Allen 1965: 94), approach as “a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning. An approach is an axiomatic”.

**2) Method (Second Level)**

Anthony (1963: 95) defines method as “an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. An approach is axiomatic whereas a method is procedural”.

**3) Technique (Third Level)**

Anthony (1963: 96), technique is “implementation which actually takes place in a classroom. It is a particular trick, strategy, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well”.

b. Richards and Rogers

Richards and Rogers (1987: 146) proposed a modified concept by using method as an umbrella term for the specification as interrelation of theory and practice.

Method		
Approach	Design	Procedure
<p>a. A theory of the nature of language.</p> <ul style="list-style-type: none"> <li>• An account of language proficiency.</li> <li>• An account of the basic units of language structure.</li> </ul>	<p>a. The general design and specific objectives of the method.</p>	<p>a. classroom techniques, practices, and behaviours observed when method is used.</p> <ul style="list-style-type: none"> <li>• Resources in terms of time, space, and equipment used by the teacher</li> <li>• Interactional patterns observed in lessons.</li> <li>• Tactics and strategies used by teachers and learners when the method is being used.</li> </ul>
<p>b. A theory of nature of language learning.</p> <ul style="list-style-type: none"> <li>• An account of psycholinguistic and cognitive processes involved in language learning.</li> <li>• An account of the conditions that allow for successful use of these processes.</li> </ul>	<p>b. A syllabus model.</p> <ul style="list-style-type: none"> <li>• Criteria for the selection and organization of linguistic and/or subject matter content.</li> </ul>	

Method		
Approach	Design	Procedure
	<p>c. Type of learning and teaching activities.</p> <ul style="list-style-type: none"> <li>• Kinds of tasks and practice activities to be employed in the classroom and in materials.</li> </ul>	
	<p>d. Learners roles</p> <ul style="list-style-type: none"> <li>• Type of learning tasks set for learners.</li> <li>• Degree of control learners have over the content of learning.</li> <li>• Pattern of learner grouping that are recommended or implied.</li> <li>• Degree to which learners influence the learning of others.</li> <li>• The view of the learner as a processor, performer, initiator, problem solver, etc.</li> </ul>	

	Method		
	Approach	Design	Procedure
	e. Teacher roles <ul style="list-style-type: none"> <li>• Types of functions teacher fulfill</li> <li>• Degree of teacher influence over learning.</li> <li>• Degree to which the teachers and learners.</li> <li>• Types of interaction between teachers and learners.</li> </ul>		
	f. The role of instructional materials. <ul style="list-style-type: none"> <li>• Primary function of materials.</li> <li>• The form of materials take (e.g. textbook, audio-visual).</li> <li>• Assumption made about teachers and learners.</li> </ul>		

Figure 2.2  
Richards and Rogers' Diagram

### c. Celce-Murcia

Celce-Murcia (2004: 9) gives her summary stating that an approach is general (e.g. cognitive approach), that a method is specific set of procedures more or less compatible with an approach (e.g. the silent way method), and that a technique is a very specific type of

learning activity used in one or more methods (e.g. using colored rods of varying lengths to facilitate language practice in silent way).

Based on the ways of conceptualizing approaches and methods in language teaching above, that the experts used the different terms in language teaching but had same definitions.

## **2. Theory of Reading**

Reading is one of important skill in second languages or English foreign language. Reading is a visual, the reader get more information from what they understand through reading and then memorize in their memories to represent. According to Clarke and Silberstain (1977: 136-137) “Reading is the visual form, more information contributed by readers understand what route the read because they are able to take an outside stimulus of appropriate representation in the concept that is already stored in their memory”.

Reading is the process of understanding a written text by the learner. During the reading process, the English language learner can improve reading comprehension, acquire new information and ideas, and enhance the real-world knowledge.

Several methods can be utilized to improve the rading ability of the learner through the use of technology. One of them is use multimedia software. Multimedia are computer programs that use a mixture of text, graphics, sound, video, and animation. Multimedia computer programs can increase the motivation for the learners to develop their reading skills. According to Brown (1991) learners are expected to be active participants in the learning process rather than passive recipients since they control their own learning in a technology-enhanced learning environment. Teacher encounters new demands of tjose learners in integrating new technologies into the second or foreign language classroom.

### **a. Kinds of Reading**

Futhermore there are four skills in English reading: skimming, scanning, reading, critical reading (Brown, 1999).

1) Skimming: quick reading for the general ideas of a passage.

It's usually the first step for us to read a passage. This kind of rapid reading is appropriate when trying to decide if careful reading would be desirable or there is no time to read something carefully. While reading, we should pay attention to the first and the last paragraphs and the first and the last sentences of each paragraph.

2) Scanning: like skimming, scanning is also quick reading.

However, in this case the search is more focused. To scan is to read quickly in order to locate specific information. The reading aim is to grasp its main points or find some facts (e.g. a particular date, name or number, etc) in the passage.

3) Reading for thorough comprehension: careful reading in order to understand the total meaning of the passage. At this level of comprehension, we should summarize the author's ideas and grasp every supporting detail.

4) Critical reading: This demands that we make judgment about what we read. After we read the passage carefully we should try to understand the deeper implication as well as the literal meaning. We can pose and answer some questions such as "Does my own experience support of the author? I am conviced by author's arguments and evidence?".

### **b. Reading Comprehension**

Lark and Silberstein (1987) states that reading comprehension, which is done to master the total message of the writer, a reader requires finding the main points a supporting ideas. A reader should be able to understand the meaning of a text and also incorporate the new

information presented in the text with the existing knowledge in their minds.

