CHAPTER I

INTRODUCTION

In this chapter the writer presents background of the research, research problems, objectives of the research, research hypotheses, significances of the research, scope and limitation, definition of key terms, and thesis organization.

A. Background of The Research

English is a language that is used around the world. It has been a global language, as what Crystal (2003:3) states that a language achieves a genuinely global status when it develops a special role that is recognized in every country. Almost all of the countries in the world use English as the second or become foreign language. English is also classified as an international language and used in many aspect of life. According to Sharifian (2009:1) for better or worse, by choice or force, English has 'traveled' to many parts of the world and has been used to serve various purposes. The purposes include in scope of education, science development, technology, culture, relationship development and even English is a top requirement to seek jobs. Therefore, mastering English is considered very important, especially to spread and access knowledge and information.

English also gives impact in Indonesian's education. In Indonesia, English is taught as a foreign language in almost all levels of school, both as local current subjects for elementary school students and as compulsory subject for junior and senior high school students. It shows that learning English is important. Nowadays, English is needed for everyone especially students because information, scientific books and other references are written in English. As an international language, English competence becomes a necessity in that it will be the basic for the higher level and prepare students to face the globalization era. It is expected that by mastering English students can grow and develop to become clever, able and have good personality.

In English teaching-learning, students should master four language skills. The language skills are listening, speaking, reading and writing. As a language skill, reading has significant role that influence the other language skills and components. In addition, the success of learning any subject matters depends on the competence of reading comprehension since it functions as a major tool for finding and understanding information. Reading also has the value to help students learn to express their own thought and to make them familiar with the language pattern and ways of using language efficiently. Thus, mastering reading skill is very important.

Reading is essential to be success in school and in an information-driven society (Collins and Collins: 2). The teaching of reading as a foreign

language in Indonesia is classified in to teaching reading comprehension. According to Snow et al (2002:11) reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Even as reading comprehension ability is becoming very important, but in fact many students are still having difficulty in reading. Students who do not develop into good readers would face significant challenges both in school and out into the world, as what have been stated previously that the information which individuals must process is commonly communicated through written text. Those who cannot read fluently and with strong comprehension will find their options limited by their inability to process written information quickly and accurately.

Considering the importance of reading comprehension and the difficulty faced by students, it is highly needed for teacher to teach reading which motivating to help students being success on the comprehension of reading skill. One of the ways is through the use of media. As the development of education, nowadays media is not only in the form of conventional media, but also technology.

In globalization era, the development of technology is very impressive. The use of technology has been spread, both for general purposes and also for academic purposes. Technologies for learning can be define as specific teaching – learning patterns that serve reliably as templates for

achieving demonstrably effective learning (Heinich et al, 2002:26). Furthermore the use of technology serves numerous advantages in teaching and learning process, as it can have more than one ways to keep the attention of the students and it can accelerate, enrich and deepen basic skills. In other words, technology takes place of roles in involving and improving students' motivation.

Nowadays, there are many forms of technology as media can be used in teaching learning process. The technologies often being used in teaching learning is Information and Communication Technology (ICT). One of those technologies is the use of computer. According to Dudeney & Hockly, (2007:7), computer based materials for language teaching can be referred as CALL (Computer Assisted Language Learning). The reasons for using Computer-Assisted Language Learning (CALL) include experiential learning, motivation, enhance student achievement, authentic materials for study, greater interaction, individualization, independence from a single source of information, and global understanding (Andrea in Sakai, 2007). Using computers in EFL classroom is important for both teachers and learners. Alkahtani (1999) states computers can handle a range of activities and carry out programmed functions at amazing speed. The computer can simulate, drill, or explain the phenomenon in a way that makes it easier for the learner to understand.

The computer based approach in teaching learning has been spread in any subjects, also in teaching reading comprehension. As stated by Alkahtani (1999) that computer-based approach facilitates students' reading comprehension and increases their reading speed. For the development on the use of computer in learning environment, the term computer based reading has been commonly known and used among educational expert, it is specifically can be defined on the use of computer in teaching reading. Simply, computer based reading is the application of CALL in reading teaching-learning. Then, it can be defined that the use of computer as assistive media by considering some steps or strategies in teaching reading as a system in a computer learning environment can be called as computer based reading.

In accordance to the importance of the reading comprehension ability and the strengths possibilities offered by computer based reading as mentioned above the researcher conduct a study with the application of computer based reading. In other words, the researcher believes that computer based reading will give a positive progress for students' reading comprehension ability. In this research, the computer based reading is applied towards the first grade students of MTsN Bandung in academic year 2013/2014. This school is chosen since students especially from the first grade are mostly still having difficulty in reading comprehension that figure out from the low score based on a consultation towards English teacher of

MTsN Bandung. In addition, this school has sufficient facility that allows the application of computer based reading. Then the study is conducted under the title "The Effectiveness of Using Computer Based Reading towards Reading Comprehension Ability of The First Grade Students of MTsN Bandung".

B. Research Problems

Based on the background described, the writer formulates the research problems as follow:

1. How is the reading comprehension ability of the first grade students of MTsN Bandung before being taught by using computer based reading?

2. How is the reading comprehension ability of the first grade students of MTsN Bandung after being taught by using computer based reading?

3. Is there any significant difference of the reading comprehension ability of the first grade students of MTsN Bandung before and after being taught by using computer based reading?

C. Objectives of The Research

Based on the research questions above, the research proposes the objectives of the research as follow:

1. To find out the reading comprehension ability of the first grade students of MTsN Bandung before being taught by using computer based reading.

2. To find out the reading comprehension ability of the first grade students of MTsN Bandung after being taught by using computer based reading.

3. To find out whether there is any significant difference of the reading comprehension ability of the first grade students of MTsN Bandung before and after being taught by using computer based reading.

D. Research Hypotheses

Hypothesis is statement about the relationship among two or more variables that are being studied. The hypotheses of the study can be classified in to two:

1. Ha (Alternative Hypothesis)

There is significant difference of the reading comprehension ability of the first grade students of MTsN Bandung before and after being taught by using computer based reading.

2. Ho (Null Hypothesis)

There is no significant difference of the reading comprehension ability of the first grade students of MTsN Bandung before and after being taught by using computer based reading.

E. Significances of The Research

The result of this research is expected to give contribution for students, teachers, institution and even the future researcher as described follow:

1. The Students

    The result of this research is expected to produce a good result in teaching and learning process especially for reading comprehension ability when it is well applied. Furthermore, it is expected that computer based reading will give a positive progress for students' reading comprehension ability.

2. The Teachers

    The research gives contribution in teaching learning process. By reviewing this study, teachers will have reference of the media that can be used in teaching reading comprehension. By applying computer based reading, it is expected that the way of teaching reading is more varied so that students will not get bored and their ability can be improved.

3. The institution

    Computer based reading can be applied in the other classes or even the other school. Moreover, this way of teaching is never used in teaching reading before, although there is sufficient facility to apply it as well. In addition, if the students achieve the good ability in reading comprehension and the English teachers are able to use technology to

support teaching learning, the institution will get the prestige among the education institutions.

4. Future Researcher

This research can give a concept of media can be used in teaching reading comprehension, especially in the term of Computer Assisted Language Learning (CALL). Thus, it is expected to be used as reference in conducting further research either in the same field or even different focus.

F. Scope and Limitation of The Research

In this study, the researcher only focused on the effects of treatment by using computer based reading. The researcher used some features of computer as assistive media in its scope as CALL (Computer Assisted Language Learning) with the use of AutoPlay Media Studio 7.5 and supported by Cambridge Electronic Dictionary. The topic only focused in two genres, descriptive text and procedural text as the instruction on the curriculum. Furthermore, the research was conducted on the first grade students of MTsN Bandung.

G. Definition of Key Terms

From the research problems stated earlier, this study focused on the use of computer based reading towards students' reading comprehension ability on the first grade of MTsN Bandung. In order to avoid misunderstanding, the key terms used in this study are defined as follow:

1. Reading Comprehension

    Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. (Snow et al, 2002 :11).

2. Information and Communication Technology (ICT)

    ICT is the technologies that help us record, store, process, retrieve, transfer, and receive information (Asnafi in Ebrahimi : 2008). Furthermore in scope on the use of ICT for learning, it can be defined as specific teaching-learning patterns that serve reliably as template for achieving demonstrably effective learning (Heinich et al, 2002:26)

3. Computer Learning Environment

    Computer learning environment is the environment in which learning takes place with the assistance of computer (Pacuilla and Ruedell , 2004).

4. Computer Assisted Language Learning (CALL)

    Computer Assisted Language Learning is defined by Egbert in Sakai (2007) as the application of computer system to support and improve language learning settings, while Dudeney and Hockly (2007) referrers CALL as computer based material for language teaching. Thus, it can be

concluded that CALL is the application of computer system with the use of computer based material to support and improve language learning.

5. Computer based learning

Computer-based learning is a term that can be used to describe virtually any kind of learning program using computers as a central tool (Queen, 2014)

6. Computer based reading

In defining computer based reading, it never can be separated from this scope for the use of computer as a kind of technology, which is well known in the term of ICT (Ebrahimi, 2008). In it's application in the teaching-learning process, especially in teaching reading comprehension the use of computer is classified in to CALL (Computer Assisted Language Learning), thus computer is used as assistive media. Thus, it can be concluded that computer based reading is the use of computer as assistive media in teaching learning process by considering some steps or strategies in teaching reading as a system in a computer learning environment.

H. Thesis Organization

In writing a good thesis, it needs to be organized systematically. This thesis consists of five chapters. Every chapter has different significant content, but it is related one another.

The first chapter is introduction. It consists of background of the research, research problems, objectives of the research, research hypotheses, significances of the research, scope and limitation of the research and definition of key terms.

The second chapter deals with review of related literature. This chapter discusses related theories that is relevant and can be used to support the research. It is also supported with review of previous study.

The third chapter is research method. The subchapters include in this chapter are research design, research variables, population and sample, delimitation of the research, data and data source, data collection method, research instrument, validity and reliability testing, normality and homogeneity testing, and method of data analysis.

The forth chapter is research findings and discussion. This chapter is focused to answer the research problems. The subchapters include the research findings, hypothesis testing and discussion.

The last chapter presents the conclusions and suggestions. The conclusions are tied up with the research findings on chapter IV as the answer of research problems while the suggestions are in accordance with significances of research.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer presents review of related literature that divided in some subchapters. The first subchapter is the nature of reading including definition of reading, types of reading, reading principles and process of reading. The second is reading comprehension that covers definition of reading comprehension, levels of reading comprehension, and testing reading comprehension. Next subchapter is general overview of media. Then computer based reading overview consists of ICT for learning, Computer Assisted Language Learning (CALL), teaching reading by using computer based reading and review of previous study.

A. The Nature of Reading

1. Definition of Reading

Reading is one of English skill. There are many opinions about the definition of reading. Simply, reading is a set of skills that involves making

sense and deriving meaning from the printed text (Linse and Nunan in Surjosuseno: 2011). Collins and Collins argue reading as a mental process. This mental process has two parts: word recognition and comprehension. In other words, the act of reading is recognising words and comprehending the meaning. One without the other is not reading.

Fisher et al in Surjosuseno (2011) states that reading is a term that can be defined in a variety of ways such as: reading is a complex thing, mental activity, discourse and a meaningful interaction. Reading is a complex thing since it involves various processes; perceptions, recognitions, and interpretations. Reading is a mental activity, since it occurs in the mind. Furthermore, according to Surjosuseno (2011) reading is more than acquiring information from the printed words since the reader's background knowledge, purpose, perspective, and skills are brought to the text.

All in all, from the definitions above, it can be concluded that reading is a process in mind involving recognizing words and comprehending the meaning that needs the readers' background knowledge, purpose, perspective and skill in understanding printed text.

There are many reasons why getting students to read English text (Harmer, 2007: 99). The first, readers want to be able to read texts in English either for their careers, for study purposes, or simply for pleasure. The second, any exposure to English is a good thing for language students at least as part of the process of language acquisition. If reading text is

especially interesting and engaging, acquisition is likely to be even more successful.

The explanation above implies that reading can be for career or academic purpose, and as enjoyment. As the process takes place, reading also influences the acquisition of language. It can be succeeding if reading passage is interested. Not only in acquisition of language, but in the process of getting students learn to read the engagement and interest of both text and teaching-learning are also very important. It is being the necessity of teacher to understand and consider some issues of reading in EFL classes to make the teaching reading effective.

2. Types of Reading

Alderson (2000:16) classifies two models of reading processing that may be taken by the readers. The first is bottom-up approach, and the other is top-down approach. Bottom-up approaches are series of models, where the reader begins with a printed word, recognize graphic stimuli, decodes them the sound, recognizes words and decodes meaning. This approach was typically associated to behaviorism and with phonics approaches in that children need to learn to recognize letters before they can read words, and so on. In addition, Nunan (1991:64) states that the central notion behind the bottom-up approach is that reading basically a matter of decoding a series of written symbols in to their aural

equivalents. In this model, the reader processes each letter as it encountered. The derivation of meaning is thus the end process in which the language is translated from one form of symbolic representation to another.

On the other hand, top-down approach emphasizes the importance of schemata activation over the incoming text. In this view, readers activate what they consider to be relevant existing schemata and map incoming information on to them. Readers guess or predict the text meaning on the basis of minimal textual information and maximum use of existing, activated knowledge (Alderson, 2000:17). According to Nunan (1991:64) this approach emphasizes the reconstruction of meaning rather than decoding of form. The interaction of the reader and the text is central to the process, and readers bring to this interaction their knowledge of the subject at hand, knowledge of and expectation about how language works, motivation, interest and attitudes towards the content of the text.

There are four different types of reading; skimming, scanning, extensive reading and intensive reading (Harmer, 2007:100). The first is skimming skill. Skimming consist of quickly running one's eyes across a whole text for its gist. Skimming gives the reader advantage of being able to predict the purpose of the passage, the main topic, or message and possibly some of the developing and supporting ideas.

Second, scanning is quickly searching for some particular piece or pieces information of the text. The purpose of scanning is to extent specific information without reading through the whole text (Brown, 2001:308). However, according to Harmer (2007:101) just as with scanning, if students try to gather all details, they will get bogged down and may not be able to identify the general idea because they are concentrating too hard on specifics.

The next, extensive reading is carried out to achieve a general understanding of a usually somewhat longer text book. Pleasure reading is often extensive. It has the advantage in that students gain an appreciation for the affective and cognitive window of reading. While intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of the passage (Brown, 2001:312-313).

Those types of reading don't mean that a type of reading is better to be used than others. Each type stands for its specific and different purpose. Thus, especially in teaching reading for EFL classroom the whole types should be taught and elaborated in a right content and time by considering students' level of difficulty.

3. Reading Principles

Reading skill that is elaborated in the EFL learning needs some consideration, one of them is principles in engaging students to read. There are a number of principles that teachers need to know before getting start in teaching reading. According to Harmer (2007:101), those principles are:

a. Encourage students to read as often as possible

The more students read, the better result will be. Everything should encourage students to read extensively as well-if not more than-intensively. In other words, this principle is important to make a good reading habit.

b. Students need to be engaged with what they are reading

Students should be involved in joyful reading. However, during lesson teachers should ensure that they are engaged with the topic of a reading text and the activities they are asked to do while dealing with it.

c. Encourage students to respond the content of a text

It is important for students to understand the message of text. As a result, teacher should give students chance to respond to that message in some way. It is especially important that they should be allowed to show their feelings about the topic.

d. Prediction is major factor in reading

It is important to make such predicting before students start their reading. Through this prediction, expectations are set up and the active process of reading is ready to begin.

e. Match the task to the topic when using intensive reading texts

Teacher needs to choose good reading tasks –the right kind of questions, appropriate activities before, during and after reading, and useful study exploitation.

f. Exploit reading texts to the full

Any reading text is full of sentences, words, ideas, descriptions, etc. Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and then activation and using a range of activities to bring the text to life.

