

**THE EFFECT OF COMPUTER-ASSISTED LANGUAGE LEARNING AND
STUDENTS' LEARNING MOTIVATION TOWARD STUDENTS' GRAMMAR
MASTERY OF THE FIRST YEAR STUDENTS AT AMIK SELATPANJANG
KABUPATEN KEPULAUAN MERANTI**

THESIS



By

**MASHUDI
NIM: 59859**

**Submitted as Partial Fulfillment of the Requirements
To obtain the Degree of Master in Education**

**ENGLISH EDUCATION SECTION
LANGUAGE EDUCATION PROGRAM
GRADUATE PROGRAM
STATE UNIVERSITY OF PADANG
2017**

ABSTRAK

Mashudi, 2017. “Pengaruh Pembelajaran Bahasa yang Dibantu dengan Komputer dan Motivasi Belajar terhadap Penguasaan *Grammar* yang dimiliki Mahasiswa Tahun Pertama di AMIK Selatpanjang Kabupaten Kepulauan Meranti”. Thesis. Program Pascasarjana Universitas Negeri Padang.

Dalam pembelajaran *grammar*, strategi pengajaran yang tepat dan motivasi belajar yang tinggi dapat mempengaruhi terhadap kemampuan penguasaan *grammar* mahasiswa. Strategi CALL digunakan sebagai variasi pengajaran dan pembelajaran terhadap kemampuan penguasaan *grammar*. Tujuan penelitian ini adalah untuk menemukan pengaruh CALL dan motivasi belajar mahasiswa terhadap kemampuan penguasaan *grammar* mereka. Penelitian ini adalah penelitian eksperimen semu dengan rancangan Faktorial 2x2. Populasi dari penelitian ini adalah mahasiswa tahun pertama akademik 2016/2017 di AMIK Selatpanjang Kabupaten Kepulauan Meranti. Pemilihan sampel dilakukan dengan *Cluster Random Sampling*. Sampel penelitian ini adalah kelas A1 sebagai kelas eksperimen dan kelas B1 sebagai kelas kontrol. Pengambilan data berupa tes *grammar* dan angket motivasi belajar. Hipotesis dianalisis melalui uji t dan ANOVA Dua Arah. Temuan dari penelitian ini menunjukkan bahwa (1) Mahasiswa yang diajarkan dengan menggunakan strategi CALL menghasilkan pencapaian yang lebih baik terhadap penguasaan *grammar* mereka. (2) Mahasiswa yang motivasi belajarnya tinggi diajarkan melalui strategi CALL menghasilkan pencapaian yang lebih baik terhadap penguasaan *grammar* dari pada mahasiswa yang motivasi belajarnya tinggi diajarkan melalui strategi CLT. (3) Mahasiswa yang motivasi belajarnya rendah diajarkan melalui strategi CALL menghasilkan pencapaian yang lebih buruk terhadap penguasaan *grammar* dari pada mahasiswa yang motivasi belajarnya rendah diajarkan melalui strategi CLT. (4) Tidak ditemukan interaksi diantara strategi pengajaran (CALL dan CLT) dan motivasi belajar mahasiswa terhadap penguasaan *grammar*. Dapat disimpulkan, strategi CALL bekerja secara efektif untuk menghasilkan pencapaian yang lebih baik sebagai strategi pengajaran dan pembelajaran terhadap penguasaan *grammar* mahasiswa di AMIK Selatpanjang Kabupaten Kepulauan Meranti.





ABSTRACT

Mashudi, 2017. The Effect of Computer Assisted Language Learning and Students' Learning Motivation toward Students' Grammar Mastery of the First Year Students at AMIK Selatpanjang Kabupaten Kepulauan Meranti. Thesis. Graduate Program of State University of Padang.






