



**THE EFFECT OF USING COMPUTER ASSISTED LANGUAGE LEARNING
ON THE ELEVENTH GRADE STUDENTS' WRITING ACHIEVEMENT OF
MAN JEMBER 1 IN THE 2010/2011 ACADEMIC YEAR**

THESIS

Composed as one of the requirements to obtain the S1 degree at the English
Education Study Program of the Language and Arts Education of the Faculty of
Teacher Training and Education, Jember University

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DEDICATION

This thesis is honorably dedicated to:

1. My honorable father H. Abd Rohim and mom Hj. Khusnul Khotimah, thank you very much for your advice and care, endless love and prayer. I'll work harder to make you happy and proud of me.
2. My beloved sister Siti Rohimah and brother Moch. Rofi'i, you show me how to be a responsible young sister as the only daughter who went to study in collage.
3. My dearest soulmate Alfian Wibisono, who always supports and helps me to accomplish this thesis. Thank you honey.

MOTTO

*There is nothing to write. All you do is to sit down at a computer and open a journey
of a thousand sites begins with a single click*

(Technology Quotations: Rooney Kay)

APPROVAL OF THE EXAMINATION COMMITTEE

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THE EFFECT OF USING COMPUTER ASSISTED LANGUAGE LEARNING ON THE ELEVENTH GRADE STUDENTS' WRITING ACHIEVEMENT OF MAN JEMBER 1 IN THE 2010/2011 ACADEMIC YEAR

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SUMMARY

The Effect of Using Computer Assisted Language Learning on the Eleventh grade Students' Writing Achievement of MAN Jember 1 in the 2010/2011 academic year; Hamliyah, 060210491060; 2010:56 pages; English Education Study Program of the Language and Arts Education, the Faculty of Teacher Training and Education, Jember University.

The development of language learning especially English is greatly supported by the use of technology in classroom. One of the variety of technologies that can be implemented in teaching learning activity is computer, which is known as Computer Assisted Language Learning (CALL). Concerning with writing as one of English skills that many students may face difficulties, it must be solved with an innovative way of teaching such as using CALL in teaching writing. In this research, the use of CALL referred to the use of Webquest.

This research was conducted to investigate the effect of Using Computer Assisted Language Learning (CALL) on the Eleventh Grade Students' Writing Achievement of MAN Jember 1 in the 2010/2011 academic year. The populations of this research were class XI students of MAN Jember 1 in the 2010/2011 academic year. The research respondents were determined by cluster random sampling through a lottery. The total number of the respondents were 79 students; 40 students of class XI IPA 3 as the experimental group that taught by CALL within Webquest on their writing Class and 39 students of class XI IPA4 as the control group that taught by lecturing and question-answer method.

The primary data of this research were collected from the students' scores of writing test, while the supporting data were gained through interview and documentation. The primary data were collected from the post test to make comparison between the two groups after treatment, and analyzed by using

Independent sample T-Test on SPSS (Statistical Package of Social Science). Based on the calculation, the mean score of the experimental group was higher than that of the mean score of the control group ($77.00 > 63.23$). The value of sig column is 0.000 and this value is lower than 0.05. It means that the null hypothesis (H_0) formulated: “there is no significant effect of using Computer Assisted Language Learning (CALL) on the eleventh grade students’ writing achievement of MAN Jember 1 in the 2010/2011 academic year” was rejected. Thus the alternative hypothesis: “there is significant effect of using Computer Assisted Language Learning (CALL) on the eleventh grade students’ writing achievement of MAN Jember 1 in the 2010/2011 academic year” was accepted. It also happened to the specific hypothesis covers five indicators of writing. They are grammar, vocabulary, mechanic, fluency, and organization. Those specific hypothesis was accepted because all of the significant value was lower than 0.05. It indicated that there was a significant mean difference between the experimental group and the control group.

The research results proved that there was a significant effect of using Computer Assisted Language Learning (CALL) on the eleventh grade students’ writing achievement of MAN Jember 1 in the 2010/2011 academic year. Therefore, it is recommended to the English teacher to apply Computer Assisted Language Learning (CALL) to improve students’ writing achievement.

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The writer

Jember, January 2011

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