### 1) The Levels of Reading Comprehension.

Bum (1984: 150) divides the comprehension into four levels of skills. They are literal reading, interpretive reading, critical reading, and creative reading. Each of these skills could be explained as follows:

- a) Literal reading. Literal reading refers to the ideas and fact that directly stated on the printed pages. Literal reading is the skill of getting the primary direct literal meaning of a word, ideas, or sentence in context. The basic of literal comprehension are recognizing stated main ideas, details, cause and effect and sequences. This level of comprehension is fundamental to all reading skills at any levels because a reader must first understand what the author said before he can draw an inference or make an evaluation.
- b) Interpretative reading. Interpretative reading involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. This level demands higher level of thinking ability because the question in the category of interpretation are concerned with answer that are not directly stated in the text but are suggested or implied. Smith (1980: 218) states that in interpretation the readers read between the lines, make connections among individuals stated ideas, make inferences, draw conclusions, read between the lines to get inferences, or implied meanings from the text.
- c) Critical reading. Critical reading is evaluating written material comparing the ideas discovered in the material with known standards and drawing conclusion about their accuracy,

appropriateness, and timeliness. Critical reading compares previous experience to elements in the new material such as content style, expression, information, and ideas, or values of the author.

In this level of reading skill, the reader must be an active reader, questioning, searching for facts, and suspending judgment until her or she has considered all of the material.

## 2) The Principal Strategies for Reading Comprehension.

- a) identify your purpose in reading text.
- b) Apply spelling rules and conventions for bottom-up decoding.
- c) Use lexical analysis (prefixes, roots, suffixes, etc) to determine meaning.
- d) Guess at meaning (of words, idioms, etc) when you aren't certain.
- e) Skim the text for the gist and for main ideas.
- f) Scan the text for specific information (names, datee, keywords).
- g) Use silent reading techniques for rapid processing.
- h) Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
- i) Distinguish between literal and implied meanings.
- j) Capitalize on discourse markers to process relationships.

### c. Kinds of Texts

According to Ramdani (2009) states that based on generic structure and language feature dominantly used, texts are divided into several types. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item. These variations are known as genres.

### 1) Narrative Text

According to Kirsener and Mandell (1980), narrative is story taking by presenting sequence events in chronological order. Any time when we tell what happens, we use narration. They state that narrative discourse is type of discourse that tells an event chronologically. It may tell about one or more person about a short or long term event or about a fact or a fiction.

The purpose of narrative text is to amuse or to entertain the readers and to tell a story. Generic structure in narrative text can be divided into: orientation, complication, resolution, and sometimes followed by reorientation and coda. The dominant language features in this text are: using past tense, using action verb, and chronological arranged.

### 2) Recount

The purpose of recount text is to retell something that happened in the past and to tell a series of past events. The generic structures of narrative text are: orientation, events, and reorientation. Narrative text has dominant language features namely: using past tense, using action verb, and using adjectives.

### 3) Descriptive

Descriptive text purposes are to describe a particular person, place or thing in detail. The generic structures of it are identification and description. Language features consist of using simple present tense, using action verb, using adverb, using special technical terms.

### 4) Report

The purpose of this text is to presents information about something, as it is. The generic structures of this text are general classification and description. Dominant language features are

introducing group or general aspect, using conditional logical connection, using simple present tense.

#### 5) Explanation

Explanation text purpose is to explain the processes involved in the formation or working of natural or socio-cultural phenomena. Generic structures of it are general statement, explanation and closing. The dominant language features: using simple present tense, using action verbs, using passive voice, using noun phrase, using adverbial phrase, using technical terms, using general and abstract noun, using conjunction of time and cause-effect.

#### 6) Analytical Exposition

The purpose of analytical purpose is to reveal the readers that something is the important case. Generic structures of the text are thesis, arguments, reiteration or conclusion. The dominant language features are using modals, using action verbs, using thinking verbs, using adverbs, using adjective, using technical terms, using general and abstract noun, using connectives or transition.

#### 7) Hortatory Exposition

The purpose of the text is to persuade the readers that something should or should not be the case or be done. And, the generic structure of thesis, arguments, recommendation. Dominant language features of hortatory are: using simple present tense, modals, action verbs, thinking verbs, adverbs, adjective, technical terms, general and abstract noun, connectives or transition.

#### 8) Procedure

This text has purpose is to help readers how to do or make something impolitely. Generic structures of procedure text are goal or aim, materials or complements, steps or methods. The

language features are using simple present tense using imperatives sentence, using adverb, using technical terms.

#### 9) Discussion

Discussion text purpose is to present information and opinions about issues more one side of an issue. The generic structure: issue, arguments for and against, and conclusion. The features of the text are using simple present tenses, use of relating verb or to be, using thinking verb, using general and abstract noun, using conjunction or transition, using modality, using adverb of manner.

#### 10) Review

Review is the text to critique or evaluate an art work or event for a public audience dominant. The generic structure of it consists of orientation, evaluation, interpretative recount, evaluation, evaluative Summation. The language features dominantly use focus on specific participants, using adjectives, using long and complex clauses, using metaphor.

#### 11) Anecdote

The purpose of anecdote is to share with others an account of an unusual or amusing incident. The generic structures are abstract, orientation, crisis, reaction, and coda. Dominant language features of anecdote text are using exclamations, rhetorical question or intensifiers, using material process, and sing temporal conjunctions.

