

IMPROVING STUDENTS' VOCABULARY MASTERY  
THROUGH COMPUTER-BASED TASKS AT THE XII.IS-2  
GRADE OF SMAN 4 SAWAHLUNTO SIJUNJUNG

THESIS



*Oleh*

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81427 / 2006

*Ditulis untuk memenuhi sebagian persyaratan dalam  
Mendapatkan gelar Magister Pendidikan*

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*....to pursue knowledge looks like climbing the hill,  
If you force yourself to go through it in one day  
you will fell headlong before you gain the goal  
and you will lose everything  
but,  
endure it day by day, you will have everything.*

*Lord. Advance me in knowledge*

*Of God.  
Verily never will God change the condition of a people  
Until they change it them selves  
(Whit their own souls)*

*Dedicated to:*

*my beloved late parents; late uncle;*

*brothers and sisters; nephews and nieces;*

*and especially my dear husband: Andi Tristanto, S. E.,*

*my daughters:*

*Dian Rahmawati,*

*Annisa Fahmawati,*

*Honesty Artanty.*

*Thanks for everything .... Love and encouragements*

## ABSTRACT

*Siyohelpiyanti. 2010. Improving Students' Mastery of Vocabulary through Computer-Based Tasks at the XII-IS-2 Grade of SMAN 4 Sawahlunto Sijunjung. Thesis. Graduate Program. Padang State University.*

The standard competences of English were not gained yet. It could be caused by many problems. Lack of vocabulary is serious barrier for the students. Thus, they could not communicate by using English. The teacher should think about it. One ways to overcome that problem was teaching English by using computer-based tasks approach. It could help both the teacher and the students to overcome that problem. It was applied because the students liked to spend their time with the computer. It could be proved by the fact that they visited computer laboratory and spent their time there, even though it was time for them to go home. They were interested in computer since it was the new subject for them.

This research aimed at improving the students' mastery of vocabulary through Computer-Based Tasks at SMAN 4 Sawahlunto Sijunjung. The focus of the study was to analyze the extent to which the students could improve their vocabulary mastery by using of Computer-Based Tasks and factors of improving it.

The participants of this research were the students of twelve grade social program-2 (XII IS-2) of SMAN 4 Swahlunto Sijunjung in 2007-2008 academic years. This class applied competence based curriculum. This research was a Classroom Action Research that consisted of two cycles. Each cycle conducted in five meetings. It involved plan, action, observation, and reflection. The data were collected through observation, interview, questionnaire, tasks, and tests.

The finding of the research showed that implementing teaching and learning vocabulary by using Computer-Based Tasks could improve the students' vocabulary mastery. It could happen because Computer-Based Tasks were interesting for the students for some reasons, such as: it could present vocabulary in context, visualized. If the students did not understand yet, they could assess them repeatedly without direct correction from the teacher. So, they were not afraid of making any mistakes hence computer could correct their mistake directly. It motivated the students to add their vocabulary by self learning.

It was suggested for the teacher of English to try applying this strategy to improve students' vocabulary mastery. Finally, the researcher suggested another researcher conducting another research on the other aspect of language competence.

## ABSTRAK

*Siyohelpiyanti. 2010. Meningkatkan Penguasaan Kosakata melalui Pembelajaran Berbasis Komputer di kelas XII IS-2 SMAN 4 Sawahlunto Sijunjung. Tesis. Program Pascasarjana. Universitas Negeri Padang.*

Standar kompetensi dalam mata pelajaran bahasa Inggris belum tercapai. Hal ini dapat disebabkan oleh banyak hal. Hambatan yang sangat dirasakan oleh siswa adalah bahwa mereka kurang memiliki perbendaharaan kata. Oleh karena itu mereka tidak mampu berkomunikasi dengan menggunakan bahasa Inggris. Guru haruslah memikirkan cara untuk mengatasi masalah ini. Salah satu cara untuk keluar dari masalah ini adalah dengan melakukan pembelajaran bahasa Inggris, khususnya kosakata, berbasis computer. Hal ini dapat dicobakan mengingat dan menimbang bahwa mereka selalu menghabiskan waktu di labor computer meskipun sudah waktunya bagi mereka untuk pulang. Ternyata mereka sangat tertarik dengan mata pelajaran baru ini.