In learning grammar, appropriate teaching strategy and great motivation can enhance students' grammar mastery. CALL strategy was used as the variation of teaching and learning toward grammar mastery. The goal of this research was to find out the effect of CALL strategy and learning motivation toward students' grammar mastery. The design of this research was quasi experimental research with 2x2 Factorial design. The population of this research was the students of first year in academic 2016/2017 at AMIK Selatpanjang Kabupaten Kepulauan Meranti. The technique used in selecting the sample was Cluster Random Sampling. The sample of this research was A1 as the experimental class and B1 as the control class. The instruments used in this research were grammar mastery test and questionnaire test. The hypotheses were analyzed by using t-test and Two Ways ANOVA. The finding showed that (1) Students taught by using CALL strategy produced better achievement toward students' grammar mastery as compared to CLT strategy. (2) Students with high learning motivation taught by using CALL strategy produced better achievement toward grammar mastery than high motivated learning students taught by using CLT strategy. (3) Students with low learning motivation taught by using CALL strategy produced lower achievement toward grammar mastery than low motivated learning students taught by using CLT strategy. (4) There was no interaction between teaching strategies (CALL and CTL) and students' learning motivation toward grammar mastery. In conclusion, CALL strategy worked effectively to produce better achievement as the teaching and learning strategy toward grammar mastery at AMIK Selatpanjang Kabupaten Kepulauan Meranti.

PERSETUJUAN AKHIR TESIS

Mahasiswa : *Mashudi*
NIM. : 59859

Nama	Tanda Tangan	Tanggal
<u>Prof. Dr. M. Zaim, M.Hum</u> Pembimbing I		25/7/2017
<u>Dr. Refinaldi, M.Lit.</u> Pembimbing II		25/7/2017
Direktur Program Pascasarjana Universitas Negeri Padang	Koordinator Program Studi	
 <u>Prof. Nurhizrah Gistituati, M.Ed., Ed.D.</u> NIP. 19580325 199403 2 001	 <u>Prof. Yenni Rozimela, M.Ed., Ph.D.</u> NIP. 19620919 198703 2 002	

**PERSETUJUAN KOMISI
UJIAN TESIS MAGISTER KEPENDIDIKAN**

No.	Nama	Tanda Tangan
1	<u>Prof. Dr. M. Zaim, M.Hum</u> (Ketua)	
2	<u>Dr. Refnaldi, M.Lit</u> (Sekretaris)	
3	<u>Prof. Dr. Mukhaiyar</u> (Anggota)	
4	<u>Dr. Hamzah, M.A., M.M.</u> (Anggota)	
5	<u>Prof. Dr. Gusril, M.Pd.</u> (Anggota)	

Mahasiswa

Mahasiswa : *Mashudi*

NIM. : 59859

Tanggal Ujian : 23 - 5 - 2017

SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa:

1. Karya tulis saya tesis dengan judul **"The Effect of Computer Assisted Language Learning and Students' Learning Motivation toward Students' Grammar Mastery of The First Year Students at AMIK Selatpanjang Kabupaten Kepulauan Meranti"** adalah asli dan belum pernah diajukan untuk mendapat gelar akademik baik di Universitas Negeri Padang maupun di perguruan tinggi lainnya.
2. Karya tulis ini murni gagasan, penilaian dan rumusan saya sendiri, tanpa bantuan tidak sah dari pihak lain, kecuali arahan Tim Pembimbing dan Tim Penguji.
3. Di dalam karya tulis ini tidak terdapat hasil karya atau pendapat yang telah ditulis atau dipublikasikan oleh orang lain kecuali dikutip secara tertulis dengan jelas dan dicantumkan sebagai bahan acuan di dalam naskah saya dengan disebutkan nama pengarangnya dan dicantumkan didalam daftar pustaka.
4. Pernyataan ini saya buat dengan sesungguhnya, dan apabila dikemudian hari terdapat penyimpangan dan ketidak benaran pernyataan ini, maka saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah saya peroleh karya tulis ini, serta sanksi lainnya sesuai dengan norma dan ketentuan hukum yang berlaku.