#### 12) Spoof

Spoof has purpose to tell an event with a humorous twist and entertain the readers. The generic structures of this text are orientation, event(s), and twist. This text dominantly uses past tense, action verb, uses adverb and chronologically arranged.

#### 13) News Item

The purpose of news item text is to inform readers about events of the day which are considered newsworthy or important. The

generic structure is newsworthy event (s), background event (s), and sources.. news item has dominant language features. They are short, telegraphic information about story captured in headline; using action verbs, using saying verbs, using adverbs time, place and manner.

#### **d. Narrative Text**

According to Kirschner and Mandell (1980), narrative is story talking by presenting sequence events in chronological order. Any time when we tell what happen, we use narration. They state that narrative discourse is type of discourse that tells an event chronologically. It may tell about one or more persons; about a short or long term event; or about a fact or a fiction.

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. The language features of narrative are using processes verbs, temporal conjunction, and simple past tense.

Furthermore, when there is plan for writing narrative texts, the focus should be on the following characteristics:

1. Plot: What is going to happen?
2. Setting: Where will the story take place? When will the story take place?
3. Characterization: Who are the main characters? What do they look like?
4. Structure: How will the story begin? What will be the problem? How is the problem going to be resolved?
5. Theme: What is the theme or message the writer is attempting to communicate?

Like other kinds of texts, narrative text is built up by generic structure. A narrative text will consists of the following structure:

- 1) Orientation. The introduction of what is inside the text. Introducing the participants and informing the time and the place. Or in the other hand, what text is talk in general, who involves in the text, when and where it happens.
- 2) Complication. Describing the rising crises which the participants have to do with. What happens with the participants? It explores the conflict among the participants. Complication is the main element of narrative. Without complication, the text is not narrative. The conflict can be shown as natural, social or psychological conflict.
- 3) Resolution. Showing the way of participant to solve the crises, better or worse. This is the phase where the participants solve the problem aroused by the conflict. It is not matter whether the participants succeed or fail. The point is the conflict becomes ended.

In simple word, narrative text has generic structure as orientation, complication and resolution.

#### e. Types of Narrative

There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience (Kirszner and Mandell, 1980).

The researcher uses some kinds of narrative text in teaching reading comprehension and presents it in Mc. Power point, Mc. Words and Hot potatoes.

### 3. Teaching Reading

Reading skills have immense importance in students' success at school. In addition, students who have a strong foundation in reading and

receive encouragement at home can only excel in school. Lamy and Klarskov (2011) suggest that reading is most important skill for children in senior high schools. Unfortunately, school provide the chance of improving skills to a very little extent (Bangs, 2011); however, a recent study on the use of technology in language education found that this situation can be improved by using computers in junior high school.

a. The Principles of Teaching Reading in English.

Day and Bamford (1998: 7-8) suggested the following principles to be taken into consideration in any English Reading Comprehension:

- 1) Students read as much as possible in and out of the classroom.
- 2) A wide variety of materials is available to encourage reading.
- 3) Students select what they want to read due to their interest and level of comprehension.
- 4) The purposes of reading are usually related to pleasure, information and general understanding.
- 5) Dictionaries are rarely used while reading because it make fluent reading difficult.
- 6) Reading speed is usually faster than slower as students read texts that they find easily understandable.
- 7) Teachers orient students to the goals of the program, explain the methodology, keep track of what students read, and guide students in getting the most out of the program.
- 8) The teacher is a role model of reader, an active member of the classroom community, and demonstrating what is meant to be a reader.

b. Reading Skill Development in the Classroom.

Reading comprehension drills have traditionally been misused by both teachers and students. Teachers believe that grammar, composition, speaking and listening skills are key element of English instruction. On

other hand, learners consider reading comprehension tests time consuming, tiresome and boring.

In addition, students find traditional methods of language learning non-interactive and believe that the literature presented on computer is in varied forms, new and presented more interestingly. As for reason to integrate technology in foreign language classroom. As one of the most popular technological aids in the classroom, the use of power point presentations can suggest chances for integrating “colourful texts, photographs, illustrations, drawings, tables, graphs, movies, and transition from one to another through a slide show” (Alkhash and Al-Dersi, 2013: 14).

Based on the explanation above, the researcher in her research about “the effect of using CALL on teaching English reading comprehension viewed from students’ interest of eight grade of MTs N Bekonang Sukoharjo” that use approach, method and technique will be described below.

### 1) Approach to Teach Reading.

Approach to teach reading comprehension, the researcher uses scientific approach that can be implemented in the teaching practice in the classroom because it is appropriate with the implementation of the 2013 curriculum which the intent power from teacher to develop learning activities relevant to the lezarners need based on actual condition of the school.

According to Handelsman, et al (2004: 521) “scientific teaching approach used in the classrooms whereby teaching is approached with the same rigor as science at its best and it involves active learning strategies to engage students in the process of science and teaching methods that have been systematically tested and shown to reach diverse students”. There are three principles of teaching methods in classroom: (1) active learning: a process in which students are actively

engaged in learning; (2) assessment: tools for measuring progress toward and achievement of the learning goals; and (3) diversity: the breadth of differences that make each students unique, and each teaching experience unique (Handelsman, et al, 2004: 522).

Mc. Collum (2009: 2) describes four basic components to scientific approach to teaching, namely: (1) it fosters a sense of wonder; (2) it encourages observation; (3) it pushes for analysis; (4) it requires communication.

