

CHAPTER IV

FINDINGS AND DISCUSSION

The fourth chapter of this study contains the conclusions and discussion. It has two key sections: findings and debates. The research's findings are the outcomes of fieldwork that involved observation and interview. The analysis of the data detailed in the findings and the comparison with the theories gathered for this study comprised the debate.

A. Findings

In the research that the researcher examines, the researcher has two research questions. The first is how does the teacher use Computer Assisted Language Learning (CALL) as tool in teaching vocabulary at SMKS Teluk Kepayang and the second is how are the student perceptions about Computer Assisted Language Learning (CALL) as tool in teaching vocabulary at SMKS Teluk Kepayang.

In this section the researcher will answer the two research questions. Researcher have conducted research at SMKS Teluk Kepayang, and have collected data through teacher and students of English at SMKS Teluk Kepayang by conducting observation and interview.

The English teacher at SMKS Teluk Kepayang usually used the Computer for English classes, as an intermediary for collecting assignments

and additional material. However, during the Covid-19 Pandemic, schools were closed and students of SMKS Teluk Kepayang were required to learn from home. Because the learning pandemic is assisted by computer. Computer as a tool for learning English vocabulary at SMKS Teluk Kepayang. English teacher SMKS Teluk Kepayang used computers as a medium of learning delivery, the teacher uploaded and gave assignments through this computer and then students understand materials, do assignments, and collect assignments through a computer.

1. The Teacher Use of Computer Assisted Language Learning (CALL) as Tool in Teaching Vocabulary

In English classes the teacher use computer assisted language learning (CALL) as tool in teaching vocabulary. In collecting data in this section the writer used observation and interview. The researcher conducted two observations in this study. The observations did when the teacher and students used the computer assisted language learning (CALL) as tool in teaching vocabulary.

Researcher used observations in data collection to answer this research question. Because learning is done online, the researcher also made online observations. Researcher also joined the class X ATP 1 group, which is this class which is the research subject by joining this class group the researcher conducts research, the researcher can observe

this online learning process. Researcher has conducted research on November of 25, 2020 until January of 25, 2021.

English teachers at SMKS Teluk Kepayang itself use computers as an online learning medium so that the teaching and learning process is still carried out when hit by the covid-19 pandemic. By using a computer, English teachers get a new learning method that is by learning vocabulary through computers used by students. The researcher in this case conducted two stages in collecting data, namely observation and interview.

In this observation section, researcher pays attention to teachers and students who use computers as a medium to understand vocabulary. Researcher also conducted student interviews to find out how they thought while doing the learning process. The next action is documentation, where the researcher takes several pictures while the learning process takes place.

In order to obtain research results and answer questions on research question, researcher conducts student observation and interview. Researcher makes direct observations of teacher and students while carrying out the learning process. The researcher first observations looked at how the learning process took place. In the second observation, researcher visited directly the homes of students who were conducting the learning process.

Based on the observation above, several important points were found during the observation:

a. Computer makes the material easily accessible by the students

During the observation process, the researcher can pay close attention to how the learning process uses computers as a medium for memorizing vocabulary. In addition, the researcher also saw that during the learning process the teacher also asked students to use English as much as possible and with this learning method students feel easier to accept the material and understand new vocabulary.

Through the use of computer, the material was provided for the students in order to help them access it easily, especially the material related to vocabularies. When the vocabulary material was easily accessible and the students were asked to use English during the learning process, it could help them develop English skills and increase new vocabularies to memorize.

b. Computer facilitates the assignment and evaluation system

It has been obtained by researcher that teachers use computer as a medium in teaching vocabulary to students. Teachers also assign assignments to students to add insight in remembering vocabulary. The task given is a question that must be answered in English, Q&A and make a report. The collection of tasks itself via e-mail where all

the settings on the electronic message have been changed using English.

The features provided by the computer really help increase the efficiency of teaching and learning process as described above. In a regular class without computers, teachers have to write the assignments on the whiteboard or print the assignments on a piece of paper. By using computer as observed during the learning process, the assignments could be easily given by the teachers to the students without writing or printing. In addition, when the students submitted the assignments, the teachers could directly evaluate them in the computer.

c. Additional knowledge of Computer system

Another discovery obtained by researcher when observing the learning process is, the process of learning to teach using a computer with a new English setting applied by teachers. Previously, computers were only used as a tool to make presentations during learning. Therefore, teachers find it helpful in teaching vocabulary because students will immediately read and interpret the sentences they find. The learning process using a computer with English language settings is carried out from the beginning of learning to the end of the class.

In addition, based on the observation results conducted by researcher to students, it can be shown that the process of learning English using computer media can help students in remembering vocabulary. This is because teachers ask students to change the language settings on their respective computers to English. Besides, during the learning process teachers also apply to students to use English when asking or answering questions even though not everything is spoken using English.

