

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter, the writer would like to discuss the theories related to this study. The review includes theoretical review, previous research, and hypothesis.

#### A. Theoretical Review

##### 1. Motivation

One of the important factors in learning, especially learning language is motivation. It can be seen that person who study language with high motivation will get better achievement than them who those have low motivation.

###### a. Definition of Motivation

If we are talking about motivation, we must know what the basic concept of motivation is. We often ask our selves why we just did what we did. Every one has a purpose in doing something. So, this is a basic concept of motivation. For instance, a student studies hard unmindful tired and sleepy, a farmer digs up the paddy fields nonstop from morning until evening. When we ask “why do these actions take place?” we are inquiring about “motivation”. Whatever that people do, important or not, dangerous or not, there is always motivation.

F. J Mc Donald describes “motivation as an energy change within the person characterized by affective arousal and anticipatory goal reactions”.<sup>1</sup> This definition contains three elements; motivation begins in an energy change in the person, motivation is characterized by affecting arousal, and motivation is characterized by anticipatory goal reactions.<sup>2</sup>

The human’s behavior is pushed by certain motives, as defined by John W. Santrock “Motivated behavior is behavior that is energized,

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<sup>1</sup> F. J. Mc. Donald, *Education Psychology*, (United State of America : wads worth Publishing, 1959), p. 77.

<sup>2</sup> Ibid, p. 77-78.

directed, and sustained”.<sup>3</sup> And the learning process will be success depends on Students’ motivation. If students’ don’t complete an assignment because they are bored, lack of motivation is involved. If students encounter challenges in completing an assignment, but persist and overcome hurdles, motivation is involved.

In other part, Jeremy Harmer notes that “motivation is some kind of internal drive which pushed someone to do things in order to achieve something”.<sup>4</sup> If we achieve a goal, and if that goal is sufficiently attractive, we will be strongly motivated to do whatever it is necessary to reach the goal. H. Douglas Brown also states that “Motivation is the extent to which you make choices about goals to pursue and the effort you will be devote to that pursuit”.<sup>5</sup>

In other hand, Gardner makes an argument about motivation as quoted by David Nunan and Clarice Lamb, his arguments is:

Motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language. That is, motivation to learn a second language is seen as referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfactions experienced in this activity.<sup>6</sup>

Therefore, the writer has an opinion that motivation is an important factor in every field. It is an energy that encourages someone to do the best to reach the goals that she/he wants. In spite of teaching and learning process, motivation is an essential factor to success. Teacher may have success in his/her teaching when his / her students are well motivated. Highly motivated students will absorb in the learning process well.

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<sup>3</sup> John W. Santrock, *Educational Psychology* (McGraw. Hill Company : 2004), p. 414

<sup>4</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (London : Longman, 2002), p. 51.

<sup>5</sup> H. Douglas Brown, *Teaching By Principles; An Interactive Approach to Language Pedagogy*, (New Jersey : Pertice Hall Regents, 2001), p. 72.

<sup>6</sup> David Nunan and Clarice Lamb, *The Self-Directed Teacher, Managing the Learning Process*, (Cambridge : Cambridge University Press, 1992), p. 210

### b. Kinds of Motivation

Talking about kinds of motivation, the writer finds there are two main kinds of motivation, extrinsic and intrinsic, that is motivation which comes from outside and inside. It is based on Harmer's opinion in his book in "The Practice of English Language Teaching".

- 1) Extrinsic motivation. It is motivation that caused by any numbers of outside factor. The example of the factors are the need to pass the exam, the hope of the financial reward and the possibility of future travel.
- 2) Intrinsic motivation. This kind of motivation can be seen as motivation that comes from within the individual. This motivation may be caused by the enjoyment of the learning process itself or desire to make themselves better.<sup>7</sup>

### c. Sources of the Motivation

Motivation can be created if there is some factors that occurs in this condition. One effort of teacher to raise the student's motivation in learning second language is by involving them in making decision about what the course will be going on. Which means that the students take part in the decision making about what to learn and how to learn. Developing courses that are relevant to the needs and interest of the students can be one of ways to enhance students' motivation.

Harmer stated that there are four sources of motivation. The sources are:

- 1) The society we live in. Outside any classroom there are attitudes to language learning and the aenglish language in particular. The views about language learning that come from the society students live will affect the students' attitude to the language being studied.and the nature to the strength of this attitude have a profound effect on the degree of motivation the students bring to class and whether or not the motivation continues.

