CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter review the understanding theory used study concerning with reading and CALL in task-based learning. To be more specific this review related discusses about:

A. Definition of CALL

Andrew Laghos stated that CALL Computer-assisted language learning (also referred to as computer-aided language learning) could be thought of as the use of computers to help learn languages¹¹. Gamper and Knapp further define CALL as "a research field which explores the use of computational methods and techniques as well as new media for language learning and teaching," and Levy defines it as "the search for and study of applications of the computer in language teaching and learning."

Pota menegakis said that this teaching approach helps the students improve their language skills using the computer¹⁴. The teaching material is

¹¹ Laghos, Andrew.Panayioti Zaphiris. Computer assisted /aided language learning, 2005. P. 331

Gamper, J., & Knapp, J. (2002). A review of intelligent CALL systems. Computer Assisted Language Learning, 15(4), 329-342.

Levy, M. (1997). Computer-assisted language learning: Context and conceptualization. Oxford: Clarendon Press.P.

Menegakis, Pota. 2004. CALL Computer Assisted Language Learning. Second Language Consultant. P.1

delivered electronically via a Web browser, such as Internet Explorer, Netscape Communicator. Courses are delivered through the internet by interactive software such as CD-Rom.

Computer Assisted Language Learning (CALL) is often perceived, somewhat narrowly, as an approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactive element. Levy defines CALL more succinctly and more broadly as "the search for and study of applications of the computer in language teaching and learning". Levy's definition is in line with the view held by the majority of modern CALL practitioners. 16

B. History of CALL

Call's origins and development trace back to the 1960's. Since the early days, CALL has developed into a symbiotic relationship between the development of technology and pedagogy.¹⁷

Communicative CALL is based on the communicative approach that became prominent in the late 1970's and 1980's. In the communicative approach, the focus is on using the language rather than analysis of the language, teaching

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¹⁵ Levy.m. opcit.P.2

¹⁶ Levy.m.opcit.P.3

¹⁷ Laghos, opcit. P.2

grammar implicitly. It also allowed for originality and flexibility in student output of language. It also correlates with the arrival of the PC, making computing much widely available resulting in a boom in the development of software for language learning. The first CALL software in this phase still provided skill practice but not in a drill format, for example, paced reading, text reconstruction and language games but computer remained the tutor. In this phase, however, computers provided context for students to use the language, such as asking for directions to a place.

The earliest applications of CALL date back to the 1960s. Warschauer divides the history of CALL into three stages. ¹⁸

- 1. Behaviorist CALL: This was implemented in the 60s and 70s, and could be considered "a sub-component of the broader field of computer- assisted instruction." Informed by the behaviorist learning model (Kern & Warschauer, 2000), this mode of CALL featured repetitive language drills, referred to as drill and practice.
- 2. Communicative CALL: This emerged in the late 70s and early 80s. It was also during this time that behaviorist approaches to language teaching were being rejected at both the theoretical and pedagogical level, and new personal computers were creating greater possibilities for individual work. Warschauer

Warschauer, M., & Healey, D. (1998). Computers and language learning: An overview. Language Teaching, P.31, 57-71.

mentions that proponents of communicative CALL stressed that computerbased activities should focus more on using forms than on the forms themselves, teach grammar implicitly, allow and encourage students to generate original utterances rather than just manipulate prefabricated language, and use the target language predominately or even exclusively.¹⁹

3. Integrative CALL: This emerged in the late 80s and early 90s while critics pointed out that the computer was still being used in an "ad hoc and disconnected fashion." Warschauer terms integrative CALL as "a perspective which seeks both to integrate various skills (e.g., listening, speaking, reading and writing) and also integrate technology more fully into the language learning process."²⁰

C. Use of CALL for the Four Skills

A number of studies have been done concerning how the use of CALL affects the development of language learners' four skills (listening, speaking, reading and writing). Most report significant gains in reading and listening and most CALL programs are geared toward these receptive skills because of the current state of computer technology. However, most reading and listening

19 Ibid. p.57

²⁰Warschauer, M. (1996). Computer-assisted languagelearning: An introduction. In S. Fotos (Ed.), Multimedia language teaching (pp. 3-20). Tokyo:Logos.

software is based on drills. Gains in writing skills have not been as impressive as computers cannot assess this well.

