

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Among languages in the world, English is considered to be an important language for communication as an international language. By learning English, we can get more information which is needed for our future especially the info which has a close relation to the job. In Indonesia, English is taught to the students from first year of Elementary School up to the Universities. According to Roschelle (2000:1), schools today face ever-increasing demands in their attempts to ensure that students are well equipped to enter the workforce and navigate a complex world.

Increasing contact with the target language, then, appears to be one of the most critical factors for successful second language learning (Blake, David, and Dick; 1999:3). No one doubts that going to the region(s) where the target language is spoken and immersing oneself in the society and culture clearly remains a preferred (but expensive) method for acquiring linguistic competence in another language. But what about those students who are unable or unwilling to take advantage of the opportunity to study overseas? Here is where the technology can be of some help. Most second language acquisition (SLA) theorists would agree – in some basic formulation of the issues – that formal second language instruction is often unsuccessful because learners receive impoverished or insufficient input in the target language (Cummins 1998:19). Technology, if used

wisely, can play a major role in enhancing all second language learners' contact with the target language, regardless of their study abroad experiences. But for students who cannot go abroad, technology may provide a crucial avenue of a contact with the target language. Whether or not technology fulfills this promise, however, it depends on how it is used in the curriculum.

Based on the GBPP 1994, the teaching of English for academic purpose involves four language skills, which are : reading, listening, speaking, and writing. Besides those four language skills, the writer realizes that the teaching of grammar still plays an important role in the success of learning English.

During the observation at SCS English Course located in Waru Sidoarjo, the writer found a fact that the teachers still emphasized their teaching material on the traditional method (teacher–students interaction) that could make the students feel bored and passive. The writer also found that the English teachers explained grammar (nouns) only verbally along with some words/sentences written on the whiteboard. They did not use any additional teaching aids, except a whiteboard and a marker which are the most common teaching aids used in every school. This condition makes the students frequently face difficulties in receiving and understanding the long explanation from the teacher in a monotonous way. In other words, this way of teaching is time-consuming, and it makes the teacher and the students bored easily. Gradually the students can lose their interest in the lesson. The other reason why the writer chose Nouns is because it is important for the students to learn to distinguish among Common Nouns, Proper Nouns,

Abstract Nouns, and Plurals, since they all are basic knowledge of learning English.

To overcome this problem, the writer feels it is very important for English teachers to present their lessons creatively, attractively, and interactively to improve their old-fashioned way of teaching in order to make the lesson more interesting and to make the class more alive. Ornstein (1990:515) stated that a good teacher no matter how experienced is a critic of his or her own lesson and seeks new ways for improving the teaching-learning situation. The teachers need to use some visual aids to support their students in the teaching-learning process. Also in her book, Finocchiaro (1975:266) said that the teachers' concern here is with the various ways in which the class itself, with certain kinds of visual aids and instructional material might be used more effectively to develop and sustain motivation, and to produce high achievement. It means, besides a teacher, teaching aids have important roles in achieving the goals of learning.

Therefore the writer feels it is very important for English teachers to use technology to support their teaching. Moreover, in SCS English Course there is also a computer course. Fifteen sets of computers are ready to use. So it is no problem for the English teachers there to implement the help of technology in supporting their teaching method.

1.2 Statement of the Problem

Based on the background of the study above, the problem in this study is formulated as follows:

Is there any significant effect of teaching Nouns by means of the Computer Assisted Instruction on the children's structure achievement?

1.3 Objective of the Study

This study is aimed at finding out whether the students taught by using Computer Assisted Instruction have better achievement on the *Nouns* than those taught by using the conventional instruction.

1.4 Significance of the Study

The writer hopes that this study will help the English teachers find better ways to support their students to improve their grammatical ability. It is also expected that the results of the study can encourage to the college authorities to use computer in supporting the English teaching. It is also the writer's expectation that this study can make the English teachers develop their teaching method so that it will be much better and more successful.