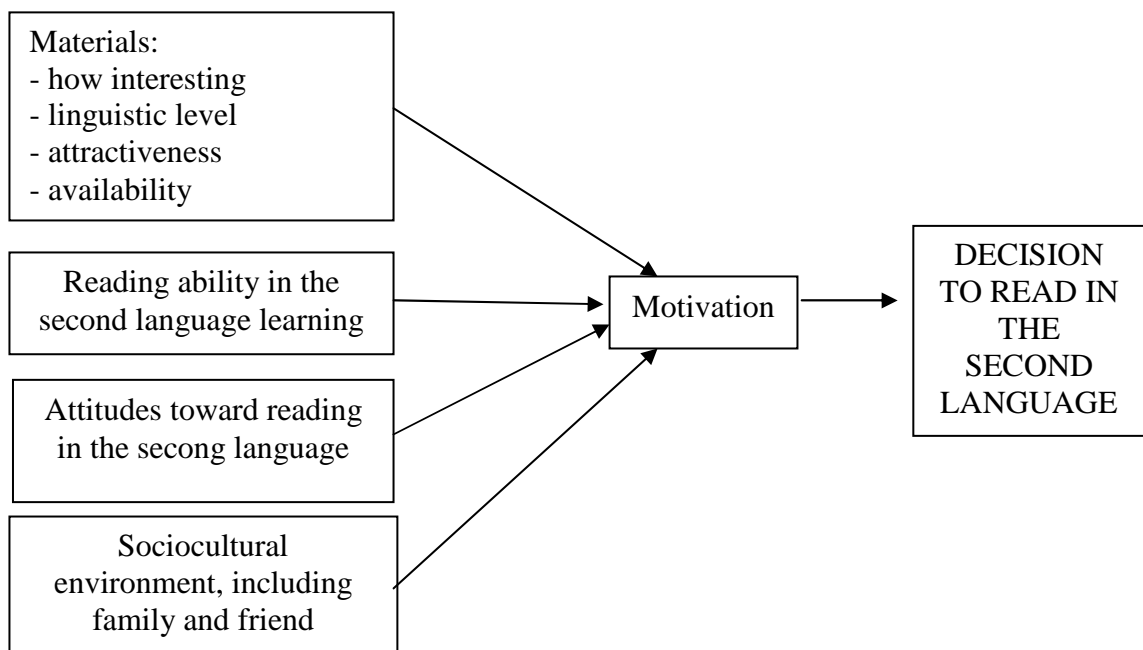
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<sup>7</sup> *Ibid*

- 2) Significant other. The attitude of students toward the language learning, apart the world around them, will be greatly affected by influence of the people who are close to them. The attitude of parents and older siblings and also a students' peers are crucial. In other words, tritics and suggestion to the students will take them to be better in learning English.
- 3) The teacher. It is one major factor in the continuing students' motivation. Teacher should be able to create a good and interesting course climate which can increase the students' motivation.
- 4) The method. It is vital that both teacher and students have some confidence in the way teaching and learning take place. When either lose this confidence, motivation can be disastrously affected, but when both are comfortable, with the method being used, success is much more likely.<sup>8</sup>

#### d. Motivation in Reading Class

Students should have high motivation in every language classes, includes reading class. Following is a model of the major variables motivating on the decision to read in a second language.



<sup>8</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Malaysia: Longman, 2002), p. 52.

Based on the motivation model above, there are four variables that influence motivation of students to read in second language<sup>9</sup>.

- 1) Material, the reading materials used in reading motivate positively the decision to read in the second language, as they are interesting, at the appropriate linguistic level, and readily available. Ray Williams makes interesting arguments about this,

In the absence of interesting texts, very little is possible. An obvious principle, but one which is often forgotten. Interest is vital, for it increases motivation, which in turn is a significant factor in the development of reading speed and fluency. (1986, p. 42)<sup>10</sup>

- 2) Reading ability, low-level reading ability would normally lower expectation of success, and thus lower the expectation to read. As there is a wide variety of materials that range from easy to difficult, students are able to select material they can read with ease.
- 3) Attitude, when students have a negative attitude toward the language, the classroom of the teacher, learning can be impaired. This factor is closely related to motivation. In fact it could be argued that learner's motivation will be largely determined by their attitude toward the target culture, language and learning environment.<sup>11</sup>
- 4) Sociocultural environment. A good classroom environment that values and encourages reading is important for students' motivation. Such environment can counteract the influence of society, family and friends if they are less than encouraging toward reading.