However, using current CALL technology, even with its current limitations, for the development of speaking abilities has gained much attention. There has been some success in using CALL, in particular computer-mediated communication, to help speaking skills closely linked to "communicative competence" (ability to engage in meaningful conversation in the target language) and provide controlled interactive speaking practice outside the classroom. Using chat has been shown to help students' routines certain often-used expressions to promote the development of automatic structure that help develop speaking skills. This is true even if the chat is purely textual. The use of videoconferencing gives not only immediacy when communicating with a real person but also visual cues, such as facial expressions, making such communication more authentic.

D. Learning Autonomy

There are a number of terms related to autonomy that can be distinguished from it in various ways. Most people now agree that autonomy and autonomous learning are not synonyms of, 'self-instruction', 'self-access', 'self-study', 'self-education', 'out-of-class learning' or 'distance learning'. These terms basically describe various ways and degrees of learning by yourself, whereas autonomy refers to abilities and attitudes (or whatever we think a capacity to control your own learning consists of). The point is, then, that learning by your

self is not the same thing as having the capacity to learn by yourself. Also, autonomous learners may well be better than others at learning by themselves (hence the connection), but they do not necessarily have to learn by themselves. Over the last few years, for example, more and more research is coming out on autonomy in the classroom and 'teacher autonomy'. 21

Using CALL in classroom is kind of learning autonomy because students not only study in the class but also out of class (distance learning). So it is possible from this media to improve students' ability in reading skill.

E. Task-Based Learning

Much of Nunan's discussion focuses on the definition of a "task". After reviewing key definitions from the TBL literature, he presents us with his own:

"A task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, middle and an end."²²

Tasks have been defined in various ways. Nunan draws a basic distinction between real-world or target tasks, and pedagogical tasks. Target tasks, as the

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http://ec.hku.hk/autonomy/what.html. Unknown. Retrieved 2009-10-10

David Nunan, Task-based Language Teaching in the Asia Context: Defining 'Task' in university of hongkong in Asian EFL Journal, Volume 8, Number 3. P. 14.

name implies, refer to uses of language in the world beyond the classroom. Pedagogical tasks are those that occur in the classroom²³.

In a recent book that looks at 'task' more from a language acquisition perspective than a pedagogical one (although it does also deal with aspects of pedagogy), Ellis defines task in the following way:

"A task is a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills and also various cognitive processes."24

It shows how adapted versions of task-based approaches to language learning are well suited to the non-formal context of learning in the framework of European language program. This method relies heavily on learners' involvement and their world knowledge. It places emphasis on the value of the information and experiences which participants bring to the language learning sessions. As participants share their knowledge, experience and opinions, they will also be using their existing language, be exposed to new language and develop a variety of strategies for improving their language skills.

²³ Ibid .P. 14.

²⁴ Ellis, Rod.2006. The Methodology of Task-Based Teaching, (online) .P. 16

TBLL also allows the facilitator to use authentic topic material, which is relevant to the participants' needs and encourages the development of skills necessary for the successful completion of real-life tasks.

1. Task-Based Methodology

Task-Based Methodology Framework (Adapted from Willis, Jane 1996 A Framework for Task-Based Learning, Oxford: Longman)²⁵

a. Pre-Task

Willis suggests that the teacher (facilitator) 'explores the topic with the group and highlights useful words and phrases'. For facilitators' wishing to exploit materials, it is at this stage that the chosen material will need to relate to the task. In preparing for the task fulfillment the facilitator will need to consider how the chosen piece of material will be exploited. Exploring the topic with the group could be by exploitation of a picture, by watching a video clip, or by looking at a text. The material to be exploited can be used for topic content as a springboard or to highlight useful words and phrases. It is up to the facilitator to decide how much language work he/she thinks will be needed by the learners but it is necessary to remember that the purpose of using a piece of material is as a pre-task lead-in. e.g.:

- Material exploitation: using a picture/text etc. to lead into the topic
- Brainstorming: making a list; comparing ideas; sharing experiences
- Activating language: eliciting and providing vocabulary

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²⁵ Willis, Jane 1996 A Framework for Task-Based Learning, Oxford: Longman. P. 2

b. Task Preparation

This has been separated from the Pre-Task phase used by Willis to highlight the importance of preparing learners thoroughly, where necessary rehearsing the task in order to recycle the language and familiarize learners with the context as much as possible.²⁶ If the previous stage involved brainstorming words connected with the topic, this stage could involve learners in a discussion of their attitudes to it, and preparing their arguments for a debate, or their ideas for a leaflet to draw peoples' attention to the issue Learners prepare own input for tasks e.g.

