THE EFFECT OF COMPUTER ASSISTED LANGUAGE LEARNING (CALL) AND SELF EFFICACY ON STUDENTS’ VOCABULARY KNOWLEDGE

(A Quasi-experimental Research at the Tenth Grade of SMK 98 Bogor)

A Thesis

Presented to the Faculty of Educational Sciences in Partial Fulfillment of the Requirements for the Master Degree at the Graduate Program of English Education

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STATEMENT OF ORIGINALITY

I hereby declare that the thesis entitled The Effect of Computer Assisted Language Learning (CALL) and Self-efficacy on Students' Vocabulary Mastery represents my original work and that I have used no other sources except as noted by citations. All data, tables, figures, and text citations which have explicitly acknowledged as such. I have read and understood the Ministry of National Education (MoNE) of Indonesia's Decree No. 17 Year 2010 regarding plagiarism in higher education. Therefore, I am responsible for any claims in future regarding the originality of my thesis.

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This is to declare that the thesis entitled, “The Effect of Computer Assisted Language Learning (CALL) and Self-efficacy on Students’ Vocabulary Knowledge (A Quasi Experimental Research at the Tenth Grade of SMK 98 Ciawi)” has been examined by the committee at Faculty of Educational Sciences Syarief Hidayatullah State Islamic University Jakarta on Monday, January 8th 2018. The thesis has been revised as suggested by the examiners and therefore fulfilled the requirements for the academic title “M.Pd.” (Magister Pendidikan) in Graduate Program of English Education.

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ABSTRACT

Anwar. The Effect of Computer Assisted Language Learning (CALL) and Self-Efficacy on Students’ Vocabulary Knowledge (A Quasi-experimental Research at the Tenth Grade of SMK 98 Ciawi). 2017.

The aim of the research was to obtain empirical evidence of the effect of Computer Assisted Language Learning (CALL) and Self-efficacy on students’ vocabulary knowledge at the tenth grade of SMK 98 Ciawi in academic year 2017/2018. This research was used quantitative research which adopted a quasi-experimental, the design was used factorial design (treatment by level 2x2), the population of this research was 60 students, and it used purposive sampling technique. Then the process of the data was analyzed by 2 ways ANOVA.

The findings of this research were: (1) there was a significant difference of vocabulary knowledge score between students who were taught by CALL media and those who were taught by flashcard, (2) there was an interactional effect between learning media and self-efficacy on students’ vocabulary knowledge, (3) there was a significant difference of vocabulary knowledge score between student with high self-efficacy who were taught by CALL media and those who were taught by flashcard, (4) there was a significant difference of vocabulary knowledge score between student with low self-efficacy who were taught by CALL media and those who were taught by flashcard.

As the conclusions of the study is teaching vocabulary by using CALL media and self-efficacy on students’ vocabulary knowledge. The higher students’ self-efficacy, the vocabulary mastery was higher if they were taught by using CALL. On the contrary, the vocabulary knowledge was lower if they are taught by using flashcard media.

Keywords: Computer Assisted Language Learning (CALL), Self-efficacy, and Vocabulary Knowledge.
ABSTRAK


Hasil yang diperoleh dari penelitian ini adalah: (1) terdapat perbedaan pengetahuan kosa-kata siswa yang signifikan antara siswa yang diajar dengan menggunakan media CALL dan siswa yang diajar dengan menggunakan media flashcard, (2) terdapat pengaruh interaksi antara media belajar dan efikasi-diri terhadap pemahaman kosa-kata siswa, (3) terdapat perbedaan pengetahuan kosa-kata siswa yang diajar dengan menggunakan media CALL dan siswa yang diajar dengan menggunakan media flashcard, pada kelompok siswa yang memiliki tingkat efikasi-diri tinggi, (4) terdapat perbedaan pengetahuan kosa-kata siswa yang diajar dengan menggunakan media CALL dan siswa yang diajar dengan menggunakan media flashcard, pada kelompok siswa yang memiliki tingkat efikasi-diri rendah.

Simpulan penelitian ini adalah pengajaran bahasa inggris dengan menggunakan media CALL pada siswa yang efikasi-dirinya tinggi, maka pengetahuan kosa-kata nya akan semakin tinggi. Sebaliknya pengajaran media flashcard pada siswa yg efikasi-dirinya tinggi, maka hasilnya akan rendah.

Kata Kunci: CALL, efikasi-diri, pengetahuan kosa-kata.
نبذة مختصرة
أنور. تأثير تعلم اللغة بمساعدة الحاسوب (كال) والفعالية الذاتية على المفردات الطلابية

الكلمة الرئيسية: الكمبيوتر تعلم اللغة الموحدة (كال)، والكفاءة الذاتية، والمفردات إتقانها

أتعمد الكفاءة اللغوية في مختلف الأنشطة التواصلية في اللغة الإنجليزية اللغة أجنبية بشكل كبير على حجم المتعلمين من المفردات. في حين أن تكامل تعلم اللغة بمساعدة الحاسوب (كال) في سياقات اللغة الإنجليزية كلغة أجنبية قد تكول بشكل ملحوظ في السنوات الأخيرة. قد يكون هذا التكامل بطرق مختلفة وأغراض مختلفة مثل اكتساب المفردات والتعلم النحوي وعلم الأصوات ومهارات الكتابة الخ. وبشكل أكثر وضوحًا,

هذا الدراسة هي محاولة للتحقيق في تأثير استخدام كال والفعالية الذاتية على إتقان المفردات الطلاب.

وكانت الطريقة المستخدمة في هذه الدراسة بحث شبه تجريبي وأجريت في الصف 10 من سما 89 دبلوم التي كانت العينات 60 طالبًا. كانت هناك مجموعتان من العلاجات. وكانت المجموعة الأولى تستخدم وسائل الإعلام كالكامل ومجموعة التدريبية. في حين كانت المجموعة الثانية كمجموعة عامة واستخدمت وسائل الإعلام التقليدية. تم جمع البيانات وتحليلها في التطبيقات الإحصائية باستخدام اتجاهين أنوفا

وكانت نتيجة فرضية الاختبار أن تعلم اللغة بمساعدة الحاسوب (كال) أعطى تأثير كبير على إتقان المفردات الطلابية. وأظهرت البيانات أن الطلاب الذين تم تدريسهم باستخدام كال كان إنجازا أعلى بدلاً من أولئك الذين تم تعليمهم باستخدام وسائل الإعلام التقليدية. كما أعطى كال تأثير سجينيفيكانت للطلاب ذوي الكفاءة الذاتية العالية والمنخفضة. واستنادا إلى التحليل والنتائج، اقترح أن يتم استخدام كال في التدريس والتعلم المفردات مع استراتيجيات إعدادا جيدا
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Ciputat, Desember 2017

The Writer
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A. Background of Research

Vocabulary knowledge is one of factors that strongly related to language fluency. It is an fundamental property and indispensable part of any language learning processes. Graves (2000, as cited in Taylor, 1990, p. 8) defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. He also stated that the lexicon of a language is its vocabulary, which includes words and expressions and used them both in spoken and written. Vocabulary is the heart of a language, regardless the languages, because without having sufficient words in our brain, students will not be able to express or convey the message clearly and it is caused by the lack of vocabulary ability (Willis, 2008,p. 80; Read, 2000, p. 28).

Yet, it is argued that vocabulary teaching and learning is a constant challenge for teachers as well as students because historically there has been minimal focus on vocabulary instruction in the classroom. Because of this problem, an increased emphasis on vocabulary development is crucial for the English language learner in the process of language learning (Schmitt in Beltran, Contesse, & Lopez, 2010, p. 38). Therefore, at this point, the writer viewed that mastering a language will be easy if students have adequate vocabulary. On the other hand, lack of vocabulary may become a burden for the students to learn the target language.

Consequently, using effective methods or strategies must be the major goal of every language teacher in delivering vocabulary. Various strategies may have been used by teachers to teach vocabulary effectively, but most teachers still use traditional instruction methods in their teaching activities.

Numerous researches have shown that vocabulary must be taught through effective instruction (Allen, 2007, p. 3; Lin, Wang, & Du, 2013, p. 10; Larson, Dixon, & Townsend, 2013, p. 20). Otherwise, students will not be able to retain and use them in classroom activities. Effective instruction can be both formally and informally instructions; it is aimed to provide more opportunities for students to improve their vocabulary and develop their cognitive skills. It can be done through the use of print-rich environment, engaging students in the learning process, creating definitions by themselves, using words in context, and motivate them to use the words in conversations (Thornburry, 2002, p.75; Wright, 2005, p.2). The most important for student nowadays, they have more opportunity to have social interaction and that will be an ideal enhancement of vocabulary instruction (Linse, 2005, p. 120).

Computers are very prominent to students since they play many roles in the learning process especially languages. They are not only use to calculate numerals but also be used to assist students’ activities. Computers also have shown significant impact in the case of language learning and have driven to a better teaching process. As Ben Schneiderman stated that computing today is about what the computers can do; the new computing will be about what people can do (Schneiderman in Nettlebeck, 2005, p. 2; OECD, 2010, p. 3). In addition, they are very popular among language teachers as they give new way of delivering the materials and more efficient (Beatty, 2003, p. 7). It is very clear that they are very essential devices in language teaching which should be suited with the curriculum requirements and gain learning objectives.
In Education, Computer assisted language learning (CALL) has been known as a tool that can be applied to teach languages. CALL is compactly defined as —the search for and study of applications of the computer in language teaching and learning(Hubbard, 2000, p. 12). Since the emerging of technology, CALL has aroused the great influence in education field, especially, in language teaching such as listening, speaking, reading, and writing (e.g., Bekleyen & Yilmaz, 2011, p. 1; Kim, Jungtae, Cho, Young Woo & Lee, Yong Ju, 2014, p. 4; Wang, 2011, p. 7; Castillo, 2015, p. 10). The writer noted that CALL is aimed to help the language learners to learn the languages more effectively, faster and in a way that will make them engage in the learning process. In the case of learning languages, CALL along with the Internet are accessible for people who want to master any languages, regardless of types of the language.

In evidence, students may take some advantages from CALL, for instance, developing their language skills, critical thinking and also learning autonomy without any supervision from tutors or teachers; elevating learners autonomy has been a major justification among researchers (Kim, 2014, p. 2; Meri, 2012, p. 1; Hayta & Yaprak, 2013, p. 6). Based on those studies, the writer assumed that computer can improve students’ language skills and they learn how to be an independent learners. Furthermore, they also will learn how to manage their learning time to obtain learning targets.

While Chang (2007, p. 4) found that CALL has been proven to be more effective in increasing the language learning achievement rather than the traditional method but it doesn’t means that it is the best to be implemented in the classroom. In the line with the statement, the writer concluded that CALL, additionally, can give sufficient support for learners to learn as it is completed by interesting audiovisual features that are really eye-catching. Indeed, using computers are a better way for teachers in order to improve the students’ achievement.

Likewise to master English, we also need to consider about the psychological aspects and one of them is self-efficacy. Self-efficacy is a person’s belief in their ability to accomplish some specific goal or task (Ormod, 2000, p. 8). It generally corresponds to the level of competence an individual feels. Competence can vary from one situation to another. For instance, a person might feel quite capable competing in a particular sport but may not feel competent speaking in front of a group. As a result, overall self-efficacy may not be completely accurate as it is assessing an individual’s general feelings of competence across a variety of situations or tasks. High or low self-efficacy, especially in learning English, may determine the confidence of the students to do the task or assignment related to English language. When students have high ability, they may be able to learn English better than those who have low self-efficacy. On the contrary, those who have low self-efficacy may find themselves in difficulties when they learn English.