4. Process of Reading.

It has been stated earlier that reading is a mental process involving word recognition and comprehension of meaning. David Collins and Ann Collins in "Advancing Reading Achievement" described those two components of reading process:

a. Word Recognition

Word recognition means reader sees the word and makes a connection between the sequence of letters and an appropriate

meaning and pronunciation in his brain. This connection allows him to bring information about the word to his working memory, the place in the brain where comprehension takes place. This information can include the word's pronunciation, one or more meanings, and its function in a sentence (a noun, verb, modifier, or article). Developing skill in word recognition is essential to become a skilled reader. In this case, there are some strategies to recognize word, those are:

1) Recognizing words by sight

Words are read by sight when the connection between the words in print and information about each word is made instantaneously and without conscious effort.

2) Recognizing unfamiliar words by decoding

Decoding is appropriate when a reader encounters an unknown or unfamiliar word. That is, when no immediate connection is made between the sequence of letters that make up the word and information about the word in the reader's brain.

3) Recognizing unfamiliar words by analogizing

An analogy is a comparison that uses an understanding of one thing to enhance understanding of another. In literature, analogies are used to help the reader to understand the meaning of an idea or thing by explaining it as if it were something else, something more clearly understood by the reader.

4) Recognizing unfamiliar words by processing spelling patterns

A spelling pattern is a sequence of letters that appears in a number of words. A group of words that contain the same spelling pattern is referred to as a word family because all the words in the group resemble one another.

5) Recognizing unfamiliar words by contextual guessing

Contextual guessing means process of predicting the identity of an unknown word by using the meaning of what has been read so far.

b. Comprehension

Comprehension requires the reader to combine the meanings of a number of words in his working memory until he can think about their collective meaning. Comprehension is when the reader constructs meaning by combining the ideas from the text with his own background knowledge. Comprehension strategies include prediction of outcomes, summarizing, clarification, questioning, and visualization.

In order to comprehend written texts, the reader needs to have some basic knowledge, strategies and awareness. These include:

1) the ability to decode print accurately and fluently

2) knowledge about language, including vocabulary and syntax, and strategies for applying that knowledge

3) knowledge and experiences of the world, including life experiences, content knowledge, background knowledge and knowledge about texts

4) an awareness of their own processes and strategies as they approach reading. Relevant processes and strategies include motivation and engagement, comprehension strategies, monitoring strategies and "fix-up" strategies.

B. Reading comprehension

1. Definition of Reading Comprehension

There are many definitions of reading argued by some experts. Nunan in Defiana (2013) states reading comprehension refers to reading for meaning, understanding and entertainment. Snow (2002:11) defines reading comprehension as the process of simultaneously extracting and constructing meaning through the interaction and involvement with written language. The comprehension entails three elements include the reader who is doing the comprehending, the text which is to be comprehended and the activity in which comprehension is a part.

In other words, reading comprehension is the act of understanding meaning through the interaction between reader and text. It requires

information from contexts and combines disparate elements in to a new whole using schemata to interpret a text to construct the meaning.

In relation to the definition above, there are several strategies of reading comprehension (NSW Department of Education and Training: 2010):

a. Making personal connection from the text with the prior knowledge

b. Using information from graphics, text, and experience to predict what will be read

c. Questioning the text that clarify meaning and promote deeper understanding

d. Thinking about the text and know what to do if meaning is disrupted

e. Creating mental images

f. Identifying and accumulating the most important ideas and restate them in reader own words

2. **Level of Reading Comprehension**

Reading comprehension involves thinking in which the levels of reading comprehension can be distinguished according to the basis of the hierarchy of thinking. Therefore, the various levels of comprehension are classified in to some categories. Each category is cumulative in that each builds on the others.

Grays in Alderson (2000:8) states that reading comprehension can be categorized as reading "the lines", "between the lines", and "beyond the lines". The first refers to the literal meaning of text, the second to inferred meanings, and the third to readers; critical evaluation of text. The further explanation is as follow:

a. Literal comprehension

Literal comprehension involves what the author is actually saying. The reader needs to understand ideas and information explicitly stated in the reading material. Some of this information is in the form of recognizing and recalling facts, identifying the main idea, supporting details, categorizing, outlining, and summarizing.

b. Interpretive or inferential comprehension

Inferential comprehension deals with what the author means by what is said. In this level, the reader not only knows what the author says but goes beyond simple knowledge (Heilman in Fitriana: 2013). The reader must simply read between the lines and make inferences about things not directly stated. It could involve interpreting figurative language, drawing conclusions, predicting outcomes, determining the mood, and judging the author's point of view.

c. Critical comprehension

Critical comprehension concerns with why the author says what he or she says. Reader analyzing, evaluating and personally reacting to

information presented in passage (Heilman in Fitriana: 2013). This high level of comprehension requires the reader to use some external criteria from his/her own experience in order to evaluate the quality, values of the writing, the author's reasoning, simplifications, and generalization.

In relation to the levels of reading comprehension as has been explained above, it needs consideration for the teacher to adjust the students' level with the level of comprehension. In this case, the text and the task appropriateness are very important.

3. **Testing Reading Comprehension**

Reading is a receptive skill. As described before in that the process of reading including word recognition and reading comprehension, thus the area tested in reading would be covering both in to subskills. Some example of comprehension subskills of reading include identifying main points, locating significant details, understanding reference items and ties the effect in text, and inferring writer intentions (Allison, 1999:125). In deed, the subskills being tested in reading assessment are classified in to two. The first is reading macro subskills. It includes scanning text to locate specific information, skimming text to obtain general idea, identifying stages of argument, and identifying examples presented in support of an argument. While the micro-subskill underlying reading skills are identifying referents

of pronouns, using context to guess meaning of unfamiliar words, and understanding relations between parts of text.

Concerning on types of questions, Pearson and Johnson in Alderson (2000:87) classifies them in to three. The first is textually explicit questions are those where both the question information and the correct answer are in the same sentence. Textually implicit questions, on the other hand, require test takers to combine information across sentences. The third is script based questions that require readers to integrate text information with their background knowledge since correct responses to the questions cannot be found in the text itself.

Some issues in testing reading not only concern on the types of question and the subskills being tested. The other issues include the selection of genres, topics, and text according to test purpose and learner background (Allison, 1999:124). It means that test makers or developers should be aware of the learner background by choosing the genres and topics of text appropriate with students' level. The level of reading comprehension also has to be considered, whether the test takers included in literal, inferential, critical or creative reading.

Furthermore, still related with those issues Alderson (2000:169) states that in developing test, these following test specifications should be covered:

1. Test purpose

2. The learner taking the test (age, sex, level of language proficiency, cultural background, country of origin, educational reason for taking test)

3. Test level (in term of test taker ability)

4. Test construct

5. Description of suitable language course or textbook

6. Time allocation

7. Weighting for each section

8. Text types

9. Text length

10. Text complexity / difficulty

11. Language skill to be tested

12. Language elements

13. Task types

14. Number and weight of items

15. Test methods

16. Criteria for scoring

17. Etc.

In testing reading skill, there are a numbers of testing techniques can be used. The techniques that might be used in testing reading skill are multiple choices, true false, completion, short answer, guided short answer, summary cloze, information transfer, identifying order or events, identifying referents, and guessing the meaning of unfamiliar words from context. Those

methods are included in classification of objective test and subjective test. Since the test method used in this study is objective test method, the writer will only focus on the type used in developing pre-test and post-test.

1. Multiple choice test

   Multiple choice test is simply can be defined as a kind of objective test consist of question and some choices of answer that have to be chosen by guessing the correct answer (Sudijono, 2008:118). According to Alderson (2000:211) multiple choice test allow testers to control the range of possible answers to comprehension questions, and to some extent to control the students' thought processes when responding. In multiple choice tests, there is one correct answer and some other choices called distracters.

   Multiple choice test technique has some advantages. The most obvious advantage is that scoring can be perfectly reliable. Scoring should also be rapid and economical. The other advantage is that this kind of test technique can avoid test scorer for being bias and subjective in that it doesn't need scorer's judgment.

2. True/false test

   True/false test also can be called as dichotomous items (Alderson, 2000: 222). Furthermore in this test students are presented with a statement which is related to target text and have to indicate whether this is true or false. This kind of test technique usually consists of two parts.

The first part consists of a list of statements. The second part is usually in the form of true (T) and false (F) beside each statement. The students should choose true (T) when the statement is considered correct and so vice versa.

Some advantages of this technique are in that it is easy not only in developing and scoring the test, but also in the process of doing the test for students. The other advantages are this test can be used many times and with a large number of comprehensive items (Sudijono, 2008: 109).

3. Completion

In this technique, the students are required to complete a sentence with a single word based on the text. Sudijono (2008:117) describes the advantages of this technique in term of the matter can be tested through this technique is large and varied so the comprehension requirements can be fulfilled.

All in all, it is clear that in developing test of reading there are many considerations should be taken by test makers/developers. So that the test will be appropriate with students' levels and the optimum result that really describes students' comprehension ability can be achieved.

C. Media

As a foreign language which is not daily used in society, sometimes English becoming difficult to learn. As this problem appears, teachers have to be able to solve. One of the ways to solve the difficulty, especially in teaching reading comprehension is by using and developing such kind of teaching learning media.

1. **Definition of Media**

    Generally, media is an instrument to deliver the message to the receiver. As in this use in teaching learning process, media can be defined as any instruments or tools used to make the communication and interaction among teacher and students more effective in teaching learning process (Hamalik, 1989:12). Basically, teaching learning media can be classified in to traditional media (such as picture, photos, textbook etc.) and technology media (such as Information and Communication Technology media include computer, gadgets, internet, etc.), compact disc, LCD projector, etc.

2. **The Advantages of Media**

    Hamalik (1989:16) describes some advantages of using media in teaching learning process as follows:

a. By using media in teaching learning, it can decrease the misunderstanding of information, so it can be delivered to the students equally as a base of study, exercise and application.

b. By using media, teaching learning process becomes more interesting since media has motivation aspect towards students' attention.

c. The time of teaching learning can be shortening for media only need short time to deliver the content of lesson.

d. Media gives student a more concrete idea of the lesson.

D. Computer Based Reading

In reviewing computer based reading, it is never can be separated from this scope for the use of computer as a kind of technology, which is include in a well known term as Information and Communication Technology (ICT). In it's application in the teaching-learning process as assistive media, especially in teaching reading comprehension the use of computer is classified in to CALL (Computer Assisted Language Learning). The writer used generalization for computer based reading from computer based learning. In addition, according to Pacuilla and Ruedell (2004) the environment in which learning takes place with the assistance of computer is called as Computer learning environments. A further explanation of those terms will be discussed later.

1. ICT (Information and Communication Technology) for learning

Asnafi in Ebrahimi (2008) defines ICT as the technologies that help us record, store, process, retrieve, transfer, and receive information. ICT also refers to a set of disciplines and techniques used in handling and processing data . Still in a line, Heinich et al, (2002:26) defines technologies for learning as specific teaching-learning patterns that serve reliably as template for achieving demonstrably effective learning The use of ICT for learning is also known as E-learning. In Indonesia, E-learning is developed in a program called E-education. E-education concerned on the use of ICT as media, such as computer, internet, telephone, video, radio, and the other audiovisual media (Rusman, 2012:286).

There are many reasons of the technology use in teaching-learning process. The Chief's of Directorate General of Education and Culture argued reasons for using technology are in that technology facilitates exposure to 'authentic' language, access to wider sources of information and varieties of language, opportunities to communicate with the outside world, a learner-centred approach, and development of learner autonomy.

There are several kinds of ICT used as media. Darmawan (2011:2) argues that all kind of hardware, software, content and computer infrastructure are included in ICT. As the development of technology, the icon of ICT is not only computer. The newest ICT in this era is e-learning with the use of internet and mobile learning, including any kinds of gadgets. However in this study the discussion is only focused on the use of

computer. Furthermore, Pacuilla and Ruedell (2004) states that a system of computer learning environments can offer learning experiences that do the following:

a. Motivate students by providing educational experiences that are at the student's present level of functioning and by providing a context for the learner that is challenging and stimulates curiosity.

b. Provide highly individualized instruction for students with a range of disabilities

c. Promote positive attitudes toward learning.

d. Facilitate cooperative, collaborative, and positive social behavior of students to make them feel a greater independence and relief from anxiety.

e. Provide learner-controlled instruction which can lead to feelings of competence and self-determination

f. Provide active learning experiences to make learning more interesting, allowing students to attend to reading and read for longer stretches of time.

Using computers in EFL classroom is important for both teachers and learners for the advantages offered. The computer provides virtually instantaneous response to students input, has extensive capacity to store and manipulate information in that the roles of computers in learning is as

an object of instruction, as a tool, as an instructional device, and as a means of teaching logical thinking (Heinich, et al, 2002:214). According to Alkahtani (1999) computers can handle a range of activities and carry out programmed functions at amazing speed. The computer can simulate, drill, or explain the phenomenon in a way that makes it easier for the learner to understand.

According to Pacuilla and Ruedell (2004) computers are multipurpose devices that perform different functions, essentially becoming different machines through the use of varied software. This unique flexibility is the source of two related strengths.

First, computers are versatile. They can emulate a book, an audio CD player, a video game, a telephone, a VCR, a spreadsheet, a drafting table, a musical instrument, an editing studio, or even a battlefield. No other technology approaches this kind of versatility.

Second, computers can be customized. Adaptable to many tasks, they can also be adapted to many users. Computer-based materials can be adjusted to meet the particular needs of students who vary in the strengths and limitations of their sensory, motor, cognitive, motivational, and emotional makeup, their exposure to literacy, their language and cultural backgrounds, and their stylistic preferences. These theories imply that using computer as assistive media is helpful.

2. Computer Assisted Language Learning (CALL)

Computer Assisted Language Learning is defined by Egbert in Sakai (2007) as the application of computer system to support and improve language learning settings, while Dudeney and Hockly (2007) referres CALL as computer based material for language teaching. Thus, it can be concluded that CALL is the application of computer system with the use of computer based material to support and improve language learning.

Expected advantages of CALL are that it can improve independent language learning environments, provide authentic materials, help students to understand abstract concepts as concrete images, and improve students' motivation. Warschaur in Sakai (2007) argues that many researchers emphasized motivation as the biggest advantage in CALL applications, since motivation is a very important factor influencing students' success in acquiring language.

CALL is first appeared in the early 1980s. Early CALL programs typically required learners to respond the stimuli on the computer screen and to carry out task such as filling in gapped texts, matching sentence halves and doing multiple choice activities.

Warschauer in Sakai (2007) summarises the main phases of Computer Assisted Language Learning (CALL) as follow:

a. Behaviouristic

Behaviouristic CALL was conceived in the 1950s and was informed by the behaviouristic learning model. It featured repetitive language drills, referred to as drill-and-practice.

b. Communicative

Communicative CALL appeared emerged in the late 1970s and early 1980s. It was at a time when new personal computers were creating greater possibilities for individual work.

c. Constructivist / Integrative

In integrative approaches, students learn to use a variety of technological tools as an ongoing process of language learning and use, rather than visiting the computer lab on a once a week basis for isolated exercises (whether the exercises be behaviouristic or communicative). The teacher has become a facilitator of learning rather than the font of wisdom, and will find, select, and offer information in a variety of ways on the basis of what their students must learn in order to meet diverse needs.

3. **Teaching reading comprehension by using computer based reading**

Computer based reading simply can be understood as the application of CALL on reading skill. Computer based reading can be generalized from the term computer based learning. Computer-based learning is a term

that can be used to describe virtually any kind of learning program using computers as a central tool. This approach to learning takes advantage of the interactive elements of computer software, along with the computer's ability to present many different kinds of media (Queen, 2014).