1.5 Scope and Limitation

There are three important technological platforms that provide tools to assist language learning, in order to increase the interactivity such as the Web, CD-ROM applications, and network-based communication (e.g., e-mail, user groups, chat rooms, etc). But this study will only limit and focus on the CD-ROM application, the one which is created by *re-Animate Educational Software* and published by *Dorling Kindersley*. The CD-ROM is called *Learning English with*

DK. The writer also limits the study to the achievement of Nouns. The Nouns which are covered here are *Common Nouns*, *Proper Nouns*, *Abstract Nouns*, and *Plural Nouns*.

1.6 Theoretical Framework

This study is based on the behavioristic theory of learning and descriptive or structural linguistics. According to the behavioristic learning theory, all learning consists of some form of conditioning. The best-known proponent of behaviorism, B.F Skinner (1989:24), used the term “Operant Conditioning” to describe learning in simple terms, the theory says that learning occurs in the following manner: The learner, be it human or animal, responds to a stimulus. The response must be active. The connection between the stimulus and the response is conditioned by reinforcement.

Learning a language is not much different from any other learning. The only difference is that the responses are more verbal than physical. According to Skinner (1989:26), in all verbal behavior under stimulus control there are three important events to be taken into account: a stimulus, which serves to elicit behavior; a response triggered by a stimulus; and reinforcement which serves to mark the response as being appropriate or inappropriate and it encourages the repetition of the response in the future.

To apply the behavioristics theory to foreign language learning is to identify the stimulus as what is taught or presented in the foreign language, the response as the learner’s reaction to the stimulus, and the reinforcement as the

extrinsic approval and praise of the teacher or the intrinsic self-satisfaction of the target language use. Language mastery is represented as arguing a set of appropriate language stimulus-response chains. In learning based on this Stimulus Respond theory, the students are given questions as a stimulus and they then answer the questions or give responses.

On the basis of aforementioned theories, “computer”, one of the visual aids is meant to be the stimulus by which the students are expected to give the desired verbal responses. They are expected to be more attentive, interested, motivated, and finally to be able to get high achievement.

According to Chapelle (1986:27), computer can also be utilized to keep records to an extent that is impractical if not impossible in other instructional settings. The computer is capable of recording non intrusively every interaction with the student, it can also be used to evaluate each student on going performance and to direct future instruction. Such record keeping capabilities offer great potential in studying student learning styles, the effectiveness of instructional design, and suggest different subject matters besides of presentation.

1.7 Method of the Study

The writer used quantitative approach to carry out the study. Quantitative approach is used to calculate the numbers as a result of the pre-test and the post-test by using t-test. Punch (1998:29) said that quantitative research is empirical research where the data are numerical. Quantitative research, therefore, uses

numerical data, and typically structured and predetermined research question, conceptual frameworks and designs.

I.7.1 Definition of Key Term

Computer Assisted Instruction:

A teaching process directly involving a computer in the presentation of instructional materials in an interactive mode to provide and control the individualized learning environment for each individual student.

Software:

Data, programmes, etc used when operating a computer (Manser, 1991:394).

Nouns:

Nouns are words we use to put names on people, places and things.

Common Nouns:

Common Nouns are words used for any general person, place or thing in the world.

Proper Nouns:

Proper Nouns are words we use for special or particular people, places, and things.

Abstract Nouns:

Abstract Nouns are the words we use to put names on feelings and qualities.

Plurals:

Form of a word used for referring to more than one.

Animation:

Process of making animated images.

1.7.2 Population and Sampling

The writer conducted the study to thirty students (basic level) who joined a private English course, called SCS English Course in Waru Sidoarjo. The respondents are chosen based on purposive sampling method. The respondents are divided into two groups. Each group consists of 15 students for the experimental group (a group that is taught by using Computer Assisted Instruction) and the rest 15 for the control group (a group that is taught without any treatment).