Wiggins and Mc. Tighe (2006: 24) state that in practice, scientific approach is used instructional design approach which begins with the end in mind. This instructional has three main stages, namely: (1) identify desired learning goals and outcomes; (2) determine how the students will demonstrate what they know and they do assessment; (3) plan instructional strategies, procedures, resources or materials, and learning experiences or activities that helps students reach the learning goals and outcomes. There are some methods of scientific approach, such as: inquiry-based learning, project-based learning, problem-based learning, discovery learning and task-based learning.

Scientific approach in Indonesia, based on Ministry of Education Regulation No.32 year 2013 about the change of ministry of education regulation No.19 year 2005 about the national education standards that K-13 is placed as competency-based school level curriculum based on national standard of education.

Based on this curriculum, the intent power of teachers to develop learning activities relevant to learners' need, based on actual condition of school and necessity to link their environment.

Teaching learning process in education should be interactive, inspiring, fun, challenging, motivating learners to actively participate. Teaching learning process provides enough space for initiative, creativity, self-reliance, talents, interests, physical and psychological development of the students. The learning process is conducted based

on the following principles: (1) moving from students as receiver of knowledge to students who search for knowledge; (2) moving from the teacher as the sole learning recourse to a multiple resource-based learning; (3) moving from textual-based approach towards process as reinforcement for scientific approach; (4) moving from content-based learning toward competency-based learning; (5) moving from partial learning towards an integrated learning; (6) moving from learning which emphasizes single answer toward learning which highlights the true multi-dimensional answers; (7) moving from learning which emphasizes verbal skills tradition towards learning which stresses on applicative skills; (8) improving the acquisition of booth hard skills as well as soft skills; (9) learning that acculturate and empower the learners as long life learners; (10) learning applies teacher values as an exemplary member, developing a will and expanding the creativity of the students in the learning process; (11) learning can take place at home, at school, and in the community; (12) learning applies the principle that anyone is a teacher, everyone is a student, and everywhere is classroom; (13) the use of information and communication technology to improve the efficiency and effectiveness of learning; and (14) the recognition of difference of individuals and the cultural background of the students (Ministry of Education Regulation No. 32 year 2013).

With regards to classroom procedure, the scientific approach as discussed previously is materialized in the learning cycle which comprises of five main steps, namely: (1) observing; (2) questioning; (3) gathering information or experimenting; (4) associating or information processing; and (5) communicating.

In the research, the researcher uses one of methods from scientific approach, is discovery learning.

## 2) Method to Teach Reading.

Method to teach reading comprehension, the researcher uses discovery learning because it is believed to build a deep understanding of major concepts as students effectively involved in the learning process. It is appropriate with Kolb (1984) stated that knowledge is continuously gained from experience and testing by individuals. Discovery learning enables a more meaningful learning process so that it is well embedded in the knowledge gained by learners (De Jong and Joolingen, 1998: 194).

Discovery learning is a method of teaching which is inquiry-based, that is, a method of teaching that focuses on active, hands-on learning opportunities for students. Here are some definitions according to different points of view.

Mabrook (1990: 35) defines guided diccovery as a process that the teachers use to introduce new materials, explore centers or areas of the classroom, and prepare learners for various aspects of the curriculum.

Goodyear, et al (1991: 263-304) presented guided discovery in the term of constructivism and summarized that guided discovery is a construvist instruction design model that combines principles from discovery learning and with principles from cognitive intrustional domain.

Mayer (2003: 88) “guided discovery is one of teaching techniques represented by encouraging students to become more active in learning through answering a chain of questions or solving problems designed in order to reach the general concepts”.

Omar's (2006: 12) defined it as “a technique used in teaching reading literature texts conducted by the teacher in the classroom by providing examples and designing educational situations and questions which lead students deduce certain planned thoughts and new information”.

In conclusion, the above mentioned definitions focus on that:

- Guided discovery is a process and that means interaction in the classroom.
- The role of instructions provided by the teacher and on the role students. The role of teacher is to prepare suitable environment for discovery by giving the chance for the students to explore the texts and to be more active.
- The nature of questions is very important as Mayer (2003) said in definition as the questions are in the form of chain; one lead to another.

#### a) Features of Discovery.

Learning how to learn through the process of discovery and exploration of knowledge coupled with the responsibility of the learner are the main features of guided discovery. This helps the learner to master the content needed for understanding. According to Spencer (1999: 186) the key features of guided discovery are:

- (1) a context for students' learning is chosen to suit the learning outcomes.
- (2) Students have responsibility for exploration of content necessary for understanding through self-directed learning.
- (3) Study guides are used to facilitate and guide students during their learning.
- (4) Understanding is reinforced through application in problem-oriented; task-based and work related experiences.
- (5) Guided discovery can be enhanced with various tools.

#### b) Benefits of Discovery.

Linton (1998: 216-222) suggested the following benefits gained through learning by guided discovery:

- (1) Students are encouraged to explore the content through the use of concrete experiences.
- (2) Students are allowed to use their own skills to generate content information.
- (3) The teacher is released from the role of authority and giver of knowledge to become a facilitator and follow investigator.
- (4) The notion that the teacher must know all the answers is replaced.