Any previous research on the use of computers in teaching reading indicates that the use of computers for reading instruction supported the idea that computer-based approach facilitates students' reading comprehension and increases their reading speed (Alkahtani, 1999). This conclusion is supported by the results of the preceding studies and a series of other studies conducted by Kulik, Bangert, & Williams in Alkahtani (1999) who found significant increases in students' reading speed and comprehension across studies of computer-assisted reading instruction. These results should encourage EFL reading teachers to use computers in their classrooms not because they are new technology but rather because of the positive results they bring to students' achievements.

A report of Directorate General of Education and Culture stated that the use of technology in the language classroom occurs successfully when there is a real reason for using it; alternative activities are to hand, if problems arise; training and support is given to students; use of technology is integrated and ongoing; the activities are stimulating and worthwhile to the learners; communication is taking place between learners; and learners are asked to use language in meaningful ways.

Using computer or applying CALL in teaching and learning of reading, that is then called as computer based reading can be done on wide variety of computer features and software. Teacher has opportunity to choose them based on the needs and students' level of age and difficulty. Furthermore, computer based reading can be used to facilitate in pre-reading, while reading and post reading (Alkahtani, 1999).

Alkahtani (1999) discusses three software programs that help EFL intermediate teachers to have their students practice reading using computers. The three software programs are: Mac Reader , StoryBoard, and Reading Galaxy. These activities are not meant to be used in one class period but rather in different classes depending on the type of reading teachers want to teach. Besides those software, there are still the other softwares can be used to spread the material, such as Microsoft Power Point, AutoPlay media studio, Macromedia Flash etc (Darmawan, 2011). Those softwares allow teacher to develop the material as its function as the developmental tools as well.

In this study, the researcher developed the material of reading by using AutoPlay Media Studio 7.5. AutoPlay Media Studio is a feature found in Windows operating systems (OS) since Windows XP, which allows media that is inserted into a drive or connected to a computer to play automatically (Wiesen, 2013). It is also used as developmental tools to develop professional multimedia software (Sutarman, 2005:1). It

examines newly discovered removable media and devices and, based on content such as pictures, music or video files, launches an appropriate application to play or display the content.

As the feasibility to use multimedia, such as picture, sound, music, video and even the other files from another software, as Microsoft word, Microsoft power point, Macromedia Flash in a set of instructional material easily. When it is served to students, it can be used as Computer Assisted Instruction (CAI) with the role of teacher as facilitator. The interesting form of a well instructional material might also be able to affect students' motivation.

Those multimedia are then can be used in pre-reading, during reading, and post reading activity. For example, in pre reading teacher can give students a pre-vocabulary teaching by showing some pictures automatically or explain the overview of certain text genre. Using pictures together with words not only strengthens the association of text with vocabulary but also allows struggling readers to comprehend what is written (Pacuilla and Ruedell, 2004). During the reading activity, teacher might serve a certain text, with a compilation of word sound (for example from Cambridge dictionary), picture supplementation, etc. The last in post reading activity, a set of interactive quiz can be compiled in AutoPlay Media Studio.

In addition, according to Pacuilla and Rueder (2004) access to a variety of texts at any age is a critical component of reading because a range of literary experiences exposes a student to the sounds, rhymes, rhythms, and meanings of words of a language and provides new information about the world around them. They serve a huge range of multimedia computers to assist reading teaching-learning. Computer software programs can assist students in acquiring the explicit skills needed for reading. Programs address skill acquisition through practice in individual reading skill areas such as phonemic awareness, alphabetics, fluency, vocabulary, and comprehension. These programs provide interactive activities that are self-paced, can be repeated as often as needed, and may provide visual and auditory cues for self-correction.

At last, Pacuilla and Rueder (2004) concludes that presenting text with the use of digital media is needed for when reading materials are digitized, text becomes flexible and can be reformatted or transformed into accessible alternative formats of the same material for any student. Once digitized, text can be enlarged or presented in high contrasting colors to make it easier to see, matched with a speech engine to hear it read, and translated into other languages for non-English-speaking students. This explanation implies that the use of computer based reading is very benefiting.

E. Previous Study

The application of Computer Assisted Language Learning (CALL) is not a new issue. There are some researchers that did the research concerning on the use of computer as assistive media in scope of English language learning, especially reading skill.

One of them is a research conducted by Fard and Nabifar (2011) under the title "The Effect of Computer-Assisted Language Learning (CALL) on Reading Comprehension in Iranian EFL Context". In that experimental research, forty male learners of English at an intermediate level of linguistic proficiency after a proficiency test were randomly selected as the participant and were assigned into two groups of experimental and control. The experimental group treatment was by computer and control group had same materials on the printed texts.

The name of soft ware which was used in that study is: Rosetta Stone, VOA (Voice of America) and Learn to Speak English series. Those three soft wares have similarity in that the multimedia are involved, included pictures, sound, practice and drill. In addition, there is a specialty of VOA software that is presenting a dictionary which name is Babylon. To analyze the data, the researchers used SPSS to compare the mean scores and the significance level of experimental and control groups at pre-test and post-test. Result of this study showed the computer has a positive effect on reading comprehension. Using computer in other instruction can have the same result.

This study showed that computer can enhance the students reading comprehension so it can enhance the other skills (listening, speaking and writing) too.

The other study was conducted by Bhatti (2013). It was an experimental study that is published in TESL electronic journal with a title "Teaching Reading through Computer Assisted Language Learning". That study involved two randomly selected groups of ninth grade students of a public sector secondary school of District Khairpur Mir's, Sind, Pakistan and intended to examine if computer assisted language learning is more effective to teach reading in three levels of reading skill.

In that study, the lessons for the experimental group were especially designed by the researcher including colorful pictures, sounds, graphs, and other animations in a Power Point Presentation. In contrast, lessons for the control group were adopted from the textbook that didn't have pictures, sounds, graphs or any animation. However it was ensured that the readability index of both texts remained nearly the same. Pre-test and post test were the instrument used to collect the data. A paired one-tailed T-test was used to analyze the scores. Results show that CALL was 35% more effective than the traditional instructor-led class.

Two researchers above discussed about the use of CALL in reading teaching learning. Based on the result of their research CALL is useful application for teacher and students. They had similarity with the writers'

study in that they involved CALL as the treatment, but there are differences between the previous research and the writer studied.

The first difference is on the design used in the study. Though this study and the previous study described above are all experimental research but there is significant difference on the design. The two previous researches belong to true experimental research, while this study is a pre experimental research.

The second difference stands for the software used in application of CALL. As stated earlier, the first research used Rosetta Stone, VOA (Voice of America) and Learn to Speak English series while the second research used designed material in the form of Power Point Presentation. These studies implied that there are two kinds of application can be used in CALL; the specific software for reading and designed material with the support of certain software. Meanwhile, in this study the researcher designed instructional reading program with the other software named AutoPlay Media Studio 7.5 supported by Cambridge Electronic dictionary. The software is chosen since it can be used flexibly as developmental tools to develop professional multimedia software. Hence, it is flexible to match the computer based material with the curriculum. However, the softwares that have been mentioned above have similarity in that multimedia such as picture, sound, animation etc. can be involved in.

CHAPTER III

RESEARCH METHOD

In this chapter, the writer presents research method. It focuses on the method used in conducting this study. The decision covers research design, research variables, population and sample, delimitation of the research, data and data source, data collection method, research instrument, validity and reliability testing, normality and homogeneity testing, and method of data analysis.

A. Research Design

Research is a way of observation or inquiry and has the objective to find the answer of problems or discovery process (Sukardi, 2003 : 3). This study belongs to an experimental research with quantitative approach. Experimental research is a research that is intended to find the cause-effect relationship among variables in a controlled condition (Sugiyono, 2006:80). In other words, the goal of experimental research is to determine whether causal relationship exists between two or more variables.

This research is classified in to pre-experimental research that use one group pre test and post test design. In the one group pre-test and post-test

design, a single group is measured or observed not only after being exposed to a treatment of some sort, but also before the treatment. A pre-test provides a measure on some attribute or characteristic that is assessed in an experiment before the group gets a treatment, while a post-test measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment.

The illustration of the research design in this study is as table below:

Table 3.1 The Illustration of Research Design

Pre-test	Independent variable	Post-test
YI	X	Y2

X   : computer based reading treatment

Y1   : students' achievement on reading comprehension before taught by using computer based reading

Y2   : students' achievement on reading comprehension after taught by using computer based reading

The procedures of pre-experimental research that use one group pre-test and post-test design in this study are described as follows:

1. Administering pre-test (Y1) with a purpose of measuring students' reading comprehension ability before applying treatment.

2. Applying experimental treatment teaching reading comprehension by using computer based reading (X).

3. Administering post-test (Y2) with a purpose of measuring students' reading comprehension ability after applying treatment.

As stated earlier on the design, this study was an experimental study of computer based reading towards reading comprehension ability of first grade students of MTsN Bandung. The researcher wanted to know the effectiveness of computer based reading with the use of multimedia in computer towards reading comprehension ability. Since the design belongs to pre-experimental, the researcher used purposive sampling in determining the sample. In purposive sampling sample elements are judged to be typical and representative. Based on the criteria made and recommendation from the English teacher, the researcher decided to take VII D that consists of 46 students. However, the researcher found a delimitation since the availability of computers in computer laboratory is only 20 units. It was impossible to take all of students, so only 20 students that were taken in collecting data. The effectiveness was known after finding out the significant difference between the students reading comprehension ability before being taught by

using computer based reading and those are taught after using computer based reading by comparing pre-test and post test score.

B. Research Variables

A variable is a concept that stands for variation within a class of objects. Variables can be classified in several ways. The most important classification is on the basis of their use within the research under the consideration, when they are classified as independent variables or dependent variables (Ary et al, 2010:37).

1. Independent variable: variable that consequence of or upon antecedent variables. In this research the independent variable is computer based reading.

2. Dependent variable: is variable that is presumed to be caused by or influenced by the independent treatment conditions and any other. The dependent variable of this research is students' reading comprehension ability.

C. Population and Sample

A researcher needs to define the population carefully before collecting the sample, including the description of the member to be included. Population is all members of well defined class of people, events, or objects (Ary et al, 2010:148). In this study the population was all of first grade

students of MTsN Bandung on second semester. The first grade of MTsN Bandung consists of nine (9) classes that are classified in to two; VII A and VII B as "superior class" while VII C - VII I as "regular class". The quantity of students in each class of the population is as follow:

Table 3.2 Population of the Research

Class	X (total of students)
VII A	30
VII B	30
VII C	44
VII D	46
VII E	46
VII F	46
VII G	44
VII H	46
VII I	46
$\sum X$	378

Since the barriers that often appear in term of time, capability and cost to take all members of population, so a researcher can take a portion of population which is known as sample. In other words, sample is the representative of population (Sukardi, 2003:54). The technique in taking sample is called sampling (Sugiyono, 2006:90). Ary et al (2010:149) classifies two major types of sampling procedures in to probability sampling and non-probability sampling.

The researcher used non-probability sampling type purposive sampling technique. In purposive sampling, also referred to as judgment sampling, sample elements judged to be typical or representative are chosen from the population (Ary et al, 2010:156). In other words, the researcher should be sure that the sample is representative and suitable with the purpose of research since it was impossible to take the sample randomly in case of the design and the agreement of the school. As the process of sampling, the researcher finally decided to choose VII D class that consists of 46 students by considering some factors:

1. VII D class was assumed to be homogeneous by basing on the recommendation of an English teacher that handles first grade students' of MTsN Bandung.

2. In order to apply the experimental stage, the samples must not be too "good" and too "bad" in their English achievement, especially reading comprehension. In other words, the researcher took the typical sample. It was intended to reduce the extraneous variable may appears since the design is pre-experimental research without control group. The best classes in the first grade are in "superior class" (VII A and VII B). The school didn't allow these classes to be taken as sample. According to the English teacher, among regular classes VII C and VII D are relatively more motivated in learning English rather than other classes but the

difficulty of reading comprehension often appears in VII D rather than in VII C. Thus, the researcher decided VII D as the most representative ones.

D. Delimitation of The Research

As stated earlier, by using purposive sampling the researcher decided to take VII D class as the sample based on some criteria or factors. This class consists of 46 students.

This research was as experimental study using computer based reading, so it is being a requirement for each student to face a set of computer, otherwise the objectives wouldn't be optimally achieved. It could be done in two probable ways. First, the treatment could be done in computer laboratory or it could be in the classroom with students' own laptop. The second way couldn't be applied so the first probability is chosen. However it is being a problem or delimitation of this research since the quantity of students were not the same as the availability of computers in computer laboratory. As this problem appeared, finally the researcher decided to take only 20 students among the 46 students in the VII D class to collect the data.

E. Data and Data Source

1. Data

According to Arikunto (2010:172) data is written facts or notes gotten by the researcher that will be organized in research activity. Data can be in the form of fact or numbers. In a research, the role of data is very important since it is used to answer the problems.

In this research the data was students' reading comprehension score before and after the treatment given. This score is very crucial information that can show the effectiveness of computer based reading.

2. Data Source

Data source can be defined as the subject in which the data is taken (Arikunto, 2010:172). There are two kinds of data sources; primary data source and secondary data source. Primary data source is data taken directly from the field, while secondary data source is data not taken directly from the field. In this case the researcher used primary data source, since the data was students' reading comprehension score that were taken from the tests administered directly by the researcher towards the experimental group.

Arikunto (2010:172) classifies data source in to three; person, place and paper. Regarding to this statement, data sources in this research can be classified as follows:

a. Person: First grade students of MTs Negeri Bandung on class VII D in which the treatment was given.

b. Place: VII D classroom where the tests were administered

c. Paper: students' reading comprehension tests

F. Data Collection Method

Data collection method is a systematical and standard procedure used to collect the data. In deed, the data collection method in this research was done in three steps:

1. Pre test

As stated previously, the researcher administered pre-test before the treatment was given. It was done on Saturday, February 15th 2014. The pre-test consisted of multiple choice test, true false test and completion test. The main level of reading comprehension used in pretest is literal comprehension by considering students' level. The aim of administering pre-test is to get initial information of the groups before the experimental stage is conducted.

2. Treatment

After administering the pre-test, the researcher gave the treatment to the students. The treatment was applied on Wednesdays, February 19th 2014 and February 26th 2014. The researcher applied the treatment of computer based reading by using AutoPlay Media Studio 7.5. Then, the

material was given to the students in the form of Autorun file on the CD-ROM. The step of the treatment can be classified in to three phases:

a. Pre-reading activity

In this phase, the researcher introduced and explained the material about the texts that were going to be discussed; those are descriptive text and procedural text. Then before the texts were discussed, the researcher gave a pre-vocabulary teaching by showing some pictures on each computer unit. The pictures were related to the vocabulary on the texts. It was needed to activated the students prior knowledge related to the topic before came to the real reading-activity.

b. While-reading activity

In this step, the texts were showed to the students. The text is more than one so students have the opportunity to choose which text should be read earlier. After that the researcher guided the students to discuss the texts. The activities in the discussion include identifying main idea of the text, finding details of the texts, discussing difficult words, inferring from the text by trying to understand the text using schemata and experience and recognizing the discourse patterns and structure to understand the text holistically. In discussing difficult words, it was supported by using Cambridge Electronic Dictionary.

c. Post-reading activity

Post reading activity is instructional activity that the students and teacher do after reading takes place. In this step, post-question, feedback and whole class discussion were conducted. The researcher did it by giving an oral quiz around the material and texts as evaluation and reinforcement. The quiz was assisted by the computer, but it was not computer based test.

3. Post-test

The last method used to collect the data was administering post-test. Post-test was administered to the group after being exposed with computer based reading as the treatment. It was done on Saturday, March 1st 2014. The post-test consist of multiple choice test, true-false test and compilation test. The same as in pre-test, the researcher used literal reading as the main level of reading comprehension. The purpose of administering post-test in this study was to observe and measure any changes of the students reading comprehension after being taught by using computer based reading.