Padang, 26 Juli 2017

Saya yang menyatakan




MASHUDI
NIM: 59859

ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious and the Most Merciful. Alhamdulillah, all praises to Allah for the strengths and His blessing in completing this thesis which entitled “The Effect of Computer Assisted Language Learning and Students’ Learning Motivation toward Students’ Grammar Mastery of The First Year Students at AMIK Selatpanjang Kabupaten Kepulauan Meranti”. Then Shalawat and blessing are sent upon the Prophet Muhammad SAW, *the uswatun hasanah for all Moslems*.

The writer would like to highly acknowledge the following great people for their precious contribution Director of Graduate Program, State University of Padang, Prof. Nurhizrah Gistituati, M.Ed, Ph.D, Head of English Department, Prof. Yenni Rozimela, M.Ed., Ph.D. Furthermore, Prof. Dr. M. Zaim, M.Hum and Dr. Refnaldi, M.Litt as his advisors who have given the great time, suggestions and guidance. Moreover, Prof. Dr. Mukhaiyar, M.Pd, Dr. Hamzah, M.A., M.M and Prof. Dr. Gusril, M.Pd as his examiners who have given the suggestions and contributions, Director of AMIK Selatpanjang Kabupaten Kepulauan Meranti, Zulfikri, S.Kom., M.Kom who has given me recommendation of reseach, and the last his parents, his wife, his son, and his family who have given great support to complete this thesis.

Padang, 26 Juli 2017

The Researcher

TABLE OF CONTENT

	Page
ABSTRAK	i
ABSTRACT	ii
PERSETUJUAN AKHIR THESIS	iii
PERSETUJUAN KOMISI UJIAN AKHIR THESIS	iv
SURAT PERNYATAAN	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENT	vii
LIST OF TABLES	xi
LIST OF CHARTS	xiii
LIST OF APPENDICES	xiv
CHAPTER I INTRODUCTION	
A. The Background of Study	1
B. Identification of the Problem	4
C. Limitation of the Problem	5
D. Formulation of the Problem	5
E. Purpose of the Problem	5
F. Significance of the Problem	6
G. Definition of Key Terms	6
CHAPTER II REVIEW OF THE RELATED LITERATURE	
A. Review of The Related Theories	8
1. Computer Assisted Language Learning (CALL)	8
a. Definition of CALL	8
b. Origins of the Term CALL	10
c. History of CALL	11
d. The Characteristics of CALL	17
e. Types of CALL	18
f. Roles of CALL	19
g. Uses of CALL	20

h. Advantages of CALL	21
i. Disadvantages of CALL	23
2. English Grammar	24
a. Definitions of Grammar	24
b. Importance of Grammar	25
c. Grammar Aspects of Language	27
d. Reasons of Teaching English Grammar	28
e. Assessing English Grammar	29
f. Teaching Grammar	29
g. Indicators of Grammar Mastery on Tenses	33
h. Tenses	35
B. Communicative Language Teaching	40
1. Role of Teacher in CLT	43
2. Characteristics of CLT	44
C. Motivation	44
1. Definition of Motivation	44
2. Function of Motivation	47
3. Kinds of Motivation	47
4. Indicators of Motivation	49
D. Review of the Related Finding	50
E. Conceptual Framework	53
F. Hypothesis	56

CHAPTER III RESEARCH METHOD

A. Research Design	57
B. Population and Sample	59
1. Population	59
2. Sample	59
C. Operational Definition	60
D. Instrumentation	62
1. Grammar Test	62
a. Validity of the Test	64
b. Difficulty Index	66

c. Discrimination Items	66
d. Reliability of the Test	68
2. Questionnaire of Students' Learning Motivation	69
a. Validity of the Questionnaire	70
b. Reliability of the Questionnaire	71
E. Minimizing Threat to Internal and External Validity	71
F. Procedure of the Research	74
G. Technique of Data Collection	76
H. Technique of Data Analysis	76
1. Students' Learning Motivation Questionnaire	77
2. Grammar Mastery Test	78
a. Normality Testing	79
b. Homogeneity Testing	80
c. Hypothesis Testing	81
1) First Hypothesis 1	82
2) Second Hypothesis 2	83
3) Third Hypothesis 3	83
4) Fourth Hypothesis 4	84