Penelitian ini bertujuan untuk meningkatkan penguasaan siswa terhadap kosakata bahasa Inggris melalui pembelajaran berbasis komputer di SMAN 4 Sawahlunto Sijunjung. Fokus penelitian ini adalah untuk menganalisa sejauh mana pembelajaran berbasis computer dapat meningkatkan penguasaan siswa terhadap kosakata bahasa Inggris dan factor yang mempengaruhinya.

Subjek penelitian ini adalah pelajar kelas XII IS-2 SMAN 4 Sawahlunto Sijunjung tahun ajaran 2007-2008 . Kelas ini masih menggunakan kurikulum berbasis kompetensi. Penelitian ini adalah Penelitian Tindakan Kelas, terdiri dari dua siklus dengan lima kali pertemuan pada masing-masing siklus dengan tahapan : Perencanaan, Pelaksanaan, Pengamatan, dan Perenungan. Data dikumpulkan melalui observasi, interview, kuisisioner, tugas, dan tes.

Temuan penelitian ini menunjukkan bahwa pelaksanaan pembelajaran kosakata melalui pembelajaran berbasis komputer dapat meningkatkan penguasaan siswa terhadap kosakata bahasa Inggris.

Disarankan agar guru bahasa Inggris dapat melaksanakan pembelajaran ini pada kelasnya, dan kepada peneliti lainnya untuk melaksanakan penelitian pada aspek kompetensi kebahasaan lainnya.





## SURAT PERNYATAAN

1. Karya tulis saya, tesis dengan judul *Improving Students' Vocabulary Mastery through Computer-Based Tasks at the XII.IS-2 Grade of SMAN 4 Sawahlunto Sijunjung* adalah asli dan belum pernah diajukan untuk mendapatkan 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 dari pihak lain, kecuali arahan dari Tim Pembimbing.
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4. Pernyataan ini saya buat dengan sesungguhnya, dan apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran pernyataan ini saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah saya peroleh karena karya tulis ini, serta sanksi lainnya sesuai dengan norma dan ketentuan hukum yang berlaku.

Padang, 11 February 2010

Saya yang menyatakan,

Siyohelpiyanti

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Muaro Sijunjung, February 2010

The writer

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

Most of the students cannot communicate by using English because they lack of vocabulary. Actually, the entire target of English curriculum was almost the same: enable the students to communicate. Unfortunately, teaching and learning processes in English class cannot get that target yet. It can be proved by the fact that most of the students are not able to communicate neither in the spoken nor in the written form. Based on the researcher experiences, it could be concluded that the big problem for the students was about the meaning of the words.

As the teacher of English, the researcher has noticed and heard the confession from her students about their difficulties in learning English. The students were shy to speak because they worried about their mistakes. Their friend jeered of the mistakes. Because of that they did not want to practice. The root of the problems faced by the students was vocabulary. She concluded that almost 60 to 90 percent of her 35 students argued that they did not have enough vocabulary, so how could they utter something to share their ideas, opinion, and feeling in English. The other 40 to 10 percent of the students told that they did not know how to arrange the words in good sentences. That was reasonable reason because someone uses words or vocabulary to deliver the idea, opinion, or feeling. Another fact of the students' failure in learning English was their scores. From the researcher's note could be noticed the mean scores of the students at three daily

tests. They were 53.7; 53.7; and 40.3. From 35 students in that class, the number of the students who were able to get the Minimum Standard of Mastery Learning was 13 students or 37% students; 11 students or 31% students and 5 students or 14% students. In addition, the scores of the students in semester examination was also still, relative, low. It was 65.5. Among of them, only 24 students or 69% could get the Minimum Standard of Mastery Learning. In fact, at least 85% students could get the Minimum Standard of Mastery Learning.

Actually, such kind of situation should not have been happened because they have studied English for years. Particularly, some of them have being studied since they were at elementary school. In general, Indonesian students have begun to learn English since junior high school. It means, the last grade of senior high students have studied English for five years. It is enough for a student to be able to communicate in the target language. As according to Cummins' (in O'Malley 1996:60) research has confirmed that students may be able to use oral language to communicate fluently in English after only two or three years of all-English schooling but may take longer, between five and ten years, to reach grade-level norms on standardized achievement tests in English. From the duration time of study, it was sufficient. Unfortunately, the classes were not all-English schooling. In addition, they also do not live in the country where English is the first or the second language but English is the foreign language for them. So, it is difficult for them to get the place to practice English.