G. Research Instrument

Research instrument refers to any equipment used to collect the data (Arikunto, 2010:262). As an experimental research, the instrument used in this research was tests. According to Ary et al (2010:201) test is a set of

stimuli presented to individual in order to elicit responses on the basis of which a numerical score can be assigned.

There were two kinds of tests in this study, those were pre-test and post-test. Pre-test was intended to measure students' reading comprehension ability before the treatment given, while post-test was to measure students' reading comprehension ability after the treatment given. There were two descriptive texts and two procedural texts for each test. The total items of the tests were 20 in the form of objective test consist of 10 items of multiple choice test, 5 items of true-false test and 5 items of completion test to measure ability of students' reading comprehension. These three types of tests were chosen to avoid subjectivity that may affect unreliability of the tests and as what Alderson (2000) argues that there is no best method can be used to test reading so the varied techniques should be combined as well.

Furthermore, the scoring for the tests was done with the same way. Since the form of tests was all objectives test, so the researcher treats them without any difference. Means, there was only one correct answer for each items. The scoring guide is as the formula follow:

$$\text{Score} = \frac{\text{number of correct items}}{20} \times 100$$

H. Validity and Reliability Testing

As previously mentioned, the researcher used tests as the research instrument. Both pre-test and post-test were intended to measure students' reading comprehension ability. The tests should fulfill some factors to get the data as well. The factors tested here are validity and reliability of the tests. By using a valid and reliable instrument to collect the data, it was expected that the data and the result of the research itself also valid and reliable.

1. Validity Testing

Validity is the most important consideration in developing and evaluating measuring instrument. Ary et al (2010:225) defines validity as the extent to which an instrument measured what it claimed to measure. In other words, validity can be defined as the instrument that measures what is supposed to be measured. In this study, to ensure tests validity the researcher used construct validity, content validity and face validity.

a. Face Validity

Face validity refers to the surface of the test. It means that a test have to look as if it measures what is supposed to measure (Cherry, 2014). It needs superficial inspection of the test format. Face validity is hardly a scientific concept, yet it is very important. A test which doesn't have face validity may not be acceptable by test-takers, teachers, education authorities and employers.

The items of the tests in this study were in the form of objective tests consists of multiple choice test, true/false test and completion test for

reading comprehension. The researcher ensured face validity by consulting to lectures (advisor and other lecture) and an English teacher of MTsN Bandung.

b. Construct Validity

A test is said to have construct validity if it can be demonstrated that it measures just the ability which is supposed to measure. Brown (2004:25) mentioned that a construct is any theory, hypothesis, or model that attempts to explain observed phenomena in our universe perception. Construct validity is capable of measuring certain specific characteristics in accordance with theory of language behavior and learning.

The main constructive theory used in developing the tests in this study is the statement of Allison (1999:125) in that some example of comprehension subskills of reading include identifying main points, locating significant details, understanding reference items and ties the effect in text, and inferring writer intentions. In deed, Hughes (2003) states the subskills being tested in reading assessment are classified in to two. The first is reading macro subskills. It includes scanning text to locate specific information, skimming text to obtain general idea, identifying stages of argument, and identifying examples presented in support of an argument. While the micro-subskill underlying reading skills are identifying referents of pronouns, using context to guess meaning of unfamiliar words, and understanding relations between parts of text.

Furthermore, the specifications of the tests in this study also include some subskills by basing on the theories above including locate specific information, obtain general idea, identify referents of pronouns, and use context to guess meaning of unfamiliar words.

c. Content Validity

Content validity refers to the validity which is seen from the content of the test as the representation of language skills. Thus, a test is said to have content validity if its contents constitutes a representative sample of the language of structure or content which is relevant with the purpose of the test (Hughes, 2003:26). It also means that there is correspondence between curriculum objectives and the objectives being tested. In other words, the objectives of the test are not outside from the curriculum objectives that have been set by educational policy.

In this case, the researcher had learned the curriculum of the first grade English teacher of MTsN Bandung. Based on the curriculum there are two kind genres of text taught and learned on the first grade, those are descriptive text and procedural text. Then, the researcher decided to take these two genres in conducting the research. The content validity of the tests used in this research can be seen as the table follow:

Table 3.3 Content Validity

Standard of Competence	Competence Indicators	Testing Objectives	Test items	
			Pre-test	Posttest
11. Understanding the meaning of written functional text and simple short essay in the form of descriptive and procedural text related to surrounding environment.	1. Students are able to locate specific information of the text	1. To measure student's ability in locating specific information of the text	2, 4, 5, 8, 9, 16, 17, 18, 19, 20	3, 5, 7, 8, 9, 16, 17, 18, 19, 20
	2. Students are able to obtain general idea of certain paragraphs	2. To measure student's ability in obtaining general idea of certain paragraphs	3, 6	1, 6
	3. Students are able to identify the genre of text	3. To measure student's ability in identifying the genre of text	1	10
	4. Students are able to use context to guess meaning of unfamiliar words	4. To measure student's ability in using context to guess meaning of unfamiliar words	7	4
	5. Students are able to identify referents of pronoun	5. To measure student's ability in identifying referents of pronoun	10	2
	6. Students are able to decide whether the statements are true or false by basing on the text	6. To measure student's in deciding whether the statements are true or false by basing on the text	11, 12, 13, 14, 15	11, 12, 13, 14, 15

2. **Reliability Testing**

Ary et al (2010:236) defines reliability as the degree of consistency with which an instrument measures whatever it is measuring. Thus, it can be said that a reliable test is consistent and dependable. Reliability of a test can be derived from reliability coefficient. The range of reliability coefficient is 0-1. In this case, 0 means not reliable while 1 means perfectly reliable and the closer reliability coefficient to 1, the more reliable the test is.

In this case, the researcher tests the reliability of tests by using internal consistency reliability through KR-21 formula. KR-21 requires administration only once in which the correct item is given point 1 while incorrect item is given point 0. The instruments were tried out to 20 students of VII E on Monday, February 3rd 2014 and Thursday, February 6th 2014 before data collection towards the experimental group of this research was done. The students were same for pre-test and post-test try out. They are then coded as subject 1,2,3…..20. Furthermore, the formula used to test the reliability is as follow:

$$r_{11} = \frac{k}{k-1} \cdot \left(1 - \frac{m(k-m)}{k.Vt}\right)$$

Where:

r_{11} : reliability coefficient

k : total items

m : mean of score

Vt : total variance

After the try out of tests were done, the researcher analyzed the score
in to the following table:

Table 3.4 Analysis of Pre-test and Post-test try out

Subjects	Pre-test		Post-test	
	X	X^2	Y	Y^2
1	7	49	13	169
2	10	100	8	64
3	11	121	9	81
4	7	49	7	49
5	8	64	7	49
6	8	64	8	64
7	12	144	15	225
8	6	36	9	81
9	9	81	7	49
10	11	121	11	121
11	15	225	11	121
12	6	36	6	36
13	15	225	9	81
14	11	121	14	196
15	11	121	16	256
16	11	121	8	64
17	16	256	9	81
18	8	64	15	225
19	9	81	11	121
20	14	196	14	196
	$\sum X = 205$	$\sum X^2 = 2275$	$\sum Y = 207$	$\sum Y^2 = 2329$
	$m_X = 10.25$		$m_Y = 10.35$	

After the score is analyzed to the table 3.4 above, a further analysis is
done by using KR-21 formula. The analysis is as follow:

a. The calculation for pre-test try-out

$$V_{tX} = \frac{\sum X^2}{N} - (m_X)^2$$

$$= \frac{2275 - (10.25)^2}{20}$$

$$= 113,75 - 105.06$$

$$= 8.69$$

$$r_X = \frac{k}{k-1} \cdot \left(1 - \frac{m_X (k - m_X)}{k.Vt_X}\right)$$

$$= \frac{20}{20-1} \cdot \left(1 - \frac{10.25 (20 - 10.25)}{20 \times 8.69}\right)$$

$$= 1.053 \cdot \left(1 - \frac{10.25 (9.75)}{173.8}\right)$$

$$= 1.053 \cdot \left(1 - \frac{99.94}{173.8}\right)$$

$$= 1.053 \cdot (1 - 0.575)$$

$$= 1.053 \cdot 0.425$$

$$= 0.447$$

b. The calculation for post-test try-out

$$V_{tY} = \frac{\sum Y^2}{N} - (m_Y)^2$$

$$= \frac{2329 - (10.35)^2}{}$$

$$20$$

$$= 116.45 - 107.12$$

$$= 9.33$$

$$r_y = \frac{k}{k-1} \cdot \left(1 - \frac{m_Y\,(k - m_Y)}{k.Vt_Y}\right)$$

$$= \frac{20}{20-1} \cdot \left(1 - \frac{10.35\,(20 - 10.35)}{20 \times 9.33}\right)$$

$$= 1.053 \cdot \left(1 - \frac{10.35\,(9.65)}{186.6}\right)$$

$$= 1.053 \cdot \left(1 - \frac{99.88}{186.6}\right)$$

$$= 1.053 \cdot (1 - 0.535)$$

$$= 1.053 \cdot 0.465$$

$$= 0.588$$

Based on the calculation above, it is found that the reliability coefficient of pre-test (r_x) is 0.447 while the reliability coefficient of post-test (r_y) is 0.588. Thus, it can be concluded that both instruments are reliable and can be used to collect the data of the research, but post-test is more reliable then pre-test.

I. Normality and Homogeneity Testing

1. Normality Testing

Normality testing is a basic requirement that should be fulfilled in parametric analysis. Before doing a further analysis towards the data, normality of the data should be tested first. It is intended to investigate whether the data is in normal distribution or not. According to Priyatno (2012:33), normality testing being important since by a normal distribution of the data, means that data could represent the population. In this case, to test the normality the researcher uses SPSS 16.0 with One-Sample Kolmogorov-Smirnov method. The normality testing is done towards both pre-test and post-test score. The data is presented on the table below:

Table 3.5 The Result of Pre-test and Post-test of One Group Experimental to Test Normality

No	Student	Pre-test (X)	Post-test (Y)
1	A	70	80
2	B	50	60
3	C	50	60
4	D	50	60
5	E	60	75
6	F	55	60
7	G	60	75
8	H	70	85
9	I	65	80
10	J	80	80
11	K	65	80
12	L	55	80
13	M	60	75
14	N	60	95
15	O	45	45

16	P	55	70
17	Q	50	70
18	R	70	80
19	S	60	70
20	T	55	80

The hypotheses for testing normality are:

a. H_0 : Data is in normal distribution

b. H_1: Data is not in normal distribution

In testing the hypotheses, the data is in normal distribution if Ho is accepted. In this case, Ho is rejected if significance value is lower than 0.05 (α = 5%) while Ho is accepted if the significance value is higher than 0.05. The analysis is as follow:

a. Testing data of pre-test using SPSS 16.0

Table 3.6 One-Sample Kolmogorov-Smirnov Test 1

		pre test score
N		20
Normal Parameters[a]	Mean	59.25
	Std. Deviation	8.777
Most Extreme Differences	Absolute	.166
	Positive	.166
	Negative	-.096
Kolmogorov-Smirnov Z		.742
Asymp. Sig. (2-tailed)		.640

a. Test distribution is Normal

b. Testing data of post-test using SPSS 16.0

Table 3.7 One-Sample Kolmogorov-Smirnov Test 2

		post test score
N		20
Normal Parameters[a]	Mean	73.00
	Std. Deviation	11.402
Most Extreme Differences	Absolute	.180
	Positive	.170
	Negative	-.180
Kolmogorov-Smirnov Z		.807
Asymp. Sig. (2-tailed)		.533

a. Test distribution is Normal.

Based on the output from SPSS above it is known that the significance value of pre-test is 0.640 and the post test is 0.533. Both value from pre-test and post-test are bigger than 0.05. The significance value on pre-test is 0.640 and it is bigger than 0.05 (0.640 > 0.05). It means that H_0 is accepted and H_1 is rejected and the data is in normal distribution. Then, for post-test score the value of significance is 0.533 and that is bigger than 0.05 (0.533 > 0.05). It also means that H_0 is accepted and H_1 is rejected and the data is in normal distribution. So, it can be interpreted that both of data (pre-test and post-test score) are in normal distribution.

2. Homogeneity Testing

Homogeneity testing is intended to know whether the variance of data is homogeneous or not. In this case, the homogeneity will be tested to the sample that was used to collect the data. The procedure used to test the variance of homogeneity is by determining F_{max} value. In homogeneity test

F_{value} (empiric) should be lower than F_{table} (theoretic). In order to get F_{max} value, the data of students' score on pre-test and post-test are analyzed as follow:

Table 3.8 Pre-test and Post-Test Analysis to Test Homogeneity

Students	Score (pre-test) X_1	X_1^2	Score (post-test) X_2	X_2^2
A	70	4900	80	6400
B	50	2500	60	3600
C	50	2500	60	3600
D	50	2500	60	3600
E	60	3600	75	5625
F	55	3025	60	3600
G	60	3600	75	5625
H	70	4900	85	7225
I	65	4225	80	6400
J	80	6400	80	6400
K	65	4225	80	6400
L	55	3025	80	6400
M	60	3600	75	5625
N	60	3600	95	9025
O	45	2025	45	2025
P	55	3025	70	4900
Q	50	2500	70	4900
R	70	4900	80	6400
S	60	3600	70	4900
T	55	3025	80	6400
	1185	71675	1460	10950

$$SD_1^2 = \frac{\sum X_1^2}{N_1} - \left(\overline{X}_1\right)^2$$

$$= \frac{71675}{20} - 3510.56$$

$$= 73.19$$

$$SD_2^2 = \frac{\sum X_2^2}{N_2} - \left(\overline{X}_2\right)^2$$

$$= \frac{109050}{20} - 5329$$

$$= 123.5$$

$$F_{max} = \frac{S\ max}{S\ min}$$

$$SD_1^2 = 73.19$$

$$SD_2^2 = 123.5$$

$$F_{max} = \frac{123.5}{73.19}$$

$$F_{max} = 1.687$$

$$df_1 = N_1 - 1 = 20 - 1 = 19$$

$$df_2 = N_2 - 1 = 38 - 1 = 19$$

The calculation shows the result of F_{max} is 1.687. Furthermore, the homogeneity is fulfilled if F_{max} calculation is lower than F table. The value of F table in 5% level and df1=df2=19 is 2.13. It can be said that the result of F_{max} calculation is lower than F table or $F_{table} > F_{calculation}$ (2.13 > 1.687). It means that the variance value in the class sample based on pre-test and post-test score is homogeneous.

J. Method of Data Analysis

Method of data analysis is the way data analyzed by the researcher. In managing and analyzing the data collected, the researcher will use quantitative data analysis so the researcher will analyze the data by using statistical technique. The analysis is used to find the significant difference of the students' reading comprehension ability before and after the use of computer based reading. In this study the researcher used paired sample T-Test through SPSS 16.0 to analyze the data. In deed, the method in further analysis of the data is as follow:

1. Formulating the hypotheses. The hypotheses are in the form of Null hypothesis (Ho) and Alternative Hypothesis (Ha).

2. Determining the value of $t_{count.}$ It can be seen on the output of SPSS analysis.

3. Determining the value of t_{table}. The value of t_{table} can be seen from statistical table in significance level 0.05 : 2 = 0.025 (two tailed test) with degree of freedom (df) is n-1.

4. Determining the significance value based on the output of SPSS 16.0 analysis. In this case, the value of significance should be lower than 5% significance level (< 0.05).

5. Determining hypothesis testing. Simply, the hypotheses testing are:

   a. If $-t_{count} < -t_{table}$ or $t_{count} > t_{table}$ and Sig < 0.05, so Ho is rejected.

   b. If $-t_{table} \leq t_{count} \leq t_{table}$ and Sig > 0.05 so Ho is accepted.