The writer determined some criteria in order to support his study. The respondents should have some qualifications as follows:

1. Normal children
2. Aged between 9 and 12 years old
3. Elementary school students
4. Learning English as a second language (basic level)
5. Family characteristics:
 - a. Middle to upper-middle class families
 - b. Indonesian families

1.7.3 Technique of Data Collection

At the beginning, the writer divided the respondents into two groups. After that, the writer conducted a pre-test consisting 25 questions about nouns (Common Nouns, Proper Nouns, Abstract Nouns, and Plurals) to all respondents. After completing the pre-test, the first group (Experimental Group) was provided with fifteen sets of computer along with the software for each participant, while the second group (Control Group) was not. Group I and Group II were both assisted by the writer. In Group I, the writer was only there to introduce the software and the way how to deal with it, and the learning process was then taken place by the interaction between the students and the computer, though some translations were still delivered to the students since the explanations in the CD-ROM are all in English. In Group II, the writer did the traditional way in explaining the Nouns, by using oral communication and whiteboard. The oral communication was done both in English and Bahasa Indonesia.

Fifteen respondents in Group I were given the same material and treatment during the course. They learned about Nouns (Common Nouns, Proper Nouns, Abstract Nouns, and Plurals) with a computer, packed in an interactive media along with the sounds to attract their interest. The software was initialized with the appearance of an animated character named Hamish McGee. It was this character who then explained attractively and interactively about the lesson entirely. The students saw and listened to the explanation about Nouns (Common Nouns, Proper Nouns, Abstract Nouns, Plurals) in an

interesting, attractive, and interactive mode. They were then asked to answer some questions to check their understanding after each topic had been delivered. The character then told whether the answers were right or wrong along with the explanation. Both the lessons and the questions were shown through attractive graphics, animations, and sounds.

The respondents in Group II got the same subject, which was Nouns (Common Nouns, Proper Nouns, Abstract Nouns, and Plurals). Only, neither computer nor additional aid was given. The writer explained the lesson by using a marker and a whiteboard.

The treatment was conducted for two months (once a week) both for Group I and Group II.

- 1st and 2nd meeting → Introducing the software (Group I)
Common Nouns (Group I and Group II)
- 3rd and 4th meeting → Proper Nouns (Group I and Group II)
- 5th and 6th meeting → Abstract Nouns (Group I and Group II)
- 7th and 8th meeting → Plurals (Group I and Group II)

After completing the treatment, the writer conducted a post-test (similar questions as those in the pre-test) to examine the results from both groups. They were asked to answer some questions in the test paper related to Nouns.

In short, the steps of data collection are as follows:

1. Dividing the respondents into two groups. Group I was provided with computer, while Group II was not.

2. **Conducting a pre-test.**
3. **Introducing the software and the way how to deal with it to Group I. Then let the respondents learn Nouns through the computer software with the writer's assistance, and taught students with traditional ways to Group II. Both groups were given the same subject, which was the Nouns (Common Nouns, Proper Nouns, Abstract Nouns, and Plurals).**
4. **Conducting a post-test.**

1.7.4 Technique of Data Analysis

To begin the analysis, the writer grouped the results of the test that he collected after conducting the test. Then, the writer compared the results of the pre-test and those of the post-test. Then, the writer used a t-test technique. The final step was to draw a conclusion.

In short, the steps of analyzing the data are:

1. **Grouping the data of each respondent.**
2. **Comparing the results of the pre-test and those of the post-test.**
3. **Computing the data by using t-test. The steps are as follows:**
 - a) **Formulating the statistical hypothesis**
 - Ho: there is no significant difference in teaching English Nouns by using CAI to children's structure achievement.**
 - Hi: there is significant difference in teaching English Nouns by using CAI to children's structure achievement.**
 - b) **Calculating the mean of each group.**

- c) Calculating the deviation average.**
 - d) Calculating the standard deviation.**
 - e) Calculating the t-test score.**
 - f) Determining the level of significance of the test.**
 - g) Checking the result of t-test with the table t-distribution.**
 - h) Determining the criteria to accept or to reject H_0 .**
- 4. Drawing conclusion**

CHAPTER II

LITERATURE REVIEW