In Essence, the writer noticed that identifying the level of students’ self-efficacy is really fundamental for the researcher and also language teachers. Language teachers should have known it firstly before the teaching process in order to predict what will happen to the students’ language achievement and they can anticipate it by designing the appropriate teaching process.

In Indonesia, English subject for Senior high school or vocational school in Indonesia, as stated in School-Based Curriculum-Kurikulum Tingkat Satuan Pendidikan (KTSP) “English lesson is aimed to develop students’ ability in communicating by that language either spoken or written. The ability to communicate in English involves several skills such as listening, speaking, reading, and writing” (Pusat Kurikulum, 2003, p.17). It is clear from the National Curriculum that students have to comprehend the four skills. Those are
listening, speaking, reading, and writing. In English, listening and reading skills are regarded as receptive skills while speaking and writing skills are considered to be productive skills. All those skills are the major requirements especially at the vocational school level. The students are prepared to work when they graduate from school. The government has highlighted the importance of English at this level due to the job’s competition is getting harder.

Meanwhile, the problems of ELT in Indonesia are very complex and multifaceted and caused by many factors, such as, low motivation (e.g., Yulia, 2013, p. 2; Panggabean, 2013, p. 6), poor environment, lack of facilities, educational background of teachers and poor teaching method (Widiawati & Yudi Cahyono, 2009, p. 2), and curriculum changes by the government (e.g., Tantri, 2013, p. 1; Wulandari, 2010, p. 5; Mangali & Rahim bin Hamdan, 2015, p. 8). All the studies above have led the writer to conclude that teaching and learning of English in Indonesia is still a failure due to the complex issues. Nevertheless, for a better achievement, the government also has tried many efforts to overcome the teaching quality in all aspects of education field.

The four language skills (listening, speaking, reading, and writing) have become the important issues for years in Indonesia. Listening skill is still very difficult for some students. It is caused not mainly because of the language differences but also lack of practice in listening comprehension. Then, speaking skill and pronunciation in speaking is very prominent aspect to be learnt by language students as it is used widely for communication. Many Indonesian students produce mispronunciation in pronouncing the words when they convey their ideas in English (Moerdjito & Harumi, 2008, p. 3). Grammatical structures are part of English language aspects that students should master in order to able to express their ideas sufficiently. The writer, in this case, obviously agrees that learning grammar is still important for students to assist them conveying their thought without any doubt.

Additionally, the first language is still very dominant when conveying meaning into English (e.g., Handoyo, 2010, p. 4; Maulani, 2013, p. 12). Concerning to the issue, the writer inferred that they rely on their mother tongue translation since their low confidence to speak English. As well, it is caused by students’ inability in English especially lack of vocabulary. They, obviously, need more time to construct the sentences and then express it even though it is still very limited. No wonder the situation has led the low mark of students’ achievement, especially English subject. While in teaching vocabulary, for the most part, is taught through memorization and they have to memorize number of certain words every week or days. The strategy above has caused serious problems for students (Rohmatillah, 2012, p. 3). The writer highlighted that traditional method used in teaching vocabulary is no longer effective. Hence, teachers must have effective strategies in presenting the vocabulary; otherwise, all teaching process will be no benefit at all.

Overall, these studies have highlighted the urgency for improving the four language skills. Vocabulary, however, demands an effective instruction in order to grasp its purpose in learning languages. The dearth of effective instruction may lead to failure while numerous effective instruction will contribute to the success in learning.

Based on the researcher’s observation at SMK 98 Bogor, unstructured and structured interview with the students and also the English teacher. The researcher, then, has categorized the following issues as follows: (1) institutional problems; (2) quality of teachers; (3) students; (4) environment.

Firstly, the institution, SMK 98 Bogor, is based on Islamic teaching or boarding school. There was lack support from the school for students’ development. For example
the school did not provide enough English books for the students whereas they only used students’ books. Secondly, teacher is the key of successful teaching and learning in the classroom but the English teacher at SMK 98 did not master the teaching methodology well. It could be observed from the way she taught the students. Although the English teacher graduated from English department, the result was not very significant for students. Moreover, based on the unstructured interview with the students, they said if the teacher was lack of using English during the learning process. Teacher, commonly, used less English and the rest was Bahasa Indonesia. Additionally, the poor interaction in English might caused the students’ reluctant in using English. On the contrary, the teachers also felt stress about teaching English since there were many students who were lack in English.

As example, in teaching reading, the teacher only gave the students a worksheet and then asked them to read the text both individually and group. After that, they had to answer the questions and finally they discussed the answer together. Likewise, in teaching speaking, The teacher seemed to apply the same technique to teach English; lack of variety of methods and techniques could cause boredom. The teacher, in practice, said that during speaking through dialogue or question-answer, only little students who practiced well, while the others didn’t practice or just copied from their friends.

The teacher, mostly, used role play to improve the speaking skill but sometimes she asked them to memorize a certain dialogue and then they had to practice it in front of the class. Therefore, the teaching process could not run well and their difficulties could be observed from their reluctant to convey their thought or ideas in English. They, furthermore, were likely prefer to use bahasa Indonesia rather than English to communicate in the classroom. While in teaching writing, the teacher seldom gave assessment for writing skill, no wonder the students did not have good ability in writing skill.

Similarly, vocabulary teaching seemed to be a serious problem for students. The teacher still used memorization and the students, regularly, were given 10-15 words every week by the teacher to be memorized. Then on the following week, they would have written test. Although the teacher gave them list of words to memorize, yet they still encountered some problem to learn it. In accordance with the students’ achievement in English, their score was difficult to reach the target of the school, at least the minimal mastery level criterion (KKM) considering English subject should be 75 (seventy five).

At last, students’ background also affected the quality of learning at this school. As many of the students came from different background, such as, farmer, workers, entrepreneur, and muslim scholar, of course they had different goals to school. Some of them, even not all, said that they went to school to change their future. School was the only way to have better life according to them. While another students said that they went to school since they didn’t have anything to do.

In this research, CALL media will be used to solve the multifaceted problem that were found at SMK 98 Bogor, the writerhighly believes that teaching English especially vocabulary will be more meaningfull by using CALLmedia. The features of CALL can foster the students to learn vocabulary faster and effectively. It is caused by the capability of CALL to present the lesson in such an interesting way. Whereas it is a non-text-based, iconic, deductive approach to development of listening and speaking. The major focus of CALL is listening and speaking and they are presented completely without any translation. It is also supported by practice tools and study methods that will promote their vocabulary mastery. Moreover, it enables students to do self correction since it has a feature that allow
the students to redo the lesson within periods of time. Necessary volume of intensive, individual, recursive practice over time that is required for meaningful skill development are also provided by it.

With controlled practice and courseware coaching, the students learn how to use CALL more efficient and effective through sequences based on their level. Students also will have discursive practice and blended classes in which they will have more chances to explore their language skills to improve their speaking skill. Both discursive practice and blended classes extend skills into real-world contexts. In addition, it has individual tracking and study management options which very useful for students and teacher to see the language progress every week. On the whole, by using it, students can learn vocabulary faster and improve their language skills.

Concerning the reasons above, it is essential to undergo a deeper analysis on the effect of CALL media and particular self-efficacy toward vocabulary knowledge, so the students can have more effective in learning since they are facilitated by the teachers. There is an urgent need to conduct a thorough investigation through the effectiveness of CALL media and self-efficacy on the students’ vocabulary knowledge. Therefore, based on the background above, the writer will focus on investigating the effect of CALL media and self-efficacy on students’ vocabulary knowledge at the Tenth grade of SMK 98 Bogor in 2017/2018 academic years.

B. Identification of the Problem

Based on the background of study, the problem at SMK 98 could be identified as follow:

1. The school has not been able yet to provide enough support for students to develop their English skills.
2. Most students have low ability in listening, due to the lack of vocabulary knowledge and practice in listening.
3. Most students have low ability in speaking and they are unable to convey their ideas clearly.
4. Most students have low ability in writing as a result they can not write more to share their ideas and experiences.
5. Most students still have problems to learn vocabulary as they are taught through conventional method.
6. The English teacher is not creative enough in teaching English especially when choosing method to be applied in the classroom.

C. Limitation of Problems

Based on the identification of the problem, the research problem could be limited, mainly, the effect of CALL media and self-efficacy on students’ vocabulary knowledge. The limitation is needed in this research as there are many language skills that need to be learnt by the students, so it will keep the researcher focus on the research.

D. Formulation of the Problem

The major goal of this research is to investigate the effect of CALL and self-efficacy on students’ vocabulary knowledge at SMK 98 Ciawi. Based on some literature review, there must be a break through to overcome the problem. In this case, the researcher only use one intervention namely CALL. The writer believed that students’ vocabulary knowledge will develop significantly and the program will be more fruitful for them.
To test the effects of the intervention, the writer compared them by means of a control group. The research questions are as follows:
1. Is there any different effect on students’ vocabulary knowledge between those who are taught by CALL media and those who are taught by flashcard media?
2. Is there any different effect on students’ vocabulary knowledge between students who have high self-efficacy that are taught by CALL media and those who are taught by flashcard media?
3. Is there any different effect on students’ vocabulary knowledge between students who have low self-efficacy that are taught by CALL media and those who are taught by flashcard media?
4. Is there any interaction between learning media and self-efficacy on students’ vocabulary knowledge?

E. The Objective of the study
The objectives of this study is to get empirical evidence about the effect of applying CALL media and self-efficacy on students’ vocabulary knowledge, how it may influence and support teaching and learning, and how to make sense of the impact of CALL media on English language teaching and learning and also to enhance the quality of education. Therefore, this study aimed to obtain empirical evidence about:
1. The effect of CALL media on students’ vocabulary knowledge between those who are taught by CALL and those who are taught by flashcard media.
2. The interaction between learning media and self-efficacy on students’ vocabulary knowledge.
3. The different effect in vocabulary knowledge between students who have high self-efficacy that are taught by CALL media and those who are taught by flashcard media.
4. The different effect between students who have low self-efficacy that are taught by CALL media and those who are taught by flashcard media.

F. Significance of the Research
In general, the results of this study are expected to improve students’ vocabulary knowledge especially in learning English. Here are some significance of the study both theoretically and practically.

First, for English teacher, theoretically this research will enrich the knowledge of teaching vocabulary through the application of CALL in the classroom. Enhancing English and integrating it with technology will create a new environment in learning language; moving from a traditional method into a computerized media. While identifying self-efficacy can give the teacher a new knowledge related to psychological aspects in learning English. Practically, the teacher can apply CALL to improve vocabulary knowledge and it will increase the learning achievement in English. On the other hand, teacher can use self-efficacy data to create a classroom, in which teacher can increase students’ self-efficacy.

Second, for students, theoretically CALL will give a new perspective and new experience in learning vocabulary especially in English. Since it is a new way that can be beneficial for their language skills. Self-efficacy scale can be used to measure their capabilities to complete a task given by teacher. While practically, students can use CALL to improve their language skills anytime and anywhere. Students can also develop their self-efficacy and then raise their learning achievement.

Third, for the school, theoretically this research can be the best input on how to improve students’ language skills by using CALL regardless the types. Practically, the school can
create a learning environment that enables students to use their English. Mapping the students’ self-efficacy will enable the school to make the best decision on how to create a positive learning environment.

