CHAPTER I

INTRODUCTION

The introduction, problem statement, research objective, significance, and scope are all included in this chapter.

A. Background

In Indonesia, language competence is a focal point of instruction in both the Curriculum 13 (K13) and its successor, the Kurikulum Merdeka Belajar (KMB). This includes not only the Indonesian language but also English. With K13, students are expected to be able to use English in oral and written communication in interpersonal, transactional, and functional domains. Similarly, KMB aims to develop communicative competence in English using multimodal texts, including oral, written, visual, and audiovisual forms. With such goals and objectives, the use of information and communication technology (ICT) becomes essential.

Similarly, in the educational context, the reading proficiency of students in Indonesia is not significantly different. According to the OECD, around 27% of Indonesian students have a competency level of 1b in reading, which means they can only solve the easiest comprehension problems in texts. Additionally, PISA 2018 revealed that junior high school students in rural areas tend to score lower in reading proficiency compared to students from other characteristic groups. This indicates the need to improve students' reading comprehension abilities. Therefore, the Indonesian government strives to address these issues through the curriculum implemented in schools.

The use of ICT-based technology and media in learning is believed to provide numerous benefits and positive effects on students' learning motivation. It enables students to experience direct contact with English-speaking cultures and countries, grants access to learning resources from around the world, facilitates learning for students with various learning styles and strategies, enhances student autonomy, sharpens students' critical thinking skills, and serves as a solution to various learning problems (Khanom, 2018).

One approach that can be utilized is Computer-Assisted Language Learning (CALL). CALL integrates computer technology into the learning process to enhance interactivity, accessibility, and effectiveness. However, not all schools in Indonesia have ICT facilities to assist students and teachers in the teaching-learning process. One such case is SMPN 1 Parepare Mallusetasi Village, Ujung District, Parepare City, South Sulawesi Province. At SMPN 1 Parepare they have not yet implemented ICT based technology and media learning. Students in classes 9.7 and 9.8 still use classical learning methods, which English learning especially in reading, they still use textbooks as learning media.

Language proficiency, especially in English, at SMPN 1 Parepare can still be considered poor. In an interview with two teachers from the school, it was revealed that most students are not interested in learning English because they find it difficult. Furthermore, in one of the ninth-grade classes, specifically class 9.8, 65% of the 32 students were unable to understand English texts well. All of these issues can be attributed to the limited use of ICT to support the teaching-learning process.

Previous research has shown the benefits of using technology in language learning, including reading comprehension. However, there is still a need to further explore the implementation and effectiveness of CALL, specifically in the context of reading comprehension of report texts.

Thus, this study is expected to contribute to the development of innovative and effective teaching methods to improve the reading comprehension of ninth-grade students at SMPN 1 Parepare. The findings of this study can provide valuable information for teachers, curriculum developers, and other stakeholders in optimizing the use of computer technology in the process of learning English reading texts.

B. Problem Statement

Based on the aforementioned background, the writer has identified the following problems:

1. The difficulty of teaching English in the Indonesian context, where there is low achievement in reading.
2. In SMPN 1 Parepare utilize information and communication technology-based learning systems.
3. Students perceive learning English as challenging.

The research problem is formulated as follows: Can the implementation of CALL enhance the English reading comprehension skills of ninth-grade students at SMPN 1 Parepare?

C. The Objective of the Research

The objective of this study is to examine how CALL can facilitate the process of comprehending English texts for ninth-grade students at SMPN 1 Parepare.

D. Significance of the Research

This study can provide an initial overview of the implementation of CALL in supporting the teaching-learning process at SMPN 1 Parepare. Moreover, it extends beyond the comprehension of English texts and can serve as a guideline for enhancing the teaching-learning process in listening, speaking, and writing skills at SMPN 1 Parepare. Additionally, this study can offer insights for improving the teaching-learning process of languages other than English, such as Indonesian, Arabic, and more. Furthermore, it is anticipated that this study will prove valuable to the students and teachers of SMPN 1 Parepare as an innovative approach to enhance language proficiency.

E. Scope of The Research

The scope of this study is limited to the implementation of CALL to aid in the comprehension of English texts for ninth-grade students at SMPN 1 Parepare.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Related Research Findings

First, there is a study that focuses on the implementation of CALL in improving students' speaking skills. It was written by Rizkiani et al (2023). The research findings from the study titled *The Use of Computer Assisted Language Learning (Call) To Improve the Students' Speaking Skill of Grade X C SMA N 4 Kota Bima in Academic Year 2022/2023* show that the implementation of CALL has enhanced students' speaking abilities. In the pre-test, when students had not yet learned using CALL, only 1 out of a total of 16 students achieved a score of 6.57. The other 15 students scored below 6.57. After the implementation of CALL, it was found that 6 out of the total 16 students had exceeded the score of 6.57.

Second, there is a study by Rochmahwati and Pamungkas (2015), titled *The Effect of Computer Assisted Language Learning (CALL) Towards Speaking Ability in STAIN Ponorogo*. The subjects of Rochmahwati and Pamungkas' study were 83 second-semester students of the English Language Program at STAIN Ponorogo. Their research findings indicate that the impact of using CALL as a speaking learning media for students contributes to 85.2%, with the remaining 14.8% attributed to other factors.

Third, there is a study by Yuliantini et al (2020), titled *The Implementation of Computer Assisted Language Learning (CALL) to Improve Speaking Ability of*

Students in Bali State Polytechnic. They chose students of Electrical Engineering, Bali State Polytechnic as the research subjects. The results showed that based on the pre-test and post-test scores of the students, the use of CALL successfully improved the students' speaking ability by 14.34% in just six meetings. Furthermore, the use of CALL in the learning process also made the students more expressive and cheerful. This was made possible due to the use of computers and the internet in the learning process.