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Data Description	89
1. Students' Learning Motivation	89
2. Result of Students' Grammar Mastery Test in Experimental and Control Class	92
3. Result of Students' Grammar Mastery Test with High Motivation in Experimental and Control Class	92
4. Result of Students' Grammar Mastery Test with Low Motivation in Experimental and Control Class	93
B. Data Analysis	94
1. Pre-requisite Analysis	94
a. Normality Testing	94
b. Homogeneity Testing	102
2. Hypothesis Testing	104

a. Hypothesis 1	104
b. Hypothesis 2	106
c. Hypothesis 3	107
d. Hypothesis 4	108
C. Discussion	112
D. Limitation of The Research	120
CHAPTER V CONCLUSSION, IMPLICATION AND SUGGESTION	
A. Conclusion	121
B. Implication	122
C. Suggestion	123
BIBLIOGRAPHY	124
APPENDICES	131

LIST OF TABLES

Table 2. 1 Advantages and Disadvantages of Some Methods and Approaches	30
Table 2. 2 Grammar Indicators of Tenses	34
Table 3. 1 Factorial Design	58
Table 3. 2 Distribution of Students at AMIK Selatpanjang	59
Table 3. 3 List of Grammar Mastery Indicators	63
Table 3. 4 Positive and Negative Statement	68
Table 3. 5 List of Students' Learning Motivation Questionnaire Indicators	69
Table 3. 6 Steps of Teaching Learning in Experimental and Control Class	74
Table 3.7 Analysis of Two Ways ANOVA Classification with n is Different	87
Table 4. 1 Summary of Students' Learning Motivation Questionnaire in Experimental and Control Class	90
Tabel 4. 2 Summary of Students' High and Low Learning Motivation Questionnaire in Experimental and Control Class	91
Table 4. 3 Summary of Students' Grammar Mastery Test in Experimental and Control Class	92
Table 4. 4 Summary of Students' Grammar Mastery Test with High Learning Motivation in Experimental and Control Class	93
Table 4. 5 Summary of Students' Grammar Mastery Test with Low Learning Motivation in Experimental and Control Class	94
Table 4. 6 Normality Testing of Population	95
Table 4. 7 Normality Testing of Students' Grammar Mastery in Experimental and Control Class	96
Table 4. 8 Normality Testing of Students' Grammar Mastery with High and Low Learning Motivation in Experimental and Control Class	98
Table 4. 9 Homogeneity Testing of Population	102
Table 4. 10 Homogeneity Testing of Students' Grammar Mastery in Experimental and Control Class	103
Table 4. 11 Homogeneity Testing of Students' Grammar Mastery with High Learning Motivation in Experimental and Control Class	103
Table 4. 12 Homogeneity Testing of Students' Grammar Mastery with Low Learning Motivation in Experimental and Control Class	104

Table 4. 13 Result of Hypothesis 1	105
Table 4. 14 Result of Hypothesis 2	106
Table 4. 15 Result of Hypothesis 3	107
Table 4. 16 Result of Hypothesis 4 : Two Ways ANOVA	109
Table 4. 17 Result of Data Homogeneity	109
Table 4. 18 Interaction between Strategies and Students' Learning Motivation toward Grammar Mastery	110

LIST OF CHARTS

Chart 1 Normality Testing of Students' Grammar Mastery of Experimental Class	97
Chart 2 Normality Testing of Students' Grammar Mastery of Control Class	97
Chart 3 Normality Testing of Students' Grammar Mastery with High Learning Motivation of Experimental Class	99
Chart 4 Normality Testing of Students' Grammar mastery with High Learning Motivation of Control Class	100
Chart 5 Normality Testing of Students' Grammar mastery with Low Learning Motivation of Experimental Class	101
Chart 6 Normality Testing of Students' Grammar mastery with Low Learning Motivation of Control Class	101
Chart 7 Interaction between Teaching Strategies (CALL & CLT) and Students' Learning Motivation toward Grammar Mastery	111