6. Making conclusion. If Ho is rejected, it means that there is significant difference of the students' reading comprehension ability before and after being taught by using computer based reading. So vice versa, if Ho is accepted means that there is no significant difference of the students' reading comprehension ability before and after being taught by using computer based reading.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSSION

In this chapter, the writer presents the findings and the result of analyzing the data. Therefore, this chapter focuses on the research findings, hypothesis testing and discussion.

A. Research Findings

The findings of this research are intended to answer the research problems. As mentioned previously, there are three formulations of research problems. The two research problems are about how the students' reading comprehension ability before and after the treatment are and the last is about whether there is any significant difference between two of them.

In order to investigate the students reading comprehension ability before and after the treatment, the researcher administered pre-test and post-test. In this case, the reading comprehension ability was known based on students' achievement on both two tests. Therefore, the focuses of the research findings presentation are around students' achievement on pre-test and post-test. In addition, to answer whether there is any significant difference between students' reading comprehension ability before and after the use of computer based reading, the researcher analyzes the data by using paired sample T-test through SPSS 16.0.

1. **The Students' Reading Comprehension Achievement before being Taught by Using Computer Based Reading**

   In this section, the writer presents the students' reading comprehension ability in the form of pre-test score. The test was administered to 20 students taken as sample. The students are coded in to letter A,B,C...,T. The data are presented in the following table:

Table 4.1 The Students' Achievement before being Taught by Using Computer Based Reading (Pre-test)

No.	Subject	Score (X)
1	A	70
2	B	50
3	C	50
4	D	50
5	E	60

6	F	55
7	G	60
8	H	70
9	I	65
10	J	80
11	K	65
12	L	55
13	M	60
14	N	60
15	O	45
16	P	55
17	Q	50
18	R	70
19	S	60
20	T	55

The pre-test had done before the treatment process (teaching reading comprehension by using computer based reading). It was administered on February, 15th 2014. The test was reading comprehension test that were included in to two genres of text, procedural text and descriptive text. The students were given 60 minutes to do the pre-test. This test was intended to know the students' reading comprehension ability before getting the treatment.

The numbers of the pre-test were 20 questions for 20 students containing objective tests in the form of multiple choice test, true/false test and completion test. The test was administered to measure students'

reading comprehension ability before they get the treatment. From the data above, the highest score is 80 while the lowest score is 45.

Furthermore, the data of students' pre-test are arranged by the writer in the form of frequency and percentage to make it easy to be interpreted. The results are presented as follow:

Table 4.2 The Frequency and Percentage of Students' Achievement on Pre-Test

INTERVAL CLASS/STUDENT'S SCORE	FREQUENCY (f)	PERCENTAGE (%)
Good (80-100)	1	5
Fair (60-79)	10	50
Low (40-59)	9	45
	$\sum$f=20	$\sum$p=100%

Based on the data of table 4.2, on the pre-test there is only 1 student get good score, 10 students get fair score, and 9 students get low score. In other words, it is known that only 5% of students get good score (80-100) and the rest for about 95% of students get fair and low score on the detail 50% get fair score and 45% get low score.

2. The Students' Reading Comprehension Achievement after being Taught by Using Computer Based Reading

The presented data below are students' reading comprehension ability after getting the treatment in the form of post-test score after they are coded in to letter A, B, C, …,T. The data are presented as follow:

Table 4.3 The Students' Achievement after being Taught by Using Computer Based Reading (Post-test)

No.	Subject	Score (Y)
1	A	80
2	B	60
3	C	60
4	D	60
5	E	75
6	F	60
7	G	75
8	H	85
9	I	80
10	J	80
11	K	80
12	L	80
13	M	75
14	N	95
15	O	45
16	P	70
17	Q	70
18	R	80

19	S	70
20	T	80

The same as pre-test, on post-test the 20 questions were in the form of multiple choice, true/false test and completion. The post test was held on March, 1st 2014. The data was from 20 students' score. The highest score of post test is 95 while the lowest score is 45. The data of students' achievement on post-test above then are arranged in the form of frequency and percentage through the same score's criteria as on the pre-test. The results are presented as follow:

Table 4.4 The Frequency and Percentage of Students' Achievement on Post-Test

INTERVAL CLASS/STUDENT'S SCORE	FREQUENCY	PERCENTAGE (%)
Good(80-100)	9	45
Fair (60-79)	10	50
Low (40-59)	1	5
	∑f=20	∑p=100%

Based on table 4.4, among 20 students 9 students get good score (80-100), 10 students get fair score (60-79) and only 1 student get low score (40-59). It also can be described as percentage view. Almost half of

students (45%) achieve good score, 50% get fair score and only 5% of student get low score.

The score of pre-test and post-test by using computer based reading will be presented again to be compared as follow:

Table 4.5 The Comparison of Pre-test and Post-test Achievement

No	Student	Pre-test (X)	Post-test (Y)
1	A	70	80
2	B	50	60
3	C	50	60
4	D	50	60
5	E	60	75
6	F	55	60
7	G	60	75
8	H	70	85
9	I	65	80
10	J	80	80
11	K	65	80
12	L	55	80
13	M	60	75
14	N	60	95
15	O	45	45
16	P	55	70
17	Q	50	70
18	R	70	80
19	S	60	70
20	T	55	80
		$\sum X = 1185$	$\sum Y = 1460$

In order to present the percentages difference of the pre-test and post-test achievement, the percentages are presented again on the following table:

Table 4.6 The Comparison of Pre-test and Post-test Percentage

INTERVAL CLASS/STUDENTS' SCORE	Before using Computer Based Reading (%)	After using Computer Based Reading (%)
Good (80-100)	5 %	45%
Fair (60-79)	50%	50%
Low (40-59)	45%	5%

A further data analysis is then done to know the difference before and after taught by using computer based reading by calculating the gain "d" (Y-X) and total of gain score ($\sum d$).

Table 4.7 The Pre-test and The Post-test Scores Analyzed to Gain (Y-X)

No	Student	Pre-test (X)	Post-test (Y)	Gain (Y-X)
1	A	70	80	10
2	B	50	60	10
3	C	50	60	10
4	D	50	60	10
5	E	60	75	15
6	F	55	60	5
7	G	60	75	15
8	H	70	85	15

9	I	65	80	15
10	J	80	80	0
11	K	65	80	15
12	L	55	80	25
13	M	60	75	15
14	N	60	95	35
15	O	45	45	0
16	P	55	70	15
17	Q	50	70	20
18	R	70	80	10
19	S	60	70	10
20	T	55	80	25
N=20	-	$\sum X=1185$	$\sum Y=1460$	$\sum d=275$

The score above is then analyzed by using paired sample T-test through SPSS 16.0 to test the effectiveness on the use of computer based reading. The outputs are as follow:

Table 4.8 Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	59.25	20	8.777	1.963
	Posttest	73.00	20	11.402	2.550

The data presented above is the performance scores of the one group of students taken as the sample, before and after being taught by using computer based reading as the treatment. The mean score of pre-test is 59.25 while the mean score of post-test is 73.00. The number of students

(N) both in pre-test and post-test is 20. The standard deviation of pre-test is 8.777 and the error mean is 1.963. On the post-test, the standard deviation is 11.402 and the error mean is 2.550. As stated earlier, the pre-test was intended to know the students' reading comprehension ability before the treatment was given, while the post-test was done to know the final score and students' difference ability before and after they get the treatment.

Based on the result of mean, it can be concluded that the mean score of pre-test is different from the mean score of post-test. The mean score of the pre-test is 59.25, and on the post-test is 73.00. Thus it can be taken conclusion that there is increase since the mean score of post-test is higher than pre-test.

Table 4.9 Paired Sample Correlations

	N	Correlation	Sig.
Pair 1 pretest & posttest	20	.694	.001

The output above shows correlation between two paired tests before and after being taught by using computer based reading as the treatment. It is known that correlation value is 0.694 with significance value 0.001. Since significance value is lower than significance level (0.001 < 0.05), so

it can be interpreted that there is significant correlation between the result

of pre-test and post-test.

Table 4.10 Paired Sample T-Test

| | Paired Differences | | | | | T | Df | Sig. (2-tailed) |
| | | | | 95% Confidence Interval of the Difference | | | | |
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1 pretest – posttest	-13.750	8.252	1.845	-17.612	-9.888	-7.452	19	.000

Table 4.10 shows the result of *output paired sample T-Test*. The mean

score of pre-test and post-test is -13.750, standard deviation is 8.252, and

standard error mean 1.845. The lower difference is -17.612 while the

upper difference is -9.888. The result of t_{count} is -7.452 with df 19 and significance value (Sig 2 tailed) 0.00. Furthermore, with degree of freedom (df) 19, it is consulted to t_{table} with significant level 0.05:2 = 0.025 (two tailed test) and the result is 2.093.

Interpretation for those data can be done by concerning on the value of t_{count} (t_0) and significance value (Sig). The researcher uses both of them to analyze the data and test the hypothesis. In this case, t_0 is compared to t table whereas if $-t_{table} \leq t_{count} \leq t_{able}$, so null hypothesis (Ho) is accepted and if $- t_{count} < - t_{table}$ or $t_{count} > t_{table}$, so null hypothesis (Ho) is rejected (Priyatno, 2012:45). In addition, in interpreting significance value, if it is higher than 0.05 (Sig > 0.05), Ho is accepted while if it is lower than 0.05 (Sig < 0.05) Ho is rejected. In other words, Ho is rejected if Sig < 0.05 and $t_{count} > t_{table}$.

Table 4.10 shows that $t_{count} > t_{table}$ (7.452 > 2.093) and significance value < 0.05 (0.000 < 0.05), so Ho is rejected. It means that there is significant difference of students' reading comprehension ability before and after getting the treatment.

B. Hypothesis Testing

Hypothesis testing in quantitative research is very crucial. As stated previously in chapter I, there are two hypotheses, alternative hypothesis (Ha) and null hypothesis (Ho). Alternative hypothesis (Ha) says that there is

significant difference of the reading comprehension ability before and after using computer based reading of the students on the first grade of MTsN Bandung while null hypothesis (Ho) says that there is no significant difference of the reading comprehension ability before and after using computer based reading of the students on the first grade of MTsN Bandung. The hypothesis testing is concerned on the null hypothesis (Ho). Means, the treatment is effective if Ho is rejected and it is not effective if Ho is accepted.

The testing of hypotheses is done by using paired sample T-test through SPSS 16.0. Whether the null hypothesis (Ho) is rejected or accepted, it will be proved under the interpretation of the output on paired sample T-test. The interpretation is concerning both on the value of t_{count} and significance (Sig). The interpretations to test the hypotheses are stated as follow:

1. If the value of t_{count} is higher than t_{table} in df = 19 with the significance level 0.05:2 = 0.025 (two tailed test) and significance value < 0.05, the null hypothesis (Ho) is rejected. It means that there is significant difference of the students' reading comprehension ability before and after being taught by using computer based reading.

2. If the value t_{count} is lower than t_{table} in df = 19 with the significance level 0.05:2=0.025 (two tailed test) and significance value > 0.05, the null hypothesis (Ho) is accepted. It means that there is no significant

difference of the students' reading comprehension ability before and after being taught by using computer based reading.

Based on the output of the SPSS 16.0 type paired sample T-test analysis on table 4.10, the significance value is 0.000, the value of t_{count} is - 7.452 and t_{table} with the df=19 (two tailed test) is 2.093. The hypothesis testing of this research is done through two interpretations. As stated previously, if $- t_{count} < - t_{table}$ or $t_{count} > t_{table}$ and significance value < 0.05, Ho is rejected and Ha is accepted. Since the value of t_{count} is higher than t_{table} (7.452 > 2.093) and significance value is lower than 0.05 (0.000 < 0.05) so it can be clearly concluded that null hypothesis (Ho) is rejected. It means that that there is significant difference of the students' reading comprehension ability before and after using computer based reading. Therefore, computer based reading is effective in teaching reading and it is suggested to be used.

C. Discussion

As stated previously, the objectives of this research are to know first grade students' reading comprehension ability of MTsN Bandung academic year 2013/2014 before and after being taught by using computer based reading and to find out whether there is any significant difference between two of them.

In order to achieve the objectives of the research, the researcher did some steps to collect the data. The first step was administering pre-test to know students reading comprehension ability before using computer based reading.

Then the researcher gave treatment to the students by teaching reading using computer based reading. It was done twice with two topics, descriptive text and procedural text. The computer based reading here was mainly developed by using AutoPlay Media Studio 7.5 combined with Cambridge Electronic Dictionary. This combination of software allowed to an attractive material with multimedia use. Multimedia such as the use of picture and sound were expected to make students interested to learn and achieved learning objectives faster. Besides, the designed material allowed students to choose the text what they wanted and the quiz gave them opportunity to express their achievement in and as evaluation.

The treatment was done in three steps. The first step was pre-reading by conducting pre-vocabulary activity to activate students' schemata before get ready to read. The second is during-reading activity. As the name, it was the main activity. A text was given and then from the text teacher explained the material inductively. The next was giving four texts that can be chosen by the students freely, but then all of them were discussed together. The word recognition process was guided by concerning difficult words based on the context and using Cambridge Electronic Dictionary that can produce

pronunciation sound. The last was post reading activity by giving them oral quiz. It was also intended as the reinforcement to ensure their comprehension.

The last step of data collection method was administering post-test. It was intended to measure students' reading comprehension ability before the treatment was given. The researcher wanted to know whether or not there is any improvement on their achievement in reading comprehension.

After the-post test was administered, the researcher got the data in the form of pre-test and post-test score. The data were then analyzed by using paired sample T-test through SPSS 16.0. The first output of paired sample T-test shows that the mean score of pre test is 59.25 while on post test is 73.00. Hence, the students' reading comprehension ability on post-test is much better than pre-test. It can be interpreted that the students' reading comprehension ability had been improved after getting the treatment.

The second output shows the correlation of two paired tests. It is known that the correlation value is 0.694 with significance value 0.001. Since significance value is lower than significance level $(0.001 < 0.05)$, so it can be interpreted that there is significant correlation between the result of pre-test and post-test.

Furthermore, the last output of paired sample t-test also shows that the value of t_{count} is -7.452 and the significance value is 0.000. The value of t_{table} in significant level 5% (two tailed test) with df 19 is 2.093. From the data, as described in research finding above, it is concluded that Ho is rejected and Ha

is accepted since the data has fulfilled the requirements in that t_{count} is higher than t_{table} (7.452 > 2.093) and the significance value is lower than 0.05 (0.000 < 0.05). It means that there is significant difference between students' reading comprehension ability before and after taught by using computer based reading.

Regarding on the result of data analysis above, it is strongly related to some advantages served by the use of computer itself as a kind of ICT. Computer based material, also referred as CALL (Computer Assisted Language Learning) give advantages in that it can improve independent language learning environments, provide authentic materials, help learners to understand abstract concepts as concrete images, and improve learners' motivation (Lai & Kritsonis in Sakai : 2007). Warschaur in Sakai (2007) argues that many researchers emphasized motivation as the biggest advantage in CALL applications, since motivation is a very important factor influencing students' success in acquiring language.

The application of CALL in teaching reading also benefited, as what Alkahtani (1999) states that computer based reading facilitates students' reading comprehension and increases their reading speed. Besides, digitized text can be enlarged or presented in high contrasting colors to make it easier to see, matched with a speech engine to hear it read, and translated into other languages for non-English-speaking students (Pacuilla and Rueder, 2004).

All in all, the advantages above imply that the use of computer based reading gives positive effect towards students' reading comprehension ability. It has been verified by the result of data analysis in that there is significant difference between students' reading comprehension ability before and after taught by using computer based reading. Thus, it can be concluded that the use of computer based reading is effective towards reading comprehension ability of the first grade students of MTsN Bandung.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter is devoted to draw some conclusions and suggestions based on the research findings and discussion presented in the previous chapter.