- Planning a report
- Practicing role-play
- · Writing a questionnaire to be administered
- Thinking of issues in a debate
- Brainstorming necessary language
- Activating language: eliciting and providing the necessary language.

c. Task Realization

The two previous stages will have been leading up to this stage by fully preparing learners both ideologically and linguistically for the task. This part of the task cycle will mirror as closely as possible an authentic undertaking which participants in European youth work will have to carry

²⁶ Ibid. p. 2

out. Whether the task is performed, displayed, recorded, conducted as a group, or carried out in small groups the focus will be on successful realization of the task. Learner's produce/perform/present their tasks e.g.:

- Producing a poster
- Performing a role-play
- · Having a debate
- Producing a leaflet
- Giving a presentation

d. Post-Task

Post-Task options Language focus while the task is being carried out, the facilitator may wish to make notes on the language: could any vocabulary be added? Were there any structures that caused misunderstanding or confusion? Were there any phrases which could have been expressed differently? Could any of the language have been used to better effect e.g. made less abrupt, more persuasive etc.? After the task has been completed, participants may wish to look at the material again to gain a better understanding of the language: to look at structures, difficult/unusual vocabulary etc.

e. Feedback and Evaluation

The facilitator may wish to conduct a feedback session to discuss the success of the task and consider suggestions for improving it. Participants may wish to discuss such issues as working together, performing in a group,

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reactions to the topic, amount of language input, things they enjoyed doing,

things they didn't enjoy and so on. Evaluation of the task will provide useful

information for facilitators when planning further tasks. Reflection upon task

realization

• Was it useful?

• Was it enjoyable?

Language reflection, possible further input

• Further exploitation of material for language

Error correction

Reflection by learners

Peer suggestions: 'could you explain...?' 'Could you repeat...?'

F. The Essence of Reading

There are four skills in English which should be mastered, they are:

reading, speaking, listening and writing and it cannot be denied that reading is one

of the most important. Hornby states that reading is the action of person who

reads. Reading is one of four skills in english that the students sshould acquire²⁷. It

is a very important skill that the students need for the success of their studies.

According to Harmer in The Practice of English Language Testing "Reading is an

²⁷ Hornby, A.S. 1994. Oxford Advanced Learner's Dictionary of Current English (5th

Edition). Oxford: Oxford University Press. P. 1425

exercise dominated by the eyes and the brain"²⁸. Specifically, Nunan in his book also said that "Reading is a process of decoding written symbols, working from smaller units (individual letters) to larges ones (words, clauses and sentences)"²⁹.

Based on explanation above, the writer concludes that reading is a process to convey the message or information. By reading, the reader will know what they read and challenged to response the ideas of the author. In order to make the messages or information that comes from the author can be understood and comprehended easily by the reader.

G. Reading Comprehension

It is necessary for the students of Senior High School to master reading comprehension. Cooper stated that Comprehension is a process in which the reader may construct meaning by interacting with the text.³⁰ In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.

According to Singer reading comprehension has been defined as an interpretation of written symbols, the apprehending of meaning, the assimilation of ideas presented by the written, and the process of thinking while deciphering

²⁸ Harmer, Jerremy. *The Practice of English Language Teaching*. New York: Longman, Inc. P. 153

²⁹ Nunan, Opcit. P. 17

³⁰ Cooper, J. D. 1986. Improving Reading Comprehension. Boston: Houghtonmiffin Company. P. 11

symbols³¹. Further, reading comprehension is related closely to the cognitive competence of the readers, because this will produce comprehension. This idea also supported by Parera in Kahayanto, he states as follows:

"Memahami adalah memperhatikan naskah tertulis dengan maksud memahami isinya. Proses ini dilakukan dengan mata diam atau membaca dalam hati. Hasil pemahaman disebut pemahaman bacaan. Cara membaca yang demikian disebut cara membaca pemahaman". 32

In comprehending a topic, the readers interacts with the text relates to the pre-questioning of the text to prior experiences of construct meaning which can be found in the text. Skimming and scanning are two very useful techniques that will help the reader become a better reader.

1. Skimming

Skimming is a technique used to look for the "gist" of what the author is saying without a lot of detail. This reading technique is used if one wants to get a general impression of a book, essay, article and determine whether or not to read it more carefully.³³ Moreover, Yorkey defines that there are two purposes of skimming: to locate a specific word, fact, or idea quickly, and to get a rapid general impression of the material.³⁴ Azies & Alwasilah said

³¹ Singer. 1985. Theoretical Models and Process of Reading. Barkeley: University of California P.

