

CHAPTER I

INTRODUCTION

This chapter presents background of the research, research questions, aims of the research, scope of the research, significance of the research, hypothesis, research methodology, definition of key term, and organization of the paper.

I.1. BACKGROUND OF THE RESEARCH

Research conducted by Teacher Training Center and Improvement (PPPG) in 2002 shows that only 39 % of high school students are categorized as intermediate level and the rest are elementary and novice level. If it is compared to English proficiency level using TOEIC score, intermediate score ranges between 450 and 650; pre-intermediate ranges between 300-450; elementary ranges between 150 – 300; and novice level ranges between 0 – 150 (www.embassyces.com).

Vocational High School is equal to senior high school, but it prepares students for working field. According to Wikipedia, “vocational school is referred to career college and operated for the express purpose of giving its students the skill needed to perform a certain job”. In Indonesia, Vocational High School is known as Sekolah Menengah Kejuruan (SMK).

Based on the curriculum of SMK 1999 (cited in Ningsih, (2002)), SMK as a sub system of Senior High School, has a goal to prepare the students for entering the work fields and being able to develop professional skill; being able to choose

career, being competent, and improving oneself; being middle worker to meet the need of work field; and being productive, adaptive, and creative citizen.

Supervisor of Directorate Vocational High School in Ministry of National Education, Joko Sutrisno states:

“Penyerapan lulusan sekolah menengah kejuruan (SMK) oleh dunia usaha dalam negeri dan luar negeri, terus meningkat, terutama untuk kawasan Timur Tengah. Sayangnya, Indonesia hanya mampu memenuhi sebagian kecil dari permintaan tersebut. Kendala utama adalah kemampuan bahasa Inggris yang masih harus terus ditingkatkan”. (Cited in Sulisty (2008))

As stated above that the demands of vocational high school graduates in work field in the world keep rising, especially in Middle East countries. Unfortunately, we are only able to fulfill small amount of the demands. Since, our main problem is the lack of English proficiency of high school students which has to be improved.

This is in line with the research conducted by Teacher Training Center and Improvement (PPPG) which states that general English proficiencies of Indonesian high school students seems quite far to meet the global competency demand.

Since English is one of the most commonly used languages for international commerce, employers need to have a common measure of the language skills of employees and prospective employees. Therefore, the graduates of Vocational High School are expected to have good English proficiency in order to have acknowledgement of their English competence that suit their work field.

In order to improve the quality of Indonesian graduates, the method of English teaching-learning shall be adjusted to recent technology progression.

Thus, Indonesian government has recommended the implementation of information technology (IT) in the classroom by establishing the planning of national education development (*Rencana Strategi Pembangunan Pendidikan Nasional 2003*).

Computer-Based Language Learning (CALL) as a new strategy has been developed in order to create symbiotic relationship between the development of technology and [pedagogy](#) (Delcloque 2000, cited in HL (2010)). CALL is a tool used in language teaching to facilitate the language learning process. It combines various media such as sound, text, Figure, animation, and video in the form of digital software. CALL changes the role of the teacher but does not eliminate the need for a teacher altogether. Moreover, teachers become guides of students' activities and stimulated to be better quality of teachers. As stated by Ray Clifford (cited by Sudjana & Rivai, (2009)) technology will not replace teachers, but teachers who use technology will replace teachers who don't.

In doing CALL in classroom, teacher keeps monitoring the learning process in order the purpose of the study is reached. Therefore, in this study Dynamic Education (DynEd) program is used as a reference in doing CALL in classroom. DynEd is computer-based English learning which has been suggested by Minister of National Education for all levels of schooling, especially for vocational high school. They further explain that DynEd is a great innovation, since it is obviously effective for English teaching-learning process (2009).

In doing experimental research, it is important to have measuring instrument to determine whether the experiment is successful or not. As asserted by Hix and Hartson (1993, cited in Helander (1997: p.665)), “measuring instrument is needed for providing values for particular usability attribute, it always provides quantitative values”. Thus, in this study, the researcher uses Test of English for International Communication (TOEIC) as an instrument to measure the English proficiency of Vocational High School students.

TOEIC is developed to assess the English skills of people around the world working in multi-national companies, schools, and government organization (retrieved from Oxford dictionary, 2009). Moreover, TOEIC is intended in order to fulfill demand towards improvements of education quality in Indonesia (Bukit 2003, cited in Lismawati (2007)). Those are why the researcher considers that TOEIC is the most appropriate measuring instrument to measure English proficiency of Vocational High school students in this study.