A. Conclusions

Based on the result of data analysis, some conclusions are drawn as follow:

1. The students' reading comprehension ability before being taught by using computer based reading is known based on the achievement of pre-test in that the mean of 20 students' score is 59,25 with only 5% of students get good score, 50% get fair score and 45% get low score.

2. The students' reading comprehension ability after being taught by using computer based reading is better than before using computer based reading since the mean of students' score on post-test is 73.00 with 45% of students get good score, 50% get fair score and only 5% that get low score.

3. The statistical analysis using SPSS 16.0 shows that the value of t_{count} is -7.452 and the significance value is 0.000. The interpretation on chapter IV stated that t_{count} is higher than t_{table} (7.452 >2.093) and significance value is lower than 0.05 (0.000 < 0.05), so the null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. It means that that there is significant difference of the students' reading comprehension ability before and after being taught by using computer based reading. Therefore, computer based reading is effective towards reading comprehension ability and it is suggested to be used in teaching reading skill.

B. Suggestions

This research had proven that the use of computer based reading towards reading comprehension ability is effective. Then, in accordance to

the significances of the research related to the implementation of using computer based reading, the researcher tries to give some suggestions as follow:

1. For The Students

The ability of reading comprehension is very important, since it influences the other language skills and competences and the success of learning any subject matters depends on this skill. In this case, the habit of reading has significant role towards reading comprehension ability. Therefore, students need many practices either through intensive or extensive reading. The development of Information and Communication Technology (ICT) should be utilized as well both to make a better reading habit and improve the achievement on reading skill.

2. For The Teacher

There are many ways to improve students' reading comprehension ability, one of them is by using computer based reading since it can facilitates students' reading comprehension ability and increases their reading speed. It also takes place of roles in involving and improving students' motivation. In developing attractive and motivating materials is not always difficult, teacher can use AutoPlay Media Studio and supporting software such as Cambridge electronic dictionary with sound effect as the researcher did in this research as computer based reading.

The English teacher should be open minded with the use of technology to improve their way of teaching, so their students will not be bored with conventional way of teaching in the classroom and they are motivated to improve the ability, especially in reading skill.

3. For The Institution

The institution, in this case MTs Negeri Bandung has sufficient facility to apply computer based reading. However the facility is not optimally used yet or in other words computer based reading is never being applied. It is necessary to utilize the facility such as computer units in the computer laboratory as well as possible. In addition, the teachers can be trained to have enough capability both to develop and operate the program for computer based reading.

4. For The Future Researcher

As this research is not perfect yet since there are some delimitations founded in conducting this research. It is suggested to the future researcher to conduct next research in the same field, especially on Computer Assisted Language Learning (CALL) area, either on reading skill or different focus. The improvement can be done through the method of research and the more complex material. The true experimental research is suggested to get a better and satisfying result. Some ways such as combining computer based test and adding the other

multimedia to make a more attractive material are strongly
recommended.

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Appendix 1

<div align="center">

PRE-TEST

</div>

Text 1

<div align="center">

How to Repel Mice

</div>

Mice might look cute, but they can be harmful pets that destroy household items, eat and mess with food and can spread diseases through their feces and parasites they carry. But, it can be prevented by following some useful tips on how to repel house mice.

First, use peppermint and put the peppermint near wall corners. Then pour generous amount of peppermint oil on cotton balls. Next place the saturated cotton balls on areas where mice are possibly seen-around counter tops, under the sofas in your living room. And the last, put them behind selves, wall corners or on the floor beneath your kitchen sink.

<div align="right">

Taken from: Persiapan UN Bahasa Inggris untuk SMP/MTs

</div>

I. *Choose the best answer by crossing (x) the letter a, b, c or d!*
1. What is the main idea of paragraph 1?
   a. The look of a mice
   b. The hobby of a mice
   c. The reason of why mice should be repelled
   d. The steps to repel mice
2. "…..put them behind selves……."
   The underlined word refers to…..
   a. Pets
   b. Mice
   c. Peppermint oil
   d. Cotton balls
3. After pouring peppermint oil on cotton balls, what is the next step?
   a. Put the peppermint near wall corners
   b. Place the saturated cotton balls on on areas where mice are possibly seen
   c. Put peppermint behind selves
   d. Put peppermint oil under the sofas in your living room
4. "……harmful pets that destroy household……."
   What is the synonym of the underlined word?
   a. Damage   c. Annoy
   b. Smell   d. Carry

5. From the text above, we can conclude that……
    a. Mice can spread severe diseases
    b. Mice love peppermint
    c. We can place oil everywhere to repel mice
    d. Peppermint oil is useful to repel mice

Text 2

Curried Rice

Prepare some materials before you try to make it. You need 1 cup uncooked rice, 2 tablespoons butter, 1 teaspoon curry powder, ½ chopped onion, 1/2 cup raisins and 2 cups water.

First, find a large saucepan or frying pan which has a lid, place on medium heat, add butter, and then add chopped onion. Cook the onion for a couple of minutes until it starts to brown slightly. Make sure to add curry powder stir with onions for a minute. Then add raisins, rice and water. Finally, put on lid and simmer until water is absorbed (for about 15 minutes).

Taken from: Scaffolding: English for Junior High School students grade VII

6. What does the text tell you?
    a. How to make curried rice
    b. How to fry curried rice
    c. How to get curried rice
    d. How to find curried rice
7. The following is NOT the ingredient to make curried rice…..
    a. 2 cups water   c. 1 cup uncooked ice
    b. 1 teaspoon curry powder   d. 2 teaspoons sugar
8. We need for about ……..minutes to cook curried rice.
    a. 20   `   c. 5
    b. 15   d. 25
9. How much raisins is needed to cook curried rice?
    a. 2 cups   c. ½ cup
    b. 1 cup   d. ¼ cup
10. What is kind of the text above?
    a. Narrative text
    b. Procedural text
    c. Descriptive text

d. Recipe text

Text 3

My Family

My family has four members: those are I, my sister, and parents of course. My mother is 47 years old. Her name's Anisa. She is still slim because she always tries to stay in shape. She is very good-looking, always well-dressed and elegant. My father, Lukman, is 5 years older than my mother. He is 52. He has bright blue eyes.. He's very hard-working. He is working in a travel company. He can even make a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers'.

Finally, my sister Nadina. She is 22. She has long wavy hair and freckles. She is definitely shorter than me. She is rather introverted. But she is very sensible, smart and co-operative. Right now she is studying English and also knows Arabic and Mandarin. I want to be so smart as she is.

They all, except me, speak Sundanese very well, because we were living in Bandung for 5 years. My sister have been going to primary school there. Unfortunately I was only 5 years old when we moved to Jakarta, so I can't speak Sundanese. Now we are happily living in Jakarta.

Adapted from: http://www.englishindo.com/2012/03/simple-descriptive-text-examples.html

II.   Read the statements below, then write "T" if those are true and write "F" if those are false based on the text above!

11. My father is older than my mother.   (………..)
12. The members of my family are
     my parents, my brother, and I.   (………..)
13. My mother and father can cook well.   (………..)
14. My family is living in Jakarta.   (………..)
15. I can speak Sundanese well.   (………..)

III.   Complete the statements below based on text 3!

16. There are …………….members in my family.
17. My mother is ………years younger than my father.
18. My father is working in a ………….
19. …………..is a subject being studied by my sister right now.
20. My family once lived in …………city for 5 years.

Appendix 2

KEY ANSWER OF PRE-TEST

1. C
2. D
3. B
4. A
5. D
6. A
7. D
8. A
9. C
10. B
11. T
12. F
13. T
14. T
15. F
16. Four /4
17. Five /5
18. Travel company
19. English
20. Bandung

Appendix 3

<div align="center">

POST-TEST

</div>

Text 1

<div align="center">

Making Scrapbook

</div>

Scrapbook is a book with empty pages where you can stick pictures, newspaper articles, or other thing you want to keep. You can use drawing books or you can make your own scrapbook by using HVS paper. Stick your HVS paper together with strong paper glue, use your creativity to create its cover.

These are some steps how to make scrapbook. First of all, prepare for about 10 sheets of HVS paper, paper glue 1, thick paper (for its cover), some stickers, picture or other accessories. Step one, glue together all HVS on its left side or on top side. Glue it for about 2 cm on each side you choose (left or top). Step two, make the cover. Stick all the accessories you have chosen to the front cover, then stick it to the HVS. Your scrapbook is ready to use.

Taken from: English in Focus for grade VII Junior High School

I. Choose the best answer by crossing (x) the letter a, b, c or d!

1. What is the kind of the text above?
   a. Narrative
   b. Recount
   c. Monologue
   d. Procedure
2. What are the materials needed to make a scrapbook?
   a. Handbook, HVS paper and glue
   b. Pictures, newspaper and article
   c. HVS paper, thick paper, accessories and paper glue
   d. HVS paper, paper glue, thick paper and articles
3. What is the main idea of the second paragraph above?
   a. The materials which are needed to make a scrapbook
   b. The description of a scrapbook
   c. The use of scrapbook
   d. The materials and steps in making scrapbook
4. Refers to the text, what can we use to make a scrapbook?
   a. We can make it from HVS paper
   b. We can use drawing book or make our own scrapbook by using HVS paper

c. We can use school book or writing book

d. We can use writing book or drawing book

5. What is the last step in making scrapbook?

   a. Stick all the accessories that have been chosen to the front cover, then stick it to the HVS

   b. glue together all HVS on its right side or on bottom side

   c. glue together all HVS on its left side or on top side

   d. stick pictures, newspaper articles, or other thing you want to keep

Text 2

Fried Chicken

You will need 1 pound of chicken, 1 teaspoon of salt, 4 cups of cooking oil, 1 teaspoon of pepper, 1 cup of flour and a dash of chili powder.

First off all, put flour, salt, pepper, and chili powder in a plastics bag and shake to mix. Next, cut chicken in to small pieces, add them to the bag and shake to coat the chicken with seasoned flour. After that, heat the oil in a heavy frying pan over medium-high heat and cook the chicken is golden brown. Finally, drain the chicken and serve.

Taken from: persiapan UAN Bahasa Inggris untuk SMP/MTs

6. The text above is about……

   a. How to fry fried chicken

   b. How to make fried chicken

   c. How to get fried chicken

   d. How to serve fried chicken

7. "………, and <u>shake</u> to coat the chicken with seasoned…."

   The underlined word means……

   a. Turn down   c. Put off

   b. Move around   d. Get on

8. How many materials do we need to make the fried chicken?

   a. Six   c. Eight

   b. Seven   d. Nine

9. Below are what we need to make fried chicken, except…..

   a. Flour   c. Sugar

   b. Pepper   d. Salt

10. "…….add <u>them</u> to the bag…….."(Paragraph 2)
   The underlined word refers to…….
   a. Flour, salt, pepper, and chili powder
   b. Flour, pepper and salt
   c. Chicken and seasoned flour
   d. Small pieces of chicken

   Text 3

My lovely home

My house is only a five minutes walk from school. It's not very big, but very cosy and quiet. This is the place where my family and I can relax and find our own space. In our home, we really enjoy our relaxing time from the pressure of school and work.

It has a nice and warm living room. There is a beautiful painting of scenery hanging on the white-painted wall. My father is a keen gardener. He puts some pots of indoor plants near the door. In a low cabinet, you will see the trophies, pictures of my family, small toys,and some books. There are two bedrooms, they are my parents' and mine next to the living room. I am lucky to have a room to myself. I paint the wall green because it is my favourite colour. There is a bed here. Beside the bed, there is a desk and a chair. I do my homework there. I also put a computer there. A small wardrobe is next to the desk. The kitchen is my mother's domain. My mother keeps it clean all day. There is a blue wall cabinet in it. It harmonizes with the grey wall tiles. Behind the kitchen, there is a bathroom which is always clean.

However, only few will give my home a second glance. Still we are very proud of it. It may not be a perfect one but, all the same, it is home sweet home.

Adapted from : http://simplesummer10f.blogspot.com/2013/04/descriptive-text.html

II.   *Read the statements below, then write "T" if those are true and write "F" if those are false based on the text above!*

11. My house is far from my school.   (………)
12. There is a garden around my house.   (………)
13. There are some indoor plants in my living room. (………)
14. I have a white-painted room.   (………)
15. There is a desk beside my bed and the wardrobe is
    next to the desk.   (………)

III.   Complete the statements below based on text 3!

16. There are …….rooms in my house.
17. I paint my room ……..because that is my favorite colour.
18. My father puts some pots of …………near the door.
19. I put a ………..on the my desk.
20. My mother always keep our ……….clean all day.

Appendix 4

KEY ANSWER OF POST-TEST

1. D
2. C
3. D
4. B
5. A
6. B
7. B
8. A
9. C
10. D
11. F
12. F
13. T
14. F
15. T
16. Five /5
17. Green
18. Indoor plants
19. Computer
20. Kitchen

LESSON PLAN 1

School   : MTsN Bandung

Class/semester   : VII/II

Subject   : English

Skill   : Reading Comprehension

Material   : Descriptive text

A. Standard Competence
11. Understanding the meaning of written functional text and simple short essay in the form of descriptive and procedural text related to surrounding environment.

B. Basic Competence
11.1   Responding the meaning of short written functional text accurately, fluently and acceptable related to surrounding environment
11.2   Responding the meaning and rhetorical steps accurately, fluently and acceptably in simple essay related to surrounding environment in the form of descriptive and procedural text
11.3   Reading loudly and meaningfully functional text and short essay in the form of descriptive and procedural text with acceptable expression, pitch and intonation.

C. Indicators
1. Reading loudly texts in computer screen related to the material with accurate expression, pitch and intonation
2. Identifying definition, goal, generic structure, characteristics and tenses used in descriptive text
3. Answering questions on quiz session orally at the end of lesson related to overview of descriptive text and the details of texts have been discussed

D. Time Allocation
2 x 40 minutes

E. Teaching and Learning Objectives
1. Cognitive
   At the end of teaching learning process, students are able to:
   a. Read descriptive text in computer screen related to the material with accurate expression, pitch and intonation
   b. Identify definition, goal, generic structure, characteristics and tenses used in descriptive text

c. Answer questions on quiz session orally at the end of lesson related to overview of descriptive text and the details of texts have been discussed

2. Affective
   a. Students are actively involved in teaching learning process by showing some characters (honest, responsible, creative, critical, and logical)
   b. Students can participate and work cooperatively in teaching learning process by asking question, giving idea and opinion and communicates in a good manner

3. Psychomotor
   Students are active in discussing the generic structure and content of descriptive text by operating material on Autorun file of AutoPlay Media Studio 7.5 containing computer based reading that has been prepared

F. Material
Descriptive text

G. Method
Method   : Computer Assisted Language Learning (CALL), Communicative Language Teaching (CLT) & inductive method of teaching
Strategy   : explanation, whole class discussion, pre-vocabulary reading, quiz

H. Activities

Teacher	Students
1. Early activities	
Introduction	
Greeting	Answering the greeting
Checking students' attendance list	Pay attention to attendance list checking
Preparing all tools needed(Autorun file of AutoPlay Media Studio 7.5 containing CBR on computer and portable loudspeaker)	Checking (making sure) the file has been in their each computer being faced
Explaining how to use buttons and instruction in Auturun of AutoPlay media studio 7.5 containing computer based reading	Listening to teacher's explanation

Guiding students to open "cover page" of Autorun file containing the topic will be discussed (Descriptive text)	Opening "cover page" of Autorun file containing the topic will be discussed (Descriptive text)
Guiding students to discuss what they have known (students' schemata) about the topic	Express what has been their schemata about the topic

2. Main Activities	

Exploration	
Guiding student to open "overview page" of Autorun file containing the explanation of Descriptive text	Opening "overview page" of Autorun file containing the explanation of Descriptive text
Showing an example of descriptive text	Opening and reading the example of descriptive text shown by teacher
	Answering teacher's question about the text
Asking students to discuss the text	
Giving students chance to express what they know about descriptive text based on the text being discussed	Expressing what they know about descriptive text based on the text being discussed

Elaboration	
Showing and explaining definition, goal, generic structure, characteristics and tenses used in descriptive text	Operating each computer unit and pay attention to teacher's explanation
Guiding students to open "picture page" of Autorun file as pre-vocabulary teaching of texts will be given later	Opening "picture page" as teacher's direction
Introducing and drilling each picture as pre vocabulary teaching	Listening to teacher drilling of the pictures and practice them
Guiding students to open "text page" and allow them to choose and read the four text given	Opening "text page"

Asking students to read the four texts by themselves	Reading the four text by their choices
Asking students to find difficult vocabularies	Finding difficult vocabularies in texts
Giving the true example of how to read the texts	Listening to teacher's example and practice them
Guiding students to discuss the texts one by one	Involved in the discussion about four texts
Discussing difficult vocabularies found by students by using Cambridge Electronic Dictionary and show them how to pronounce it by the support of portable loudspeaker	Listening and repeating the pronunciation of the difficult vocabularies shown by Cambridge Electronic dictionary
Confirmation	
Guiding students to open "quiz page" and directing them to open one by one question (also as review)	Opening and answering (Involved in Quiz) the questions
Giving feedback to the activities done	Pay attention to the feedback, reinforcement and motivation given by the teacher
Giving reinforcement for what have been discussed	
Giving motivation for those lack in understanding descriptive text	
3. Final Activities	
Asking students of what they feel toward the learning activity and their difficulty in reading comprehension	Expressing their feeling and difficulties toward the learning activity

Closing the learning by greeting	Answering the greeting

I. Source
The material taken from :
- " English in Focus" untuk kelas VII SMP/MTS, Departemen Pendidikan Nasional
- Scaffolding: English for Junior High School students grade VII
- Some sources in internet and combined in one Autorun file of AutoPlay Media Studio 7.5
  - http://www.englishindo.com/2012/03/simple-descriptive-text-examples.html
  - http://simplesummer10f.blogspot.com/2013/04/descriptive-text.html
  - Etc.