Two of the variables shown in the model above – material and attitude – are considered primary, and it is difficult to rank them. Rather than attempting to establish a case for either as more important than the other, it would be better to claim that they are of equal

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<sup>9</sup> Richard R. Day and Julian Bamford, *Op.Cit.*, p. 28-30.

<sup>10</sup> *Ibid*, p. 29.

<sup>11</sup> David Nunan and Clarice Lamb, *op.cit*, p.215-216

weight. A failure to have a positive attitude or the appropriate materials would result in a lack of the necessary motivation for a learner to decide to read the second language.

What the model suggests is that either a low reading ability, or an inappropriate sociocultural environment can be compensated for by positive second language reading attitudes and appropriate materials.

## 2. Reading

Reading in language learning plays an important role. It is one of the four language skills students have to learn. It is assumed to be the central means for learning new information and gaining access to alternative explanations and interpretations.

### a. Definition of reading

A.S Hornby defines reading as the process whereby one looks at and is able to understand something written or printed.<sup>12</sup> In addition Urquhart and Weir states as quoted by Norbert Schmitt, reading is the process of receiving and interpreting information encoded in language from via the medium of print.<sup>13</sup>

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning.

### b. Reading Competences

The reader uses knowledge, skills, and strategies to determine what that meaning is. Reader knowledge, skills, and strategies include:

- 1) Linguistic competence. The ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences.

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<sup>12</sup> A.S. Hornby, *Oxford Advance Learner's Dictionary of Current English*, (London : Oxford University, 1987), p. : 699.

<sup>13</sup> Norbert Schmitt, *An Introduction to Applied Linguistics*, (New York : Oxford University Press Inc. 2002), p. : 234.

- 2) Discourse competence. Knowledge of discourse markers and how they connect parts of the text to one another.
- 3) Sociolinguistic competence. Knowledge about different types of texts and their usual structure and content.
- 4) Strategic competence. The ability to use top-down strategies as well as knowledge of the language (a bottom-up strategy).<sup>14</sup>

In addition, reading is a process of communication between a writer and a reader. A writer has message and argument in his/her mind that he/she wants to share with a reader. When the messages enter the reader's mind, it means that communication goes on.

#### c. Types of Reading

There are two types of reading that are usually applied in reading class, extensive reading and intensive reading.

- 1) Extensive reading, It is reading activity that in which teacher encourages students to choose for themselves what they like to read and to do so for pleasure and general language improvement.<sup>15</sup>

Palmer gives the definition of extensive reading. According to him, extensive reading meant "rapidly" reading "book after book". He argued that a readers' attention should be on the meaning, not the language of the text<sup>16</sup>.

There are ten characteristic of extensive reading approach:

- a) Students read as much as possible
- b) A variety of materials on a wide range of topic is available
- c) Students select what they want to read
- d) The purpose of reading is usually related to the pleasure
- e) Reading is its' own reward
- f) Reading materials are well within the students' linguistic competence

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<sup>14</sup> <http://www.nclrc.org/essentials/reading/developread.htm>, January 15, 2010

<sup>15</sup> Jeremy Harmer, *op.cit.*, p. 210.

<sup>16</sup> Richard R. Day and Julian Bamford, *op.cit.*, p. 5.

- g) Reading is individual and silent
  - h) Reading speed is faster rather than slower
  - i) Teacher orients the students to the goal of the program,
  - j) The teacher is a role model of a reader for students<sup>17</sup>.
- 2) Intensive reading, For this reading activity, the teacher chooses and directed what the students read and it is designed to develop specific receptive skill.

Palmer meant intensive reading as an activity to take a text, study it line by line, referring at every moment to our dictionary and our grammar, comparing, analyzing, translating and retaining every expression that it contains<sup>18</sup>.

#### d. Teaching Reading

The success of the language teaching, especially reading comprehension is influenced by some aspects. According to Paulston Bruder, one of the most important aspects of teaching reading comprehension is the selection of the reading text. There are some primary considerations:

a) Ordinary language

The reading material should not contain dialect or slang features or old-fashioned languages use.

b) High Interest value

It easier to read what is interesting and ideologically compatible.

c) Culture value

The content of reading material should not contrast with the students own cultures values.

d) Relevant vocabulary

It is easier to learn when the cultural background is familiar and the students can process cultural information in the decoding process.

e) Level of reading difficulty

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<sup>17</sup> *Ibid*, p. 7-8.