Fourth, by Nurlaili and Hasibuan (2021), titled *Penerapan Computer Assisted Language Learning (CALL) dengan Bantuan Menggunakan Media Video dalam Meningkatkan Speaking Ability*. Their research subjects were 14 seventh-semester students of Class O, FKIP English Education Program. The results of their study showed that the implementation of CALL had increased the students' speaking ability in English for Job. This improvement was evident from the increased scores of the students in each cycle. The initial score before the treatment was only 68% out of 100%. After the treatment, in cycle I, the students' scores increased to 75.35%, while in cycle II, it further increased to 80.71%. Additionally, the students became more active and motivated to learn as they enjoyed practicing their English language skills.

Fifth, the study focused on improving vocabulary knowledge. Conducted by Lolita et al (2020), titled *The Impact of Computer Assisted Language Learning (CALL) Use of English Vocabulary Enhancement*. The research subjects were 92 seventh-grade students from SMP Sunan Giri Gresik, East Java, divided into three classes: Amanah, Hidayah, and Inayah. The research findings showed that the

average pre-test scores for the Amanah class were 68.0, Hidayah class 47.8, and Inayah class 43.5. In cycle I, the average scores for the Amanah class were 80.6, Hidayah class 58.1, and Inayah class 55.8, while in cycle II, the average scores for the Amanah class were 94.5, Hidayah class 80.8, and Inayah class 80.0. In the post-test, the average scores for the Amanah class were 87.5, Hidayah class 69.6, and Inayah class 71.8. Thus, the average scores for all three classes showed an improvement: The average score for the Amanah class increased by 24.5%, Hidayah class by 26.8%, and Inayah class by 33.3%. Consequently, the implementation of CALL in enhancing students' vocabulary has proven to have a positive impact.

Sixth, a study by Nur Fauzia and Yuri Lolita (2018), titled *The Use of Drill, Vocabulous (Vocabulary Various), and Computer Assisted Language Learning (CALL) in Learning Vocabulary*. The research aimed to find out which vocabulary learning method among Vocabulous (Vocabulary Various), Drill, and CALL could generate the highest number of words in immediate recall and delayed recall tests. The quasi-experiment method was used to test the effectiveness of vocabulary learning using the Dictionary Strategy, Contextual Clues, and CALL involving 40 students. The results of the research using analysis of variance (ANOVA) showed a significant difference when the students were exposed to Vocabulous, Drill, and CALL in the immediate recall test, but there was no significant difference in the delayed recall test. Additionally, there was a significant difference when t-tests were used to compare the scores between the

Pre-test and Delayed Recall Post-test using the three vocabulary learning methods.

Seventh, a study focusing on improving grammar knowledge was conducted by Mashudi (2018), titled *The Effect of Computer Assisted Language Learning and Students' Learning Motivation Toward Students' Grammar Mastery of the First Year Students at Amik Selatpanjang Kabupaten Kepulauan Meranti*. In this study, it was found that: (1) Using the CALL strategy during teaching yielded better results in students' grammar mastery compared to the CLT strategy. (2) Students with high learning motivation, when taught using the CALL strategy, achieved better grammar mastery than students with high learning motivation taught using the CLT strategy. (3) Students with low learning motivation, when taught using the CALL strategy, achieved lower grammar mastery than students with low learning motivation taught using the CLT strategy. (4) There was no interaction between teaching strategies (CALL and CLT) and students' learning motivation in relation to grammar mastery. Thus, the use of CALL proved to enhance students' grammar mastery at AMIK Selatpanjang Kabupaten Kepulauan Meranti.

Eighth, a study focusing on improving listening skills was conducted by Futuhi (2020), titled *The Implementation of Computer-Assisted Language Learning to Teach Listening of Report Text to the Tenth Graders*. Unlike the previous studies mentioned in this section, the research subject in this study was the English teachers of SMAN 3 Kota Mojokerto instead of the students. This study aimed to investigate how English teachers implemented CALL in teaching

listening of report text. The research findings revealed that the implementation of CALL faced several issues, primarily related to the availability of LCD, audio speaker quality, and stable internet connection. In other words, the issues generally revolved around facility-related problems, which, upon further analysis, were related to financial concerns. Hence, it can be concluded that the implementation of CALL in education is heavily reliant on the school's financial capacity to provide Information and Communication Technology (ICT)-based learning facilities.

Ninth, a study focusing on students' perceptions of CALL implementation was written by Budiana (2021). The study titled *Students' Perception of the Use of Computer Assisted Language Learning* showed that students perceived CALL implementation in language learning positively. They believed that CALL could enhance listening ability, answer questions effectively, understand listening materials better, reduce anxiety during English presentations, and make English learning easier and more enjoyable. Furthermore, students' responses to CALL implementation in English learning included appreciating material review, clearer listening resources, practicality, effectiveness, and reduced anxiety. The weaknesses mentioned were weak signals, difficulty in comprehending materials, complex processes, limited face-to-face interactions, and reduced focus at home. From a practical perspective, CALL offers remote learning options, enhances listening skills, and helps overcome challenges faced by English teachers in universities/higher education institutions in Indonesia.

Finally, the tenth study by Chan Nim Park and Jeong-Bae Son (2009) titled *Implementing Computer-Assisted Language Learning in the EFL Classroom: Teachers' Perceptions and Perspectives*. This study aimed to investigate the factors influencing English as a Foreign Language (EFL) teachers' use of computers in the classroom and understand EFL teachers' perceptions of Computer-Assisted Language Learning (CALL) and ways to enhance CALL practices in school environments. The study involved twelve EFL teachers from Korea working in secondary schools. Data were collected through questionnaires and in-depth interviews. The research findings indicated that the teachers had a positive attitude towards using computers. They viewed computer technology as a useful teaching tool that could improve their teaching methods by providing various language inputs to students and expanding students' learning experiences in real and authentic contexts. However, external factors such as limited time, inadequate computer facilities, inflexible school curricula and textbooks, and lack of administrative support negatively affected CALL implementation in the classroom. Internal factors, such as limited computer skills, knowledge about computers, and beliefs and perceptions about CALL, also appeared to significantly influence teachers' decisions in using CALL. Based on the research findings, implications for the effective implementation of CALL in the EFL context are proposed.