The other aspects, such as students' prior knowledge, motivation, attitude, awareness, and so on could not be neglected in education as well as facility, class atmosphere, etc. The most important thing is the teachers

themselves. The teachers were not able to vary techniques in their classes. Some of them applied the same techniques for the different characters of the classes. It could be happened since the teacher did not know the students' ability. They might not know how to use the appropriate approach therefore they could not prepare themselves before coming to the classes nor they did not make the students ready to study. On the other hand, they seldom used media in teaching. They were not able to motivate the students. It could be made the class was boring. Of course, the class was not enjoying. Finally, the student did not want to study English.

The previous problems could be caused by the fact that English has some differences from Indonesian language in some cases. For example, tense(s). The different time has different verbs, which is known as tense(s). The pronunciation is also different from the way to read it in Indonesian language. In their mind, English was difficult. Because of that, they were afraid of studying English. The worse affect from that phenomenon they did not like to study English. Sometimes, they left the class with various reasons, mostly, it was unreasonable reason. Further, they looked like listless in the teaching and learning processes. The worst, if they have homework they ask some one else to make it or just cheat the answer. It was seen from the situation in the morning before the bell rang. They were busy finishing their homework by cheating. It was very difficult for the teacher to recognize and control it. Consequently, of course, the teacher did not know the students' progress of competences required by the curriculum.

From another point of view, the researcher saw an interesting thing. As stated in the beginning of this chapter that Indonesia applied the new curriculum,



called Competence Based Curriculum (CBC) or 2004 curriculum. In that curriculum, there was also a new subject named Information Communication and Technology, and well known as computer subject or TIK (Teknologi Informasi dan Komunikasi). Today, almost every school has, at least, a computer laboratory in which it is enough for one group or class study. If the school cannot provide it, the school cannot run with the current curriculum because computer lesson is one of the components of the curriculum. In the implementation of that latest curriculum, SMAN 4 Sawahlunto Sijunjung has provided a computer laboratory. It consists of 40 units of computer and 2 instructors. All of them can be provided by having a network with Widyaloka Computer Course, Solok branch. SMAN 4 Sawahlunto Sijunjung provided the room and installation meanwhile Widyaloka provided 40 units of computer and instructors. Because of that, this school could go on with the latest curriculum applied. It is also important to be considered that there is Minister National of Education Decree (Peraturan Menteri) number 16, 2007 about teachers' competence standard. One of the regulations is that the teacher should be able to use communication information and technology or computer in educational purposes.

Something interesting has been happening, especially in SMA 4 Sawahlunto Sijunjung. Almost all of the students liked visiting computer laboratory even though it has been time for them to go home. They prefer spent their time at the computer laboratory to go home. They enjoyed it. That statement was indicated by the fact that they liked to stay there until the instructors close the lab. They kept doing something in that place. It was amazing.

The above phenomena have attracted the researcher to conduct the research in her class. One of the ways to encourage students to learn English is to change the teaching approach and one way is by using computer as tools in the classroom.

It could be a good chance to maximize of using computer in learning English because of some reasons. First, students do it by themselves without pressured by the others; therefore, they enjoyed it very much. Second, the instructional language in computer is English words. It means, English is in the computer itself. If the students operate the computer, they will deal with English words. If they do it repeatedly, they will see and know many words or vocabulary since English and computer cannot be separated each other. They look like two sides of a coin. Third, they will spend their time with educated, meaningful and challenging activities. Finally, in doing the tasks as their effort to learn English, the students will not get direct correction by the teacher and did not need to wait for long time to know their mistakes on vocabulary, grammar, or pronunciation because the computer directly show them. Psychologically, it is very good for the students. The students do not get direct correction from the teacher. If it is really happen, English will not be the problem for them anymore and they will get success in their learning. In addition, if they are familiar with computer - after they graduate from senior high school - it will be easy for them to get along with this new high-tech.