According to the researcher, the benefits of guided discovery are obvious either for teacher or for students because they are the human beings in the classroom who interact in doing the tasks. In a reading comprehension is supposed to be the ultimate goal of reading. So the researcher suggests discovery for improving reading comprehension skills based on the assumption that students enjoy reading by exploring the texts by themselves. So the researcher chose the eight grade students because the researcher thinks they are mature enough to practice discovery and they have the ability and the courage to inquire if their teachers encourage them to do.

### c) The Role of the Teacher in Discovery.

Nowadays, teaching and learning process becomes students-centered. Hardy, et al (2006: 307-326) argued that students will often have misconceptions (wrong previous concepts students have about something) and do not know they have them. In reading lesson, clarifying concept is very essential for comprehension. If the teacher gives the students no guidance during the activity, students may solve the particular problem, Knuth (1993: 163-187) said that

The role of teacher is to provide opportunities for students to reflect upon their own thinking. One of those opportunities arises when it is time for the students to evaluate their own discovery against scientific ideals. Without teacher's guidance, this would not happen. The teacher must intervene at the end of each activity and provide the students with appropriate source

material or at least guide them to seeking said material so that the students can compare their own results with others. Then there are those students who are completely lost and have no prior knowledge let alone misconceptions about the particular idea that they must “discover”.

Mayer (2004: 14-19) claimed that “to hold students’ interest, the teacher can allow the students to take part in choosing the purpose of the activity. As long as the purpose holds the students’ interest, they will be driven enough to continue with the discovery process”.

In the light of what mentioned above, the researcher summarized the role of the teacher in three points:

- Clarifying the wrong concepts for the students,
- Framing well activities and questions which lead students to discovery, and
- Giving necessary support and help.

#### d) Stages of a Guided Discovery Reading Lesson.

The teacher in a guided discovery should pay a great intention to the appropriate order of the components of his/ her lesson. Otherwise, mess will dominate the session. Blackburn, et al (2001: 132) summarized six stages in which teachers engage and that students will be successful as follows:

- (1) Introduction
- (2) Generating ideas
- (3) Learners explore
- (4) Sharing
- (5) Clean-up and care
- (6) Extensions

In the same context, Honebein, et al (1993: 11-12) designed seven stages for the teachers to apply in a guided discovery lesson as follows:

- (1) Provide experience with the knowledge construction process.

- (2) Provide experience in and appreciation for multi perspectives.
- (3) Embed learning in realistic and relevant contexts.
- (4) Encourage ownership and voice in the learning process.
- (5) Embed learning in social experience.
- (6) Encourage the use of multiple models of representation
- (7) Encourage self-awareness of the knowledge construction process

The two suggested lesson plans mentioned above introduce guided discovery lesson and claimed that the students build their own knowledge and the students learn when they get involved in the classroom tasks.

e) Classroom Techniques and Procedures of Discovery.

Hassard and Dias (2013: 229) discuss the procedure for using discovery learning as follows:

- (1) Begin discovery learning by presenting students with a scenario that has a problem that they can solve. You can place a copy of this on the overhead to allow all students to read it at the same time or make copies of it and distribute to students.
- (2) Depending on the class, you might have students work individually or with partners.
- (3) Next, distribute copies of the tasks to students. Read the task aloud and discuss any questions students might have.
- (4) Address the necessary vocabulary by using graphic organizers. Have students fill in the graphic organizers using dictionaries and other reference materials. Tell them that they can consult someone nearby if they have a question about the vocabulary. If there is other information that students need to know, present it at this time.
- (5) Distribute materials and provide students time to work on the solutions to the problem.

- (6) For the final activity, have students present their final projects to the class. If applicable, have students enter a competition showcasing their solutions.

According to Syah in Kemendikbud (2013: 5), procedures should be do in the teaching process of discovery learning are:

- (1) Stimulation
- (2) Problem statement or identification problem
- (3) Data collection
- (4) Data processing
- (5) Verification
- (6) Generalization

In teaching of discovery learning, learners are not given concepts in finally forms, but the learners follow to participate in the meeting concepts. The learners build knowledge based on new information and collecting data which they use in the learning (De Jong and Joolingen, 1998: 193). Their participates in finding concept of learning give deep impression to learners, so the information saves more long in their memories. The individual finding concepts learned is given motivation to learners to other finding, so their interest more improved.

To improve learner's interest in teaching reading comprehension with use discovery method, needs strategy or technique which is appropriate with the 2013 curriculum (K-13). As in the years predicting, teachers need to update their abilities, their learning styles and learn to integrate new tools into what they teach to improve teaching learning. Pilus (1995: 10) puts forwards:

“Teachers have to realize that computers are not used in the classes just because they are sophisticated or state of the art. Computers can not perform magical tasks and they are not substituting for the teachers. Computers have to be treated like other teaching aids thus; appropriate training in this aspect is crucial”.

According to Bancheri (2006) asserts that the role of teachers in the new era of technology is not only to transmit new knowledge, but to give students tools to acquire knowledge and recognize the value of what they see in books and software as well as on the internet.

In the research, the researcher uses CALL as a technique in the teaching reading comprehension.

### 3) Technique to Teach Reading.

Based on Anthonyms' theory, Richard and Rogers' theory and Celces' theory above that technique is the third level of conceptualization and organization in language teaching. It is "Implementation which actually takes place in a classroom. It is a particular trick, strategy, or contrivance used to accomplish an immediate objective. Tehcnique must beconsistent with a method, and therefore in harmony with an approach as well" (Anthony, 1963: 96).

Technique encompasses the actual moment-to-moment practices and behaviors that operate in teaching a language according to a particular method. In other words, technique is classroom practices done by teacher when presenting a language program. This is the way classroom activities are integrated into lesson and used as the basis for teaching and learning.