2. Students perceptions about Computer Assisted Language Learning (CALL) as tool in teaching vocabulary

In using Computer Assisted Language Learning as tool in teaching vocabulary for learning English at SMKS Teluk Kepayang, the researcher also wants to know how students perceive Computer Assisted Language Learning.

To identify the perceptions of these students, the researcher collected data by distributed WhatsApp as replaced for a face to face interview because of pandemic of Covid-19 teaching and learning activity are closed, therefore the researcher conducted interviews with this application for students. The researcher distributed WhatsApp to 10 students in this class, and conducted interviews using Indonesian language for make it understand easier. The researcher conducted interviews with 10 students

who were divided into students whose academic scores were low, intermediated and above average.

Based on the interview, several important points were found regarding students' perceptions:

- a. Computer Assisted Language Learning (CALL) supports online learning

When the researcher pays attention to the result of interview directly via WhatsApp all responses from students feel good in the learning process. They say with the process of learning vocabulary through a computer that has changed its language setting makes them easier to remember. In addition, students feel better when learning because they get motivation from the teacher while studying.

- b. Giving and submitting assignments is easier

The facilitator in this case, the teacher provides a learning process and collects assignments with help of computers to make it easier to understand and collect assignment. Teachers and students can conduct distance learning with the assistance of computers, given the situation and conditions that are being hit by covid-19. Computers that use English are expected to help students remember vocabulary, especially the assignments they collect via e-mail are also English-based. Based on the results of interviews, the teacher has helped in teaching vocabulary to students during learning.

c. Computer facilities, network, and access are limited

Based on the results of interviews with students at SMKS Teluk Kepayang, not all of them have computers. When the researcher reads the fifth question of interview via WhatsApp, all of students mention that supported media of learning vocabulary usually used by the teacher.

Some of the obstacles experienced during this learning process, more to the technical network that can experience disruptions that make learning hampered. Some students also have difficulties because there are some technicalities that they do not yet understand. The next obstacle they face is a limited access because of quota. They mentioned that when taking online learning using a computer spends enough quotas so that learning becomes limited.

In general, students have positive perception in most aspects of the use of computer for teaching and learning process. It could be seen from how they feel more motivated in learning and how they can easily receive and submit the assignments provided by the teachers. Only one aspect that they feel is not well facilitated, namely in terms of the limited computer facilities, network, and access in the form of internet quota.

B. Discussion

Based on the results and findings from the above data that the researchers have described, researchers decipher and analyze the result and discoveries in written form. The results and findings that researchers have obtained also explain how teachers use computer media as a tool in learning vocabulary. Furthermore, researchers will analyze more deeply the result of these findings in the form of discussions in order to get relevant research result.

1. The Teacher Use Computer Assisted Language Learning (CALL) as Tool in Teaching Vocabulary

The process of learning words through computer media can't be separated from the learning goals that are to be achieved by teachers. Based on the results of this study, data obtained through qualitative approaches explain that teachers agree that learning to use computers can help students in remembering vocabulary. According to Bruno (1987), memory is a mental process that stores important things in the form of information and knowledge that is centralized in the brain.

Based on the expert statement above has similarities with what researcher gets when making observations and interviews. Through observations that are done, students do a process of remembering to

understand what vocabulary is on the computer. With the help of computer media they claim to be slightly helped in remembering vocabulary during the learning process. This claim is supported by the previous research that the use of CALL in learning vocabulary showed better results in the long term with smaller negative gains such as forgetting words (Hirschel & Fritz, 2013). Thus, learning vocabulary with the use of computer media can help students remember the vocabularies learned in the classroom and also retain the memory for a long time. In addition, teachers are also assisted by e-mail media as a means of collecting student assignments that have been changed using English.

The process of learning vocabulary using the help of a computer is only intended as a teaching tool by teachers. Teachers also give the view that, with the help of computers as a medium in remembering vocabulary makes it easier for students to learn. In addition, considering the conditions that are being hit by covid-19 computers are very helpful for the implementation of distance learning. This is in line with the statement of previous research that computer is one of the emerging technologies which could enhance the traditional way of learning in the form of distance learning (Bagapova, Kobilova, & Yuldasheva, 2020). Computers are also used by teachers as advice in explaining the material to be

studied. Given the quota used quite a lot, teachers make the best use of the media used to convey learning materials and tasks.

As there are three factors (content, time availability, value) that influence the selection of vocabulary teaching techniques or methods (Takac & Singleton, 2008), the use of CALL in learning vocabulary was identified to fulfill almost all the three factors. In terms of the content, using a computer and all its features can help the teachers provide more creative contents or learning materials to encourage students learning interest and motivation. In terms of the time availability, computers can be used almost all the time as long as the electricity is available and the internet connection is stable in case that the learning process requires internet access. In terms of the value, however, the use of computers in distance learning may not help the teachers share all the values together within the learning process effectively because their interaction is so limited in this kind of situation.