## **B. Identification of the Problem**

The success of teaching learning process depends on several factors: students, teachers, materials, supporting facilities, etc. From students point of view it depends on their motivation, awareness, attitude, prior knowledge etc. From teachers' point of view it depends on their knowledge, attention to the students, the variation of the technique used in presenting the lesson. Materials also take a part on it as well as supporting facilities. However, among of them, teachers play the most influential roles. As Nunan (1987:75) points out that a teacher is a source designer and materials provider.

This implies that teachers must be able to provide their students with suitable materials and use the appropriate teaching techniques so that the purpose of the teaching and learning process can be obtained. Realizing the dominant factors played by the teachers, the researcher summed up that her students got difficulties in learning English, and, consequently, they cannot communicate in English. It was caused by the fact that the students have limited vocabulary and they did not know how to improve their vocabulary.

On the other point, Computer - as the new thing for the students- was an interesting thing for them. Because they could find much fun, such as: fascinating game, nice songs and pictures, dictionaries, etc in it. Therefore, it would be helpful for them to learn English. It because of not only the previous reasons but also English itself is in it. English is used as a medium in a computer. The students need to practice a lot in order to be able to communicate in English. They cannot master English if they only hope classroom interaction since they have limited chance to use it actively. It was difficult for the teacher to manage them in

such big class. Meanwhile, language is habit; it should be used continuously. One will be able to master it if s/he always has contact with it. Unfortunately, students cannot make any contact with English outside of the class nor outside of the school since English is not used in their daily life. English is not the first nor the second language, but the foreign language. Therefore, it is impossible for them to practice and be involved outside of, neither the class nor the school. Additionally, they were shy to use English among them or the teachers. In some cases, the teachers also rarely spoke in English. The other case was the limitation of facilities available in school. Therefore, the teacher just treats the students in limited variation of teaching and learning activities.

Using computer was one way to overcome those problems. There are many soft-wares provided that can be used as the aids to learn language, especially English. For example *Euro Talk*, *Rabbit Reader*, *Tell Me More*, etc. Besides that, the students also can go to internet shop where they can browse many sources for learning English. Moreover, every instruction in computer is in English. It cannot be avoided anymore. Automatically the students' vocabulary could be increased and the computer could help them with the 'tools' which contain spelling, grammar, and dictionary. In addition, many programs also available. They can be used as an aid of teaching and learning processes. Therefore, it was a reasonable reason to use computer-based tasks in learning English.

### **C. Limitation of the Problem**

Many problems have been shifted in the previous session. Moreover, there were many aspects included and many problems faced in learning a foreign language. But, it was little chance to see all of them. Therefore, the study was only focused on students' problem on vocabulary. Further, the study was limited on how to improve the students' mastery of vocabulary through Computer-Based Tasks at SMAN 4 Sawahlunto Sijunjung. It means this research wanted to see the advantages or the power of the strategy, computer-based tasks, in improving students' vocabulary mastery of English.

### **D. Formulation of the Problem**

In accordance with the limitation of the problem, the research problem was formulated as follows:

- 1) How well could the students improve their vocabulary mastery by using computer-based tasks at the XII.IS2 grade of SMAN 4 Sawahlunto Sijunjung?
2. What factors affected the students' improvement on vocabulary mastery by using computer-based tasks at the XII.IS2 grade of SMAN 4 Sawahlunto Sijunjung?

### **E. Research Questions**

There were two research questions needed to be answered in this research.

1. To what extent the students' vocabulary mastery could be improved through computer-based tasks quantitatively and qualitatively at the XII. IS-2 grade of SMAN 4 Sawahlunto Sijunjung ?
2. What factors have affected the improvement of students' vocabulary mastery at the XII IS-2 grade of SMAN 4 Sawahlunto Sijunjung?

#### **F. Purpose of the Research**

There were two purposes of the research, (1) to analyze whether students' vocabulary could be improved through computer-based tasks quantitatively and qualitatively; and (2) what factors which affected the improvement of student' vocabulary mastery? In other words, this research had been conducted to improve students' mastery of vocabulary and analyze what factors affected the students' mastery of vocabulary at the XII S-2 grade of SMAN 4 Sawahlunto Sijunjung.