Kahayanto. E. 2005. A Comparative Study on Students' Achievement in Reading I of the Education Study Program of Palangkaraya University who Entered Through PSB and SPMB in Academic Year 2003/2004. Unpublished Thesis. Palangka Raya: P. 9

 ^{2003/2004.} Unpublished Thesis. Palangka Raya: P. 9
 33 Kustaryo, reading technique for college students, jakarta: Departemen Pendidikan dan kebudayaan...
 dirjen dikti Lptk P.5

³⁴ Yorkey, R.C. 1982. Study Skills for Students of English. Vermont: McGraw-Hil P.134

"Aktifitas skimming melibatkan proses membaca, sekalipun dengan kecepatan melebihi kecepatan membaca pada umumnya" 35.

Thus, in skimming the text, a reader needs to practice in order he or she can learn the key words and phrases which can cover all the material he or she is reading. To do the skimming, the reader should go through a passage quickly, jumping over parts of it, in order to get a general idea of what it is about.

2. Scanning

Scanning is quickly reading to find the specific information Brown stated that, scanning is quickly searching for some particular piece or pieces of information in a text.³⁶

By scanning, a reader mean glancing rapidly through a text either a text either to search a specific piece of information (e.g. name, date) or to get an initial impression of whether the text is suitable for a given purpose", Nuttall in Kahayanto. When scanning the reader lets his or her eyes wander over the text until he or she is looking for, whether it is a place, a kind of food, a kind of verb, or a specific information. To enable the student to scan effectively, he or she should know what kinds of information he or she needs, also, he or she

³⁵Azies & Alwasilah. 1996. Pengajaran Bahasa Komunikatif. Bandung: PT. Remaja Rosdakarya Group. P. 114

³⁶ Brown, H Douglas. 2001. Teaching by Principles. San Francisco: Addison Wesley Longman, Inc.

should have the strong belief where he or she will find such information needed from the text.³⁷

H. Schema Theory Background and Knowledge in Reading

Schema Theory is the source of some questions like: How do readers construct meaning. How do they decide what to hold on to, and having made that decision, how do they infer a writer's message. The reader brings information, knowledge, emotion, experience, and culture that is, schemata (plural) – to the printed word.³⁸

Beside that, this idea also support by Clarke and Silberstein in Brown capture the definition of schema theory as follows:

"Research has shown that reading is only incidentally visual. More information is contributed by the reader than by the print on the page. That is, readers understand what they read because they are able to take the stimulus beyond its graphic representation and assign it membership to an appropriate group of concepts already stored in their memories, Skill in reading depends on the efficient interaction between linguistic knowledge and knowledge of the world". 39

There are two categories of schemata, as follows:

- 1. Content Schemata include what we know about people, the world, culture, and the universe
- 2. Formal Schemata consist of our knowledge about discourse structure.

³⁹ Ibid. P. 300

³⁷ Kahayanto. E. opcit. P 11

³⁸ Ibid. P. 299

In line with the explanation above, the writer conclude that the use of pre-questioning is to build readers' content schemata which are related to the background of knowledge.

I. Some Factors that Influence Students' Reading Comprehension Achievement

There are two factors that influence the students' reading comprehension achievements and they are related one another, they are: internal factor and the external factor.

1. The Internal Factor

The internal factor means the factor which come from the reader himself. 40 Or usually known as personal factor, because the factor has existed inside the reader. This factor dealt with self-motivation and interest.

a. Motivation

Motivation plays an important role in comprehending the text. The students will be motivated to read when they fell that they need something from the text. Brown divided the motivation theory into two kinds, they are: intrinsic and extrinsic motivation⁴¹.

Edward Deci in Brown defined intrinsic motivation, as follow:

"Intrinsically motivated activities are ones from which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic

⁴⁰ Kahayanto. Opcit P. 13 ⁴¹ Brown. Opcit. P.75

reward. It is aimed at bringing about curtaining internally rewarding consequences, namely, feelings of competence and self-determination."⁴²

On the other one, extrinsic motivation defined by him as extrinsically motivated behaviors that carried out in anticipation of a reward from outside and beyond the self. Such as; money, prizes, grades, and even certain of positive feedback.

b. Interest

Interest is being one of the important factors in order to increasing the students' comprehension achievement in reading. If one has interest to read, it means that he or she will get a good achievement. On the other side, if the reader has no any interest to read, it can influence his or her achievement.

