

COMPUTER-BASED ENGLISH TEACHING AS A METHOD FOR INCREASING STUDENTS' VOCABULARY MASTERY

By

Semi Sukarni

Muhammadiyah University of Purworejo

ABSTRACT

Teaching English to young learners like Elementary School students is different from teaching English to adult learners. Teacher is demanded to certain media and various learning activities to make the students interesting in learning English. The media like computer equipped with LCD can present the teaching materials in interesting way. This reason interest the researchers to conduct research on this topic.

In this study the researcher aims to find out whether the use of computer-based English teaching can improve the students' vocabulary mastery or not to the fifth class of SD Kaliboto in the academic year 2012/2013. The population of the research was the fifth class of SD Kaliboto in the academic year 2012/2013. The total number of population is 19 students. The researchers took all students as the sample. The instrument used in the research was vocabulary test which consists of 30 items: 15 completion and 15 multiple choice. The data were analyzed through descriptive analysis and inferential analysis.

Based on the analysis of the data, the testing of the hypothesis and the discussion in previous chapter, the conclusion can be drawn that the use of computer-based English teaching can improve the students' vocabulary mastery or not to the fifth class of SD Kaliboto in the academic year 2012/2013. It can be proved from the mean score of post-test is higher than pre-test. The mean score of pre-test is 70.9. While the mean score of post-test is 81.2. Moreover the result of t-test is higher than critical value. The result of t-test is 2.443 and the critical value on the table is 1.734.

Key word: computer-based, improve, vocabulary.

A. INTRODUCTION

English teaching has received greater improvement today since the government issued that English is an International language which has to be mastered by graduates. It means the graduates

are expected to be able to communicate in English for the purposes of getting better career. To achieve this, through the department of national education English teaching has been instructed to start from the early education like primary school. It is assumed when English learning is started from the earlier age the achievement will be better.

However, English teaching to Indonesian learners is not an easy task. Since English is hardly spoken in our society or our family environment. It is considered an exclusive thing to communicate in English in our daily routine. So, it becomes our task of English teachers to uncover the society's image that English is not an exclusive thing anymore. To do this, we need media which is able to presents English daily exposure to be brought in our homes (Indonesian English learners). This exposure is very important because it can presents the language as if it were there in our society.

Young learners is characteristic with active creatures that we- teachers cannot make them just listen without any physical movements. We need to consider that they are in playing period. So our teaching media and materials must be relevan to the students' need. Government should provide school with media if the we expect to improve learning outcome. With media the students will be more motivated to take a part in the learning process. It is important for teacher to make the learners involve completely and provide them with joyful learning.

Teaching media is increasingly important especially to the young learners. Through the teaching media the learners become motivated to learn new things, in this case English language. The question is what is the teaching media that is able to attract the young learners to learn a new language? In this case, audio visual media can be the choice.

The audio visual media such as the use of computer in teaching English is able to motivate the young learners to explore the things that they just learned and broaden their knowledge. Through computer teacher may provide them with the better laerning atmosphere. They can provide exposure that cannot be found through manual taeching. Teacher may present simplified films or video clips that students as if they in English speaking community.

Through computes we can prepare teaching materials that can attract the students' interest to learn English. Teaching materials may includes pictures, music, songs, games dan some quizzes. With various materials students will not easily bored to learn English and through the media the learning materials will be more easily understood y the students as a result it will be improve on the learning outcome.

The researcher believes that computer-based for English teaching to young learners is able to motivate them to learn English and they will achieve a good result. The objective of the study

namely (1) to know the students' vocabulary mastery or not through computer-based English teaching; (2) to know whether computer-based English teaching is effective or not for improving students' vocabulary mastery.

B. RESEARCH METHOD

In conducting a research, method is important as a guideline to attain the objectivity of the study. It provides type of research, variable of research, population and sample, sampling technique, research instrument, technique of collecting data, technique of data analysis, and the last is time and location of the research. Those will be presented as follows:

1. Time and Place of the Research

This research was conducted in March 2013. The pretest and the first treatment was carried out on the March 6, 2013 and the second treatment and post-test was conducted on the March 13, 2013. The place of the research was SD Negeri Kaliboto which is located on Jalan Magelang Km. 12 Purworejo.

2. Type of research

This research is an experimental research because the researchers did an experiment and gave treatment to find out whether the computer-based English teaching is effective or not for teaching vocabulary to the fifth grade of SD Kaliboto in the academic year 2012/2013.

3. Variable of the research

According to Arikunto (2006: 118), variable is the object of a research, or things that become points of attention of the research. Concerning with the type of variable, there are two types of variables. They are independent variable and dependent variable. Independent variable was symbolized by "X" called a variable that influence (Arikunto, 2006:119). In this research, as the independent variable is the computer-based English teaching. It is the treatment in the form teaching English lessons by using computer as media. The dependent variable was symbolized by "Y" called the effect variable (Arikunto, 2006:119), and as the dependent variable is the students' vocabulary mastery manifested in the test scores.

4. Population and sample

In this research, the population is the fifth grade of SD Kaliboto in the academic year 2012/2013 which only consists of one class with the total number of 19 students. As the total number of the population is small the researchers used all of the population as sample in this research.

5. The research design

In this research, the writer use pre-experimental design using one-group pretest-posttest design. The design is described as follows:

$$\boxed{O_1 \text{ X } O_2}$$

Sugiyono (2010: 111)

O_1 = pretest

X = treatment using drill

O_2 = posttest

6. Research instrument

In this research the writer used test as an instrument. There are two types of test that used by the writer, namely pretest and posttest. Pre-test is given before treatment has occurred and posttest is given after treatment has occurred. The researchers gave tests and questionnaire to the students. The pre-test contains of 30 items: 15 items of multiple choice and 15 items of completion. And, the post-test is similar to the pretest 30 items of the same content. To complete the data about the application of computer-based English teaching the researchers used questionnaire which consists of 10 items.