The last, for those who are involved as researchers, developers or practitioners, the research will enrich their critical thinking about how to assist the students to comprehending the language lessons especially vocabulary knowledge and self-efficacy domains through technology. Although there are plentiful research about CALL that investigate its use and its difficulties, yet this research chooses different perspectives in which using CALL and self-efficacy on vocabulary knowledge as the target of the research. This research is still open widely to be investigated more deeply and may be done in a long period of time.
CHAPTER II
LITERATURE REVIEW

A. Vocabulary
1. The Nature of Vocabulary

Vocabulary is the essential part of English. It is not only about the size of vocabulary but also the ability to use it in academic life is the most important. Knowing a word, however, is not as simple as merely being able to recognize or use it.

a. Definition

In general, there are many terms about vocabulary. Some experts may define vocabulary as sight words vocabularies or high frequencies words, in which the students can recognize it in print. While other experts define it as listening vocabularies as the students know it well in the spoken language. Broadly defined, vocabulary is the process of making connections or relationship of words that is built through period of time, and then use the words within the context of the sentence (Snow, Griffin & Burns, 2005, p. 12; Schmitt, 2000, p. 5). The definition, based on the writer’s perspective, explained if vocabulary acquisition and learning are obtained by students within extended period; sustainable and meaningful process, however, are required to employ the words into practice.

Further, Graves (2000, p. 10) defined vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. He also stated that the lexicon of a language is its vocabulary, which includes words and expressions. Krashen (1998, as cited in Herrel, 2004, p. 8) extended Graves’ definition further by stating that lexicon organizes the mental vocabulary in a speaker’s mind and it is an individual’s mental lexicon is that person’s knowledge of vocabulary. The statement, according to the writer, clearly described if vocabulary is not just words collection; they contain a lot of expressions that really useful in our life.

Miller (1999, as cited in Zimmerman, 2007, p. 5) stated that vocabulary is a set of words that are the basic building blocks used in the generation and understanding of sentences. The writer assumed that vocabulary is the key to comprehend the sentences and it has been used widely over the generation. It also means that without having the basic building blocks, none of spoken or even written language can be understood.

Apart from the definitions mentioned, researchers such as Diamond and Guthlin (2006, p. 7), Richards and Renandya (2002, p. 11), Newman and Dwyer (2006, p. 17), Kamil and Heibert (2005, p. 3) have described vocabulary as the knowledge of words and their meanings, both spoken and written. It is clear from the definitions, the writer inferred if vocabulary is not only number of words; it must be more than just a single word. The words will be profound if students know their meaning and, then, use them properly in daily life.

With the respect to all definitions above, the writer has drawn a conclusion that vocabulary is all words that are known and used by a person in their mind and commonly arranged in alphabetical order with the explanations and meaning. Then the learner utilizations them in many types of context within the conversation; they are used to communicate and express the speaker’s meaning clearly. Moreover, comprehending and exploiting the language will be impossible if the learners don’t have strong vocabulary
base. As it will be used to know and apply it in different context, such as speaking and writing, and of course, they will gain the knowledge and meaning of new words.

b. **Receptive and Productive Vocabulary**

The first major distinction that must be made when evaluating word knowledge is whether the knowledge is productive (also called achieve) or receptive (also called receive); even within those opposing categories, there is often no clear distinction. Words that are generally understood when heard or read or seen constitute a person’s receptive vocabulary (e.g., Pikulski & Templeton, 2005, p. 6; Ogle, Blachowicz, & Fisher, 2016, p. 9). These words may range from well-known to barely known (see degree of knowledge below). A person’s receptive vocabulary is the larger of the two. For example, although a young child may not yet be able to speak, write, or sign, he or she may be able to follow simple commands and appear to understand a good portion of the language to which he or she is exposed. In this case, the child’s receptive vocabulary is likely tens, if not hundreds of words, but his or her active vocabulary is zero. When that child learns to speak or sign, however, the child’s active vocabulary begins to increase. It is also possible for the productive vocabulary to be larger than the receptive vocabulary, for example in a second-language learner who has learned words through study rather than exposure, and can produce them, but has difficulty recognizing them in conversation.

Productive vocabulary, therefore, generally refers to words that can be produced within an appropriate context and match the intended meaning of the speaker or signer (See., Pikulski & Templeton, 2005, p. 6; Ogle, Blachowicz, & Fisher, 2016, p. 9). As with receptive vocabulary, however, there are many degrees at which a particular word may be considered part of an active vocabulary. Knowing how to pronounce, sign, or write a word does not necessarily mean that the word has been used correctly or accurately reflects the intended message; but it does reflect a minimal amount of productive knowledge.

2. **Types of Vocabulary**

Distinguishing types of vocabulary is really helpful for students because there are abundants of vocabulary types. Each of them might have different function in language learning. Cummins (1999, as cited in Herrel, 2004, p. 21) and Nation (2001, p. 11) stated that there are different types of vocabulary. They are listening vocabulary, reading vocabulary, speaking vocabulary, and writing vocabulary. Reading vocabulary refers to all words that an individual can recognize when reading a text such as descriptive text, report text, persuasion text and etc.. Listening vocabulary refers to all words an individual can recognize when listening to speech such as listening to a dialogue or a monologue. Then writing vocabulary includes all the words that an individual can employ in writing for example in writing a report, a letter and etc. The last is speaking vocabulary, this refers to all the words an individual can use in speech such as getting information, getting acquainted, talking about the past experience, and etc.

Those types, according to the writer, obviously have covered the four language skills in general. However, a numbers of authors such as Pikulski and Templeton (2005, p. 6), Ogle, Blachowicz, and Fisher (2016, p. 9) argued that reading and listening are grouped as receptive vocabulary while writing and speaking are belong to expressive vocabulary. The writer noted that receptive vocabulary refers to all the words that can be understood by a person, including spoken, written, or manually signed words. In contrast, expressive vocabulary refers to words that a person can express or produce, for example, by speaking
or writing. Generally, the development of receptive vocabulary is occurred firstly than expressive vocabulary. It, moreover, can be tracked over the children’s vocabulary development over the years.

A different view concerning types of vocabulary is stated by Yali (2012, p. 20). He stated that there are two types of vocabulary namely incidental learning and intentional learning during the learning process. In accordance, Reider (2003, p. 15) stated that in vocabulary acquisition, incidental learning is broadly defined as the learning of vocabulary as a by-product of any activity not explicitly geared towards vocabulary learning.

On the other hand, intentional vocabulary learning is defined as any activity that aims at committing lexical information to memory (Hulstijn, 2001 cited in Choo, 2012, p. 7). The writer assumed that both incidental learning and intentional learning refer to the process of acquiring and learning vocabulary inside and outside the classroom. The process might take short or long time depending on its purpose. Both of the types can be stored or even gone within period of time as students have different ability of memory recall.

With the respects to all definitions above, the writer may drawn a conclusion that generally vocabulary can be defined based on its types. They are receptive vocabulary which includes lisitening and reading, while productive vocabulary refers to speaking and writing.

### 3. The importance of vocabulary learning

A limited vocabulary usually indicates language learning disability and reduced literacy skills. Therefore to learn any languages, regardless its types, students must have adequate words in their mind. But what is the aim of learning vocabulary? does having sufficient vocabulary guarantee the students to convey their ideas clearer and better?. Therefore, the writer will try to explore two questions concerning the goals of vocabulary learning.

To answer the first question, we firstly have to know the aims of learning vocabulary. Learning vocabulary is one of considerable aspects that plays a crucial part in shortened the gaps in learning achievement. In this case, serving students is the major goal of

In short, the writer assumed that without some knowledge of vocabulary, neither language production nor language comprehension would be possible. Thus the growth of vocabulary is one of the essential pre-requisites for language acquisition and it can only be possible when teachers employ effective vocabulary teaching and learning strategies.

As a consequence, language learners need to learn a vast numbers of words quickly to communicate effectively and fluidly in social and educational setting. In spite of this, mastering the large volume of words maybe overwhelming for students (Nisbett & Austin, 2013, p. 2). Undoubtedly, in the classroom, there will be only limited vocabulary taught directly by teachers due to many factors that impedes the teaching process.

On the other hand, vocabulary instruction indeed, is very critical point for teachers on how to ensure the words can last longer in the students’ mind; the instruction must be multifaceted, rigorous, and also systematic (e.g., Allen, 2007, p. 14; Graves, 2006, 2009; Nation, 2008; Stahl & Nagy, 2006). On the point of view of the writer, giving an effective vocabulary instruction is unquestable because of the necessity of saving words in the students’ longer term memory rather than the short term memory. Therefore, if learners read more, they will enhance their vocabulary knowledge.

Vocabulary learning not only develops learners’ spelling but also their writing proficiency. According to Harmer (2007, p. 18), in vocabulary learning, learners will be constantly tested to find out their level of improvement in vocabulary knowledge. If learners do not have sufficient vocabulary knowledge, they will have difficulties in recognizing the content, thereby failing the vocabulary learning test and lose interest in reading.

Based on the explanations above, the writer has highlighted two elements of learning vocabulary. They are effective vocabulary instruction and keeping adequate numbers of words. In addition, learning vocabulary is an important aspect of FL learning and academic achievement- it is vital to language proficiency, to which it is closely linked. Getting satisfactory vocabulary for students in every area of the brain may reflect the ability of the students to comprehend the language. On the contrary, the poor vocabulary may cause drop off in learning achievement.

4. Strategies of Teaching Vocabulary

Teaching vocabulary must be planned in such a meaningful way to achieve a significant achievement. However, it still becomes a big problem for many students although numerous methods or techniques have been applied by teachers (e.g., Bogaards & Laufer, 2004, p. 21; Folse, 2004, p. 7; Nation, 2001, p. 12; Schmitt, 2000, p. 25). There are, obviously, some reasons related to teaching and learning vocabulary. Firstly, various vocabulary must be taught in different way and it depends on the frequency of the word. Secondly, vocabulary is taught harder than it should be; many students feel that teacher should utilize a better technique or method to assist them mastering the vocabulary. Thirdly, incorporating vocabulary teaching with other skills might be useful to enhance vocabulary teaching (Nation, 2000, p. 14). In conformity with the statement above, the writer emphasizes that the function of words also has become a great issues. The classification, distinctively, is depend on their function in communication, such as verb and
nouns. Accordingly, transmitting the words into real practice is conspicuous for both teachers and students to succeed in using the language for communication.

Moreover, learning vocabulary is so vital for language learners; it is not only used for daily life but also a strong predictor in academic life. It has been shown by many studies that the larger children’s vocabularies, the achievement will be greater too (e.g., NRP, 2000, p. 12; Larotta, 2011, p. 2). Clearly, the writer noted if vocabulary instruction is very essential in the literacy program. Poor vocabulary instruction may lead to low progress for students when they reach the upper level in education while the effective one causes great development in the literacy (e.g., Liu, 2013, p. 1; Hernández, Herter, & Hernández, 2010, p. 4). From the explanation above, the writer has concluded that the vocabulary problem is not only involved the teaching methods but also the function of of the vocabulary or word. Lack of teaching method, undoubtedly, will impact on the students’ accomplishment. As a result, many of the students are unable to to use them in communication although some of the students know more words than the others.

In line with the explanation above, Graves (2006, p. 15) has proposed a framework that may supports effective teaching and vocabulary development. The frameworks are:

a. Provide rich and varied language experiences.

Teaching vocabulary needs a lot of efforts and also brilliant ideas, otherwise it will become a failure for students. It can be done by providing rich and varied language experiences to enhance the students’ language skills. Getting immersed through language skills, definitely, can promote their vocabulary. Teachers must strive students to involved actively through various activities such as wide reading (e.g., Beck, McKeown, & Kucan, 2002; Graves, 2009; Nation, 2008). Wide reading activities, for instance, can be shaped by authentic or inauthentic materials.

b. Teach individual words.

In teaching individual words, teachers should manage the time allotment as it is limited. Hence, selecting words and it numbers should be highly considered for explicit instruction. Yielding optimum results, especially in learning vocabulary, can be done by teaching them words individually (e.g., Beck, McKeown, & Kucan, 2002; Graves, 2006, 2009; Nation, 2008).

c. Teach word-learning strategies.