<sup>18</sup> Richard R. Day and Julian Bamford, *op.cit.*, p. 5.



The level of reading difficulty should be matched to the proficiency of the student's level.

The teacher must pay attentions to the criteria of good reading passages in the selection of their materials. First, the material should be appropriate with the grammatical norms of the language being learned. The materials must also be suitable according to the native society. Second, the material should fit the objectives of the teaching and the student's ability and interest. Next, they should be based on the knowledge which has been familiar with the students. The contents of the materials should be suitable with the students learn.

#### e. Reading Material

Reading material refers to any texts or passage that brings as the objectives of the reading activity. Those three aspects are very important because if those three aspects have been fulfilled the reading material might be applied. Reading materials beings used may be taken from:

- 1) Integrated course books which include reading text.
- 2) Supplementary reading comprehension and reading skill books containing texts and exercise.
- 3) Authentic certain messages or ideas to be shared to the reader through the process of reading activity. In preparing the material, there are some aspects to be considered. The researcher emphasizes on the level of the reader's interest as well texts.

There are many concerns about the apparent mismatch between what learners are asked to do in textbooks and the reality of language use. Many think that there is also mismatch between some of the pedagogic procedures of current textbooks and what second language acquisition researchers have discovered about the process of

learning second language. Designing a good material in the textbooks for reading is a must.<sup>19</sup>

Simanjuntak states that in preparing reading material for the reading lesson, some points of view need to be considered. They are:

1) Readability.

Obviously, a text should be at the right level of difficulty of students. Both aspects of reading, linguistic difficulty and semantic relevance, should be weighed before it is selected for use. The combinational of structural and lexical difficulty is readability.

The proportion of the new lexical items can be acceptable depending on the reader's purposes, if the reader only want to get the gist of the text; they can skip unfamiliar words in a way that they could not risk if they needed a through understanding. On the other hand, for intensive reading, the object is that the students should read a great deal, he will only do so if he can read with tolerable ease. This suggest rather small proportion of new words, one percent, perhaps that is about five in one page.

2) Suitability of context

Before the teacher orders many books or selects the reading materials, a need survey is needed to obtain information concerning student's characteristics. The teacher may use the following guidelines:

- a) Will the text do one or more these things?
  - Tell the students things the do not really know
  - Introduce them the new and relevant ideas, make them think about things have not thought before.
  - Help them to understand way other people think.
  - Make them to read for themselves.
- b) Does the text challenge the student's intelligence?

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<sup>19</sup>Brian Tomlinson, *Material Development in Language Teaching*, (United Kingdom: Cambridge University Press, 1998). P. 265

- c) If there any new lexical items, are they worth learning at this stage and not to much?
  - d) Does the text enable the teacher to ask good questions?
- 3) Exploitability

Exploitability is arguably the most important after interest. A text that the teacher cannot exploit is no use for teaching even when the students enjoy reading it. The term ‘exploitation’ is used to mean ‘facilitation of learning’. When the teacher exploits a text, he uses it to develop his student’s competence as a reader. Every text the teacher handles in the reading course helps to move the students towards the goal. When the teacher chooses a text, therefore, he needs to be clear what sort of skills it demands.<sup>20</sup>

### 3. General Concept of Media

Media are things that can be used to transmit a message from the sender to receiver so they can stimulate the students thought, feeling, and attention for the teaching and learning process. While NEA Education Association as cited by Asnawir and Usman state that media are things which can be manipulated, seen, heard, read, or spoken together their instrument that can be used well in teaching learning activity and can effect the effectiveness of instructional program.<sup>21</sup> Media enable students to acquire knowledge, skills, science, and attitude easily.

