



**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**



**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**

STATEMENT OF THESIS AUTHENTICITY

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.

I am aware of the potential consequences of any breach of the procedures and guidelines, e.g. cancellation of my academic award.

I hereby grant to Jember University the wish to archive and to reproduce and communicate to the public my thesis or project in whole or in part in the University/Faculty libraries in all forms of media, now or hereafter known.

Jember, January 13rd, 2014



Rossy Utami
080210401046

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)**

^{*)} Rao, Aditi. 2012. *10 Educational Technology Quotes*. Available at: <http://teachbytes.com/2012/03/01/10-educational-technology-quotes/>. Retrieved on: December 11th, 2013

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

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

Name : Rossy Utami
Identification Number : 080210401046
Level : 2008
Place and Date of Birth : Banyuwangi, September 20th 1990
Department : Language and Arts Education
Study Program : English Education

Approved by:

Consultant I

Consultant II

Dr. Budi Setyono, M.A
NIP. 196307171990021001

Dra. Wiwiek Eko Bindarti, M.Pd
NIP. 195612141985032001

APPROVAL OF EXAMINER COMMITTEE

This thesis has been approved and accepted by the Faculty of Teacher Training and Education, Jember University on:

Date: Januari 13rd, 2014

Place: The Faculty of Teacher Training and Education, Jember University

Examiner Team

Chairperson

Secretary

Dra. Made Adi Andayani T., M.Ed
NIP. 196303231989022001

Dra. Wiwiek Eko Bindarti, M.Pd
NIP. 195612141985032001

The Members:

Signatures

1. Dr. Budi Setyono, M.A
NIP. 196307171990021001

.....

2. Drs. Bambang Suharjito, M. Ed
NIP. 196110251989021004

.....

The Dean

Faculty of Teacher Training and Education
Jember University

Prof. Dr. Sunardi, M.Pd
NIP. 195405011983031005

ACKNOWLEDGEMENT

Firstly, I would like to thank Allah SWT for giving me the strength and patience to complete this thesis writing. All His blessings had come and helped me in every step of the accomplishment of this thesis. Moreover, I also would like to express my sincerest gratitude to these following people.

1. The Dean Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of Language and Arts Education Department.
3. The Chairperson of English Education Program.
4. My first and second consultants, Dr. Budi Setyono, M.A and Dra. Wiwiek Eko Bindarti, M.Pd who had given countless patience, guidance and support for me to finish this thesis.
5. My examiners, Dra. Made Adi Andayani T., M.Ed and Drs. Bambang Suharjito, M.Ed. Thank you very much for the valuable comments and suggestions for me to improve this thesis.
6. The Principal of MAN 1 Jember who had approved my research proposal.
7. The teachers of MAN 1 Jember, especially the ICT teacher who had given a lot of help for me during the treatments of the experimental class.
8. The tenth grade students of MAN 1 Jember in the 2013/2014 academic year, especially class X-3 and X-6.
9. My colleagues in the English Education Program, Aulia, Alfi, Tinar, Ms. Dwi and Farah. Thank you for your great supports.

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

TABLE OF CONTENTS

	Page
TITLE PAGE	i
LETTER OF AUTHENTICITY	ii
DEDICATION	iii
MOTTO	iv
CONSULTANTS' APPROVAL	v
APPROVAL OF EXAMINERS	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	viii
THE LIST OF TABLES	xi
THE LIST OF APPENDICES	xii
SUMMARY	xiii
CHAPTER I. INTRODUCTION	1
1.1 Background of the Research	1
1.2 Problem of the Research	6
1.3 Objective of the Research	7
1.4 Significance of the Research.....	7
CHAPTER II. REVIEW OF RELATED LITERATURE	9
2.1 Writing Skill.....	9
2.2 The Nature of Writing in School.....	10
2.3 The Text Types Taught in Senior High School	12
2.3.1 Narrative Text	13
2.3.2 Fable as A Type of Narrative Text	17
2.4 The Use of Technology in Language Teaching and Learning.....	19
2.4.1 Computer-Assisted Language Learning (CALL)	20
2.4.2 The Use of CALL for Teaching Writing	26

2.5 The Application of Storybird Website for Writing Narrative	28
2.5.1 Website Description.....	28
2.5.2 The Features of Storybird Website	30
2.5.3 The Use of Storybird as an Internet-based CALL Writing Medium ...	34
2.5.4 The Procedures of Using Storybird in Teaching Narrative Writing	36
2.5.5 The Potentials and Limitations of Using Storybird Website	43
2.6 The Aspects Measured in Students' Narrative Writing Achievement.....	46
2.7 Research Hypothesis	52
CHAPTER III. RESEARCH METHODOLOGY	54
3.1 Research Design	54
3.2 Area Determination Method	57
3.3 Respondent Determination Method.....	58
3.4 Operational Definition of the Terms.....	58
3.4.1 The Use of Computer-Assisted Language Learning (CALL).....	59
3.4.2 Students' Narrative Writing Achievement.....	59
3.5 Data Collection Method	60
3.5.1 Writing Test	60
3.5.2 Observation	63
3.6 Data Analysis Method.....	63
CHAPTER IV. RESULT AND DISCUSSION	65
4.1 The Research Schedule	65
4.2 The Result of Homogeneity Test	66
4.3 The Description of The Treatment.....	68
4.4 The Result of Try Out	70
4.5 The Result of Supporting Data	70
4.6 The Result of Primary Data	72
4.7 Hypothesis Verification	74
4.8 Discussion	74

CHAPTER V. CONCLUSION	80
5.1 Conclusion	80
5.2 Suggestion	80
REFERENCES	82
APPENDICES	86

LIST OF TABLES

	Page
Table 4.1 The Schedule of Conducting the Research	65
Table 4.2 The Number of the Tenth-Grade Students of MAN 1 Jember in the 2013/2014 Academic Year	66
Table 4.3 The Result of Homogeneity Test Analysis Using ANOVA on SPSS	67
Table 4.4 The Schedule of the Research Treatments	68
Table 4.5 The Result of Post-Test Analysis Using Independent Sample t-Test on SPSS	73

THE LIST OF APPENDICES

Appendix 1. Research Matrix	86
Appendix 2. The Interview Result	87
Appendix 3. Homogeneity Test	89
Appendix 4. Lesson Plan I: Experimental Class	92
Appendix 5. Lesson Plan II: Experimental Class.....	103
Appendix 6. Lesson Plan III: Experimental Class	114
Appendix 7. Lesson Plan I: Control Class	125
Appendix 8. Lesson Plan II: Control Class	134
Appendix 9. Lesson Plan III: Control Class	143
Appendix 10. Post Test	152
Appendix 11. The Scoring Rubric	153
Appendix 12. Examples of Student Manuals.....	154
Appendix 13. Observation Checklists	156
Appendix 14. The Scores of Homogeneity Test	158
Appendix 15. The List of Respondents' Names	159
Appendix 16. The Observation Results	160
Appendix 17. Post Test Scores of the Experimental Class	163
Appendix 18. Post Test Scores of the Control Class	166
Appendix 19. Samples of the Students' Writing in the Post Test.....	169
Appendix 20. The Letter of Research Permission from Faculty.....	182
Appendix 21. The Letter of Research from School	183
Appendix 22. The Example of the Student's Writing Assignment.....	184

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.