LIST OF APPENDICES

	Page
Appendix 1 Schedule of the Research	131
Appendix 2 Result of Students' Placement Test of Prior Research of Grammar on Grammar Mastery at A1 Class	132
Appendix 3 Normality and Homogeneity of Population	136
Appendix 4 Questionnaire	137
Appendix 5 Questionnaire for Try Out	141
Appendix 6 Result of Students' Learning Motivation Questionnair for Try Out	145
Appendix 7 Validity of Questionnaire (Try Out)	146
Appendix 8 Reliability of Questionnaire (Try Out)	151
Appendix 9 Grammar Mastery Test for Try Out	154
Appendix 10 Result of Students' Grammar Mastery Test of C-1 Class	157
Appendix 11 Validity of Grammar Mastery Test (Try out)	158
Appendix 12 Reliability of Grammar Mastery Test (Try Out)	163
Appendix 13 Item Discrimination of Grammar Mastery Test (Try Out)	164
Appendix 14 Item Difficulties of Grammar Mastery Test (Try Out)	167
Appendix 15 Grammar Mastery Test (Final Test)	168
Appendix 16 Result of Students' Grammar Mastery Test (Experimental Class A1)	171
Appendix 17 Result of Students' Grammar Mastery Test (Control Class B1)	172
Appendix 18 Summary Score of Students' Grammar mastery and Students' Learning Motivation (Experimental Class and Control Class)	173
Appendix 19 Test of Normality Experimental and Control Class	174
Appendix 20 Hypothesis 1	177
Appendix 21 Hypothesis 2	176
Appendix 22 Students' Learning Motivation Questionnaire Test	178
Appendix 23 Result of Students' Learning Motivation Questionnaire (Experimental Class)	181
Appendix 24 Result of Students' Learning Motivation Questionnaire (Control Class)	182
Appendix 25 Students' Grammar Mastery with High Learning Motivation	183

Appendix 26 Test of Normality and Homogeneity for Experimental Class and Control Class with High Learning Motivation	184
Appendix 27 Hypothesis 3	186
Appendix 28 Students' Grammar Mastery with Low Learning Motivation	187
Appendix 29 Test of Normality and Homogeneity for Experimental Class and Control Class with Low Learning Motivation	188
Appendix 30 Hypothesis 4	190
Lesson Plan of Experimental Class	192
Lesson Plan of Control Class	204
Activities in Experimental Class by CALL Strategy	218
Activities in Control Class by CLT Strategy	219

CHAPTER I

INTRODUCTION

A. The Background of Problem

Learning grammar is important in English language teaching field because grammar is a description of a language and the way in which units such as words and phrases are combined to produce sentences in the language (Ur, 2000:75). From this definition, it seems that grammar plays an important role in combining units of language to form sentences. Therefore, mastering grammar is the base of learning English. This is not acquired naturally, but by learning, it needs to be instructed. When a second language learner understands the grammar as a system of language, she/he will know how the language works. As a result, she/he will make sentences or statements grammatically correct and meaningful to other students or she/he will understand the sentence in English to know the meaning as the step for further comprehension in reading text. And by comprehending the text she/he will also get new knowledge. So it is clear that learning grammar is absolutely necessary in using language.

Based on the syllabus of AMIK Selatpanjang, the students have to understand the English grammar. It must be mastered by students of AMIK Selatpanjang Kabupaten Kepulauan Meranti because English grammar is the target of learning English for the first semester of AMIK students. By learning grammar at this semester, the students will be expected to have ability in other skills of English especially reading and writing to the next semester. The good technique or strategy in teaching grammar will influence students' competence or ability in mastering grammar. One of the advance media to support teaching strategy in teaching grammar is computer. This activity of learning by

using computer is usually called by Computer-Assisted Language Learning (CALL) strategy.

Theoretically, CALL strategy 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. It is also defined as the search for and study of applications of the computer in language teaching and learning to encompass issues of materials design, technologies, pedagogical theories and modes of instruction. By using CALL, interesting and dynamic strategy in teaching grammar can be improved to produce higher achievement on grammar mastery.