In the research, the researcher uses a technique to teaching learning process in the classroom, is CALL.

#### a) Definiton of CALL.

According to Sperling (1997), CALL is related to the use of computers for language teaching and learning. Computers in language learning imagine an infinite number of resources available for your students to improve their skills in reading, writing, grammar, listening, pronunciation, vocabulary, idioms, slang, test of English as a foreign language and even conversation.

b) The Development of CALL.

According to Capelle (1997: 19), CALL is not a new development in language teaching. As it has been used since the 1960s and 1970s. However, it still lacks research methods and a clear theoretical foundation. We are going to describe the development of CALL, and discuss the most recent questions regarding theory.

Warschauer (1996: 3-20) divides the development of CALL into three distinct phases: behaviourist, communicative and integrative.

Behaviourist CALL was implemented in the 1960's and 1970's, when the audio-lingual method was mostly used, and provided students with drills and practice. This model used the computer as a tutor, presenting drills and non-judgemental feedback.

Based on the communicative approach, communicative CALL focuses more on using forms rather than on the forms themselves. The communicative CALL programmes provide skill practice in a non-drill format, through language games, reading and text reconstruction. This approach still uses the computer as a tutor, although it gives students choices, control and interaction. Another CALL model used for communicative activities involves the computer as stimulus, as in programmes that stimulate writing or discussions, and which may not be specifically designed for language learners. Finally, communicative CALL also uses the computer as a tool, in programmes that do not provide language material, but enable the learner to understand and use the language, such as word processors, desk-top publishing, spelling and grammar checks programmed, as used for instance in process writing.

The current approach is integrative CALL, which is based on multimedia computers and the internet. These technological developments have brought text, graphics, sound, animation and video to be accessed on a single inexpensive computer. These resources are all linked and called 'hypermedia', enabling learners to navigate through CD-ROMS and the Internet at their own pace and path, using a variety of media.

c) Kinds of CALL.

According to Husain (2006), CALL has some good programs that teachers can use them in teaching English as foreign language. Computer assisted Language Learning consists of two parts, namely; CALL and non-CALL program. CALLS are designed especially to teach language. Whereas non-CALL program not designed for language

d) The Characteristics of Good CALL Software.

CALL has two distinct features, namely, bidirectional and individualized learning. As such, CALL is not a method of teaching, but it has tools that facilitate learning. Predominantly, CALL materials promote self-paced learning for students, and they serve as accelerated learning materials as well. CALL can be used as a revision tool to highlight the points that are covered in the classroom. It also acts as a remedial tool for those learners who are not proficient with a certain language. Besides its function as language learning software, CALL can refer to any software that is created for purposes that are language-related. Hence, Electronic Authoring, Concordances, Computer-Aided Assessment (CAA), Dictionary, and Translation tools can come under the purview of CALL.

e) The Benefit of CALL.

Burden and Byrd (1999) and Wen (2003) state that there are several benefits of computer in teaching and learning activity in the classroom, namely:

- (1)The computer makes instruction delighted and accelerates students' understanding.
- (2)The computer enables the students to have extra work at home.
- (3)For students who have long time to finish their study at school, computer enables students to keep in mind one topic again.
- (4)Learning becomes more interested and classroom changes become game or play.
- (5)By using computer technology, we can economize a lot of teacher; the computer is only aid of education or learning.
- (6)Education knowledge can be effective with computer, but consideration must be got from life experience.

f) The Role Changes for Teachers and Students.

The role of CALL has changed greatly. Warschauer & Healey (1998) said that "future developments in networked communication, multimedia, and artificial intelligence will likely converge, creating a potentially more central role for the computer as a tool for authentic language exploration and use in the second language classroom". Their statements to role changes for:

(1) Teachers

Although the integration of CALL into a foreign language program can lead to great anxiety among language teachers, and CALL changes sometimes radically the role of the teacher but does not eliminate the need for a teacher altogether. Instead of handing down knowledge to students

and being the center of students' attention, teachers become guides as they construct the activities students are to do and help them as students complete the assigned tasks. In other words, instead of being directly involved in students' construction of the language, the teacher interacts with students primarily to facilitate difficulties in using the target language (grammar, vocabulary, etc.) that arise when interacting with the computer or other people.

Elimination of a strong teacher presence has been shown to lead to larger quantity and better quality of communication such as more fluidity, more use of complex sentences and more sharing of students' personal selves. However, teacher presence is still very important to students when doing CALL activities. Teachers should be familiar enough with the resources to be used to anticipate technical problems and limitations. Students need the reassuring and motivating presence of a teacher in CALL environments. Not only are they needed during the initial learning curve, they are needed to conduct review sessions to reinforce what was learned. Encouraging students to participate and offering praise are deemed important by students. Most students report preferring to work in the lab with a teacher's or tutor's presence rather than completely on their own.

## (2) Students

Students, too, need to adjust their expectations of their participation in the class in order to use CALL effectively. Rather than passively absorbing information, learners must negotiate meaning and assimilate new information through interaction and collaboration with someone other than the

teacher, be that person a classmate or someone outside of the classroom entirely. Learners must also learn to interpret new information and experiences on their own terms. However, because the use of technology redistributes teachers' and classmates' attentions, less-able students can become more active participants in the class because class interaction is not limited to that directed by the teacher. Moreover more shy students can feel free in their own students'-centered environment. This will raise their self-esteem and their knowledge will be improving. If students are performing collaborative project they will do their best to perform it within set time limits.

g) The Use of CALL for Teaching Reading Comprehension.