J. Media
Computer units, portable loudspeaker, pictures, AutoPlay Media Studio 7.5, Cambridge Electronic Dictionary

K. Evaluation

No.	Type	Technique	Form
1.	Observation, oral assignment	Oral test (Quiz) for "reading comprehension"	Doing oral test(Quiz), observing students' attitude

L. Assessment Guide

Criteria	Very active in discussion and Quiz, respond accurately based on the texts, use good English with correct pronunciation	Active in discussion and Quiz, respond texts well, use good English but sometimes the pronunciation is error	Rarely active in discussion and quiz, fair response of texts, poor in using English	Lack-active in discussion and quiz, poor response of texts, never use English
Score	A	B	C	D

	(outstanding)	(good)	(satisfactory)	(need improvement)

Adopted from rubrics developed by J. Eury (1994), fairlax country public schools.

MATERIAL

"Descriptive text"

My Toy

I have a toy. It is a bear doll, and I call it Teddy.

Teddy Bear is an American origin. My Dad bought it as a *present* for my birthday last year. The doll is small, *fluffy* and cute. It has got thick brown *fur*. I wash it at laundry at least once a month.

Every night Teddy accompanies me sleeping. When I am at school, Teddy stays on my bed. Teddy bear is really nice, *adorable* and *charming* toy. I love my Teddy bear very much.

The text above is a descriptive text. The further explanation is as follow:

a. Definition : a text that describes the features of someone, something, or a certain place.

b. Aim : to give information to the readers by making them see, hear, feel, etc. what is described in the text.

c. Generic structure
1. Introduction : gives general information about the object (for example name and location)
2. Description : describes the object in details (includes parts, colour, size, etc).

d. **TENSE** used in Descriptive text:
   - Present Tense
   - Past tense (to describe an object that does not exist anymore)

e. Characteristic : Usually, there is personal involvement/writer opinion about the object at the end of paragraph.
f. In describing object, we need **adjectives,** such as *small, cute, nice,etc.*
   The following texts are those discussed in main activity of learning:

Text 1

My Bag

I have a bag. Its color is pink. I always bring it whenever I go to school. It is made of strong fabric.

My bag isn't expensive, but it is very useful to me. My bag has several different parts. The fisrt part is the pocket where I put scissors, hand phone, double tip, mirror, and tissues. The second part is the main part. I always put my books, my pencil case, my lunch box, and my electronic dictionary. And the last part is small pocket at the right and left side of the bag. I keep a big bottle of plain water in this pocket. And I always wash my bag once six month, because it make my bag keep clean.

My bag is simple, but it help me to bring everything what I need. I love my bag !!!

Text 2

My Bedroom

My bedroom is at the back part of the house. It is only three meters long and two and half meters wide.

Both the door and the small window face a narrow corridor. there is a bed across from the door. A table and an old chair stand near the window. On the wall above the table a ten-Watt tube lamp lights the room and functions as a reading lamp as well. In the corner near the table there is a small wardrobe where I put my clothes and some of my books, especially the old ones.

Although the room is not large, I live comfortably in it.

Text 3

My House

My name is Adinda. I live with my parents at sudirman no 42 street. I live in a small house. It has five rooms. There are two bedrooms, a living room, a bathroom, and a kitchen. Although it is a small house, but I like living here to spend my leisure time. When the door is opened, I can see the living room. It is not big with three chairs and a table, nothing else. I often reads novel in this room.

My bedroom is in the left side of the living room. In this room there is a table next to my bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and do other activities.

Next to my bedroom is my mother's bedroom. I do not know what is inside because I never come in to see it. In the right side of the living room there is a kitchen. If I am getting hungry, I go to the kitchen to eat my mother cooking. I like my mother cooking so much because my mother cooking is very delicious.

All in all, I know my house is small, but it is the best and the most enjoyable place I've ever known.

Text 4

My Pet

My pet animal is cat .I call it mini ' it is white in color and beautiful to look at .Its whole body is covered with soft fur .

It has a long tail and round head . lt's eyes and ears are very cute . lts four legs have some sharp claws by which it can easily kill the rats .

I like mini very much for its good nature. When l call it mini, it comes to me mewing . I give it fish, meat, milk and rice. It is fond of milk but it does not steal it. So, every member of our house loves mini dearly.

The questions of quiz:

1. What kind of text we have just discussed?
2. What is descriptive text?
3. What is the tense used in descriptive text?
4. How is the generic structure of descriptive text?
5. What is the colour of the bag?
6. What is this?

7. What is the thing that not in the main part of the bag?
   a. Book   c. Lunch Box
   b. Pencil case   d. Scissor
8. What is the kind of pet in the text?
9. What is the colour of the cat?
10. What is the name of the cat?
11. What is this?

12. How many rooms in the house?
13. What does usually Adinda do in her room?
14. What is this?

15. What is this?

16. Where is the bedroom?
17. What are stands near the window?
18. What is this?

Key Answer:

1. Descriptive text
2. A text that describes the features of someone, something, or a certain place.
3. Present tense & sometimes uses past tense to describe things that doesn't exist anymore
4. Descriptive text consist of introduction and description
5. Pink
6. Scissor
7. Scissor
8. Cat
9. White
10. Mini
11. Tail
12. Five
13. Play on-line games, reading or chatting via facebook
14. Living room
15. Kitchen
16. At the back part of house
17. A table and a chair
18. Wardrobe

Tulungagung, February 17th 2014

Researcher

(Widya Septiani)

NIM.3213103029

Appendix 6

LESSON PLAN 2

School   : MTsN Bandung

Class/semester   : VII/II

Subject   : English

Skill   : Reading Comprehension

Material   : Procedural text

A. Standard Competence
11. Understanding the meaning of written functional text and simple short essay in the form of descriptive and procedural text related to surrounding environment.

B. Basic Competence
11.4   Responding the meaning of short written functional text accurately, fluently and acceptable related to surrounding environment

11.5   Responding the meaning and rhetorical steps accurately, fluently and acceptably in simple essay related to surrounding environment in the form of descriptive and procedural text

11.6   Reading loudly and meaningfully functional text and short essay in the form of descriptive and procedural text with acceptable expression, pitch and intonation.

C. Indicators
4. Reading loudly texts in computer screen related to the material with accurate expression, pitch and intonation
5. Identifying definition, goal, generic structure, characteristics and tenses used in procedural text
6. Answering questions on quiz session orally at the end of lesson related to overview of procedural text and the details of texts have been discussed

D. Time Allocation
2 x 40 minutes

E. Teaching and Learning Objectives
4. Cognitive
    At the end of teaching learning process, students are able to:
    d. Read procedural text in computer screen related to the material with accurate expression, pitch and intonation
    e. Identify definition, goal, generic structure, characteristics and tenses used in procedural text

      f. Answer questions on quiz session orally at the end of lesson related to overview of procedural text and the details of texts have been discussed

5. Affective
    c. Students are actively involved in teaching learning process by showing some characters (honest, responsible, creative, critical, and logical)
    d. Students can participate and work cooperatively in teaching learning process by asking question, giving idea and opinion and communicates in a good manner

6. Psychomotor
Students are active in discussing the generic structure and content of procedural text by operating material on Autorun file of AutoPlay Media Studio 7.5 containing computer based reading that has been prepared

F. Material
Procedural text

G. Method
Method   : Computer Assisted Language Learning (CALL), Communicative Language Teaching (CLT) & inductive method of teaching
Strategy   : explanation, whole class discussion, pre-vocabulary reading, quiz

H. Activities

Teacher	Students
4. Early activities	
Introduction	
Greeting	Answering the greeting
Checking students' attendance list	Pay attention to attendance list checking
Preparing all tools needed (Autorun file of AutoPlay Media Studio 7.5 containing CBR on computer and portable loudspeaker)	Checking (making sure) the file has been in their each computer being faced
Explaining how to use buttons and instruction in Auturun file of AutoPlay media studio 7.5 containing computer based reading	Listening to teacher's explanation

Guiding students to open "cover page" of Autorun file containing the topic will be discussed (Procedural text) Guiding students to discuss what they have known (students' schemata) about the topic	Opening "cover page" of Autorun file containing the topic will be discussed (Procedural text) Express what has been their schemata about the topic

5. Main Activities

Exploration Guiding student to open "overview page" of Autorun file containing the explanation of procedural text Showing an example of procedural text Asking students to discuss the text Giving students chance to express what they know about procedural text based on the text being discussed	Opening "overview page" of Autorun file containing the explanation of procedural text Opening and reading the example of procedural text shown by teacher Answering teacher's question about the text Expressing what they know about procedural text based on the text being discussed
Elaboration Showing and explaining definition, goal, generic structure, characteristics and sentence used in procedural text Guiding students to open "picture page" of Autorun file as pre-vocabulary teaching of texts will be given later Introducing and drilling each picture as pre vocabulary teaching Guiding students to open "text page" and allow them to choose and read the four text given	Operating each computer unit and pay attention to teacher's explanation Opening "picture page" as teacher's direction Listening to teacher drilling of the pictures and practice them Opening "text page"

Asking students to read the four texts by themselves	Reading the four text by their choices
Asking students to find difficult vocabularies	Finding difficult vocabularies in texts
Giving the true example of how to read the texts	Listening to teacher's example and practice them
Guiding students to discuss the texts one by one	Involved in the discussion about four texts
Discussing difficult vocabularies found by students by using Cambridge Electronic Dictionary and show them how to pronounce it by the support of " portable speaker "	Listening and repeating the pronunciation of the difficult vocabularies shown by Cambridge Electronic dictionary
Confirmation Guiding students to open "quiz page" and directing them to open one by one question (also as review) Giving feedback to the activities done Giving reinforcement for what have been discussed Giving motivation for those lack in understanding descriptive text	Opening and answering (Involved in Quiz) the questions Pay attention to the feedback, reinforcement and motivation given by the teacher
6. Final Activities	
Asking students of what they feel toward the learning activity and their difficulty in reading comprehension	Expressing their feeling and difficulties toward the learning activity

Closing the learning by greeting	Answering the greeting

I. Source
The material is taken from :
- " English in Focus" untuk kelas VII SMP/MTS, Departemen Pendidikan Nasional
- Scaffolding: English for Junior High School students grade VII
- Some sources in internet and combined in one Autorun file of AutoPlay Media Studio 7.5
  - http://www.kursusmudahbahasainggris.com/2013/09/15-contoh-procedure-text-terlengkap-dan.html#ixzz2sKpOCIZA
  - http://www.englishindo.com/2012/02/procedure-text-penjelasan-contoh.html
  - http://lintasgue.blogspot.com/2013/05/procedure-text.html
  - Etc.

J. Media
Computer units, portable loudspeaker, pictures, AutoPlay Media Studio 7.5, Cambridge Electronic Dictionary.

K. Evaluation

No.	Type	Technique	Form
1.	Observation, oral assignment	Oral test (Quiz) for "reading comprehension"	Doing oral test(Quiz), observing students' attitude

L. Assessment Guide

Criteria	Very active in discussion and Quiz, respond accurately based on the texts, use good English	Active in discussion and Quiz, respond texts well, use good English but sometimes the	Rarely active in discussion and quiz, fair response of texts, poor in	Lack-active in discussion and quiz, poor response of texts, never use English

	with correct pronunciation	pronunciation is error	using English	
Score	**A** **(outstanding)**	**B** **(good)**	**C** **(satisfactory)**	**D** **(need improvement)**

Adopted from rubrics developed by J. Eury (1994), fairlax country public schools.

MATERIAL

"Procedural text"

How to wash a Car

Have you ever washed a car? it is not difficult to wash a car.

First, the materials needed are a sachet of car shampoo, a sponge/a sheet of cloth, plas chamois, and water. Then, take water, moisten the body of car and make sure that all of the body became *moist*. Next, pour a sachet of car shampoo into 2-3 liter of pure water. Then, *stir up* the mixture by using a hand. After that, clean up the car by using a sponge with the mixture of shampoo and pure water. Next, *rinse off* the body by water, till it is clean. Finally, *dried up* the body by using a plas chamois.

When the body looks shine, the car is ready to be used. It is easy, isn't it??,....

The text above is a procedural text. The further explanation is as follow:

g. Definition : a text that gives some clues of how to do something through a series of action.

h. Aim : to give direction how to make/to do something

i. Generic structure

1. Goal/purpose : give information about goal of activity
2. Material : things needed to make/do something
3. Steps : information of doing/making something

j. Characteristics :Commonly, procedural text uses ***imperatives sentence.***
    e.g: -pour a sachet of car shampoo into …………

- clean up the car ………….

k. In the text above, you find the words: <u>first, then, next, and finally.</u> These words are called ***sentence connectors.***
Sentence connectors commonly used in procedural text:
First………….   - Next…………..   - Make sure to………
Then………..   - After that………   - Finally………
Etc.

The following texts are those discussed in main activity of learning:
Text 1

How to Operate a TV

Television can be operatted easily. We can turn on and change the channel of television set easily. To on this television we need <u>a cable</u> and <u>stop contact</u>. Then follow this instruction.
Steps/Methods
1.Connect the cable of television to an AC wall outlet
2.Switch the television on by pressing <u>the button</u> of power
3.Chose the channel you like by pressing the button of the channel
4.Enjoy the program you like
If you want to turn on the television or change the channel from far distance, use <u>a remote control</u>. It will help you to operate the television easily.

Text 2

How to Insert a SIM card Cell phone

Cellphone is a modern communication <u>device</u> which connects one to the others by voice, written message and data. However this device can not work until the SIM card is inserted. When <u>inserting</u> the SIM Card to cellphone, make sure that the cellphone has been <u>switched off</u> and follow the direction.
First of all, press the <u>locking catch</u> and slide the cover then lift it off the phone. After that, push two catches in the opposite directions and <u>remove</u> the battery. Next, <u>slide</u> the SIM card carefully into the slot and make sure that the golden connect arson are facing to the connector of the phone. Then, put the battery and align it until snaps into its place. Finally, insert the two catches of the back cover corresponding slot in the phone and slide the cover forward button of the phone until locks into place. Don't forget to <u>switch on</u> the cellphone. Wait until it is ready to use.