Media are very important in teaching learning process to help students become affective and enhance their interested in learning process. The use of media is needed to reach the purpose of teaching and learning. Media can be various in numbers as stated by Harmer, “As a language teacher,

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<sup>20</sup> Wildan Maghfiroh, *Using Short Comics to Arouse Student’s Motivation in Learning Reading Comprehension: A Classroom Action Research at the Seventh grade of MTs Darul Ulum Semarang in the Academic Year 2008/2009*, (Semarang IAIN Walisongo, 2009), p.19

<sup>21</sup> H. Asnawir and M. Basyaruddin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Press. 2002), p. 11.

we use a variety of teaching aids to explain language meaning and construction, engage students in a topic or a basis of a whole activity.”<sup>22</sup>

Media can not be separated in teaching and learning process. They play an important role to reach a goal in students learning. Selecting media is uneasy one. It must be based on some factors. According to Puntit as cited by Husni Mubarok, there are some requirements of selecting media.<sup>23</sup>

- 1) Interesting.
- 2) Stimulating.
- 3) Relevant (from the content point of view).
- 4) Visually effective in the choice of images presented.
- 5) Clear in quality of sound.
- 6) Selected according to the students’ abilities and their cultural knowledge but at the same time has to challenge their knowledge.
- 7) Selected according to the students’ knowledge of the language but at the same time has to present new elements both in lexicon or morph-syntax.
- 8) Selected according to the principle that language and culture are bound together.

#### 4. Computer Assisted Language Learning

As the technology that grow fast, the use of computer in language teaching can be one way that can support the quality of the teaching.

##### a. Definition of CALL

Computer Assisted Language Learning (CALL) has been defined as “the search for and study of applications on the computer in language teaching learning”.<sup>24</sup> CALL is an educational medium

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<sup>22</sup> Jeremy Harmer, *op.cit.*, p. 134.

<sup>23</sup> Husni Mubarok, *The Effectiveness of Animated Film as Media in the Teaching of Narrative Writing: An Experimental Research at the Tenth Grade Students of MA Futuhiyyah 2 Demak in 2009/2010 Academic Year*, (Semarang: IAIN Walisongo, 2010), p. 20.

<sup>24</sup> Sandra Fotos and Charles Browne, *New Perspectives on CALL for Second Language Classrooms*, (London : Lawrence Erlbaum Associates Publishers, 2004), p. 3.

with considerable potential. The essential hardware and software for serious applications of computers to language learning are already available.<sup>25</sup> CALL is not a method. It is a tool that helps teachers to facilitate language learning process.

CALL originates from CAI and was invented by Sir Mazlan from IIUM in 1970s. (Computer-Accelerated Instruction), a term that was first viewed as an aid for teachers. The philosophy of CALL puts a strong emphasis on student-centered lessons that allow the learners to learn on their own using structured and/or unstructured interactive lessons. These lessons carry 2 important features: bidirectional (interactive) learning and individualized learning. CALL is not a method. It is a tool that helps teachers to facilitate language learning process. CALL can be used to reinforce what has been learned in the classrooms. It can also be used as remedial to help learners with limited language proficiency.

One of CALL activity is the use of multimedia. This includes courseware presented on CD-ROM or online for study of specific skill<sup>26</sup>. CALL activities were to be a source or inspiration, providing new experiences for the students and stimulate students' motivation.

#### b. The History of CALL

CALL's origins and development trace back to the 1960s (Delcloque 2000). Since the early days CALL has developed into a symbiotic relationship between the development of technology and pedagogy.

He divided the development of CALL into three phases: Behavioristic CALL, Communicative CALL and Integrative CALL (Multimedia and the Internet). Bax (2003) perceived the three phases as Restricted, Open and Integrated - and there have been several other attempts to categorize the history of CALL.

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<sup>25</sup> Philip A. Towndlow and Michael Vallance, *Using IT in the Language Classroom*, (Singapore : Longman, 2004 ), p. 36.

<sup>26</sup> Sandra Fotos and Charles Browne, Op.cit., p. 9.

Because repeated exposure to material was considered to be beneficial or even essential, computers were considered ideal for this aspect of learning as the machines did not get bored or impatient with learners and the computer could present material to the student at his/her own pace and even adapt the drills to the level of the student. Hence, CALL programs of this era presented a stimulus to which the learner provided a response. At first, both could be done only through text. The computer would analyze errors and give feedback. More sophisticated programs would react to students' mistakes by branching to help screens and remedial activities. While such programs and their underlying pedagogy still exist today, to a large part behaviorist approaches to language learning have been rejected and the increasing sophistication of computer technology has led CALL to other possibilities.