Abundant of word-learning strategies may be employed by teachers and they can be discovered easily (e.g., Blachowicz & Fisher, 2000; Nation, 2001, 2008). The strategies, for example, are recognizing and using cognates, using the dictionary, drawing on context clues, and analyzing word parts to unlock meaning.

d. Foster word consciousness.

Promoting word consciousness, undeniably, is a matter of words interest as well as its meanings. Thus, various and meaningful activities are acquired to teach words such as word play (Graves, 2009, p. 15).

Based on the statements above, the writer noticed that teacher must offer and encourage students to take part in many activities, where they can practice and obtain many experiences in their life. It is aimed for students to acquire incidental words. Teacher also should design a systematic and direct instruction words activities which provides the whole information about the word and the context. Additionaly, the instruction must be sufficient for students to learn words. Teacher not only teach words individually but also expose them with real practice such as creating dialogue based on the context given.

While a wider perspective in vocabulary instruction has been identified by NRP (2000, p. 18). The studies has suggested six steps of vocabulary instruction. The findings
suggests teacher to provide direct instruction of vocabulary words for a specific text, repetition and multiple exposures to vocabulary items are important, vocabulary words should be those that the learner will find useful in many contexts, vocabulary tasks should be restructured as necessary, vocabulary learning is effective when it entails active engagement that goes beyond definitional knowledge, and the last is computer technology can be used effectively to help teach vocabulary.

With the respect to all definitions above, the writer may draw a conclusion that giving effective vocabulary instruction should be enriched by various language experiences. It can be designed by teacher by utilizing dictionary as well as the computer technology in the teaching and learning process. The instruction must be a continuous activity and not only a short term program.

B. An Overview of CALL
1. A Brief History of CALL

On account of the innovation of computer in the mid of 1960, CALL has rolled out an extraordinary improvement of the person in each part of human life and turn into a critical issue that going up against the extensive quantities of English language instructors around the globe (Yang, 2010, p. 3). The computer invention was used to help students to learn languages although the types were very simple, but it had lived up the education world.

The development of CALL also involved many expertise from many disciplines such as scientists, engineers, linguist, mathematicians, logicians, and others (Ellis, 2004, p. 6). The stages, roughly, can be summarized as follows:

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<th>Table 2.1 An Overview of CALL</th>
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<tr>
<td>Technology</td>
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<td>English Teaching Paradigm</td>
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<td>View of language</td>
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<td>Principal of use computer</td>
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<td>Principal objective</td>
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(Warschauer, 2000, p.6)
In 1950, the structural /behavioristic CALL was undergone and then applied in 1960 and 1970. The major features of this CALL were drill-and practice in which students focused on repetition of the target language; The behaviourists stated that target language was best learnt by repetition (Lemy & Hampel, 2007, p. 9). The development of CALL also emerged PLATO, the well-known tutorial system, that completed with its own special hardware and supported by extensive drills, grammar, and also translations test in different levels to back up students understanding about the lesson.

However the failure of CALL, particularly, that based on the behaviouristic theory had drawn the developer to ameliorate the features. Therefore, a new generation of CALL appeared in the late 1970’s and early 1980’s. It provided the students with possibility to expose on how to shape the communication effectively rather than focus on grammar of the language (Hubbard, 2008, p. 11).

According to the writer, the failure definitely does not in line with the goal of language teaching namely effective communication. Effective communication, on the whole, only can be built if the students perform an effective practice; the practice that lead to fluency and automaticity of the target language.

Focus on grammar, moreover, can’t provide such a thing and it is really meaningless for students (Tatiana & Ileana, 2013, p. 4). The writer pointed out that mastering grammar maybe useful in writing skill but to communicate effectively, students need more than just grammar. It will be more useful if it combines with oral practice; it can improve the quality of students’ speaking skill.

To sum up, the writer has concluded that to build language fluency, conclusively students must have an effective practice both for speaking and grammar as well. If the students only focus on grammar, they will meet with difficulties in speaking as they are lack of speaking practice.

Meanwhile, popular CALL software developed in this period included text reconstruction programs (which allowed students working alone or in groups to rearrange words and texts to discover patterns of language and meaning) and simulations (which stimulated discussion and discovery among students working in pairs or groups). Integrative CALL shifts to a perspective which seeks both to integrate various skills (e.g., listening, speaking, reading, and writing) and also integrate technology more fully into the language learning process. In integrative approaches students learn to use a variety of technological tools as an ongoing process of language learning and use, rather than visiting the computer lab on a once a week basis for isolated exercises (e.g., Yang, 2010, p. 10; Phillippe, 2000, p. 12; Tatiana, & Ileana, 2013, p. 3). In line with the explanation, the writer assumes that the computer usage must be accompanied by real practice so students can apply what they have learnt in the real life. The practice should be designed carefully and must be based on the syllabus given by the institution.

The writer, finally, may infer that language fluency can be attained if students have an effective practice well for all language skills. The major goal of real practice is to prepare the students how to use the language effectively. As technology is very prevalent in our life nowadays, especially for language teaching, people won’t stop to look for continuously of how to change the language education.

2. The Nature of Computer Assisted Language Learning (CALL)

Reasonable or not, teachers who embark themselves in teaching language through the use of technology might have some, of course, strong reason based on evidence or maybe their own experiences. Education, distinctly is quite dynamic, progressive and need a new
dimension to be taught at school. As Bender (2003, p. 24) stated that the rapid diffusion between technology and learning is symbolized by CALL, online learning and e-learning. It, definitely, is clear that technology has influenced education in which people can access it easily; instead of attending the class, using technology has become a better solution.

There are numerous definitions of CALL and it always changes following the current development. In practical term, according to Beatty (2003, p. 26) using computer in learning languages and finally improves the students’ language skills. CALL may encompass the design, technology, pedagogical theories and modes of instruction. Materials for CALL can include those which are purpose-made for language learning and those which adapt existing computer-based materials, video and other materials.

![Figure 2.2 CALL](image)

Based on a more wide-ranging perspective, Davies (2010, p. 14) stated that CALL is an approach that used by the language teachers to maximize the students’ ability through presentation, reinforcement, and assessment and usually by using the interactive element. Moreover, CALL usage can be divided into two types. They are: (a) generic software such as e-mail, presentation, and web browsers; (b) specific software for teaching and learning.

In line with this view, Levy and Stockwell (2006, p. 22) categorize CALL as either “synchronous or asynchronous.” Synchronous CALL refers to the process of exchange information that involved two or more participants simultaneously. The visual and audio information are included in this process. On the other hand, asynchronous CALL only occurs when the participants are not depended on time and place to transfer some information. In essence, the writer viewed that what all these definitions have in common is the usage of computers to foster the language skills in which all the lesson are presented in such an interesting way and they may learn the languages without any fear of fail or feel anxiety. The learning materials can be done by two modes and they are online and offline mode.

Based on the explanation above, the writer concluded that computer technology or CALL empowers students to learn the language any kind of circumstances; regardless space and time; it can support the language learning smoothly due to the students’ role is
favorably maximized. Furthermore, through computer technology, students can use different programs, either individually or groups.

3. The Use of CALL in English Language Teaching

a. The State of CALL

The usage of CALL in language teaching has been acknowledged for years. Teaching languages in the past, in fact, is the world of paper, chalk, blue wax stencil sheets, tape recorder and workbook (Nettlebeck, 2005, p. 13). According to the writer, the language teaching today is vastly different with the past. Now, everything has changed drastically, like or not, most teachers including the researcher, teaching use laptop, projector, electronic media, and online resources. In compliance with the changes, we may devise our students with new concept, such as, N-generation, cyber world, or screen agers, or whatever euphemism in the current situation.

In line with the changes, the American Council on Teaching of Foreign Language noted that technology has been used widely by the schools to enhance and assist language learning (ACTFL, 2013, p. 22). The writer, in accordance with the statement, inferred that many people have devised technology for improving the quality of education. No wonder, it will be rare for us to see language classes that are not equipped by technology although such classes are still exist up to the present even in Indonesia.

At last, the writer may summarize that teaching and learning for all of us, like an alien world, in which teachers teach literacy or language in such a way that uninterested or even boring for us. The presence of CALL has energized teachers to re-conceptualize about how to teach language meaningfully. They must be driven by the necessity of incorporating computer in their teaching with number of reasons in their mind. So, the researcher will try to explore some reason why teachers use CALL in their classroom.

(1). Drill and Practice

The use of CALL at this point is to drill and practice in which CALL can provide immediate feedback for students. The Behaviorism Learning Theory and the Audiolingual approach are the basic principles of drill and practice, to review the content / background knowledge, and to assist the learners to master separate language skills (such as reading, listening, etc.) are the main goal of drilling and practicing.

Drill and practice consists of three steps: Providing stimulus; Receiving active response from the learner; and Giving immediate feedback. There are several types of drill and practice activities (exercises) such as Paired Associate (Matching); Sentence Completion; Multiple Choice; Part Identification; True-False; and Short-Answer questions.

(2). CALL as a Tool

The pervasive invasion of technology, nowadays, has swifited the traditional teaching methods; it is considered as out of date and need to be upgraded by unifying it with the newest development, for instance, CALL and internet (Hismanoglu, 2010, p. 4). The invasion, according to the writer, generates teaching into a meaningful activity as the mixing of CALL and learning materials may adjunct with situation of learning and matches with the curriculum.

In accordance with the study above, such presentation is regarded as the enhancement and made a remarkable transformation in education (Ramesh Babu, A., Komuraiah, A., & Phil, M, 2011, p. 4). In compliant with the transformation, the writer believes that appealing presentation will magnetize the students to involve actively in learning. Teachers
are able to create materials creatively, lively, eye-catching, and more colorful. As a result, students will have daily happening in the classroom through CALL.

There are some benefit of CALL as a tool both for teachers and learners. They are: as word processors, spelling checkers, grammar checkers, concordances, collaborative writing, reference software, and authoring (e.g., Breuch, 2004, p. 1; Cummings, 2007, p. 14; Palloff & Pratt, 2005, p. 57; Palloff & Pratt, 2009, p. 36). Aptly described by those experts if CALL is a great strides in the field of language teaching and also proliferating. It has made the learning less rigorous than using paper; in fact, it has become a rigor and convenience combination for the learners and teachers.

However, some researchers such as Han (2010, p. 7), Mahdi (2013, p. 8), Prathiba (2010, p. 9) argued that CALL has some problems that may interfere the implementation. They are technical support (hardware and software), viruses, and internet connection. The writer, noticeably, emphasized on the limitations of CALL to handle with sudden problems. Due to the limitation of computer artificial intelligence, teachers can not fully reap the merit of CALL. Equally, computer hardware and software compatibility seem to be the vital issues; it is not easy to choose the systems to be used in education. It should be noted that although the teaching has transformed greatly over the years, but the incapability of the tools to cover students’ need would likely to be the main concern of language expertise.

In conclusion, the researcher stated that CALL is a tool used to support the students to gain more knowledge especially learning languages. Hence, CALL will be more beneficial if it is reinforced by the teachers’ capability with computer. Therefore, the researcher inferred that the alteration of teaching method from traditional into a modern one has driven out the classroom in which the students may feel relax and benefit from the learning process. The rich presentation presented by teachers should be seen as a power of changes. Whereas, when teacher applies CALL as a part of instructing and learning, teachers are faced to with the truth of the educational modules itself. In this case, teacher ought to choose what sort of methodologies that they will take in regards to the utilization of CALL.

(2). CALL as a Learning Aid

Computer has turned out to be a very fundamental aspect in our life. The exertion of CALL influence has been put forward to enhance the quality of language learning regardless the language at that time. Barr (2003, p. 7) has identified the function of CALL based on its context; in this section, from the environment which takes place for the learning. Those environments are: within a generic context and the language learning context.