It can be seen that the commonality among all the studies above is the focus on the implementation of CALL in English language learning. Thus, the eighth and tenth studies opted for teachers as the subjects of their research instead of

students, unlike the ninth study and the others. Furthermore, it is known that the research objects of these ten studies vary: Some chose to explore the improvement of grammar understanding, vocabulary knowledge, listening skills, speaking abilities, reading comprehension, student perceptions, and teacher perceptions. However, not a single one of these five studies—available on the GARUDA digital reference repository, a website that compiles all accredited national journals, and Google Scholar repositories—selected the improvement of reading comprehension as their research subject. Therefore, the study undertaken by the writer is presented to fill this gap.

B. Some Partinent Ideas

1.) Theory of Reading Comprehension

A deep understanding of reading is a fundamental aspect in the theory of English reading skills. As conveyed by Burke (2000), reading goes beyond mere word recognition. Comprehension forms a vital foundation for reading, as without adequate understanding, reading tasks cannot be effectively accomplished. Good comprehension enables readers to grasp the meaning and information conveyed in the text.

In the theory of reading skills, specifically as proposed by Leipzig (2001), comprehension involves the ability to connect words, sentences, and ideas to construct a comprehensive understanding of the read text. This encompasses understanding the meaning of words, comprehending sentence structures, and being able to recognize both implicit and explicit information communicated by the writer. Comprehension also involves skills in identifying main ideas,

extracting important details, making inferences, and evaluating information within the text.

The significance of comprehension in reading can be attributed to the primary purpose of reading, which is to acquire new information, knowledge, and understanding. Mayer and Roxana (2003) refer to this process as the "extraction of useful knowledge from text" in his argument. In other words, reading with strong comprehension allows readers to connect the text with their own knowledge and experiences, aiding in the understanding of the writer's intentions and messages. Within the educational context, strong reading comprehension serves as the foundation for a student's success in school and in everyday life.

Without comprehension, one cannot truly be considered reading. This is because comprehension is a critical element in the theory of English reading skills. With good comprehension, readers can derive maximum benefits from reading, whether in academic settings or in everyday situations. Therefore, the cultivation of deep comprehension should be the focal point of reading instruction, employing appropriate strategies and exercises to enhance readers' comprehension skills.

2.) Reading Strategies

Reading strategies play a vital role in assisting students in their reading endeavors. They refer to a series of approaches or actions employed by readers to derive meaning from the texts they read. Reading strategies encompass not only the process of comprehending the text but also how readers react and

respond to the content when faced with comprehension challenges. Effective utilization of reading strategies significantly contributes to students' reading proficiency and enhances their understanding of the texts they engage with.

One of the primary benefits of employing reading strategies is the ability of students to comprehend information comprehensively and efficiently. By applying appropriate reading strategies, students can identify main ideas, locate essential details, and establish connections within the text. This facilitates the development of a deeper understanding of the content being read.

Additionally, the use of reading strategies also plays a pivotal role in enriching students' vocabulary. As students read, they are exposed to various vocabulary words and phrases that they may not have been familiar with previously. By employing suitable reading strategies, students can identify and comprehend the meanings of new vocabulary, thereby expanding their lexicon and enhancing their overall grasp of the English language.

In terms of the significance of implementing strategies in English reading activities, Mokhtari and Sheorey (2002) put forth three effective reading strategies for EFL learners. They emphasize that these strategies are interconnected and inseparable from one another. The three strategies are the global reading strategy (GLOB), problem-solving strategy (PROB), and support strategy (SUPP).

a) Global Reading Strategy (GLOB):

The Global Reading Strategy assists students in constructing meaning from English reading texts as a whole. The goal of this strategy is to comprehend the context and overall meaning of the text. Students employ this strategy by reading the text comprehensively, identifying main ideas, and summarizing or drawing conclusions about the content. The Global Reading Strategy helps students acquire a broad and comprehensive understanding of the reading material.

b) Problem-Solving Strategy (PROB):

The Problem-Solving Strategy involves using strategies when readers encounter difficulties in their reading activities. When students face obstacles or challenges in understanding the text, they employ problem-solving strategies to overcome them. This strategy includes steps such as rereading challenging parts, deciphering unfamiliar words, and seeking meaning through context.

c) Support Strategy (SUPP):

The Support Strategy involves using tools or resources to aid students in comprehending English reading texts. The aim of this strategy is to provide additional assistance to students in gaining a better understanding of the text. An example of a support strategy is using a dictionary to look up the meanings of unfamiliar words.

3.) Approach to English Teaching English

One effective approach in learning a foreign language is the communicative approach. Through this approach, students not only focus on mastering language structures like in other approaches, particularly in Situational Language Teaching (SLT) which emphasizes a distinction between competence and performance (7). Unlike SLT, the communicative approach can be applied to all four language skills: listening, speaking, reading, and writing.

The communicative approach, whether applied to speaking, writing, reading, or listening, emphasizes the development of communication skills through understanding (Wahyuni, 2022: 46). Building upon Dr. Imelda Wahyuni's statement (2022) and specifically addressing reading instruction, the primary objective of reading instruction is to enable students to use language effectively and meaningfully in authentic communicative situations. Reading instruction in English is not solely focused on mechanical aspects such as word recognition and sentence structure. Instead, this approach strives to help students develop a broader and deeper language comprehension by considering specific communication contexts and objectives. Students are exposed to a variety of authentic reading materials, such as news articles, short stories, or blogs, which reflect the use of language in everyday life.