According to the results of interviews with the teacher, she said that *“Pembelajaran Bahasa Inggris dengan media komputer dapat membantu siswa dalam mengetahui kosa kata dengan merubah bahasa yang ada di pengaturan”*. According to the findings from observations in the field, researcher agrees with what is conveyed by the teacher, students also say that they feel helped in remembering vocabulary while learning. It can be

concluded that learning using a computer can help students in remembering vocabulary.

Judging from the lesson plan made by the teacher that contains the learning objectives, content or materials submitted, assessments, learning stages and media used are appropriate when implemented in the classroom. The teacher opens the learning process by conveying the learning objectives, the content of the material to be studied, discussion and assignments. Tasks given by teachers as a form of learning evaluation, usually in the form of problem solving, multiple choices and making stories. Assignments are also given in the form of English which will be sent by students by e-mail. With the help of a computer in the learning process, teachers hope students can understand the new vocabulary they find so that it can help during the learning process.

2. Students perceptions about Computer Assisted Language Learning (CALL) as tool in teaching vocabulary

Researcher held discussions with students at SMKS Teluk Kepayang to find out their perceptions about the vocabulary learning process with the help of computer media. According to the results of the interview, the perception of students at SMKS Teluk Kepayang said that they felt helped in remembering vocabulary. With computer-based learning

students find it easier to remember the vocabulary. In addition, students also feel their learning spirit increases because technology can help in developing the potential of students while learning (Szafir & Mutlu, 2013).

Learning strategies also play an important role during the teaching and learning process in the classroom. Learning strategies can also help teachers in developing materials to be better. By preparing a good learning strategy, teachers will be easier to develop the material. An innovative learning process provides motivation for students to learn. Based on this, computers can help students in remembering vocabulary and they get motivated to learn.

According to the results of the interview, researcher can conclude that the perception of students gives positive responses to learning vocabulary through a computer. Students also said that they were given motivation by teachers to learn vocabulary through computers. Based on the results of interviews with students, they said “*Saya merasa terbantu saat mengingat kosa kata melalui komputer, selain itu guru Bahasa Inggrisnya juga sangat memotivasi kami saat belajar jadi makin semangat untuk belajar*”. However, they are also not separated by handbooks such as dictionary and textbook packages. Thus, they can practice understanding of the vocabulary they learn.

This learning situation can be considered really effective with the practical evidence from the previous research that learning vocabulary through computer and notebook or textbook has particular advantages (Hirschel & Fritz, 2013). In a short-term period, the use of textbook for learning vocabulary can improve students' acquisition of vocabularies along with additional facets of word knowledge like part of speech, L1 translation, L2 synonyms, antonyms, derivations, and collocations. But using a textbook doesn't result in the systematic recycling required for long-term memory (Walters & Bozkurt, 2009). Hence, the use of computer for learning vocabulary could help the situation in the long-term period because it can help students remember the vocabularies learned in the classroom and also retain the memory for a long time. Therefore, the combination of these two techniques of learning vocabulary as implemented by the English teachers at SMKS Teluk Kepayang can bring more advantages for the students.

The results also explained that students can complete tasks given by teachers well and on time. This is because the time in the collection of tasks is given 3 to 5 days, so they have time in completing. In doing the tasks given by the teacher, students can complete well because of the time given by the teacher. Students can develop assignments and express their

ability to learn English. With computers they are helped in remembering vocabulary well.

Students interviewed by the researcher said they agreed that computers could be helpful in remembering vocabulary. Therefore, they are always excited when learning through a computer. In this case the quality of vocabulary learning through computer assistance helps students in remembering and teachers feel helped in developing the material. Tasks given by teachers can also be completed by students. In addition, the teacher is helped in explaining the material to be studied.

Another aspect that is considered by researcher as the main ingredient of research is related to computer-aided vocabulary learning as a learning medium. Based on the results of the interview, the difficulties experienced by teachers and students are constrained by networking because they remember the learning process applied from (in the network). Therefore, teachers design the best possible form of evaluation or examination to students so that the bias is completed properly. Students are also as good as possible to solve the problems given by teachers considering the internet network is less stable.

In addition to the above, teachers also provide several alternatives to help students complete the given task. Teachers divide students into small

groups so that the tasks performed can be completed properly. Students also said that they felt helped in the division of the task while working on the task. They can help each other when they lack understanding in doing tasks where student collaboration will be established to complete the task.

According to the results of observations from previous studies that have a similar research title to having researcher, namely computers as a medium in remembering vocabulary explaining the same results that students feel helped in remembering vocabulary. It is also in accordance with what researcher can when conducting observations and interviews to teachers and students at SMKS Teluk Kepayang. Teachers find it helpful in teaching vocabulary and students can remember words well. They are also enthusiastic and active when learning vocabulary computer media.