According to Hoochalk (2009), the overall adoption of educational technology within academic environments in reading classroom is driving literacy instruction beyond the traditional oral and print-based medium toward online.

In this research, the software will be used in teaching one kind of texts, narrative, are Microsoft Office Power Point, Microsoft Office Word, and Hot Potatoes.

In language learning, especially in teaching material, Microsoft Office Power Point can be manipulated to develop reading material. The reading material is presented in the Microsoft Office Power Point with an interesting audio-visual so the students can be interested to study English especially reading skills. After that, the students can answer the questions based on the text by using Microsoft Word.

Microsoft Word is a word processor designed by Microsoft. This software is a non-CALL program which is not designed for

language teaching purpose but it can be manipulated and used by the teacher to present his or her teaching material.

Hot potatoes are authoring packages programs (software). Teacher use the hot potatoes program to create educational materials, especially exercise and test. One basic type of exercise will be used in this research, namely Jquiz. In this exercise, we can create a multiple choice quiz. The reading material also can be represented is the limited time so the students will be focus on the reading text and try to understand text.

#### **4. Interest**

Interest implies focused attention to a lesson, text passage, or learning activity that occurs because the learner values or has positive affective responses to its content or processes. Some authors distinguish it by virtue of the fact that interest is focused on particular content or activities. Interesting activities provide learners with forms of input or opportunities for response that they find rewarding and want to pursue (Ainley, 2006; Schraw & Lehman 2001; Silvia, 2008). To give point of view of students' interest, here some authors presented the definition of interest and classification of interest.

##### **a. Definition of Interest**

Interest as one of psychological aspects that can influence student learning achievement. According to Syahridin (2005) defines interest as a subject-object attitude, concern on condition involving a perception or idea in attention and combination of intellectual and feeling curiously conditioned by experience.

According to Jonassen and Dwyer (1997: 189) increased students' interest in and learning from texts by addressing material that brought out connection between the text content and the students' lives.

### b. Types of Interest

Hansen et al (1972) classifies interest into four types, they are: expressed, inventoried, tested and manifest interest.

- 1) Expressed interest is a type of interest which is defined as verbal experience of liking or disliking something related to maturity and experience.
- 2) Inventoried interest is those determined by interest checklist. Someone's interest is measured by asking him/ her to answer a number of questions whether or not he or she likes or dislikes certain activities or situations. Usually, pattern of high or low interest normally result, therefore the observer the test-taker can begin to determine areas of liking or disliking.
- 3) Tested interest is a way to determine the tested interest by measuring knowledge of vocabulary or other information the examine has in specific interest area. The measure based on an assumption that interest is resulted in the accumulation of relevant information as well as specialization vocabulary.
- 4) Manifest interest is an observable one in which individual does not express his/ her interest through notion based on the given activity. So it is observable because individual's perception in the activity. However, this kind of interest can also be misleading, for participation in a given activity may be necessary for certain fringe benefit to occur. Therefore, it is usually valuable to observe activities related to in the event as well as individual's participation does not mean lack of interest and factors such as cost or time may affect participation minimized interest.

In addition, Raob (2005) states two types of interest that can influence students' involvement and learning everyday activity, namely personal and situational interest.

- 1) Personal interest is students' individual likes, preference, favorite, etc. They involve both students' knowledge and positive feelings about an experience, object or activity. Personal interests are specific to individual and tend to endure and evolve over time and across different situation.
- 2) Situational interest refers to interest that are evolved by interestingness of situation or context. Situational interest emerges when the characteristics or features an activity, material, person, or event attract students' attention, arise his or her curiosity, or invite him or her to become involved. Situations that have elements of novelty, surprise exploration, or the unexpected can evoke situational interest.

Based on the types of interest above, uses as indicators to create the questionnaires. In the research, the researcher uses Likert Scale to measure students' interest. In the Likert Scale, to measure a variable is depicted being indicators of the variable. Then, indicators use to arrange instrument items which are statement or question forms. Indicators can be drawn in the table below.

Table 2.1

Students' Interest

No.	Criteria
1.	Expressed interest
2.	Inventoried interest
3.	Tested interest
4.	Manifest interest
5.	Personal interest
6.	Situational interest

The questionnaire consists of 20 items which are divided into 10 positive statements and 10 negative statements. In

Likert Scale, the answers of instrument items have gradation from strongly positive until strongly negative and across words, namely: strongly disagree, disagree, neutral, agree and strongly agree. For the purpose of quantitative analysis, then an answer could be given a score. The Likert Scale is used in the following table.