Within this approach, understanding meaning takes center stage. Students are taught to comprehend and interpret the meaning of the texts they read, rather than simply recognizing isolated words, or what Wahyuni refers to as

"meaningfulness." Students are encouraged to make connections between ideas within the text, make inferences, and draw conclusions based on the information they encounter. In this way, students develop more comprehensive and critical reading skills.

Moreover, the communicative approach to English reading instruction also encompasses the development of effective reading strategies. Students are taught various reading strategies, such as predicting the content of a text, analyzing its structure, using context to understand unfamiliar words, or summarizing key information. By employing these strategies, students can overcome reading difficulties and enhance their comprehension.

Furthermore, the communicative approach encourages communication-based activities in English reading instruction. Students are provided with opportunities to engage in discussions, share their opinions, and interact with their peers based on the texts they read (Wahyuni, 2022: 55). This creates an authentic communicative context for students to apply their reading comprehension skills in various situations. By actively participating in communicative activities, students not only improve their reading abilities but also develop their oral and written communication skills.

Overall, the communicative approach to English reading instruction views reading as a vital communicative activity. This approach emphasizes the use of language in authentic communicative contexts, focusing on understanding meaning, developing reading strategies, and engaging in communication-based activities.

4.) Computer-Assisted Language Learning (CALL)

Breaking down Computer-Assisted Language Learning into a single definition is a challenging task. This difficulty is justified by Ken Beatty's assertion (2012: 8) that CALL is a discipline that relies on the progress of computer technology and pedagogical advancements. Consequently, providing a concise definition for CALL becomes a complex endeavor. However, it is still possible to offer a general overview of its functioning and wide-ranging scope: CALL encompasses "any process in which a learner uses a computer and, as a result, improves their language skills" (Beatty: 7).

Within this broad definition, CALL incorporates various terms that share similar functionalities and scopes. These terms include Computer-Aided Instruction (CAI) and Computer-Assisted Learning (CAL), which encompass computer-based learning in general, without specific emphasis on language acquisition. Another related term is Computer-Assisted Language Teaching (CALT), which highlights the teacher's role in the learning process. Additionally, there is Technology-Enhanced Language Learning (TELL), which involves the utilization of technology in the classroom, such as videos, audio recorders, and other tools. Web-Enhanced Language Learning (WELL) is another term that specifically focuses on the use of the World Wide Web (WWW) as an instructional medium. Despite the existence of these alternative terms, Computer-Assisted Language Learning (CALL) remains the widely used and dominant term in the field.

One of the significant advantages of implementing Computer-Assisted Language Learning (CALL) is the access it provides to a diverse range of language learning applications specifically designed to enhance students' language proficiency. These applications encompass a variety of interactive features and exercises, including vocabulary tests, reading comprehension practices, conversation simulations, and speaking exercises with voice support (Beatty, 2012). With visually appealing and engaging interfaces, language learning apps effectively motivate students to engage in language practice with enthusiasm.

Furthermore, in addition to the applications, CALL also introduces e-learning platforms that offer a plethora of language learning materials in digital formats. These materials can take the form of texts, audios, videos, or combinations thereof, thereby affording students the flexibility to choose a learning style that aligns with their preferences. E-learning platforms also enable educators to curate and deliver diverse and captivating learning resources, encompassing reading materials, instructional videos, and interactive tasks.

Another notable aspect of CALL is the broad access it grants to a wealth of digital resources in the target language. Students can easily avail themselves of e-books, academic journals, news articles, and other reading materials, thereby providing them with invaluable opportunities to deepen their understanding of the target language and culture. Moreover, CALL often

integrates online dictionaries and translators, facilitating comprehension of unfamiliar words and promoting precise translation processes.

Additionally, CALL fosters an environment conducive to online language learning through a plethora of courses and webinars. Students can enroll in language courses taught by distinguished instructors or participate in webinars hosted by native speakers from across the globe. This expanded realm of language learning broadens students' horizons and enriches their knowledge through diverse experiences.

Furthermore, one particularly popular and effective approach within CALL implementation is game-based learning. Through interactive games, students can acquire language skills in an enjoyable and stimulating manner. These educational games enhance student engagement, thereby instilling a heightened sense of motivation to achieve their language learning objectives. Besides, game-based learning cultivates essential critical skills, such as problem-solving, collaboration, and creativity.

Among various CALL-based learning approaches, Laily Nur Affini *et al*. (2019) developed a comprehensive syllabus focusing on website-based applications that primarily emphasize vocabulary and reading skill enhancement for students. Their syllabus serves as a compelling example of CALL implementation. Notably, they concentrated on vocabulary improvement, recognizing its pivotal role as the bedrock of English language acquisition, alongside the pivotal skill of reading comprehension.

The researchers utilized the popular website www.newsela.com in 2019, in addition to www.vocabulary.com, which enabled them to curate a word bank to facilitate the learning of new vocabulary. This approach equipped students with a solid foundational vocabulary and gradually nurtured their reading habits. It is essential to recognize that this syllabus is but one of the myriad possibilities for implementing CALL, as CALL implementation remains a dynamic and evolving domain, intrinsically intertwined with technological advancements. Consequently, as underscored by Ken Beatty (2012), educators must remain cognizant of technology's existence and continuously update their knowledge to effectively harness the potential of CALL in language education.

5.) A Brief History of CALL

The origins and development of Computer-Assisted Language Learning (CALL) can be traced back to the 1960s, when the intersection between technology and pedagogy began to take shape (Delcloque, 2000 in Davis, 2007: Over the past three decades, CALL has undergone gradual advancements that can be categorized into three distinct phases: behavioristic CALL, communicative CALL, and integrative CALL (Barson and Debski, 1996) (refer to Warschauer, 2003: 3). Bax (2003: 14) describes these three phases as limited, open, and integrated.