#### **G. Importance of the Research**

The finding of the research would give important information for the teacher, the students, the administrators and everyone who wants to know more about English, especially in the teaching and learning processes. The teacher would have an alternative way to overcome the problem faced in English class, especially in teaching and learning vocabulary. The students had been predicted to get improvement in learning and doing the tasks, since they did it in the fun and enjoyable situation. Moreover, it was hoped that administrators would permit and give big chance for English teacher to use facilities available, and make collaboration with the other teachers or participants in the school. In addition, for

everyone who is interested in English would get one alternative way to enrich the strategy in teaching and learning process of English class.

#### **H. Definition of the Key Terms**

There are some words used as the term on this research. In order to avoid misinterpretation on them, it is necessary to define them. They are defined as follows:

**Mastery of vocabulary** means the ability to understand and use vocabulary and skill using it (as a result of the learning) that may be observed during the process and calculated through the use of tasks and tests which are measured in term of scores given by English teacher to the XII.IS graders of SMAN 4 Sawahlunto Sijunjung.

**Computer-Based Tasks:** an activity or action, which was carried out to have the ability to understand and use vocabulary through answering some exercises in a piece of work (task) to be done based on the materials presented in CDs of educational program by using computer as a tool to accomplish during the process of learning English.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS AND RECOMMENDATION**

#### **A. Conclusion**

Based on the analyzing of the data through instruments used in this classroom action research, overall it can be concluded that the action to improve students' mastery on vocabulary through computer-based task have been successful in one of the class of twelfth grade in SMAN 4 Sawahlunto Sijunjung in the academic year 2007-2008. The conclusion drawn based on the formulation of the problem which was detailed as the research questions of this research. They were: First, to what extent the student' vocabulary mastery could be improved through computer-based task quantitatively and qualitatively at the XII IS-2 grade of SMAN 4 Sawahlunto Sijunjung? Second, what factors affected the students' mastery of vocabulary?

Computer-Based Task could better improve the students' mastery on vocabulary at SMAN 4 Sawahlunto Sijunjung. It could be proved by the fact that there was the improvement on students' score on the tasks and test given. The improvement made by the students was seen from 8 indicators of vocabulary task and test. They were: definition, concord, categorizing, synonym, antonym, completing sentence, word order and context. Among of them, computer-based task has worked best on indicator categorizing. It has been started by good number of the students' score at the first cycle in 5 tasks; they were 72.9; 75.8; 78.1; 75.3; and 84.4. And the students score on the test was 91. Meanwhile on the second cycle this indicator got 76; 90; 92; 91; 95; and for the test was 92. Further, this action really worked in improving students' mastery on vocabulary in



indicator context and word order. Context was started by 10 and ended by 74.4 in the first cycle. The mean score for the test was 74. For indicator word order it started by 20 and ended by 72.5. Meanwhile the mean score for the test was 82. They were really good improvement. And also in the second cycle, categorizing was the best one. It was started by 76 and ended by 95. Context was the lowest one; it was 63 and ended by 78. Meanwhile word order started by 66, ended by 81.

Based on the whole finding, it could be concluded that improving students' mastery on vocabulary through computer-based task have successfully worked at this classroom action research. It could be happened because of some factors, such as: time management, level of material difficulty, students' prior knowledge of operating computer, and class management.

## **B. Implications**

The implications of the research that can be drawn as follows:

1. Knowing the purpose of teaching and learning English for the students is the important thing as the consideration of choosing the strategy used in the teaching and learning process.
2. Knowing the students' language level is important for the teacher to select the presented language materials.
3. Implementing computer-based tasks in English class give benefits both for teacher and students, even though there was a threat in operating it during the class.

### **C. Suggestions**

Based on the findings of the research toward students' mastery on vocabulary, some recommendations are addressed as follow:

1. In teaching English at senior high school, students' need and problem should be the prior concern of the teacher. Always pay attention to the barrier that hinders students to be able to communicate in English.
2. Computer-based task is one of thousands ways that can be apply in teaching English, especially in mastery on vocabulary.
3. Computer-based task, may be, also suite to in teaching English at another point of learning English such as listening, speaking, reading, writing or grammar. It is recommended to conduct the research in those points.

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