In accordance with the theory, the students at AMIK Selatpanjang is probably suitable to use computer in learning grammar as a media because AMIK Selatpanjang has the good and complete the facilities of computer such as computer lab, infocus/projector, local area network (LAN), and Wi-Fi, and CALL strategy can probably be implemented successfully. Therefore, the researcher wants to maximize the facilities or take advantages of those aspects with correlating their motivation. By using CALL strategy, it is assumed that the teacher and students will get the new atmosphere in teaching and learning process. It will make them more motivated and enjoyable in practicing grammar in the classroom.

In this research, there are two independent variables and there is one dependent variable while learning motivation is as a moderator variable. First, CALL strategy is independent variable for treatment in experimental class. Second, communicative language teaching (CLT) strategy is independent variable for treatment in control class. Third, students' grammar mastery is dependent variable and learning motivation is as moderator variables. The researcher will investigate the grammar mastery on tenses such

as present tense, past tense, and future tense as the target of the first semester at AMIK Selatpanjang Kabupaten Kepulauan Meranti.

Based on the empirical data of students' scores on grammar mastery, the mean scores of students' achievement on grammar is still lower than 70 minimum standard of AMIK Selatpanjang. The researcher finds that the students are not able to master and still face difficulties for grammar mastery. It is proved when the researcher conducted the placement test on 1st November 2016 with the multiple choice test and there are 50 items of questions given to the students. As a result, the average scores of the students' achievement on grammar mastery are still lower than minimum standard of AMIK Selatpanjang Kabupaten Kepulauan Meranti.

However, although students have learnt the tenses, they still find difficulties to use them. It is proved when the researcher did a teaching and learning process at class during the first week of conducting a teaching practice at AMIK Selatpanjang. The result of students' achievement shows that most of students still make mistakes when they are asked and answered the test on tenses. They cannot differentiate which one is present tense, past tense, and future tense. Even they know them; they still cannot ensure themselves that they use the tenses correctly.

From the teaching and learning process conducted by the researcher at AMIK Selatpanjang, there are two things that can be regarded as the problems that cause students' difficulties for grammar mastery. First, the use of teaching technique or strategy is ineffective like grammar translation method (GTM) strategy. In this case, if the teacher teaches grammatical subject by textbook monotonously at class, the result of grammar teaching will not satisfy for them. It is because the use of ineffective teaching strategy can make teachers' classroom management and activities to be bad for the students. It can make students to be bored and crowded as well as make teachers unable

to manage their language teaching time. Second, the students' learning motivation is low. The students' low learning motivation can negatively impact on students' language learning progress. When the students have low learning motivation, they tend to not concentrate on what the teacher is explaining to them. They also look lazy to practice what they have learnt at the class. Even, sometimes, they do not want to do the assignment or to accomplish the task that the teacher gives to them. As a result, their language learning progress is not developed since they do not practice and remember as well as concentrate on the language learning material that is taught.

Based on the theory above, the researcher is interested in using CALL strategy in teaching grammar mastery. Therefore, the researcher wants to find out and prove whether CALL strategy produces higher achievement toward students' grammar mastery as compared with communicative language teaching (CLT) strategy. In this study, the researcher will apply the research entitled by "The Effect of Computer Assisted Language Learning and Students' Learning Motivation toward Students' Grammar Mastery of The First Year Students at AMIK Selatpanjang Kabupaten Kepulauan Meranti".

B. Identification of the Problem

Based on the background of the problem, there are some problems which can be identified in this research. First, the use of teaching technique or strategy is ineffective. In this case, if the teachers use teaching technique or strategy by textbook monotonously at class, the result of grammar teaching will not satisfy for them. Second, the students' learning motivation is low. The students' low learning motivation can negatively impact on students' language learning progress where they tend to not concentrate on what teacher is explaining to them.