Based on the explanation above, the researcher arranges study entitled ‘The Implementation of Computer-Assisted Language Learning (CALL) by Using Dynamic Education (DynEd) Program in Improving English Proficiency of Vocational High School Students’. This is a quasi experimental study at the students of one Vocational High School in Bandung.

I.2. RESEARCH QUESTIONS

The research questions of this study are:

1. Does the implementation of CALL by using DynEd program significantly improve the English proficiency of vocational high school students?
2. What are the students' responses toward the implementation of CALL by using DynEd program in improving their English Proficiencies?

I.3. AIM OF THE RESEARCH

This study is aimed

1. to find out whether the implementation of CALL by using DynEd program significantly improves the English proficiency of vocational school students.
2. to find out the students' responses toward the implementation of CALL by using DynEd program in improving their English proficiencies.

I.4. SCOPE OF THE STUDY

This study is limited to find out the effect of the implementation of CALL by using DynEd in improving English proficiency of vocational high school students, who are in the third grade.

I.5. SIGNIFICANCE OF THE RESEACH

This study is expected to find out the effect of the implementation of CALL by using DynEd program in improving English proficiency of Vocational

High School students. Furthermore, the recent study provides sufficient evidence about the effect of implementation of CALL by using DynEd program in improving Vocational High School students' English proficiency.

This study also gives alternative method to Vocational High School teachers in improving students' English proficiency by introducing the DynEd program which can be applied as Computer-Assisted Language Learning. Moreover, this study can also be used as a reference for the next researcher who is interested in conducting similar study.

I.6. HYPOTHESIS

According to Hatch and Farhady (1982), hypothesis is a tentative statement about the outcome of the research. This study takes null hypothesis (H_0) in which the hypothesis is: There is no significant improvement to the experimental group after getting the implementation of CALL by using DynEd program.

I.7. RESEARCH METHODOLOGY

I.7.1. Research Design

The study dealt with the effect of the implementation of CALL by using DynEd program in improving English proficiency of Vocational High School students. Therefore, the study employed experimental research. Moreover, this study used quasi-experimental design and a pretest-posttest control group.

I.7.2. Population and Sample

The population of this study was the third grade students of one public Vocational High School in Bandung which concerns with chemistry programs. The samples used were two groups; the first was experimental group and the second was control group. This study used non probability sampling because the random sampling could not be conducted. Moreover, 33 students were selected to be in one group.

I.7.3 Research Procedures

Several procedures were arranged in conducting this study. Firstly, the two classes of third grade of vocational high school were selected as control and experimental groups. Furthermore, they were given TOEIC as pretest to determine whether the initial English proficiencies of these groups were equal.

After getting pretests, they were given treatments of CALL using DynEd program eight times. In each treatment, the themes were different, they were:

Table 1.1
Themes and Materials in Treatments

1.	Names and Places	Basic personal information: name, where from, languages spoken, countries and cities of the world, relative location, and nationality. Simple introductions, <i>be</i> , <i>do</i> , negation, pronouns, <i>Yes/No</i> and <i>Wh</i> -questions. Introduces the most basic structures in English.
2.	Family Schedule	Family relationships and daily schedules of four members of the Harris family. The focus is on specific times, frequency, and duration of habitual activities that make up daily life.
3.	Daily Activities	Reinforces and extends the language of daily life to include both past and future activities. Topics include talking about

		occupation, family and daily routines.
4.	Planning Ahead	Within the context of a business trip to London, the focus is on making future plans and choices, including reasons and alternatives. Degrees of certainty, modals, and simple conditionals are further developed.
5.	On a Trip	Extends the language necessary to talk about one's life, expectations and intentions. Relates singular events to durative events and experience. Contrasts past tense with the present perfect. Vocabulary of travel is reviewed and extended.
6.	Life Experiences	Extends the ability to talk about one's life in more detail: past experiences, current situations, plans and hopes for the future. This lesson completes and reinforces the presentation of pre-intermediate verb structures.
7.	Life Choices	Introduces conditional constructions to talk about past and future events and their consequences. Presents different types of cause-and-effect relationships using connecting phrases such as "as a result," "even though," "because of," and "unless."
8.	The Secret Code	Students examine evidence in a mystery and draw conclusions from the evidence as they try to solve it. The focus is on degrees of certainty, making inferences, conditionals and suppositions.