The first is generic environment in which CALL uses a word processing to touch up the learner’s development in learning writing since it is the important skill for young students. Through word processing, learner can check their mistake and error when they write their first draft. Both spelling and punctuation aslo can be fixed through this tool. For example, quills, owl lab, and wiki are very common to improve learner’s writing skill (Lyons, 2008, p. 22). To specify from the generic context, computer technology also has transformed into a tool that assist learner to learn language. In short, CALL functions itself a language tutor or other language tools. As a tutor, it has an ability to analyze the students difficulties in each area of language skills. When answering questions on the screen, for example, students must choose and respond to the correct answer provided by the computer (Beatty, 2003, p. 12).
According to the writer, commonly, CALL program is set up gradually from the simplest to the complex one. One of the most noticeable features is play and pause button for students; listening and speaking are also infused through the questions. On certain CALL program, the questions are possible to be repeated both on the same or different days. The repetition and constant practice enables them to grasp the lesson quickly.

Here are some examples of CALL tutorial programs: for grammar (Longman Grammar Software; Grammar Expert Plus; Tense Buster (Clarity Software); Grammar Mastery (ALA); for reading (Reading for English (Athelstan) (Reading Comprehension); SEEN: Tutorials for Critical Reading (KenCD Software) (tutorials designed to develop analytical thinking and critical reading skills); Accelerated Reader (Advantage Learning Systems); for speaking (Learn to Speak Dragon, Naturally Speaking Real English); for Integrated skills (ELLIS, Dyned, Berlitz, and Rosetta Stone).

However, there is less conclusive evidence of the positive impact of CALL on children’s foreign language competences than with other methods. But there is evidence that some of the CALL teaching aids can speed up or increase improvement in specific competences over short periods. In some cases there are no significant differences in learning outcomes (Knoerr, 2005, p. 10).

Overall, the writer assumed that CALL can be used as the learning aid based on the environment itself. As a tutor, CALL is non judgmental tool that allows the students to learn by themselves and make them to be more independent in learning. While the less of positive impact on language competencies may be caused by the some factors in implementing CALL, such as lack of designing lesson plan and teachers’ knowledge of CALL.

(3). CALL as a Resource

Getting a substantial and suitable materials for the students are the objectives of each teacher. One approach to obtain the materials is through CALL in the web. Many resources might be investigated and, then, separated which one is reasonable and address the learner’s issues. Pratibha (2010, p. 12) stated that CALL provides rich resources for teachers to be used. Furthermore, CALL provides a huge bank of online resources, updated materials and can be tailored according to the students’ needs. The writer advocates that many resources of CALL can be beneficial both for teachers and students based on need analysis. Teachers, consequently, must select suitable materials that in line with curriculum; It will ensure the quality of the materials given to students.

However, Levy as cited by Bani Hani (2014, p. 6) criticized over the implementation CALL in education. Some of them are (1) inexperienced teachers may produce the materials, (2) inadequate development of language processing technique, (3) scanty modelling in linguistics, (4) CALL has not completed its realization. The writer proposed teachers as CALL users to be aware of inauthentic materials in Internet. Thus, using CALL as a resource for teaching should be accompanied by the teachers’ capability in designing learning materials. Good learning materials may improve students’ motivation to gain the knowledge inside and outside the classroom.

To sum up, the researcher inferred that interactive materials refer to materials provided by CALL. Due to its limitation, CALL may still pave the way for more interesting and flexible teaching processes. In addition, Using CALL will not delimit teachers’ role but it may increase the learning achievement.
4. The Advantages and Disadvantages of CALL

The development of computer innovation has given an extraordinary effect on educating and learning language; it has turned into an extremely powerful figures on second language learning and teaching method. Numerous instructors attempt to use it in the classroom to upgrade the learning procedures. It depends on their trust that innovation will be useful for their teaching. By teaming up and mixing the learning with the utilization of innovation, teachers will move out from conventional strategy into another method for learning language (e.g., Bekleyen & Yilmaz, 2011, p. 7; AbuSeileek & Abu Saaliek, 2012, p. 8; Kilickaya, 2010, p. 10; Ali & Yacob, 2010, p. 14; Ercetin, 2010, p. 4).

Overall, the writer noted that shifting from traditional method into a new way of teaching method may not be easy for many teachers. It can be triggered by their disinclined to convert their believe which based on teaching experiences for years or maybe the incapability to operate computer.

a. The Advantages of CALL

CALL has grow into a very essential agent of change in language teaching for years. Many teachers has tried to utilized it in their classroom to assist their students mastering the target language. As well as its impact on language learning, CALL also has assisted teachers to achieve the learning goals (Kenning, 2007, p. 3; Levy in Donaldson & Hagstorm, 2006, p. 1; Thomas, Reinders, & Warschauer, 2013, p. 1). Furthermore, with each technological shift, each new software or hardware, new challenges are presented for teachers to improve delivery and enhance learning’ (Beatty, 2010, p. 13; Languages ICT, 2004). Through numerous researchs for many years, CALL has been acknowledged to improve some aspects concerning to language learning such as the four language skills, learners factors, motivation and attitudes, teacher’s roles, and also creating a better learning environment.

Many studies have shown that computer has significant impact on the four skills. As example in listening and speaking (e.g., Samadi, Maghsoudi & Mohammadi, 2013, p. 8; Milrood, 2015, p. 6). They found that CALL could improved the listening and speaking not only in lower level but also in higher level. The writer assumed that utilizing CALL can foster listening and speaking due to the ability of CALL by providing them with useful features in it. Students are provided with native model conversation in such a natural way; not too fast or too slow spoken language.

While in reading, CALL has improved the reading ability and also their comprehension (e.g., Nussbaum, Alcoholado, Tagle & Rodriguez, 2012, p. 9; Tal & Yelenevskaya, 2012, p. 13). At this point, the writer highlighted that CALL has increased the students’ ability in reading ability since it is supported by visual cues. Through it, students can practice reading clearly as well as the native speaker. When reading ability increased, the comprehension will do the same way. Moreover, CALL enables students to do the reading repeatedly in a single day.

In the case of writing, it has proven significantly to foster the writing skill for example in term of academic writing. Students can write accurately and concisely as they have more choices on using appropriate words on their writing (e.g., Nikopour & Kazemi, 2014, p. 12; Kalyuga, Mantai & Marrone, 2013, p. 9). Words choices are the major issues in academic writing due to the student’s limitation of academic words; students who have more academic words must write better than those who don’t have sufficient academic words list.
Grammar also may become a serious problem for some students in writing academically. Either words choices or grammar is an essential requirement in the case of academic writing. Therefore, such CALL applications: COCA, Grammarly, Ginger, Dr. Writing, Latex and Lyx will be very useful for them. Students, who uses CALL, can select more appropriate words to use in their writing and also avoid plagiarism. In writing, the writer inferred that through CALL, students can develop their writing skill much better. It is caused by CALL’s capability to provide students with rich word choices and also can analyze their error in writing.

In relation to vocabulary mastery, previous researches have shown that the students are capable of learning English much better and faster in short time (e.g., Shariffi, et. all, 2014, p. 1; Gorjian, 2014, p. 12; Kilickaya & Krajka, 2010, p. 10). CALL enables students to learn vocabulary through visual cues and also learn them in a hole sentence. They learn it not in isolated situation, so they can used it more actively rather than memorization. The writer, then, assumed that students’ vocabulary mastery increase significantly since vocabulary is taught through interactive pictures and also in sentences; it is not taught in an isolation. Therefore, they can convey their ideas and thought through speaking and writing clearly and also they become more independent learners.

More additional research studies on CALL also has proven scientifically in improving some following aspects, such as, (1) provide students with experiential learning, (2) increase motivation, (3) foster their achievement, (4) engage them with a rich of authentic materials, (5) tighten the relationship between teachers, students, and peers, (6) adjusted with the students’ characteristics, (7) cater students with various information, (8) broaden their knowledge globally as the target language is known widely over the world (Lee, 2000, p. 12; Bani Hani, 2014, p. 15; Zhytska, 2012, p. 5). Based on the studies above, the writer pointed out that CALL is able to improve the psychological aspects of the students. The increase of those aspects may lead to a better achievement in learning languages.

On the whole, the writer concluded that attaching and diffusing computer into language learning, definitely, will interest students with the lesson core. It, in any way, provides a better engagement through visualization, interaction with the native model and authentic language. CALL, for the most part, permits the students to take in the objective language through different exercises, for example, speaking, role-play, listening, recording, checking their own particular advancement furthermore the lesson might be done redundantly until they meet the prerequisites. The learning materials effortlessly can be accessed for 24 hours in a day. As a result, the open learning might be aided them to be more autonomous in learning-self-rule student.

However, the writer also noted that managing computer to take into language learning, unquestionably, is a test for students by the way they include and conquer the learning challenges. They need to deal with their own particular pace of learning both in and outside the classroom; students have more opportunity to pick what sorts of materials and when they need to learn it. On the otherside, utilizing CALL clearly will decrease the expense of adapting instead of eye to eye connection, and give more opportunity to instructors to dissect the learning procedure profoundly.

b. The Disadvantages

In spite of its various favorable circumstances, CALL additionally has some disadvantages that ought to be taken into consideration. Prathiba (2010, p. 13) has classified the disadvantages as follows:

1) computers discourages teachers and students;
2) hard to change from traditional method;
3) students are hard to be independent learners;
4) indiscipline students;
5) computers can not provide the real exchange of communication;
6) computers need maintenance;
7) computer doesn’t provide the sense of cooperation.

Based on the explanation above, the writer concluded that it is not easy to apply CALL in the classroom because changing method will be a problem for some teachers. While being independent learners are quite difficult for many students due to lack of discipline in learning. In addition, using computers may decrease the cooperation among students as they are busy with the tool.

While Bani Hani (2012, p. 13) reported that the disadvantages of CALL are classified into the following linchpin:
1) financial barriers;
2) software and hardware availability;
3) technical and theoretical knowledge;
4) acceptance of technology.

The explanation, according to the writer, highlighted three main points. They are financial ability, the computer, and also the computer literacy. It is very common for teachers if applying computers in learning is out of question as the inability to purchase them. Computers also must be supported by the availability both hardware and software in the case of maintenance problem.

In line with the explanation, computer literacy is also important. Many teachers are afraid of using computers due to some factors. It may be caused by their belief if they will be replaced by computers. In addition, the knowledge of computer usage is also influence the utilization of them by teachers. Indeed; teachers feel comfortable with the traditional teaching method rather than using computer. It is clear from the explanation above, the writer agrees if the disadvantages of CALL is not merely about the facilities and familiarity of technology, but also cover the validity of the research itself. Therefore, there must be a deeper analysis when investigating the CALL implementation at the school. This issue indicates the need for improving the mechanism of CALL implementation which provide the teachers with the necessary knowledge.

In summary, the writer concluded that the advantages and the disadvantages should be considered by the language teachers as the users. Teachers’ role in the classroom can’t be replaced by the computers although it has many merits for the language learning. Responding to these criticisms, the researcher believes that with the present day innovation improvement, in spite of the fact that the use of CALL projects has turned into another pattern in as of late worldwide second language learning guide, computer innovation still has its confinements and shortcoming. Along these lines, when we attempt to apply CALL projects to upgrade the instructing or to help understudy learning, we ought to acknowledge what the focal points and inconveniences are in current CALL programs, with a specific end goal to keep away from for ignoring CALL programs and get its greatest advantages for our ESL educating and learning.
5. The Procedure of Using CALL
a. An Overview of CALL Program

Learn to speak is a type of CALL software that created to personalize students’ language-learning experience with flexible immersion, the best immersion experience a computer can provide. It also provides a structure that orients and grounds you in the language. This approach was developed by leading language learning educators and the techniques were perfected in real-life university classrooms with beginning and intermediate language students flexible immersion has these benefits. They are, students can choose a learning path based on their reasons for learning the language. The full curriculum in sequence, moreover, is designed to achieve maximum conversational fluency and automaticity in the target language.