Text 3

Nose Bleeds

Have you ever got a nose bleeds? Or what will you do if you find somebody with nose bleeds? In this case, the first aids on nose bleeds is necessary to know.

First, sit the casualty down with their head well forward and ask them to breathe through their mouths and to avoid speaking, swallowing, coughing, and sniffing. Then, get them to pinch their nose just below the bridge. After about ten minutes, get them to release their nose. If the bleeding hasn't stopped, repeat the process for a further 10 minutes. If there is still no improvement, the casualty should be taken to hospital, still leaning forward and pinching their nose. Finally, once the bleeding has stopped, tell the casualty to avoid blowing their nose for a while.

Text 4

Making Meatball

You have to make sure that the materials are available before trying to make meatballs. All you need are 1 kilo of very fine minced meat (preferably beef), 2 eggs, 300 grams of tapioca-flour, 4-8 cloves of garlic, 1 red onion, 1 teaspoon of white pepper, and 2 teaspoons of salt.

First of all,mix garlic, red onion, salt, and white pepper in a mortar or mixer. *Second step*, mix the spice-mixture with the eggs, the tapioca-flour and the minced meat. *After that*, use your fingers, add a cup of water, and keep on working until the mixture feels soft and smooth. *Then*, boil some water in a rather large pot, at least about 2 liters. *Next step*, start rolling the mixture into small meatballs. *Finally*, lower the meatballs into the boiling water. When they float up to the surface the meatball are ready to serve

The questions of quiz:

19. What is the genre of text we have just discussed?
20. What is common sentence used in procedural text?
21. How is the generic structure of procedural text?
22. A procedural text usually consists of "sentence connectors". Could you mention them?
23. What are the things needed to operate a TV?
24. What is this?
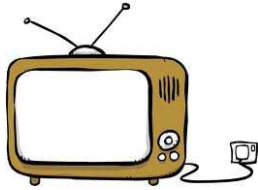
25. What should we use to change channel from distance?
26. What is the synonym of "device"?
27. Why should we insert SIM card?
28. What should we do towards phone before inserting SIM card?
29. What is the synonym of "casualty"?
30. What is this?
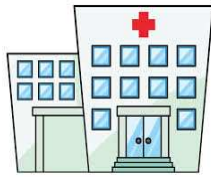
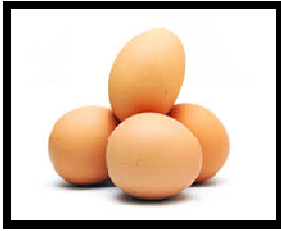31. What should we do if there is no improvement?
32. What is this?

33. What is this?

34. Based on the text, how many eggs we need to make meatball?
35. What is this?

36. What is this?

Key Answer:

19. Procedural text
20. Imperative Sentence
21. Procedural text consist of goal, materials and steps
22. First, second, then, next, make sure to…, finally, etc.
23. Cable, remote control, etc
24. Television
25. Remote control,
26. Tool
27. Because cell phone can't be used without SIM card
28. Turn-off the phone
29. Victim
30. Hospital
31. The casualty should be taken to hospital
32. Meatball
33. Pepper
34. Two
35. Onion
36. Egg

Tulungagung, February 24th 2014

Researcher

(Widya Septiani)

NIM.3213103029

Appendix 7

<h1 style="text-align:center">LIST OF SUBJECTS</h1>

Subjects	Code
Alivia Fatikatuz Zahroh	A
Amanda Iven Dwi Novita	B
Arvian Dwi Nugraha	C
Atika Sovia Rahmawati	D
Ayuni Latifa Arohman	E
Citra Hardiyanti Samsodin	F
Dewi Syifaul Maulidah	G
Ernia Rahma Sharika	H
Evi Umatul Janah	I
Gusma Amin Aziz	J
Kanzenna Kurnia Ashshidieqy	K
Khoirul Midhiawati	L
Lailatul Maghfiroh	M
Lathifatul Husnawiyah	N
Muchamad Khorul Wildan	O
Renaldy Afif Atho'ulloh	P
Rizqi Galuh Agustinasih	Q
Rozita Syazwani	R
Syamsul Huda Harisul Muslimin	S
Tanri Ayuning Tyas	T

Appendix 8

RESEARCH DOCUMENTATION

The students did pre-test before the treatment was implemented

The implementation of the treatment in the computer laboratory

The students did the post-test after the treatment was applied

T Table Statistics

df	Level Of Significance				df	Level Of Significance			
	0.005	0.01	0.025	0.05		0.005	0.01	0.025	0.05
1	63.657	25.452	12.706	6.314	61	2.659	2.298	2.000	1.670
2	9.925	6.205	4.303	2.920	62	2.657	2.297	1.999	1.670
3	5.841	4.177	3.182	2.353	63	2.656	2.296	1.998	1.669
4	4.604	3.495	2.776	2.132	64	2.655	2.295	1.998	1.669
5	4.032	3.163	2.571	2.015	65	2.654	2.295	1.997	1.669
6	3.707	2.969	2.447	1.943	66	2.652	2.294	1.997	1.668
7	3.499	2.841	2.365	1.895	67	2.651	2.293	1.996	1.666
8	3.355	2.752	2.306	1.860	68	2.650	2.292	1.995	1.668
9	3.250	2.685	2.262	1.833	69	2.649	2.291	1.995	1.667
10	3.169	2.634	2.228	1.812	70	2.648	2.291	1.994	1.667
11	3.106	2.593	2.201	1.796	71	2.647	2.290	1.994	1.667
12	3.055	2.560	2.179	1.782	72	2.646	2.289	1.993	1.666
13	3.012	2.533	2.160	1.771	73	2.645	2.289	1.993	1.666
14	2.977	2.510	2.145	1.761	74	2.644	2.288	1.993	1.666
15	2.947	2.490	2.131	1.753	75	2.643	2.287	1.992	1.665
16	2.921	2.473	2.120	1.746	76	2.642	2.287	1.992	1.665
17	2.898	2.458	2.110	1.740	77	2.641	2.286	1.991	1.665
18	2.878	2.445	2.101	1.734	78	2.640	2.285	1.991	1.665
19	2.861	2.433	2.093	1.729	79	2.640	2.285	1.990	1.664
20	2.845	2.423	2.086	1.725	80	2.639	2.284	1.990	1.664
21	2.831	2.414	2.080	1.721	81	2.638	2.284	1.990	1.664
22	2.819	2.405	2.074	1.717	82	2.637	2.283	1.989	1.664
23	2.807	2.398	2.069	1.714	83	2.636	2.283	1.989	1.663
24	2.797	2.391	2.064	1.711	84	2.636	2.282	1.989	1.663
25	2.787	2.385	2.060	1.708	85	2.635	2.282	1.988	1.663
26	2.779	2.379	2.056	1.706	86	2.634	2.281	1.988	1.663
27	2.771	2.373	2.052	1.703	87	2.634	2.281	1.988	1.663
28	2.763	2.368	2.048	1.701	88	2.633	2.280	1.987	1.662
29	2.756	2.364	2.045	1.699	89	2.632	2.280	1.987	1.662
30	2.750	2.360	2.042	1.697	90	2.632	2.280	1.987	1.662
31	2.744	2.356	2.040	1.696	91	2.631	2.279	1.986	1.662
32	2.738	2.352	2.037	1.694	92	2.630	2.279	1.986	1.662
33	2.733	2.348	2.035	1.692	93	2.630	2.278	1.986	1.661
34	2.728	2.345	2.032	1.691	94	2.629	2.278	1.986	1.661
35	2.724	2.342	2.030	1.690	95	2.629	2.277	1.985	1.661
36	2.719	2.339	2.028	1.688	96	2.628	2.277	1.985	1.661
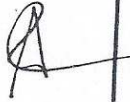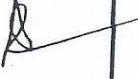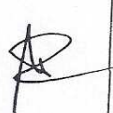
FORM KONSULTASI
PEMBIMBINGAN PENULISAN SKRIPSI

Nama : Widya Septiani

NIM : 3213103029

Jurusan : TBI

Judul Skripsi/Tugas akhir : The Effectiveness of Using Computer Based Reading towards Reading Comprehension Ability of the First Grade students of MTsN Bandung

Pembimbing : Dr. Hj. Dwi Ema H, M. Hum

No	Tanggal	Topik/Bab	Saran Pembimbing	Tanda Tangan
1.	September, 24th 2013	Establishing Topic	- There are many research concerning Scaffolding, so it is better if the topic is changed. Try to explore the use of ICT in teaching-learning. The dependent variable can be defended.	
2.	October, 8th 2013	Seminar of Thesis Proposal & Chapter I	- Don't use so many theories on the background - Paraphrase the Language of the background - concern to the organization of paragraphs and reorganize the idea(s)	

No.	Tanggal	Topik/Bab	Saran Pembimbing	Tanda Tangan
3.	October, 22nd 2013	Chapter II	- paraphrase the language of related theory - conclude the definition of terms or give implication of the theories taken - the content should be strongly related to the topic on the title	
4.	October, 25th 2013	Chapter III	- it is not necessary to take many theories on the explanation of research method, because Chapter III is mainly about your own research - The language used should be re-paraphrased. Don't take too long explanation - Be careful with the content of chapter III	
5	December, 18th 2013	Submission of Chapter I, chapter II, & chapter III	- it is good enough, but make further analysis for reliability, normality and homogenity testing - Prepare the research soon.	

No.	Tanggal	Topik/Bab	Saran Pembimbing	Tanda Tangan
6.	January, 29th 2014	Instrument : Pre test & Post test	- Tests should be appropriate with curriculum - Face validity is achieved, but don't forget to test reliability of instruments	
7.	February, 5th 2014	Software / program for treatment	- discussion of the program/ software : ○ mainly developed by using AutoPlay Media Studio 7.5 ○ supported by Cambridge Electronic dictionary ○ the evaluation is in the form of quiz	
8.	April, 30th 2014	chapter $\tilde{IV}$ & chapter $\tilde{V}$	- organize the idea of paragraphs, each paragraph should be connected with others. - concern to the language used - chapter $\bar{V}$ has been well organized	
9.	May, 14th 2014	submission of the whole chapters & abstract	- Correction on the grammar and structure - Chapter IV should be directly related to answer research problem, so edit and revise the subchapters, no need description of data.	
10.	May, 30th 2014	whole content of Thesis	- approval of the whole content	

BERITA ACARA SEMINAR PROPOSAL SKRIPSI

Pada hari ini Selasa tanggal 8 Oktober 2013 telah
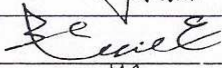
diadakan seminar proposal skripsi:
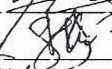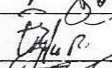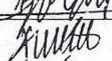
Nama : Widya Septiani

NIM : 3213103029

Jurusan/Prodi : Tarbiyah /TBI

Judul :"The Effectiveness of Using Computer Based Reading towards Reading Comprehension Ability of The First Grade Students of MTsN Bandung"

Dalam seminar tersebut dihadiri oleh:

NO	NAMA	NIM	TTD
1.	Dwi Sulis Setyoasih	3213103010	
2.	Ninis Arhandani	321310 3025	
3.	Ngainun Nisak	3213103024	
4.	Erlin Sanora R.	3213103013	
5.	Tutut Purwatiningsih	321 3103027	
6.	Dian Fitriani	3213103009	
7.	Ernila Rizar	3213103014	
8.	Ghazie	3213103086	
9.	Afriliana	3213103002	
10.	Amirotun Vaflsah	3213103004	

Catatan Revisi:

- Don't use so many theories on the background
- Paraphrase the language
- Concern to the organization of paragraphs and reorganize the idea (s)

Dosen Pembimbing Seminar,

Dr. Hj. Dwi Ema H, M. Hum
NIP 196062019890032002

Nomor : Sti.28/02/TL.00/ 460 /2014   Tulungagung, 10 Januari 2014
Lamp. : --
Perihal : PERMOHONAN IJIN PENELITIAN

Kepada Yth,

KEPALA MTsN BANDUNG

Di – TULUNGAGUNG

Assalamu 'alaikum wr. wb.

Rektor Institut Agama Islam Negeri (IAIN) Tulungagung mengharapkan dengan hormat atas kesediaan Saudara, bahwa mahasiswa tersebut di bawah ini :

Nama   : WIDYA SEPTIANI
NIM   : 3213103029
Semester   : VII
Fakultas   : TARBIYAH DAN ILMU KEGURUAN
Jurusan   : TBI

Mohon diberi ijin mengadakan penelitian (*Research*) dalam rangka penyusunan skripsi dengan judul "THE EFFECTIVENESS OF USING COMPUTER BASED READING TOWARDS READING COMPREHENSION ABILITY OF THE FIRST GRADE STUDENTS OF MTsN BANDUNG", dalam daerah wewenang Saudara, yaitu di MTsN BANDUNG TULUNGAGUNG.

Demikian, atas kerjasamanya disampaikan terima kasih.

Wassalamu 'alaikum wr. wb.

Rektor

Dr. MAFTUKHIN, M.Ag.
NIP. 196707172000 03 1 002

Tembusan:
1. Yang bersangkutan sebagai pegangan

KEMENTERIAN AGAMA
MADRASAH TSANAWIYAH NEGERI BANDUNG
Desa SuruhanLor, Kec. Bandung, Tulungagung (66274) Tlp. 879059

SURAT KETERANGAN
Nomor: MTs.13.115/TL.00.1/ 032 /2014

Yang bertanda tangan dibawah ini, Kepala Madrasah Tsanawiyah Negeri Bandung, Kabupaten Tulungagung, menerangkan bahwa :

N a m a	: **WIDYA SEPTIANI**
Asal Lembaga	: IAIN Tulungagung
N.I.M	: 3213103029
Semester	: VIII
Jurusan	: Tadris Bahasa Inggris
Fakultas	: FTIK

Telah melaksanakan penelitian mulai: 15 Februari s/d 01 Maret 2014 pada Madrasah Tsanawiyah Negeri Bandung, Tulungagung, dengan judul: **The Effectiveness of Using Computer Based Reading towards Reading Comprehension Ability of The First Grade Students of MTsN Bandung.**

Demikian, untuk dapat dipergunakan sebagaimana mestinya.

Tulungagung, 03 Maret 2014

Yang menerangkan,

DRS. NUR ROHMAD, M.Pd.
NIP. 19620525 199203 1 001

DECLARATION OF AUTHORSHIP

The undersigned below:

Name   : Widya Septiani

Place, date of birth   : Tulungagung, September 30th 1992

Address   : Nglampir-Bandung, Tulungagung

Faculty   : Faculty of Education and Teacher Training

Department   : English Education Program (TBI)

States that thesis entitled "The Effectiveness of Using Computer Based Reading towards Reading Comprehension Ability of the First Grade Students of MTsN Bandung" is truly my original work. It doesn't incorporate any material previously written or published by another person except those indicated in quotation and bibliography. Due to the fact, I'm the only person responsible for the thesis if there is any objection or claim for other.

Tulungagung,

WIDYA SEPTIANI

CURRICULUM VITAE

Name   : Widya Septiani

Place, date of birth   : Tulungagung, September 30th 1992

Registered Number   : 3213103029

Address   : Nglampir-Bandung, Tulungagung

Faculty   : Faculty of Education and Teacher Training

Department   : English Education Program (TBI)

Background of the study   :

1. TK Darma Wanita Nglampir   (1997 – 1998)
2. SD Negeri 1 Nglampir   (1998 – 2004)
3. SMP Negeri 1 Bandung   (2004 – 2007)
4. SMA Negeri 1 Gondang   (2007 – 2010)
5. IAIN Tulungagung   (2010 – 2014)