During the 1980s, CALL began to emerge alongside the computer revolution, resulting in the availability of personal computers in schools. In the United Kingdom, Europe, the United States, and Canada, CALL has been

extensively utilized in schools since the early 1980s. Moreover, CALL has spread across Europe, America, and has even been developed in Africa. In the 1980s, the Republic of Congo also implemented a similar program in collaboration with the IDRC. An exhibition of posters created by Philippe Delcloque served as an early celebration of the new millennium.

According to Davies (2007: 8), here is a concise history of CALL:

a) In the 1960s, the inception of CALL took place, although it was limited to the usage of large mainframe computers.
b) Towards the late 1970s, microcomputers came into the picture. Christopher Evans published the outcomes of his seminar entitled "The Mighty Micro" through Victor Gollancz Ltd (1979).
c) The 1980s witnessed a rapid surge in the utilization of microcomputers. Schools in the United Kingdom adopted the BBC Micro, marking the expansion of CALL to a broader audience.
d) In the 1980s, professional associations such as CALICO (1983) and EUROCALL (1986) were established. The International Association for Learning Labs (IALL), initially focusing on language laboratories, had already been in existence since 1965. It is now recognized as IALLT (International Association for Language Learning Technology) and concentrates on language learning technology as a whole.
e) The 1990s saw the emergence of the World Wide Web (Web), which became accessible to the public in 1993. EUROCALL gained recognition as a professional association in 1993.

f) By the 2000s, the widespread availability of broadband opened up new possibilities for delivering audio and video content via the Web. Blogs and podcasts began to make their appearance.

6.) Mobile-Assisted Language Learning (MALL)

Mobile Assisted Language Learning (MALL) is an innovative approach in language education that integrates mobile technologies, such as smartphones and tablets, as primary tools. In the current digital era, mobile devices have become an inseparable part of daily life, offering high accessibility and a plethora of impressive features. MALL harnesses the immense potential of these technologies to enrich the language learning and teaching process, particularly in the context of foreign languages. Moreover, MALL promotes a more interactive, adaptive, and engaging learning environment.

A notable advantage of MALL lies in its inherent flexibility. With mobile devices at hand, students can engage in language learning at their convenience and location of choice. They are no longer bound to physical classrooms and rigid timetables. This adaptive nature of MALL allows for better customization to individual schedules and learners' specific needs. Even students with busy schedules or residing in remote areas can maintain connection to educational materials and interact with instructors or peers through two-way communication applications. Indeed, Huang (2010) strongly advocates that portable and connected mobile devices serve as effective tools for language learning.

One primary application of MALL in the context of reading instruction is facilitating easy access to diverse reading materials in the target language via e-book applications and language learning platforms (Fageeh, 2013). Through such means, students can instantaneously access a vast array of books, articles, short stories, and various texts on their mobile devices. The inherent flexibility of this approach empowers learners to engage in reading activities whenever and wherever they desire, proving especially advantageous for those with hectic schedules or limited physical access to educational institutions.

Fageeh's (2013) research findings demonstrate that the efficacy of MALL, particularly its provision of diverse reading materials, positively influences the expansion of students' vocabularies. Additionally, vocabularies can be enhanced through the incorporation of features that aid students in comprehending and reinforcing their reading skills. Many MALL applications come equipped with integrated dictionaries and translators, enabling learners to effortlessly look up the meanings of unfamiliar words or translate more complex texts. The incorporation of such tools allows students to overcome language comprehension barriers and quickly find solutions to questions that arise during the reading process.

Agnes Kukulska-Hulme, a prominent MALL researcher, offers pivotal insights for its implementation. In her book “Mobile Assistance in Language Learning: A Critical Appraisal” (2016), Kukulska-Hulme emphasizes that while MALL fosters learner autonomy, educators remain pivotal in guiding and facilitating students to achieve the full potential of MALL. The seamless

alignment of content, technology, and instructional application forms an inseparable trinity in implementing MALL effectively. Hence, educators play a crucial role in optimizing the benefits of MALL and ensuring its seamless integration into language learning pedagogy.

A. Conceptual Framework

The detailed description of the research design will be presented in the subsequent chapter. To provide an overview, the following section outlines the conceptual framework employed in this study:

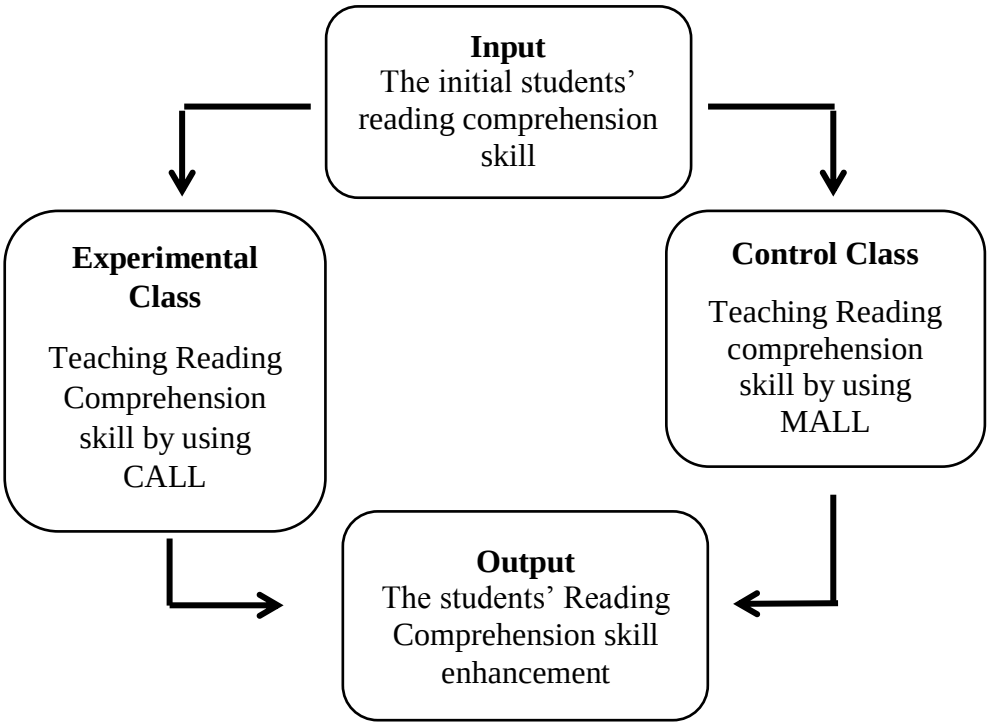


Figure 1. Conceptual Framework

1. Input

   It refers the initial students' reading comprehension still low. So, the researcher tried to solve the problem about reading comprehension of the ninth grade students in SMP Negeri 1 Parepare by using CALL to make the students to play active and understand more in the learning process in reading comprehension.

2. Process

   The researcher handled two-class, namely the experimental class and control class. The researcher will give the same material in two classes. The experimental class will use CALL for learning reading comprehension. Meanwhile the control class, the teaching and learning process will use MALL.

3. Output

   In output, the researcher hopes that students' reading comprehension can be enhance after using CALL in teaching and learning process

B. Research Hypothesis

This study presents the following hypotheses:

a. Ho (Null Hypothesis): The reading comprehension of students whose learning is stimulated through CALL treatment is not better to that of students whose learning is stimulated through MALL treatment.

b. Ha (Alternative Hypothesis): The reading comprehension of students whose learning is stimulated through CALL treatment is better than that of students whose learning is stimulated through MALL treatment.

CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher employed a quantitative methodology for this study. The research design utilized in this study follows a quasi-experimental design as proposed by Jack R. Fraenkel and Norman E. Wallen (2012). Two classes were selected, with one class serving as the experimental group and the other class serving as the control group. The experimental group received the treatment of using CALL in their instructional approach, while the second class is the control class whose learning receives treatment using MALL. Both classes will be given pre-test and post-test. This is done to examine the differences between each class at the beginning of the study before the treatment is administered.

Experiment Class	**O1**	**X1**	**O2**
Control Class	**O1**	**X1**	**O2**

Table 1 Research Design of Quasi-Experiment Method

Explanation:

O1: Pre-Test

O2: Post-Test

X1: Treatment for the experiment class

X2: Treatment for the control class

B. Research Variable and Operational Definition

1. Research Variable

This study incorporates two variables, namely the independent variable and the dependent variable. The independent variable pertains to the implementation of Computer Assisted Language Learning (CALL). On the other hand, the dependent variable refers to the students' reading comprehension proficiency.

2. Operational Definiton

1) The concept of Computer-Assisted Language Learning (CALL) pertains to the utilization of computer technology to boster the process of English. CALL may be construed as the purposeful engagement with software applications. However, learning process at SMPN 1 Parepare still using a classical method, in this research, CALL based on VLE will be use to enhance students language learning.

2) Reading Comprehension skill is the ability to understand a text. Students not only read but are required to understand the reading. However, Reading comprehension skill at SMP Negeri 1 Parepare is still low. In this study, CALL will be use to improve students' reading comprehension skill. Reading comprehension skill here means the students’ proficiency to understand a report text and answer the question about the text.

C. Population and Sample

The population for this study consists of ninth-grade students from UPTD SMPN 1 Parepare in the academic year 2023/2024, totaling 320 students across 10 ninth-grade classes. The experimental group, denoted as Class IX.8, comprises 32 students, while the control group is represented by Class IX.7, also consisting of 32 students. The researcher will be use purposive sampling as the sampling method for this study.

D. Instrument of Research

The research instrument utilized in this study is a reading test. Specifically, the reading test consists of 10 questions, primarily in multiple-choice format.

E. Procedure of Collecting Data

The data collection in this study involves the administration of pre-test and post-test measures. As the focus of this study is reading comprehension, both the pre-test and post-test take the form of reading test comprising specific sets of 10 questions. The content of the questions are same between the pre-test and post-test assessments.

F. Treatment

In the class that will receive treatment using CALL are 9.8 class, the students will access website www.readtheory.org on the computer. On this website, students will be taught reading comprehension which will be carried out over 4 meetings. The website www.readtheory.org is use to stimulate participants with various and pictorial questions. Therefore, the

use of information and communication technology media is implemented as Computer-Assisted Language Learning (CALL). Meanwhile, in the control class, the treatment will be using MALL in 9.7 class. receives learning stimulation with the News in Levels app from each student's smartphone. Students will be taught reading comprehension which will be carried out over 4 meetings. the News in Levels app is use to stimulate participants with various and pictorial questions.

G. Technique of Data Analysis

a. Score Classification

1. Scoring the Students' Correct Answer

The students' score of reading comprehension was calculated through the following formula

$$\text{Score} = \frac{Students\ correct\ answer}{Maximum\ Score} \text{ x } 100$$

Gay et al (2006)

2. Scoring Classification Students' Reading Comprehension

No	Score	Classification
1	86-100	Excellent
2	71-85	Good
3	56-70	Fair
4	41-55	Poor
5	<40	Very Poor

(Kemendikbud, 2014)

3. Computing the frequency and the rate percentage of the students score

$$\mathbf{\%} = \frac{F}{N} \text{ X } \mathbf{100}\%$$

Where:

P = Percentage

F = Frequency

N = The total number of students

Gay et al (2006)

4. Calculating the mean score of the students

Calculating the mean value (mean) and significant difference between pretest and post-test by using SPSS (29 version). The purpose of using SPSS in this research is to practically and efficiency in the study.