7. The Procedure of the Research

(1) Pre-test

Before applying the teaching method (computer-based English teaching) the researchers gave pre-test of vocabulary to the fifth grade to measure their vocabulary's mastery. The vocabulary is limited on Transportation and Profession as the topics are included in the English syllabus of the fifth grade of Elementary school.

(2) Treatment

For treatment the researchers implementing the teaching method for teaching vocabulary about Transportation and Profession. The treatment was conducted twice. The first treatment was teaching vocabulary on transportation and the second treatment was about Profession. In the treatment the researcher taught the students vocabulary by using computer and LCD to present the materials. There were various materials given to the students namely songs, quiz, completion and crossword puzzle. It seemed that the students enjoyed the learning process.

(1) Post-test

It was conducted after treatment. It is vocabulary test to measure the mastery after giving treatment. The questionnaire was also given after treatment. It is used to find out about the students' attitude and preference of the use of th media.

7. Technique of data analysis

In quantitative research, data analysis is an activity after the data from all respondents and other data sources collected. There are two kinds of analysis that used in this research. They are descriptive analysis and inferencial analysis.

a. Descriptive Analysis

This analysis used to analyze the data by describing the data that has been collected. The statistics used are mean analysis and standard deviation analysis. Additionally, the mean, mode, and median, SD, the lowest and the highest scores are also used to analyze the data.

b. Inferential analysis

In this research the writer applies the statistical analysis to analyze the data. The data analysis used is the t-test. T-test is a statistical procedure for testing the difference between two or more means. It is used for estimating the probability that the means have been drawn from the different population (Nunan: 232).

C. FINDING AND DISCUSSION

In this chapter the researchers present the research finding and discuss it. The research findings include a descriptive and inferential analysis. The descriptive analysis is concerned about mean , median, and standard deviation, while inferential analysis include the normality and linearity and hypothesis testing that is the analysis of the correlation of the two variables computer-based English teaching and vocabulary mastery.

1. Descriptive Analysis

The description is presented to describe the data of the two variables, the computer-based English teaching and vocabulary mastery. The description will be in the form of mean , median, and standard deviation.

a. The scores of pre-test

The data of the students' vocabulary mastery in the pre-test were collected on the March 6 2013. The data analysis shows that the highest score was 97, while the lowest score was 27. In general the data analysis result showed that the everage of pre-test was 67.4, while the standard deviation is 4.95.and the median was 53.5 The computation can be seen in the appendix. The complete data of the students's vocabulary in the pre-test is presented in the After knowing the mean score of pre-test, the writer calculated the variance (s^2) and the standard

deviation (SD) by using SPSS. From the result, the researchers got the mean score of pre-test (M) is 67.4 and the standard deviation (SD) is 12.55. Variance is the total square of deviation standard divided by N-1. It is 70. The mean of pre-test is 70.9. It means that the categorized is good.

b. The scores of post-test

From the data, it can be seen that the highest score (H) is 100, the lowest score (L) is 40, the median (Me) is 81.2, the mode (Mo) is 97, the range (R) is 60, and the total score of pre-test (T) is 1544. After knowing the mean score of pre-test, the writer calculated the variance (s^2) and the standard deviation (SD) by using SPSS.

From the result, the writer got the mean score of post-test (M) is 81.2 and the standard deviation (SD) is 1.8. Variance is the total square of deviation standard divided by N-1. It is 60. The mean of post-test is 81.2. It means that the category is very good.

c.. The result of questionnaire

From the data, it can be seen that the highest score (H) is 100, the lowest score (L) is 60, the median (Me) is 80, the mode (Mo) is 90, the range (R) is 30, and the total score of questionnaire (T) is 1640.

After knowing the mean score of questionnaire, the researchers calculated the variance (s^2) and the standard deviation (SD) by using SPSS. From the result, the writer got the mean score of post-test (M) is 82.0 and the standard deviation (SD) is 1.8. Variance is the total square of deviation standard divided by N-1. It is 60. The mean of questionnaire is 82.0. It means that the category is very good.

3. Inferential Analysis

1. Test of hypothesis

From the previous analysis, it shows that with the number of the samples (N=19) and the level of significance is 5%, the result of the computation of t-value is 2.443. Based on the value on t-table for N=18 (decreasing the total number of the students with one) and the significance level is 5%, the value of t-table is 1.734. The computation shows that t-value is higher than t-table that is $2.443 > 1.734$.

From the explanation above it can be stated that the use of computer-based English teaching can improve the students' vocabulary mastery of the fifth class of SD Kaliboto in the academic year 2012/2013. It means that the hypothesis which said "the use of

computer-based English teaching can improve the students' vocabulary mastery of the fifth class of SD Kaliboto in the academic year 2012/2013 is accepted.

D. Conclusion

Based on the analysis of the data, the testing of the hypothesis and the discussion in previous chapter, the conclusion can be drawn that is the use of computer-based English teaching can improve the students' vocabulary mastery of the fifth class of SD Kaliboto in the academic year 2012/2013.

It can be proved from the mean score of post-test is higher than pre-test. The mean score of pre-test is 70.9. While the mean score of post-test is 81.2. Moreover the result of t-test is higher than critical value. The result of t-test is 2.443 and the critical value on the table is 1.734.

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