

CHAPTER I

INTRODUCTION

I.1 Background of the Development

The role of English in Indonesia becomes important nowadays due to the rapid world development that demands the people to connect with other countries. Consequently, today, many schools have started to teach English to children in early age level. They hope if the students learn English in this age, they will pick up the language easily as they are in golden age. They are fully aware of children's brain development in that age they are well-adapted. Parents also realize about the importance of English so they send their children to English courses. Therefore, teachers should be aware that teaching children is different from teaching adult (Piaget, 1955). They should use attractive techniques to make the students absorb the language easily. For example, teachers can take them directly to a situation where the people always communicate in English. Through that way, the children will absorb the language automatically, and then become familiar with the language.

In English learning, there are two kinds of teaching methods that influence the way children get the knowledge and skills. Those are teacher-centered learning and student-centered learning. Teacher-centered learning focuses on teachers. Students only listen to what the teacher asks and explains.

The teacher always monitors and corrects every student's word. This method limits the students' progress in learning; on the contrary, student-centered learning focuses on students. They study in groups according to the purpose of the activity. Each student-centered group does not only score higher academically, but they also gain some social skills through cooperative work (www.nclrc.org/essentials/goalsmethods/learncentpop.html). Therefore, many schools are changing their methods of teaching from teacher-centered to student-centered to give benefits and motivation to the students. One of the methods of student-centered learning is through computer-aided instruction.

According to Neo Mai Ken Neo (2002), the learning development through multimedia is as a student-centered learning method. The role of multimedia can be as a teacher. Students can get many advantages from the attractive design, animation pictures, games, music, etc. Thus, they do not only have the motivation to learn English but they also enjoy the learning process. It will not make them get bored. It is different from textbooks which only give the same stage every time they start to study English.

Computers can be a multimedia to learn English. The main aim of computers is for individual learning. Besides that, learning by computers makes the students accustomed to using it. They will be able to operate the computers well. Today, someone's ability in using computers is as important as the English skills themselves.

The use of computer in Indonesia has already developed well. A lot of students are able to operate the computer. They do not only use it as a replacement of a typing machine but also to learn or present information.

One of the techniques of learning through computers is commonly called Computer Assisted Language Learning (CALL). According to Lee (2000), the students can get the advantages through CALL. They can motivate themselves to learn and also can change their learning attitude.

When the developer distributed the needs assessment questionnaire in Gloria Christian Elementary School II, most of the teachers agreed that the students needed to improve their vocabulary. From the vocabulary test that the students had, 40 % (in average) of 72 students got below 6,5 (this score was taken from the minimum requirement in this school). This data was taken from the vocabulary test in one year of school. It was very easy for them to forget the words or the meaning of the words is the problem. It happened when the teachers wanted to review the vocabularies that they have studied before. They only memorized the words without understanding them. Vocabulary learning is not comprehended well if the students only memorize every word. They also get bored when they are learning vocabulary. The ways of teaching vocabulary also need to be improved; the teachers still do the vocabulary learning based on textbooks. The teachers should find another way of teaching vocabulary to encourage the students in studying vocabulary.

The developer tried to help the teacher by developing a multimedia to teach vocabulary. It is better to learn vocabulary by multimedia which is activate

them to learn so the students will remember the words well and they will be motivated to learn more and more vocabulary.

During her developing the program, she used the branching method. In this method, the students can learn the software as self-learning media. As a result, they are motivated to learn English. Moreover, students who cannot absorb the material quickly, they have a chance to learn vocabulary in their own speed. The developer tried to make an alternative for learning sources so that the teacher can overcome the problems. The developer made the software with clear instruction so the students can study easily. The components which are included in this software are: (a) attention-gaining materials, (b) pre-test, (c) explanation, (d) exercises, and (e) post-test. There is feedback for the exercises that have been done by the students. Feedback is very important because the students can evaluate themselves whether they understand about the material or not and it consequently will improve the students' achievement.

Supporting factors for this software development are: (a) the teachers need to improve the students' vocabulary, (b) the teachers and students have the same interest in learning English using multimedia, and (c) the teacher needs software that deals with the school syllabus and need assessment.

Thus, this software development should be done immediately to help the elementary school teachers overcome the problems of the students in learning vocabulary.

1.2 Statement of the Problem

Based on to the description in the background of the development, the main problems faced are as follows:

1. Learning resources at Gloria Christian Elementary School are limited, especially in connection with vocabulary. The source of learning is still limited to textbooks that do not support individual learning.
2. Interesting and motivating designs for learning material are still limited. This does not support individual learning (self learning) well.
3. Computer-assisted learning software as a learning resource that is needed the need has not been available yet.