C. The Limitation of the Problem

Based on the identification above, the researcher limits the problem on the strategy used by the researcher in teaching grammar and students' learning motivation which influence their grammar mastery. In this case, the research will be limited on the effect of CALL and students' learning motivation toward students' grammar mastery of first year students at AMIK Selatpanjang Kabupaten Kepulauan Meranti.

D. The Formulation of the Problem

Related to the limitation of the problem above, then, the problem of this research formulated as follows:

1. Does CALL strategy produce better achievement toward grammar mastery for students as compared to CLT strategy?
2. Does CALL strategy produce better achievement toward grammar mastery for students with high learning motivation as compared to CLT strategy?
3. Does CALL strategy produce better achievement toward grammar mastery for students with low learning motivation as compared to CLT strategy?
4. Is there interaction between teaching strategies (CALL and CLT) and students' learning motivation toward grammar mastery?

E. The Purpose of the Research

The purposes of this research are:

1. To find out whether CALL strategy produces better achievement toward grammar mastery for students as compared to CLT strategy.

2. To find out whether CALL strategy produces better achievement toward grammar mastery for students with high learning motivation as compared to CLT strategy.
3. To find out whether CALL strategy produces better achievement toward grammar mastery for students with low learning motivation as compared to CLT strategy.
4. To find out whether there is interaction between teaching strategies (CALL and CLT) and students' learning motivation toward grammar mastery.

F. The Significance of the Problem

The result of this research is expected to give theoretical and practical valuable significance. Theoretically, it is expected that the result of this research can be a source of information about investigating the effect of CALL strategy toward students' grammar mastery and students' learning motivation. It also expected to give valuable input for the researcher and other teachers at AMIK Selatpanjang Kabupaten Kepulauan Meranti, to overcome the problems that encountered in teaching grammar. Then practically, it is expected that this research can be an effective teaching model which can be used in teaching English particularly to produce better achievement and learning motivation toward grammar mastery for students, it is expected to get an input to improve their grammar mastery and learning motivation.

G. The Definition of Key Terms

1. Effect is something that is produced by an agency or cause; result; consequence. It includes a power to produce results; efficacy; force; validity and influence.
2. CALL is defined as "Generic tools are designed for general use, but are extremely useful in language teaching when used in well designed activities

which seek to apply aspects of the functionality of the software to language learning situations” (Davies, 2005:1).

3. Communicative Language Teaching is an approach to teach second and foreign languages that emphasizes in learning four skills (listening, speaking, reading and writing) of target language.
4. Students’ grammar mastery is the grammatical proficiencies or abilities that have been mastered by students at AMIK Selatpanjang Kabupaten Kepulauan Meranti.
5. Learning Motivation is a powerful energy of internal and external drive which pushes someone/ students to do things in order to achieve something.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the result of data analysis and the research findings which was conducted to first year students at AMIK Selatpanjang Kabupaten Kepulauan Meranti, several conclusions can be drawn:

1. The students who are taught by using CALL strategy produce better achievement toward grammar mastery as compared to CLT strategy at AMIK Selatpanjang Kabupaten Kepulauan Meranti. It can be seen from the mean score of experimental and control calss. The students' mean score of experimental class taught by using CALL strategy produced higher achievement than students' mean score of control class taught by using CLT strategy.
2. The students who have high learning motivation taught by using CALL strategy produce better achievement toward grammar mastery than high motivated learning students taught by using CLT strategy at AMIK Selatpanjang Kabupaten Kepulauan Meranti. It was found that the mean score of students with high learning motivation in experimental class produced higher achievement as compared to CLT strategy as in control class.
3. The students who have low learning motivation taught by using CALL strategy produce lower achievement toward grammar mastery than low motivated learning students taught by using CLT strategy at AMIK Selatpanjang Kabupaten Kepulauan Meranti. It was found that the result of statistical analysis shows that null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected.
4. There is no interaction between teaching strategies (CALL and CLT) and students' learning motivation toward grammar mastery at AMIK Selatpanjang Kabupaten

Kepulauan Meranti. This result indicated that based on the statistical calculation, the interaction between teaching strategies and students' learning motivation is not significantly affects students' grammar mastery.