5. The test of significant

The formula that used to calculated the t-test value to identify the difference between pre-test and post-test. This formula is using to find out t-table value, presented as follow: t = n – k

Where:

t: Test of Significance

n: Number of students

k: Total of variable

(Mills & Gay, 2019)

6. Hypothesis Testing

In order to examine the hypothesis, the writer opted for a one-tailed hypothesis with $\alpha = 0.05$ and proceeded with subsequent statistical computations (Angelini, 2019). The criteria for accepting or rejecting the hypothesis are outlined as follows:

H1 accepted if Sig. $< \alpha = 0.05$ or t-test value > t-table value

H0 accepted if Sig. $> \alpha = 0.05$ or t-test value < t-table value

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings obtained through the reading test in nine grade students of SMPN 1 Parepare. The researcher applied all of procedures that has been shown in the last chapter. In addition, the researcher gave the students both of pre-test and post-test. After that, it was continuing by analyzing their score between pre-post and post-test both of the classes, experimental class and control class. It aims to find out the significant different of the student form of the classes, the researcher collected data from the test which has been giving to the students. After analyzing the data, the researcher found the students" score and it was tabulate in the table.

1. Description of the treatment for experimental and control class

a. Experimental class

Students in the experimental class were using CALL. The website www.readtheory.org were using to stimulated the students with various and pictorial questions. The researcher met the students in four meetings and explained about reading text in the website.

b. Control class

The students in control class were taught by using MALL and received learning stimulation with The News in Levels App . The researcher treated the students in four meetings and explained about reading text in the app.

2. Scoring Classification on Pre-Test

a. Experimental Class

No.	Classification	score	Pre-Test	
			F	%
1	Excellent	86-100	0	0%
2	Good	71-85	2	6%
3	Fair	56-70	14	44%
4	Poor	41-55	7	22%
5	very poor	<40	9	28%
	Total		32	100%

Table 4. 1 Scoring Classification of the Experimental Class on Pre-test

Table 4.1 shows the scoring classification of the experimental class on pre-test above shows that many students was under classification of minimum enhancement criteria and was proved that students was low in reading comprehension. It was clearly proved mostly students got very poor classification of experimental class on the pre-test. Table 4. 1 reveals that the student enhancement from SMPN 1 Parepare in the experimental class before treatment was raged as excellent. good. fair. poor, and very poor. Two student received a good (6%), fourteen received fair (44%), seven received poor (22%) and nine received very poor (28%). This indicates that the students pre-test performance was still far below average.

b. Control Class

No.	Classification	score	Pre-Test	
			F	%
1	Excellent	86-100	0	0
2	Good	71-85	7	22%
3	Fair	56-70	14	44%
4	Poor	41-55	3	9%
5	very poor	<40	8	25%
	Total		32	100%

Table 4. 2 Scoring Classification of the Control Class on Pre-test

Table 4.2 reveals that seven students received good scores (22%), fourteen students received fair scores (44%), three students received poor scores (9%). and eight students received very poor scores (25%). This indicates that the students pre-test performance was still far below average.

3. Scoring Classification on Post-Test

a. Exprimental Class

No.	Classification	score	Post-Test	
			F	%
1	Excellent	86-100	2	6%
2	Good	71-85	15	47%
3	Fair	56-70	12	38%
4	Poor	41-55	3	9%
5	very poor	<40	0	0
	Total		32	100%

Table 4. 3 Scoring Classification of the Experimental Class on Post-test

It is clear from Table 4.3 above's scoring classification of the post- test results that many students' reading comprehension enhanced as a result of receiving treatment in the experimental class using CALL. In contrast, 2 students in the experimental class received excellent scores (6%), 15 students received good scores (47%), 12 students received fair scores (38%), and 3 students received poor scores (9%).

b. Control Class

No.	Classification	Score	Post-Test	
			F	%
1	Excellent	86-100	2	6%
2	Good	71-85	15	47%
3	Fair	56-70	15	47%
4	Poor	41-55	0	0%
5	very poor	<40	0	0%
	Total		32	100%

Table 4. 4 Scoring Classification of the Control Class on Post-test

Table 4.4 displays the post-test performance of the SMPN 1 Parepare students. Which in the control class 2 students got excellent scores (6%), 15 students got good scores (47%) and 15 students got fair scores (47%). It means that the enhancement of the students reading comprehension in post-test had enhanced after being taught by MALL.

4. The Mean Score and Standard Deviation of Pre-test and Post-test

The result was displayed in the following table: after determining the mean score and standard deviation, the results of the pre- and post-test for students were displayed.

a. Experimental class

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	53.44	32	18.247	3.226
	Posttest	74.69	32	8.026	1.419

Table 4. 5 The Mean Score and Standard Deviation of Pre-test and Post-test

Table 4.5 showed that the students reading comprehension enhancement of mean score for pre-test are 53.44 and post-test was 74.69. The mean score of the students in post-test was higher than the mean score in pre-test. It means that the score of students was improving after used CALL and the standard deviation of pre-test are 18.247 which the standard deviation of post-test was 8.026. It shows that most of the students in post- test got high score.

b. Control Class

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	57.50	32	20.635	3.648
	posttest	74.38	32	8.400	1.485

Table 4. 6 The Mean Score and Standard Deviation of Pre-test and Post- test

Table 4.6 above shows in control class, the mean score of students in pre-test was 57.50 and post-test was 74.38. The mean score of the students in post-test was higher than the mean score in pre-test. It means after used MALL, the score of students was improving and the standard deviation of pre-test was 20.635 which in post-test was 8.400

5. Hypothesis Testing

In hypothesis testing, the researcher used SPSS. While the following determines whether a hypothesis is accepted or rejected:

HI accepted if Sig. < a = 0.05

HO accepted if Sig. > a = 0.05

Paired Samples Test

		Paired Differences					t	Df	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			One-Sided p	Two-Sided p
Pair 1	pretest - posttest	-21.250	15.811	2.795	-26.951	-15.549	-7.603	31	<.001	<.001

Table 4. 7 Hypothesis Testing

Based on the mentioned table 4.7, it was determined that the significant value of 0.001 is less than the significance value of < a = 0.05. Besides in the t-test value (7.603). The null hypothesis (HO) was rejected. while the alternative hypothesis (H1) was accepted. It implies that the CALL can considerably improve students reading comprehension.