The students are allowed to choose their preferences in learning the language. They may take or arrange specific learning strands such as travel, business or shopping to focus on specific tasks, and put them in a unique sequence path of learning. The software integrates all the four language skills (reading, writing, listening to, and speaking) and blend them with various activities that meets the students’ characteristics and needs. Moreover, providing a strong foundation of the language, grammar and vocabulary, is very prevalent. The speech recognition technology enables students’ to practice and repeat the words as like the native model. Their pronunciation, then, will be analyzed and compare to a native speaker. On-screen interactive videos can be used to practice and enhance the conversational skills (www.elanguage.com.).

b. Study Guides to Use LTS English 10
1). Lesson

There are four levels of lessons in Learn to Speak: (1) language Essentials which provides an overview of the language, a pretest to evaluate your current level of competency, and basic instruction in pronunciation and vocabulary. (2) beginner course in which this course covers basic language skills, including greetings and farewells, getting information, introductions, getting acquainted, and making friends. (3) intermediate and advanced course in which these courses cover many more situations, such as asking for directions, checking into a hotel, taking public transportation, shopping at various stores, and more.

Advanced lessons covers more subtle and complex subjects, such as business calls, social engagements, political discussions, and emotional expression. Each lesson can include instruction and exercises in the following: Vocabulary words and expressions. (4) Communication (exercises to help students practice listening and speaking interactively) Grammar Stories (short text you can read and listen to, line by line, and exercises to test students’ comprehension).

In the lessons, students, first of all, students have to click next to go to the next activity or exercise. When students come to the last activity of a lesson, clicking next will take you to the next lesson in students’ lesson plan. If students haven’t personalized the lesson plan, clicking next takes you to the next lesson in the complete list. The previous button works similarly, taking students back through the activities.

2). Workshops

The feature of workshop gives students an intensive instruction and practice in a particular subject. They can choose any types of language skills that need to foster. There are several workshops:
a) Grammar

This feature allows students to review all the grammar lessons in the program. The options are organized by grammar topics, rather than by lessons. Students can improve their grammar ability through various exercises such as filling the gaps, multiple choice, and matching.

![Figure 2.3 Workshops Screenshot](image)

b). Pronunciation

To help students mastering vocabulary well, CALL media also provides pronunciation workshop. The practice, through CALL media, has proven significantly fostering the vocabulary mastery both spelling and pronunciation (Kenning, 2006, p.90). This feature allows students to improve their pronunciation by reviewing all vocabulary in the program. They can choose any types of vocabulary based on the lesson by selecting it from the list.

![Figure 2.4 Pronunciation Workshop](image)
The feature is also supported by speech recognition technology that enables students to imitate the native model until they become fluent. The speech meter will recognize the students pronunciation and then it can show the accuracy.

**c. Vocabulary**

As one of the important aspects in mastering English, vocabulary is presented through interesting visualization. It is done by reviewing all the vocabulary in the program and the practice may be repeated more than once. Vocabulary test is presented in the form of matching and game.

**d. Conversations**

This feature consists of some parts namely: conversation practice and also speech work by using speech recognition. All the lessons are included in this part and students can practice this part through role play inside the classroom.
e. Simulated Conversations

To improve the language skills, the simulated conversation allow the students to interact with native speaker in the form of virtual character. Students may choose any characters based on their preferences.

Moreover, through simulated conversation, students can gauge their language skills especially vocabulary to get automaticity and fluency. It is also supported by Pamadya (2017) who reported that through simulation, students can improve their speaking skill and also reduce the use of mother tongue. Moreover, simulation provide a natural context with a lot of chances for students to communicate in the target language (Larsen-Freeman, 2000, p. 144).

While Peregoy & Boyle (2009) mention that simulations make available of direct experience for language learners to learn; various information can be taken into account including non verbal one from them. This activity can develop students’ vocabulary to be more meaningful as it is presented through context of background information. Simulation, additionally, can foster students to think about the strategy uses for certain situation, set possible goals and how to evaluate the action plan.

f. Media Center

As many CALL software availables in the market, CALL also has media center features. Use the Media Center to do the following: Watch movies about the culture whose language students are studying. Each Cultural Movie depicts different aspects of the target language: culture, people, and countries. The movie uses the vocabulary words and grammar students have studied in previous lessons. Students will hear the movie in the target language to enhance students’ listening skills. Students listen to audio in the target language, in the form of mp3 files.

While media center in CALL displays a printable workbook in PDF format. Students just go to the eLanguage website for downloadable resources. The students can browse
through the resources at the eLanguage website, download new lessons and materials, and more. They check out work and study programs abroad, listen to a radio station in your target language, check currency exchange rates, and learn about the culture whose language you are studying. They can also sign up to receive email updates and offers. Then to use online resources by clicking the media center on the home screen or the menu bar. Then, click online resources to find and download the resources they want.

Using media center in learning languages can be beneficial for language learners; it can improve their pronunciation but also listening comprehension. A research conducted by Cepon (2013) revealed that media such as video could improve the students’ reading and writing skill for higher students. The finding also supported by Maria Gracia who reported that the researchers mentioned here have claimed that visuals help to enhance the language teaching, as well as students’ comprehension of the new input. Visual aids also clarify the meaning of words and messages, help in memorizing new vocabulary, and in gaining students attention.

g. Games

Games is very useful to improve vocabulary skills as it is not only enjoyable but also can help students to retain the words in longer term memory (Zaphiris & Zakaria, 2006, p. 3). The CALL media, namely Learn to Speak, features two perennial favorites, Crossword Puzzle and GoFish. Even though the games are fun and engaging, they also give you a chance for some serious practice. Go fish challenges your vocabulary skills, and depending on whether you choose to play in Speak or Type mode, it tests pronunciation or spelling.

![Figure 2.8 Games Screenshot](image)

The game uses the vocabulary from the current chapter being studied. Crossword Puzzle is also an excellent choice for practicing vocabulary. It can be made easier or harder by displaying the clues in the foreign language or in your native language. Vocabulary words for the puzzles are drawn at random from all chapters of the program. Games is very useful to improve vocabulary skills as it is not only enjoyable but also can help students to retain the words in longer term memory.
h. Progress

The students progress report tells them which lessons that they have completed and scores for those lessons. The lessons listed reflect their lesson plan. To go to a lesson, students click their name (the bolded entries are lesson names).

![Tracking Progress Screenshot](image)

Figure 2.9 Tracking Progress Screenshot

C. Self-efficacy

1. The Nature of Self-efficacy

Learning, clearly, not only involves psychological factors but also biological or environmental factors. It means that there is no single factor that determine successful in learning and one of the psychological factor is self-efficacy. It has been considered to accommodate alteration on someone’s ability to gain more comprehension and raising up the confidence. On the contrary, it also has been acknowledged to inhibit the confidence when it turns out to be reluctance.

In fact the student self-efficacy has long been considered as a key component of self-regulated learning among adult learners as well as an essential variable in maintaining control over one’s actions (Pintrich and Schunk, 2002). It can be stated that self-efficacy can produce positive outcome and make a significant contribution for students to succeed in academic life.

![Self-efficacy Theory](image)

Figure 2.10 Self-efficacy
In general, self-efficacy refers to how confident an individual feels about handling particular tasks, challenges, and contexts (Bandura, 2009, p. 180; Ormord, 2006, p. 8). Psychologists have studied self-efficacy from several perspectives, noting various paths in the development of self-efficacy; the dynamics of self-efficacy, and lack thereof, in many different settings; interactions between self-efficacy and self-concept; and habits of attribution that contribute to, or detract from, self-efficacy.

While Hodges (2000, p. 18) defined that self-efficacy is dependent on the domain or the levels of task given and can not be measured by an omnibus test. In addition, Girasoli and Hannafin (2008, p. 21) have further indicated that learners’ cognitive processes can be influenced by self-efficacy. This can be seen as the ability to persist and a person's ability to succeed with a task. The writer assumed that high and low self-efficacy determine whether or not someone will choose to take on a challenging task or "write it off" as impossible. The writer also pointed out that determining self-efficacy is not only depending on the completion of tasks or assignments. It is also based on the level of the tasks or assignments given by teachers; High or low level of tasks can predict the students’ self-efficacy.

Another expert such as Schunk (2011 as cited in Santrock, 2011) has applied the concept of self-efficacy to various part of students’ achievement. Sometimes students might get difficult tasks given by their teacher, but this tasks will be handled positively by those who have high level of self-efficacy. They will spent hours in doing their homework and try to finish it to achieve a better result more than those who have low level of self-efficacy (Schunk & Pajares, 2009; Bassi, et al., 2007; Wolters & Corkin, 2012). So it can be noted that in order to successfully regulated one’s academic life, a higher education student should be more self-efficacious in his belief about his/her academics and the ability the direct his/her academic life.

These domain-specific self-beliefs have been recognized to be positively related to students’ motivation, use of cognitive, metacognitive, and self-regulatory strategies, persistence during challenging academic tasks, engagement, achievement, and learning across many academic domains (e.g., Bandura, 2006a, p. 2; Linnenbrink & Pintrich, 2002, p. 312; Zimmerman & Cleary, 2006, p. 308).

Based on all definitions above, the writer concluded that self-efficacy the belief of someone in completing a certain task or assignment and also the ability to overcome the obstacles or aversive experiences. The capability of persisting with the challenges will highly lead to succeed in certain task given; those who have strong belief may multiple their efforts to face the challenges. On the contrary, the inability of facing the obstacles, setbacks, will only cause failure; it is mainly they slacken their efforts, hasty surrender, and also meagre elucidation.

2. Theoretical Approaches of Self-efficacy

a. Social Cognitive Theory

Psychologist Albert Bandura has defined self-efficacy as one's belief in one's ability to succeed in specific situations or accomplish a task. One's sense of self-efficacy can play a major role in how one approaches goals, tasks, and challenges (e.g., Bandura, 2009, p. 180; Dole & Sinatra, 1998, cited in Cordova, et.al, 2014, p. 165). The theory of self-efficacy lies at the center of Bandura’s social cognitive theory, which emphasizes the role of observational learning and social experience in the development of personality.
The main concept in social cognitive theory is that an individual’s actions and reactions, including social behaviors and cognitive processes, in almost every situation are influenced by the actions that individual has observed in others. Because self-efficacy is developed from external experiences and self-perception and is influential in determining the outcome of many events, it is an important aspect of social cognitive theory. Self-efficacy represents the personal perception of external social factors. According to Bandura’s theory, people with high self-efficacy—that is, those who believe they can perform well—are more likely to view difficult tasks as something to be mastered rather than something to be avoided (Bandura, 2009, p. 182).

b. Social Learning Theory
Social learning theory describes the acquisition of skills that are developed exclusively or primarily within a social group. Social learning depends on how individuals either succeed or fail at dynamic interactions within groups, and promotes the development of individual emotional and practical skills as well as accurate perception of self and acceptance of others. According to this theory, people learn from one another through observation, imitation, and modeling. Self-efficacy reflects an individual’s understanding of what skills he/she can offer in a group setting (See Bandura 2009, p.182).
c. Self-concept Theory

Self-concept theory seeks to explain how people perceive and interpret their own existence from clues they receive from external sources, focusing on how these impressions are organized and how they are active throughout life (e.g., Stoops, 2006, p.620; Stets & Burke, 2008, p. 5; Mercer, 2011, p. 13; Gana, 2012, p. 5). Successes and failures are closely related to the ways in which people have learned to view themselves and their relationships with others. This theory describes self-concept as learned (i.e., not present at birth); organized (in the way it is applied to the self); and dynamic (i.e., ever-changing, and not fixed at a certain age).