In line with the explanation of motivation and interest above, in this study the writer interested to use pre-questioning to build up the students' motivation and interest, and also want to see the effect of using pre-questioning in relationship with the students' reading comprehension achievements. Because, it is impossible for the students to understand the text if he or she has no interest and motivation to read. So, it can be concluded that the good interest and motivation result the good achievement of the students.

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⁴² Brown Opcit P 76

2. The External Factor

The external factor has a close relationship to reading material and teacher of reading. They are related one another.

a. Reading Material

The students' achievements' in reading depends on the level of the difficulty of the text. Thus, it can influence students' achievement if the text given is not at the right level of the difficulty of the readers or the students.

b. Teacher of Reading

The teacher of reading should be careful in choosing the text and giving the tasks because they are related to the students' reading comprehension achievements.

J. Previous Study

Since CALL was applied in teaching learning process, the people also research about it in task-based learning in classroom. For example in previous study that has been done by Marta Gonzalez-Lloret in "designing task-based call to promote interaction: en Busca de Esmeraldas" showed that there are steps necessary for designing an effective language learning tool to foster communication and negotiation⁴³. The first part of this article presents the steps necessary for designing an effective language learning tool to foster

Gonzalez-Lloret, M. (2003). Designing Task-Based CALL To Promote Interaction: En busca de Esmeraldas. Language Learning & Technology 7.1.86-104 p.1

communication and negotiation, taking into consideration the importance of supporting integral education, using tasks, providing elaborated input and feedback, and promoting collaborative learning. The second part of the article reports on presents the steps necessary for designing an effective language learning tool to foster communication and negotiation, taking into consideration the importance of supporting integral education, using tasks, providing elaborated input and feedback, and promoting collaborative learning. He is Busca de Esmeraldas" is a two-part network-based activity: Part one is the search for a map, and part two is the search for the emeralds. This paper describes part one. The simulation component of "En Busca de Esmeraldas" consisted of 23 Web pages designed with Claris Homepage 3.0, which incorporated 23 image files, two audio files (created with Microsoft Sound Recorder for Windows 98 and compressed and modified with Awave software), and two QTVR movie files created with Quick Time VR software.

Another study by Smith in "Task-based learning in the computermediated communicative ESL/EFL classroom" show that a classroom-based study that explores some of these potential benefits for younger learners of English in a North American (US) public school ESL classroom setting. Data from learnerlearner chat interaction are used to illustrate several of these potential benefits as

44 Ibid. p.2

well as some drawbacks to using such a pedagogical approach with younger language learners⁴⁵.

From the previous above, there are some differences from this study but also it had the same technique in teaching language. The researcher used classroom action research as research design. This kind of study methodology in research study with CALL in task-based learning was never implemented before. The previous study above focused in designing an effective language learning tool to foster communication and negotiation and classroom-based study that explores some of these potential benefits for younger learners of English in a North American (US) public school ESL classroom setting. But the researcher focused on implemented to teach reading, students' response and to know class atmosphere when the CALL implemented in task-based learning. The researcher used observation checklist, questionnaire, and field note, to gain data.

The object of the research of the researcher and the writer previous was not same, the researcher conducted at the second grade in SMA Muhammadiyah 2 Surabaya, but Smith conducted in public schools in north America (US) and Data from learner-learner chat interaction are used to illustrate several of these potential benefits as well as some drawbacks to using such a pedagogical approach with younger language learners, Marta only described

Smith, Bryan. 2009. Task-based learning in the computer-mediated communicative ESL/EFL classroom, (online), Retrieved on 2009-11-18 (http://www.tell.is.ritsumei.ac.jp/callejonline/journal/11-1/smith.html)

designing task-based CALL to promote interaction: en busca de Esmeraldas and conducted in Twelve English-speaking intermediate level students of Spanish as a foreign language at the University of Hawai'i participated in the study. The previous studies have lacking there are, the both of measuring comprehension are difficult, and this study was not specifically designed to measure comprehension or learning.

Actually, this research has excess, there are; this research the first study was conducted in Indonesia. This research also implemented with classroom action research design, with the result that the excess and lacking immediately appear. The researcher concludes that this method gives useful contribution to the learning process.