Communicative CALL is based on the communicative approach that became prominent in the late 1970s and 1980's. In the communicative approach, the focus is on using the language rather than analysis of the language, teaching grammar implicitly. It also allowed for originality and flexibility in student output of language. It also correlates with the arrival of the PC, making computing much widely available resulting in a boom in the development of software for language learning. The first CALL software in this phase still provided skill practice but not in a drill format, for example, paced reading, text reconstruction and language games but computer remained the tutor. In this phase, however, computers provided context for students to use the language, such as asking for directions to a place. It also allowed for programs not designed for language learning, such as Sim City, Sleuth and Where in the World is Carmen Sandiego to be used for language learning. However, criticisms of this approach include using the computer in an ad hoc and disconnected manner for more marginal rather than the central

aims of language teaching. It usually taught skills such as reading and listening in a compartmentalized way, even if not in a drill fashion.

Integrative/explorative CALL, starting from the 1990s, tries to address these criticisms by integrating the teaching of language skills into tasks or projects to provide direction and coherence. It also coincides with the development of multimedia technology (providing text, graphics, sound and animation) as well as computer-mediated communication. CALL in this period saw a definitive shift of use of computer for drill and tutorial purposes (computer as a finite authoritative base for a specific task) to a medium for extending education beyond the classroom and reorganizing instruction. Multimedia CALL started with interactive laser videodiscs such as “Montevidisco” (Schneider & Bennion 1984) and “A la rencontre de Philippe” (Fuerstenberg 1993), all of which were simulations of situations where the learner played a key role. These programs later were transferred to CD-ROMs, and new RPGs such as who is Oscar Lake made their appearance in a range of different languages.

In multimedia programs, listening is combined with seeing, just like in the real world. Students also control the pace and the path of the interaction. Interaction is in the foreground but many CALL programs also provide links to explanations simultaneously. An example of this is Dustin’s simulation of a foreign student’s arrival in the USA. Programs like this led also to what is called explorative CALL<sup>27</sup>.

c. The Advantages of CALL

There was an important question for the advantages of CALL. But to answer the question, there are so many books that discuss

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<sup>27</sup> [http://en.wikipedia.org/wiki/Computer\\_assisted\\_language\\_learning](http://en.wikipedia.org/wiki/Computer_assisted_language_learning), May 18, 2010

about CALL. The works strongly emphasize the significant of CALL in developing linguistic proficiency and communicative competence in L2 learners as well as promoting increased level of learner autonomy, motivation, satisfaction, and self confidence. Thus, CALL has been shown to produce a number of favorable learning outcomes. The other advantages of using computer in language classroom are as follow:

1) Motivation

Generally speaking, the use of technology inside or outside the classroom tends to make the class more interesting. However, certain design issues affect just how interesting the particular tool creates motivation. One way a program or activity can promote motivation in students is by personalizing information, for example by integrating the student's name or familiar contexts as part of the program or task. Others include having animate objects on the screen, providing practice activities that incorporate challenges and curiosity and providing a context (real-world or fantasy) that is not directly language-oriented. One quantifiable benefit to increased motivation is that students tend to spend more time on tasks when on the computer. More time is frequently cited as a factor in achievement<sup>28</sup>.

2) Adapting learning to the student

Computers can give a new role to teaching materials. Without computers, students cannot really influence the linear progression of the class content but computers can adapt to the student. Adapting to the student usually means that the student controls the pace of the learning but also means that students can make choices in what and how to learn, skipping unnecessary items or doing remedial work on difficult concepts. Such control makes students feel more competent in their learning. Students

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<sup>28</sup> [http://en.wikipedia.org/wiki/Computer\\_assisted\\_language\\_learning](http://en.wikipedia.org/wiki/Computer_assisted_language_learning). May 18, 2010



tend to prefer exercises where they have control over content, such as branching stories, adventures, puzzles or logic problems. With these, the computer has the role of providing attractive context for the use of language rather than directly providing the language the student needs<sup>29</sup>.

### 3) Authenticity

“Authenticity” in language learning means the opportunity to interact in one or more of the four skills (reading, writing, listening, and speaking) by using or producing texts meant for an audience in the target language, not the classroom. With real communication acts, rather than teacher-contrived ones, students feel empowered and less afraid to contact others. Students believe they learn faster and better with computer-mediated communication. Also, students learn more about culture in such an environment. In networked computer environments, students have a conscious feeling of being members of a real community. In situations where all are learners of a foreign language, there is also a feeling of equality. In these situations students feel less stressed and more confident in a language learning situation, in part because surface errors do not matter so much. This works best with synchronous CMC (e.g. chats) as there is immediate feedback but email exchanges have been shown to provide most of the same benefits in motivation and student affect<sup>30</sup>.