![Figure 2.13 Self Concept Theory](image)


d. Attribution Theory

Attribution theory focuses on how people attribute events and how those beliefs interact with self-perception. Attribution theory defines three major elements of cause:

1) Locus is the location of the perceived cause. If the locus is internal (dispositional), feelings of self-esteem and self-efficacy will be enhanced by success and diminished by failure.

2) Stability portrays whether the cause is perceived as static or dynamic over time. It is closely related to expectations and goals, in that when people attribute their failures to stable factors such as the difficulty of a task, they will expect to fail in that task in the future.

3) Controllability describes whether a person feels actively in control of the cause. Failing at a task one thinks one cannot control can lead to feelings of humiliation, shame, and/or anger (See Bandura 2009, p. 182).
3. How it Affects Human Function

Human activity is not only affected physically but also psychologically. As one of the psychological factors, self-efficacy has significant effect on the human functions (e.g., Bandura, 2006, p. 210; Bandura, 2009, p. 180; Cordova et al., 2014, p. 166; Linnenbrink & Pintrich, 2002; Pajares, 2002; Zimmerman & Cleary, 2006).

a. Choices regarding behavior

People generally avoid tasks where self-efficacy is low, but undertake tasks where self-efficacy is high. When self-efficacy is significantly beyond actual ability, it leads to an overestimation of the ability to complete tasks. On the other hand, when self-efficacy is significantly lower than actual ability, it discourages growth and skill development. Research shows that the optimum level of self-efficacy is slightly above ability; in this situation, people are most encouraged to tackle challenging tasks and gain experience (See Bandura, 2009, p. 182; Cordova et al., 2014, p. 166).

b. Motivation

High self-efficacy can affect motivation in both positive and negative ways. In general, people with high self-efficacy are more likely to make efforts to complete a task, and to persist longer in those efforts, than those with low self-efficacy (Bandura, 2009, p. 183; Ford, 2002, p. 5). The stronger the self-efficacy or mastery expectations, the more active the efforts. However, those with low self-efficacy sometimes experience incentive to learn more about an unfamiliar subject, where someone with a high self-efficacy may not prepare as well for a task (Bandura, 2013, p. 15).

c. Thought patterns and responses

Self-efficacy has several effects on thought patterns and responses:

1) Low self-efficacy can lead people to believe tasks to be harder than they actually are. This often results in poor task planning, as well as increased stress.
2) People become erratic and unpredictable when engaging in a task in which they have low self-efficacy.
3) People with high self-efficacy tend to take a wider view of a task in order to determine the best plan.
4) Obstacles often stimulate people with high self-efficacy to greater efforts, where someone with low self-efficacy will tend toward discouragement and giving up.
5) A person with high self-efficacy will attribute failure to external factors, where a person with low self-efficacy will blame low ability. For example, someone with high self-efficacy in regards to mathematics may attribute a poor test grade to a harder-than-usual test, illness, lack of effort, or insufficient preparation. A person with a low self-efficacy will attribute the result to poor mathematical ability.

d. Health behaviors

Choices affecting health, such as smoking, physical exercise, dieting, condom use, dental hygiene, seat belt use, and breast self-examination, are dependent on self-efficacy. Self-efficacy beliefs are cognitions that determine whether health behavior change will be initiated, how much effort will be expended, and how long it will be sustained in the face of obstacles and failures (e.g., Bandura, 2006, p. 260; Schwarzer & Fuchs in Bandura, 2009, p. 259). Self-efficacy influences how high people set their health goals (e.g., "I intend to reduce my smoking," or "I intend to quit smoking altogether"). A number of studies on the adoption of health practices have measured self-efficacy to assess its potential to initiate behavior change.

e. Academic productivity

Research on Australian science students showed that those with high self-efficacy showed better academic performance than those with low self-efficacy. Confident individuals typically took control over their own learning experiences, were more likely to participate in class, and preferred hands-on learning experiences. Those with low self-efficacy typically shied away from academic interactions (e.g., Bandura, 2006, p. 212; Zimmerman in Bandura, 2009, p. 203; Pajares, 2003, p. 40).

4. Factors Affecting Self-efficacy

Have you ever wondered whether you have a strong self-efficacy belief or not? Or perhaps you are curious about how people develop their self-efficacy beliefs? There is a lot of reason why people believe in themselves as many research have shown.

The belief that one can control stressful events is related to emotional well-being, successful coping, health behaviors, better performance on cognitive tasks, and a good health. It has even been linked to a lower risk of mortality (Taylor, 2012). Finally, research shows a link between self-efficacy beliefs and the initiation and maintenance of health behavior. When we form self-efficacy beliefs, we use information from various sources. We may, for example, form perceptions about ourselves by comparing us with others. However, the development of self-efficacy beliefs seems to be more influenced by mastery experiences than information formed by social comparisons, a study shows (Reiner & Mynhardt, 2008).

In a paper by Bandura (1993), he sums up the different aspects of self-efficacy. People who have a low sense of efficacy in a given domain may withdraw from difficult tasks. They have lower aspirations and a weaker commitment to the goals they choose to pursue. They do not concentrate on how to perform well. Instead they spend much of their energy on focusing on limitations and failures. When faced with difficult tasks, they are plagued by their personal deficiencies and the obstacles they might encounter. They decrease their efforts and quickly give up in the face of challenges. They are slower to recover their sense of efficacy following failure or setbacks because they perceive their insufficient performance as an expression of their insufficient capabilities.
On the contrary, people with high efficacy beliefs may approach difficult tasks as challenges to be mastered rather than see the all the limitations. This approach may foster in intrinsic interest in activities. They set themselves perfectly challenging goals and maintain strong commitment to accomplish them.

They sustain their efforts in the face of failure, and they attribute failure to insufficient effort or deficient knowledge and skills that are achievable. They quickly recover their sense of efficacy after failures or setbacks (Bandura, 2006). Self-efficacy beliefs begin to form in early childhood as the child deals with a variety of experiences, tasks and situations. The development of self-efficacy beliefs continue throughout life as people learn, experience and develop into more complex human beings.

Perceived efficacy should be measured against levels of task demands that represent gradations of challenges or impediments to successful performance. Self-efficacy appraisals reflect the level of difficulty individuals believe they can surmount. If there are no obstacles to overcome, the activity is easily performable and everyone is highly efficacious.

Bandura (2006, p. 80) identifies four factors affecting self-efficacy. They are experience or enactive attainment, modelling, social persuasion, and psychological factors. Those factors can be explained as follows:

First, experience, or "enactive attainment" refers to the experience of mastery, it is the most important factor determining a person's self-efficacy; Success raises self-efficacy, while failure lowers it. Second, modeling, or "vicarious experience". Modeling is experienced as, "If they can do it, I can do it as well." When we see someone succeeding, our own self-efficacy increases; where we see people failing, our self-efficacy decreases. This process is most effectual when we see ourselves as similar to the model. Although not as influential as direct experience, modeling is particularly useful for people who are particularly unsure of themselves. Third, social persuasion generally manifests as direct encouragement or discouragement from another person. Discouragement is generally more effective at decreasing a person's self-efficacy than encouragement is at increasing it. The last, physiological Factors. In stressful situations, people commonly exhibit signs of distress: shakes, aches and pains, fatigue, fear, nausea, etc. Perceptions of these responses in oneself can markedly alter self-efficacy. Getting 'butterflies in the stomach' before public speaking will be interpreted by someone with low self-efficacy as a sign of inability, thus decreasing self-efficacy further, where high self-efficacy would lead to interpreting such physiological signs as normal and unrelated to ability. It is one's belief in the implications of physiological response that alters self-efficacy, rather than the physiological response itself (Bandura, 2006, p. 35).

The writer pointed out that self efficacy can be determined by psychological factors. When different spheres of activity are governed by similar sub-skills there is some interdomainrelation in perceived efficacy. Proficient performance is partly guided by higher-order self-regulatory skills. These include generic skills for diagnosing task demands, constructing and evaluating alternative courses of action, setting proximal goals to guide one's efforts, and creating self-incentives to sustain engagement in taxing activities and to manage stress and debilitating intrusive thoughts.

To summarize, the writer noted that all the factors will affect the students' confidence in handling with certain task or assignment. Low self-efficacy can lead people to believe tasks to be harder than they actually are. This often results in poor task planning, as well as increased stress. A person with high self-efficacy will attribute failure to external factors, where a person with low self-efficacy will blame low ability. For example, someone with
high self-efficacy in regards to mathematics may attribute a poor test grade to a harder-
than-usual test, illness, lack of effort, or insufficient preparation. While a person with a low
self-efficacy will attribute the result to poor mathematical ability.

5. Learners’ Beliefs on Language Learning

Foreign language learners often hold different beliefs or notions about language
learning because they are influenced by previous experiences as language learners, or
shaped by their own cultural backgrounds (Horwitz, 1987). Many researchers have
suggested that Australian Journal of Teacher Education learners’ preconceived beliefs
about language learning would likely affect the way they use their learning strategies and
learn a foreign language (e.g., Abraham and Vann, 1987; Horwitz, 1987, 1988; Wenden,

Hosseini and Pourmandnia (2013) stated in his study that teachers need to have a
clear understanding of the language being taught and student beliefs, because learners with
realistic and informed beliefs are more likely to behave productively in the class, work
harder outside the class, and persist longer with language study; this must be taken into
consideration particularly due to the fact that when students’ beliefs and performance do
not match, they become frustrated and disappointed with the class and with themselves
resulting in hindrance in the intake of the material.

Recent researchers have examined learners’ beliefs about language learning for
different purposes. Cotterall (1995), for example, explored how those learners’ beliefs
about language learning reflect learners’ readiness for autonomy. Victori (1992) expanded
Wenden’s (1987b, 1991) classifications of second language learners’ metacognitive
knowledge and developed a questionnaire to measure students’ metacognitive knowledge
in language learning so that it was possible to modify and reconstruct possible
misconceptions that the students may have (Victori, 1992, cited in Victori and Lockhart,
1995). In the literature, it has also been emphasized that teachers’ teaching methodologies
should also be compatible with (or at least, take into account) learner beliefs (Yalçın,
2013). In his study, it was seen that teachers’ beliefs and practices had an impact on learner
beliefs and learner beliefs tended to show similarity with teacher beliefs in time. The study
also concluded that belief change is possible but a radical change in beliefs about language
learning requires considerable amount of time and effort.

However, in some other studies there was no significant change in learners’ beliefs
over time (Bahadır, 2011). Yalçın (2013) also indicated that students were as successful as
they believed they were and EFL teachers’ and students’ beliefs were related to some
extent. Horwitz (1987) administered the Beliefs About Language Learning Inventory
(BALLI) to groups of learners to identify the types of beliefs held by language learners.
Five general areas of beliefs emerged from the analysis of the responses relating to (1) the
difficulty of language learning, (2) aptitude for language learning, (3) the nature of
language learning, (4) learning and communication strategies, and (5) motivation and
expectations.

Wenden (1986, 1987) grouped the beliefs into three general categories: (1) use of the
language (for example, the importance of ‘learning in a natural way’), (2) beliefs relating
to learning about the language (for example, the importance of learning grammar and
vocabulary), and (3) the importance of personal factors such as beliefs about the feelings
that facilitate or inhibit learning, self-concept, and aptitude for learning).