1.3 Objective of the Development

Based on the problems above, this software development has one main goal, which is to solve the problem. It is to produce vocabulary CALL software with the topics of house, family and school, as an alternative learning resource with the intention of solving students' learning problems especially for the limitation of learning source that deals with the school syllabus and also learning resources for self-learning to overcome the existing problem.

1.4 Specifications of the Product

This developed Computer-Assisted Language Learning software has the specifications as follows:

1. This software can be used as a media to deliver new materials, not taking a role as the main media, but alternative media because there are other media that can be used for materials delivery.
2. The design used in this software development is Branching Design to give more opportunities to students to learn individually.
3. This CALL software has some components that can make the students learn more easily, they are: (a) attention-gaining materials (b) learning objectives, (c) pre-test and feedback, (d) explanation, (e) exercises and feedback, and (f) post-test and feedback.

1.5 Significance of the Development

The development of this software is important because it can give the following benefits:

1. This software can be used as one of the learning resources for activities in vocabulary learning.
2. This development can be used as an alternative learning resource in the laboratory or for individual use.
3. Making use of the branching design, this software allows students to learn according to their speed, which means to support the individual learning process due to its has individual interaction facility.
4. As an alternative source, this software is more interesting compared with printed learning resources because: (a) it is equipped with colors, sounds, and pictures, (b) there is direct feedback that shows whether the students'

answer is right or wrong, (c) it gives an enjoyment and reinforcement soon as the students show their performance in each activity by showing complimentary words as “perfect”, “excellent”, “you did very well”, “try again”, “keep moving forward”, etc.

1.6 Assumptions and Limitations of the Development

The development of this vocabulary software is based on some assumptions as follows:

1. To make the learning process easier, there is a need for a learning resource that can make students learn.
2. The development of this software is necessary to do and based on the existing needs.
3. The development of this software is designed for individual learning. It does not involve the interaction between teacher and students directly.
4. Pre-test and post-test are assumed to be valid so they can be used as measurement to determine the effectiveness of software development.
5. The learning process with this software is effective and efficient for students who have already had computer skills.

The above assumptions led the developer to come the awareness that this development the following limitations:

1. This development is only limited for vocabulary subject with three topics: house, family, and school. It is for the second year students of Gloria Christian Elementary School.
2. The product try out was held only in Gloria Christian Elementary School II Surabaya.

1.7 Definition of Key Terms

1. **Vocabulary** is an alphabetical list of words with their meanings; the words of a language (Geddes & Grosset, 1998).
2. **CALL** is an approach to language teaching and learning in which computer technology is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactive element (http://en.wikipedia.org/wiki/Computer-assisted_language_learning#Advantages_of_CALL_.28motivation_and_authenticity.29).
3. **Branching method** is used with the idea that slower learners can be presented with additional information if they can't respond well enough to a sequence of frames and that more advanced students can be exposed to more challenging materials (edutechwiki.unige.ch/en/Programmed_instruction).

1.8 Organization of the Development

This thesis consists of two parts. The first part is the analytical report of the development process and the second part is the product of the development in the form of compact disc (CD) that contains vocabulary software.

There are five chapters in the first part of the development process:

Chapter I Introduction discusses (a) background of the study, (b) statement of the problem, (c) objective of the development, (d) specification of the product, (e) the significance of the development, (f) assumption and limitations of the development, (g) definition of key terms, and (h) organization of the study.

Chapter II Review of related studies, there are three parts. The first part is about teacher vs. student centered instruction and learning style. The second part is about the theories of vocabularies: types of vocabulary, teaching vocabulary to young children, developing students' vocabulary learning skill, the importance of vocabulary, and the importance of media in teaching vocabulary. The third part is about the theories of CALL: three stages of CALL, types of CALL, characteristics of CALL, methods of CALL, the advantages of CALL, and review of previous studies.

Chapter III Procedures of the development discusses (a) procedures of the development: preparation, the development of CALL software, and the experts' evaluation, (b) product try out: design of the try out, subject of the try out, instrument and data collection procedure, data analysis as the basis of revision, and techniques of data concluding.

Chapter IV Report on the result of the development discusses (a) the result of needs assessment, (b) the result of evaluations and data interpretations, and (d) conclusion of evaluations.

Chapter V Presents conclusion and suggestions

The second part of the thesis is the product of the development in form of compact disc (CD) that contains of the vocabulary, with the main subjects' house, family, and school for the second year students of elementary school. This software uses tutorial design, branching method and repetition. It also includes some components: (a) attention-gaining materials, (b) pre-test and feedback, (c) the objective of learning, (d) the material, (e) exercises, feedback, explanation, and (f) post-test and feedback.