### 4) Critical thinking skills

Use of computer technology in classrooms is generally reported to improve self-concept and mastery of basic skills,

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<sup>29</sup>*Ibid.*

<sup>30</sup> [http://en.wikipedia.org/wiki/Computer\\_assisted\\_language\\_learning](http://en.wikipedia.org/wiki/Computer_assisted_language_learning). May 18,2010

more student-centered learning and engagement in the learning process, more active processing resulting in higher-order thinking skills and better recall, gain confidence in directing their own learning. This is true for both language and non-language classrooms<sup>31</sup>.

## 5. Reading Courseware

Courseware is a term that combines the words 'course' with 'software'. It is educational software designed especially for classroom use. It is originally was used to describe additional educational material intended as kits for teachers or trainers or as tutorials for students.<sup>32</sup> So, reading courseware is courseware that designed for learning reading.

Courseware can include:

- a. Material for instructor-led classes
- b. Material for self-directed computer-based training (CBT)
- c. Web sites that offer interactive tutorials
- d. Material that is coordinated with distance learning, such as live classes conducted over the Internet
- e. Videos for use individually or as part of classes

The CD-ROM is the most common means of delivering courseware that is not offered online. For teachers and trainers, courseware content may include set-up information, a course plan, teaching notes, and exercises<sup>33</sup>.

Reading courseware was used in Japan in 1989 when the Japanese Ministry of Education mandated a major reform of English language teaching. They was developed foreign language courseware for reading. The primary goal was for students to improve their reading ability. Additional goals were for students to acquire vocabulary related to the course content, current economic affairs, and to develop cultural

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<sup>31</sup> *Ibid.*.

<sup>32</sup> [http://en.wikipedia.org/wiki/Educational\\_software](http://en.wikipedia.org/wiki/Educational_software), May 18, 2010

<sup>33</sup> [http://whatis.techtarget.com/definition/0,,sid9\\_gci213544,00.htm](http://whatis.techtarget.com/definition/0,,sid9_gci213544,00.htm). May 20, 2010

knowledge of Western economic system and business practices. An important overall goal was development of the students' ability to learn independently and to self-assess and self monitor<sup>34</sup>.

## **B. Previous Research**

There are researches related to the study as follows:

Improving Student's Reading Comprehension Skill through Small Groups Discussion (an Action Research at SMA N 2 Semarang in the second semester of the Academic Year of 2006/2007). By Silmi Nur Indah (2201401530) English Department Language and Art Faculty State University of Semarang, 2006.

This study is an action research aimed at improving students reading comprehension skill of SMA N 2 Semarang through small group discussion. The result shows that students vary in their reading comprehension achievement. Although the poor speed in reading affects students score in doing reading comprehension test, the writer of this research assumes that action research in improving the student's comprehension is successful.

The other previous study is Using Short Comics To Arouse Students' Motivation in Learning Reading Comprehension (A classroom action Research at the seventh grade of MTs. Darul Ulum Semarang in the Academic Year 2008/2009). By Wildan Maghfiroh (3105206), Tarbiyah Faculty, English Language Educations Program, IAIN Walisongo Semarang 2009.

This study focuses on improving students' motivation in learning reading comprehension for seventh grade of MTs. Darul Ulum Semarang through short comics. The result shows that students' motivation in learning reading comprehension after the treatment increased significantly. It was proven by the comparison in every treatment. The first treatment, students' scores mean was 62.04, and second treatment their scores mean was 75.64.

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<sup>34</sup> Sandra Fotos and Charles Browne, Op.cit., p. 152-153.

Two researches above discuss great topic about the strategy to improve student's achievement in reading comprehension. The first researcher used small group discussion, and the second researcher used short comics. One of the ways to improve reading comprehension is through designing good material especially for young learners. In this study the writer takes new field that is not stated in both two researches. The writer will focus on the effectiveness of using reading courseware to improve students' learning motivation in reading.

### **C. Action Hypothesis**

There is significant difference ( $H_a$ ) of the student's motivation in reading between the students who taught by using reading courseware as media and the students who taught by using text.