Table 2.2  
Likert Scale

Positive Statement		Negative Statement	
Category	Score	Category	Score
Strongly agree	5	Strongly agree	5
Agree	4	Agree	4
Undecided	3	Undecided	3
Disagree	2	Disagree	2
Strongly Disagree	1	Strongly Disagree	1

(Sources: Sugiyono, 2008: 185)

## 5. Theoretical Framework

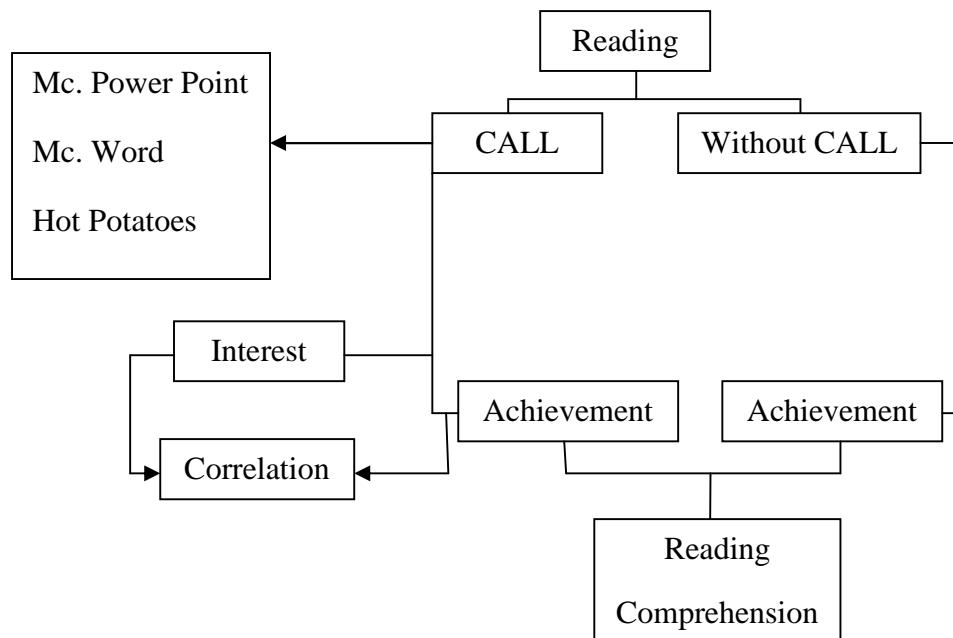


Figure 2.3

Conceptual Framework of Research

Based on figure 2.3 above in the teaching reading comprehension, the researcher uses a technique; Computer-Assisted Language Learning calls CALL, as media in teaching reading.

The reseraher uses CALL to give good effect on students reading skill. Pilus (1995: 1) says that:

“Teachers have to realize that computers are not used in the classes just because they are sophisticated or state of the art. Computers cannot perform magical tasks and they are not substituting for the teachers. Computers have to be treated like other teaching aids thus; appropriate training in this aspect is crucial”.

In the teaching reading classroom, the researcher uses two classes, namely, experiment class and control class. Experiment class is a class that gets the treatment (using CALL). While control class is a class that gets no treatment (without CALL).

In the teaching reading comprehension using CALL, the researcher uses some programs (software), such as: Mc. Power Point, Mc. Words and Hot Potatoes. The reading material (Narrative text) presented in the Mc. Power Point is an interesting audio-visual so the students can be interested in studying English especially Reading skills. After it, the students can answer the questions based on text in Mc. Words. It is a word processor designed by Microsoft. This software is a non-CALL program which is not designed for language teaching purpose but it can be manipulated and used by the teacher to present his or her teaching material.

Hot potatoes are authoring packages programs (software). Teacher uses the hot potatoes program to create educational materials, especially exercise and test. One type exercise will be used in this research, namely Jquiz. In this exercise, we can create a multiple choice quiz. The reading material also can be represented in the limited time so the students will be focus on the reading text and try to understand text.

In the teaching reading comprehension without CALL, the researcher doesn't use programs ( software), but the researcher gives the materials, exercises and tests which using books.

To get students' achievement in reading comprehension, the researcher gives pre-test and post-test to eight grade students of MTs N Bekonang. Test will give in the form of multiple choices to control class and experiment class with same tests

To find out the students' interest of eight grade students in MTs N Bekonang after using CALL, the students give questionnaire using Likert Scale. The questionnaire gives before and after treatment by using CALL in the experimental class.

Finally, the researcher analyzes the correlation between the students' achievement and students' interest after being taught using CALL.

## **6. Hypothesis**

The hypothesis is a temporary answer against the formulation of research problem, which have been stated in the question. Based on the form of hypothesis, this research uses asosiative hypothesis (relation): number 1, 2 and 3 tested with product moment correlation. Regression can used to predict how the effect of independent variable againts to dependent variable then analized with regression.

Base on literature that has been explained before, the researcher puts forward the hyphothesis of the research as follows:

a.  $H_a : \mu > 0$  The students taugh with CALL get better score than the students taught with books.

$H_0 : \mu = 0$  The students taught with CALL get lower score than the students taught with books.

b.  $H_a : \mu > 0$  CALL improves the students' interest.

$H_0 : \mu = 0$  CALL doesn't improve the students' interest.

c.  $H_a : p < 0$  The students' interest in using CALL have effect on their reading comprehension.

$H_0 : p = 0$  The students' interest in using CALL doesn't have effect on their reading comprehension.

The statistical hypothesis can be drawn into clear schema which can be seen to get the answers for problem statements.

a.  $H_a \rightarrow \mu > 0$   $H_a$  is accepted,  $H_0$  is rejected.

$H_0 \rightarrow \mu = 0$   $H_0$  is accepted,  $H_a$  is rejected.

b.  $H_a \rightarrow \mu > 0$   $H_a$  is accepted,  $H_0$  is rejected.

$H_0 \rightarrow \mu = 0$   $H_0$  is accepted,  $H_a$  is rejected.

c.  $H_a \rightarrow P > 0$   $H_a$  is accepted,  $H_0$  is rejected.

$H_0 \rightarrow P = 0$   $H_0$  is accepted,  $H_a$  is rejected.