B. Discussion

In the theory of reading skills, specifically as proposed by Leipzig (2001), comprehension involves the ability to connect words, sentences, and ideas to construct a comprehensive understanding of the read text. This encompasses understanding the meaning of words, comprehending sentence structures, and being able to recognize both implicit and explicit information communicated by the writer. Comprehension also involves skills in identifying main ideas, extracting important details, making inferences, and evaluating information within the text.

This research aims to examine can the CALL enhance the students' reading comprehension. Where (Beatty:7) suggest any process in which a learner uses a computer and as a result, improves their language skills. This statement supported by previous researchers who describe technology. Laily Nur Affini et al (2019) their research uses kind of technology as a learning technique concluded that technology have a significant impact on the learning process, such as making students more engaged in class and preventing them from becoming bored while learning English. Along with that, Beatty (2012) also mentioned the CALL she used in teaching reading comprehension have

proven to be effective in improving students reading comprehension, with technology, students are motivated in learning English. In the light of the finding of this research, it can be stated that teaching the students by using CALL enables to enhanced students reading comprehension . The researcher attributes this to the following results.

The students in the experimental and control classes received treatment from the researcher for four sessions to check students' knowledge, particularly their reading comprehension. The researcher conducted a pre-test for the experimental and control classes before beginning the treatment. The findings indicated that students in both classes lacked reading comprehension. When treating the experimental class, the researcher explained the CALL used in the www.readtheory.org website and how it related to the report text (theme). In addition to employing the MALL in the control class, the researcher explained reading comprehension using the News in Levels App . Every meeting treatment regimens were the same, but the material was different.

After giving treatment, the researcher gave post-test to the students in both of class. There were improvements of the students score from pre-test to post-test. The mean score of experimental class in pre-test was 53.44 and post-test was 74.69. The mean score of the students in post-test was higher than the mean score in pre-test, it means that the score of students was enhanced after using CALL. While in control class the mean score in pre-test was 57.50 and post-test was 74.38. It means the mean score on control class in post-test was

higher than in pre-test after using MALL. Based on the result, it showed the mean score in experimental class higher than in control class.

The researcher compares this research's findings to those of other studies conducted by Yuliantini et al (2020) and Nurlaili and Hasibuan (2021) who has used CALL to enhanced students speaking skills. Two researchers above discussed the use of CALL in students speaking skills, but even though they have the same research design these two studies have differences in the focus of their objectives, which are the two previous studies focused on students speaking. While in this research, the researcher focused on students reading comprehension profeciency. This was in lined with the results of research that has been carried out by researcher, where the post-test result after giving treatment showed an enhanced compared to the pre-test result. Additionally, this research conducts the CALL in the experimental class and MALL in the control class.

After conducting the way of teaching CALL as underscored by Ken Beatty (2012), educators must remain cognizant of technology's existence and continuously update their knowledge to effectively harness the potential of CALL in language education, the researcher also resumed that it was easier for students to understand english text. Beatty (2012) also mentioned the CALL hers' used have proven to be effective in improving students reading comprehension, with technology, students are motivated in learning English, assumed in hers' research about the advantages of CALL. Consequently, in application of CALL the researcher found the disadvantages of CALL such as

the class is not conducive during the learning process, teachers need firmness in controlling students. However, this research closed that the use of CALL gave great results on students' reading comprehension, especially for students who are still lacking in reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to get the evidence about the use of CALL to improve students reading comprehension at nine grade of SMPN 1 Parepare. After conducting an experiment in which reading comprehension was taught using the CALL in the experimental class and without it in the control class, the researcher analyzed the results of the experiment and proceeded on to consider the findings.

The research is analyzed, and it is determined that using CALL teach reading comprehension in the classroom is appropriate. CALL enhanced students' reading comprehension in a better enhancement at the nine grade of SMPN 1 Parepare. It is proved by the mean score based on pre- test and post-test in both experimental class and control class. The mean score in experimental class before and after treatment for students reading comprehension enhancement was 53.44 becomes 74.69. in control class before and after treatment for students reading comprehension enhancement was 57.50 becomes 74.38.

B. Sugesstion

The researcher made suggestions for enhance the students' reading comprehension. It is suggested that English teacher should be use CALL in teaching reading comprehension, it was effective to make students understand

about words and their meanings. The learning process should involve more participation from the students. By using the CALL, the students were able to control their motivation because it provided both enjoyable and interesting activities and helped them enhance their proficiency. For the next researchers, particularly who have the same problem and interested in conducting research, it is suggested that this research can be a reference that using CALL was enhanced students' reading comprehension.

In addition to these benefits, there are some disadvantages of the CALL, such as how it happened to the nine grade of Junior High School students who was taught that the classroom conditions are quite unbalanced during the learning process. These situations take for extra attention from the teacher to control classroom activities while also taking into consideration the student's psychological state so that the teacher can understand the strategies that are necessary for the student during the learning process. Due to this, it is anticipated that future research can include concepts that can be used to control the development of students' reading comprehension through the CALL in various category.

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