B. Implication

Based on the result of the research, CALL strategy is effective in teaching grammar, especially in teaching tenses. The findings convey some implications for the teachers and the students:

1. CALL strategy is effective for teaching grammar where the English teachers are encouraged to use it in teaching grammar mastery.
2. English Teachers are encouraged to use CALL strategy for the students who have low achievement and low learning motivation in understanding grammar because it offers obvious procedures and requires students to do CALL strategy in order to complete the tasks.
3. The teachers are encouraged to browse multiple of teaching strategies in order to gain the core of teaching and to boost their teaching skill. CALL strategy is one of the teaching strategies that effective to advance the students' grammar mastery.
4. Since CALL strategy offers clear steps and easy to design, it is not only effective in teaching English (grammar) but also it can be used for the other subjects that requires students to do and involve actively both physically and mentally.

C. Suggestion

Based on conclusion and implication above, it is needed to have further investigation as follow up the research that has been executed. The effect of further study will highlight the findings. Some suggestions for the teachers, students, and further reseachers can be rolled as follows:

1. The teachers are suggested to be more creative in deciding a variety of strategies that will be applied in teaching. It is aimed to magnetize the students' enthusiastic, enhance students' psychologically and physically in learning process.
2. The teachers are suggested to pay an extra awareness in finding the solutions of the students who have low achievement and motivation. The teacher can motivate them by using attractive activities which can boots their motivation in learning English especially in grammar.
3. The students are suggested to enhance their motivation and skill in learning process by getting involved actively in any activities in the classroom. As consequently, they will be able to produce higher achiement in English particularly grammar mastery.
4. It can be possible to investigate CALL strategy with some modification and revision or different population and students' condition such as students' interest, students' autonomy, self-esteem, self-confident, self-regulation, learning style, self-efficacy, personality etc.

BIBLIOGRAPHY

- Abu Naba'h, M. Abdallah. 2012. *The impact of computer assisted grammar teaching of EFL pupils' performance in Jordan*. International Journal of Education and Development using Information and Communication Technology (IJEDICT), vol. 8, Issue 1, pp. 71-90.
- Abu Naba'h, M. Abdallah., Hussai, Jebreen, Al-omari, Aieman, and Shdeifat. 2009. *The Effect of Computer-Assisted Language Learning in Teaching English Grammar on the Achievement of Secondary Students in Jordan*. The International Arab Journal of Information Technology, Vol. 6, No. 4.
- Abu Shagga, Dalia Omar. 2012. *The Effectiveness of Using Computerized Educational Games on Developing Aspects of English Grammar for Deaf Ninth Graders in Gaza Governorates*. A Thesis Published in Al-Azhar University Gaza.
- Abuseileek. 2007. *The Effect of Computer-Based Grammar Instruction on the Acquisition of Verb Tenses in an EFL Context*. The JALT CALL Journal, Vol. 3, No. 1-2, pp. 59-80.
- Ahmad,. 1985. Using computers in language learning: a teacher's guide. London: CILT.
- Arikunto, S. 2010. *Prosedur Penelitian Suatu Tindakan Praktek*. Edisi Revisi V. Jakarta: Rineka Cipta.
- Arikunto, S. 2012. *Dasar-DasarEvaluasiPendidikan*. Jakarta. BumiAksara.
- Azar, Betty Schampfer. 1999.*Understanding and Using English Grammar*. New Jersey: Prentice Hall Regents.
- Bachman, Lyle, F. 1990. *Fundamental Consideration in Language Testing*. New Jersey: Oxford University.
- Bax S. 2003 “*CALL - past, present, and future*”, (online) retrieved on December 2nd, 2014.at <http://www.iateflcompsig.org.uk/media/callpresentpastandfuture.pdf>
- Beatty, K. 2003. *Teaching and Researching CALL*. London. Pearson Education Limited.
- Bitterlin, K. Lynn. 2010. *Grammar Matters Teaching Grammar in Adult ESL Programs*. New York: Cambridge University Press.