Those selected themes and material are designed for Beginner until Intermediate levels in DynEd program. After the treatments, the posttests using TOEIC were administered to find out whether or not there was any significant improvement of their English proficiencies.

Next, the questionnaire was delivered only to the experimental group to figure out what students perceive about the implementation of CALL by using DynEd program in improving their English proficiencies. Finally, interpreting the result and making a conclusion whether the implementation of CALL by using DynEd program significantly improves the English proficiency of Vocational High School students or not.

I.7.4. Research Instrument

TOEIC was used as an instrument to measure the English proficiency of Vocational High School students both in pretests and posttests. Pretests were used to find out initial proficiencies of the control and the experimental groups, whereas posttests were used to find out the English proficiency of the experimental group after the treatments. Moreover, questionnaire was also used to acquire students' views toward the implementation of DynEd program in improving their English proficiencies.

I.7.5. Data Analysis

In this study, quantitative research was used for analyzing obtained data. Statistical analysis both of independent t-test and dependent t-test were used in this study. Independent t-test was used to compare the means between the control and the experimental groups. Moreover, both of the result of pretests and posttests of the two groups were calculated by using dependent t-test. It was to test the implementation of CALL by using DynEd program in improving English Proficiency of vocational school students, whether or not there was significant English proficiency improvement after the treatment. "Dependent t-test is used for making within subject comparison of the same group, such as comparison of scores on a test before and after the treatment" (Landsman, 2005; p.115).

Moreover, the questionnaire in this study was used to acquire further information. It was Likert scale response. It consisted of fifteen items (see Appendix 3), which covers students' responses toward learning English,

students' responses toward CALL, and students' responses on the implementation of CALL by using DynEd program in improving their English proficiencies.

After delivering the questionnaire, the data were calculated into percentage. Then, it was interpreted based on the frequency of the students' answers. Moreover, it was concluded after being compared with the theories.

I.8. DEFINITION OF KEY TERMS

1.8.1. Dynamic Education (DynEd)

DynEd is computer-based English learning program which has been approved by Ministry of National Education. DynEd covers all proficiency levels and include a range of age-appropriate courses, for kids in school to adults in leading corporations, airlines, and vocational schools. In this study, the program of DynEd used is New Dynamic English which is purposed for Beginner until Intermediate level in Vocational High School.

1.8.2. Computer-Assisted Language Learning (CALL)

CALL is a tool used in language teaching to facilitate the language learning process. It is a student-centered learning material, which promotes self-paced learning. In this study, CALL is language laboratory which contains of 40 personal computers which have been being connected to the internet. CALL enables students to do self-study using Information and Communication Technology, while teacher monitor the learning process.

I.8.3. Test of English for International Communication (TOEIC)

Test of English for International Communication (TOEIC) is a standardized test consists of 200 questions. 100 numbers are listening comprehension section and 100 numbers are reading comprehension section. The questions of TOEIC come from everyday situation and language in business setting. TOEIC is used primarily for business and government organization. In this study, TOEIC is used as the measuring instrument for pretests and posttests.

The TOEIC used in this study is produced by Vocational English Teachers Association (VETA) in West java Province.

I.8.4. Vocational High School

Vocational High School is referred to *Sekolah Menengah Kejuruan* (SMK). It prepares students for working field in vocational work field. It is equal to Senior High School. In this study, the third grade of one Vocational High School in Bandung which concerns with chemistry programs is selected to be the population. It is SMK Negeri 7 Bandung which is located on Jalan Soekarno-Hatta.

I.9. ORGANIZATION OF THE PAPER

This study report consists of five chapters. Chapter One is introduction which presents background of the research, research questions, aim of the research, scope of the research, significance of the research, hypothesis, research methodology, definition of key term, and organization of the paper. Chapter Two

is theoretical review which presents some theories of CALL and some previous studies which are also related to this study. Chapter Three is research methodology which explains research questions, research design, population and samples, research procedures, research instruments, data collection, and data analysis. Chapter Four is findings and discussion which present the findings of this present study and continued with the discussion of the collected data analysis. The last is Chapter Five. It presents conclusion and suggestion which states the results of the research and suggestions for further research.

