THE EFFECT OF USING COMPUTER ASSISTED LANGUAGE LEARNING (CALL) ON THE TENTH GRADE STUDENTS’ NARRATIVE WRITING ACHIEVEMENT OF MAN 1 JEMBER IN THE 2013/2014 ACADEMIC YEAR

THESIS

Proposed to Fulfill One of the Requirements to Obtain the Degree of S1 at the English Education Program of Language and Arts Education Department The Faculty of Teacher Training and Education Jember University

ROSSY UTAMI
(080210401046)

ENGLISH EDUCATION PROGRAM LANGUAGE AND ARTS EDUCATION DEPARTMENT FACULTY OF TEACHER TRAINING AND EDUCATION JEMBER UNIVERSITY 2014
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I certify that this thesis is an original and authentic piece of work by myself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title, this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedure and guidelines of thesis writing from the university and the faculty have been followed.

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DEDICATION

This thesis is dedicated to:

1. My beloved parents, Sutomo and Nurhasanah. Thank you for your endless love, effort and support to me. There is no better home than being with you beside me.

2. My dear husband, David Imamyartha. Your patience and support is invaluable. You are a gift.
MOTTO

“New technology is common, new thinking is rare.”

Sir Peter Blake

*)

CONSULTANT APPROVAL

THE EFFECT OF USING COMPUTER ASSISTED LANGUAGE LEARNING (CALL) ON THE TENTH GRADE STUDENTS’ NARRATIVE WRITING ACHIEVEMENT OF MAN 1 JEMBER IN THE 2013/2014 ACADEMIC YEAR

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Finally, I would be even more grateful if there is any positive comment and suggestion from the readers regarding the improvements of this thesis for it undoubtedly still possesses some drawbacks.

Jember, January 2014

Writer
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SUMMARY

The Effect of Using Computer Assisted Language Learning (CALL) on the Tenth Grade Students’ Narrative Writing Achievement of MAN 1 Jember in the 2013/2014 Academic Year; Rossy Utami, 080210401046; 2014:84 pages; English Education Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Jember University.

In the 21st century, technology is applicable on every aspect of our life, such as in: economy, transportation, communication, as well as education. For the educational field, the use of technological devices as teaching media brings benefit both for the teachers and the students. In the English Language Teaching, using technology represents the application of CALL or Computer-Assisted Language Learning model. The previous study showed that the use of CALL to teach writing owns a great potential on the writing nature and the students’ writing performance. Therefore, this research was conducted to investigate whether or not there is a significant effect of using Computer-Assisted Language Learning (CALL) on the tenth grade students’ narrative writing achievement of MAN 1 Jember in the 2013/2014 academic year.

Regardless of many kinds of CALL, this research focused on the use of internet-based CALL in the form of an online writing website named Storybird as a writing medium. When brought into the writing class, the application of Storybird website could serve a great advantage due to its powerful and interactive features. Using this website, the students’ writing activities mainly take place online within the website virtual class. Briefly, the students’ writing activities are: 1) finding, selecting and organizing the website artworks based on the given topic, 2) adding texts on the chosen artworks, 3) publishing the story into the website class library, 4) reading and commenting peers’ stories and 5) editing their own stories based on the teacher’s feedback and peers’ comments.
Regarding the research design, this research employed pre-experimental: the static-group comparison with a cluster-random sampling. The sampling technique was done by administering a homogeneity test to find two homogeneous, intact classes from the tenth grade students of MAN 1 Jember in the 2013/2014 academic year. The experimentation of this research was executed by using the Storybird website as a medium to teach narrative writing in the experimental class, while the control class was taught with no writing medium. As a source of primary data, a writing post-test was given to both classes by assigning the students to write a narrative text. The supporting data was also gathered by conducting observations in the experimental class during the treatments. By using the Independent Sample t-test on the SPSS software, the result of the primary data was analyzed.

According to the t-test analysis of the post-test result, it was proved that there was a statistically significant difference between the mean score of the experimental and control classes since the value of Sig.2-tailed was less than 0.05. The mean score of the experimental class was 65.83 while the mean score of the control class was 59.21. Theoretically, the experimental class gained a better achievement because of the application of CALL as a writing medium. In this case, the Storybird website contributed to the students’ narrative writing achievement in several aspects: 1) its artworks could help the students to develop the content, organization and vocabulary of their writing, 2) it facilitated the language use of the students’ writing since they were able to publish their story, receive the teacher’s feedback and peers’ comments, and edit their story, and 3) its Storymaker editor helped the students to use correct spelling in their writing. In addition, bringing the website into the writing class as a new and innovative medium could increase the students’ excitement, motivation and interest to be involved in the teaching and learning activities. From the description, this research was finally drawn on conclusion that there was a significant effect of using Computer-Assisted Language Learning (CALL) on the tenth grade students’ narrative writing achievement of MAN 1 Jember in the 2013/2014 academic year.