While İnceçay (2011) identifies five main categories of language learning beliefs in
the end of her study; (1) ideal English learner, (2) ideal English teacher, (3) ideal English
classroom, (4) difficulties in language learning process, (5) strategies of learners to overcome difficulties. The findings of the observation checklist and reflection papers written by the participants reveal some significant effects of the language learning beliefs of pre-service teachers on their practice teaching. The results of the study revealed that both participants’ teachings are greatly affected by their foreign language learning beliefs.

D. Previous Related Studies

In this section, the researcher will explore some researches that become the foremost reasons why the researcher points out the effect of CALL and self-efficacy on students’ vocabulary knowledge.

The first research is from Abbas Ali Zarei and Mehrnoosh Hashemipour in 2014. The purpose of this study was to investigate the effect of CALL/Web-based instruction on EFL learners’ general and academic self-efficacy. There were 110 male and female intermediate level Iranian EFL learners were randomly assigned to two treatment conditions (experimental and comparison). The CALL/Web-based instruction was used in the experimental group, while conventional methods were employed in the comparison group. A general and an academic self-efficacy questionnaire were administered to the participants of both groups prior to and after the treatments. Also, the participants’ proficiency level was checked using their scores on the Michigan Test of English Language Proficiency (MTELP). The ANCOVA procedure was used to analyze the obtained data. Results revealed that CALL/Web-based instruction had a significant effect on learners’ general and academic self-efficacy. The participants of the experimental group experienced significant improvement in their level of general and academic self-efficacy compared with the comparison group participants. The findings of the present study may have implications for L2 learners, teachers, and materials developers.

The second research is “The Impact of Computer Assisted Language Learning on Vocabulary Teaching: JING and Instant Messaging”. This research was conducted in Turkey and focused on the use of the program in language classes to teach new vocabulary in an enjoyable and innovative way. The results indicated a substantial increase in the students’ post-test scores. It was also found that the students had a positive attitude towards the use of computers in vocabulary learning.

The third research is “The Relationship between Iranian EFL Learners’ Self-efficacy Beliefs and Use of Vocabulary Learning Strategies”. This study explores the relationship between Iranian EFL juniors’ self-efficacy beliefs and their employed vocabulary learning strategies. The participants were 50 juniors studying English Translation at University of Sistan & Baluchestan. The self-efficacy and vocabulary learning strategies questionnaires were administered to identify the students’ self-efficacy beliefs and their vocabulary learning strategies. The obtained results revealed that students had rather high level of self-efficacy and that self-efficacy was significantly positively related to their use of the four subcategories of vocabulary learning strategies in general and the use of memory strategies in particular. Highly self-efficacious students reported significantly more use of vocabulary strategies than those with low self-efficacy. The results point out the importance of nurturing learners’ self-efficacy beliefs and its impact on successful learning experiences and achievement.

All the findings above have led the researcher to a conclusion that identifying the level of self-efficacy is very urgent for students to maximize their potentiality in learning languages. It is mainly because different vocabulary strategies may have great influence for each students. Students with high self-efficacy may show great aptitudes toward certain
technique or methodology while those with low self-efficacy may show the opposite aptitudes.

The difference point of view of the previous research of CALL in this research paper is the usage of CALL software to improve the students’ vocabulary mastery. The main object of the research is the vocational high school students. CALL is believed can improve their vocabulary knowledge and the materials given are for vocational school. The materials are based on the National Curriculum. This research uses a quantitative method and there will be two treatments for the students of the tenth grade. They are CALL and self-efficacy.

The distinct differences between this research with those mentioned above is the current research will be conducted at vocational school. It will try to investigate the effect of CALL and students’ self efficacy (high and low). Mostly of the researchs above were conducted at the university level and, obviously, the students had diverse characteristics with vocational students. Likewise, the CALL media used in this research is more complete than the learning media above. It is supported by individual user name, syllabus, movie, speech recognition technology, repetitive practice for learning vocabulary, grammar, speaking, and listening. The eye-cathing visual cues is also provided by this CALL media and will foster the students’ learning achievement. Furthermore, teacher can track the students’ progress individually. Therefore, the assumption is that CALL can improve students’ vocabulary knowledge. The point of this research is how much the effect of CALL and self-efficacy on students’ vocabulary knowledge.

E. Framework of Thinking

The framework of thinking described the conceptual of CALL, self-efficacy, and vocabulary knowledge. Mastering vocabulary knowledge is one of the important aspect that must be owned by the students. However, the researcher agrees that, definitely, it is not easy to learn vocabulary although many students have spent learning it for years. In conscience, there are many factors that might influence the success of learning vocabulary, for instance, teaching method used to teach vocabulary and also physiological aspects such as self-efficacy. Thus, unquestionably, the ability to master the target vocabulary is a must for students if they want to ensure the improvement of the four language skills.

While the conventional vocabulary teaching method such as memorizing and drills are no longer effective due to its limitation to present vocabulary in a meaningful way. All the words that are taught might be gone in a few days as it is taught in a separate part not as a whole part. The words must be put in the longer term memory so it can be retrieved easily by the students. Indeed, the conventional method has caused many problems on students’ English skills that caused lack of achievement on the four English skills.

To overcome the students’ problems, the researcher will use CALL media. CALL is one of many ways that can be incorporated to promote language learning especially English vocabulary. The writer believed that CALL can reduce the time to master English. CALL has important potential for English language teaching. If used properly with clear educational objectives, CALL can interest and motivate learners of English. CALL can increase information access to the learner, provide flexibility to instruction and thereby better serve the individual's learning pace, cognitive style and learning strategies. CALL allows learners to control their own learning process and progress. Using effective and suitable software applications, CALL can provide communicative meaningful language learning environments. Good quality and well-designed CALL software can offer a balance of controlled practice and free communicative expression to the learners, including immediate feedback.
Students will have different self-efficacy in learning English. Self-efficacy is one of the psychological aspects that play an important role for human being especially in the learning process. By determining the beliefs a person holds regarding his or her power to affect situations, it strongly influences both the power a person actually has to face challenges competently and the choices a person is most likely to make. These effects are particularly affected the learning achievement. Therefore the researcher will identify the level of students’ self-efficacy before doing the treatment. It is in lined with the formulation of the problem.

From all the statement above, we can synthesize that CALL media will improve the students’ vocabulary knowledge and also their self-efficacy. In other words, students who are taught vocabulary through CALL media will gain high score rather that those who are taught by flashcard media. Then, students who have high self-efficacy will also gain high score rather than those who have low self-efficacy.

F. Hypothesis
1. There is significant difference on students’ vocabulary knowledge who are taught by CALL media than those who are taught by flashcard media.
2. There is interaction between CALL media and self-efficacy on students’ vocabulary knowledge.
3. Students with high self-efficacy who are taught by CALL media is higher than those who are taught by flashcard media.
4. Students with low self-efficacy who are taught by CALL media are higher than those who are taught by flashcard media.
CHAPTER III
RESEARCH METHODOLOGY

This chapter involves the aim of study, the place and time of the study, the method and design of the study, the population and sample of the study, the technique of collecting data, the research instrument, the try out of instrument for testing its validity and reliability, the technique of data analysis, and the statistical hypothesis.

A. Place and Time of the Study
This study was conducted at the tenth grade students of SMK 98 Bogor. The study was carried out for 6 months started from February 2017 up to August 2017 at the second semester of academic year 2017/2018.

B. Research Method
In this study, the writer employed quasi experimental study. Quasi experimental study used because it depends on the availability of population in that school. It used this kind of research as there was no selection in this study; the population was found without random. As stated by Muijs, “Quasi-experimental is often used precisely because random selection is not possible or practical” (Muijs, 2004, p.26). There were two groups in this study, the first was as the experimental group which given Computer Assisted Language Learning (CALL) media as its treatments, while the second was controlled group that used flash card media.

C. Research Design
In this study, data was collected from students through their vocabulary knowledge test before and after giving the treatment. The method used in this study is quantitative method with a quasi-experimental design. The experiment was treated to two groups, one group was taught by using CALL media (treatment class) and another group as control class was taught without using CALL (Flash Card media).

A quasi-experimental design used in this study aimed to investigate the effect of computer assisted language learning method and their self-efficacy on students’ vocabulary knowledge. The design used was treatment by level 2 x 2, it consisted of one independent variable and two dependent variables. The independent variable was CALL and self-efficacy while dependent variables was vocabulary knowledge.

<table>
<thead>
<tr>
<th>Learning media</th>
<th>Self-efficacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CALL (A1)</td>
<td>High B1</td>
</tr>
<tr>
<td>FLASH CARD (A2)</td>
<td>Low B2</td>
</tr>
<tr>
<td>(A1B1)</td>
<td>(A1B2)</td>
</tr>
<tr>
<td>(A2B1)</td>
<td>(A2B2)</td>
</tr>
</tbody>
</table>

A1B1 = CALL media with high self-efficacy
A2B1 = Flash Card media with high self-efficacy
A1B2 = CALL media with low self-efficacy
A2B2 = Flash Card media with low self-efficacy

In this quasi-experimental study, it used two groups namely experimental group and control group. The experimental group was the students of grade 10-A at SMK 98 Bogor which consisted of 30 students who learnt vocabulary through CALL media. Then, the control group was students at class 10-B of SMK 98 Bogor which consisted of 30 students who were given flash card media.

The two classes received the same material on vocabulary and the same time allocation. The material was provided in accordance with that specified in the curriculum. The data in this study was obtained by giving questionnaire on student’s self-efficacy before the class began, and in the final test in which each of students either in experimental group or in control group.

D. The Population and Sample
1. Target Population
Target population in this study was all students of SMK 98 Bogor which had common defining characteristic that could be identified. It had 2 classes in which each class consisted of 30 students.

2. Sample of the Study
The sample of this study was determined by purposive sampling technique. The purposive sampling technique was chosen since there was no possibility to do random sampling technique. The researcher purposefully selected the tenth grade as the study population and sample because of two reasons. First, the researcher had easy access to this class. Second, the school was chosen due to easier access to conduct the research there.

Thus, the sample of this study is two classes of 10 grade students SMK 98 Bogor. One class as experimental class comprised of 30 students was given a treatment by using computer assisted language learning (CALL) media, and the other class as control class comprised of 30 students was given flash card media as a treatment.

E. Research Instruments
The information which needed in this research involves data of vocabulary knowledge and self-efficacy. Vocabulary knowledge data was taken from the vocabulary test while self-efficacy data was taken from the self-efficacy scale that was filled by the students before of the beginning class. The self-efficacy was adapted from Bandura self-efficacy.

1. Vocabulary Knowledge
In this study, Vocabulary Knowledge Test (VKT) was the most important instrument to collect the data. It was used to know the influence of CALL media on students’ vocabulary knowledge. The students had a pre-test before the class. The data was collected through pre-test in both classes in order to know the difference between the two classes that were taught by CALL media and flash card media. While post-test was given after the researcher applied CALL media then the post-test was given. Then, the result of the test was scored and calculated.
a. Conceptual definition
Vocabulary knowledge is the ability to go from the printed form a word to its meaning. Knowledge of a word not only implies a definition, but also implies how that word fits into the world. It is the basic knowledge that students should master first before mastering English.

b. Operational definition
Vocabulary knowledge is score which is obtained from several aspects such as word meaning and part of speech (noun, verb, adjective, and adverb). In the test, the researcher gave the students some questions in the form of multiple choices. The test consisted of 80 items and the correct answer would be one while the others were only the distractors. The correct answer was scored 1 and the wrong answer was scored 0. Therefore the lowest score was 0 and the highest score was 100.

c. The Blue Print of Vocabulary Knowledge Test

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Sub Aspects</th>
<th>Indicators</th>
<th>No of Items</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary Knowledge</td>
<td>Adjectives</td>
<td>Students are able to identify and choose the right adjectives in the right context</td>
<td>2, 8, 28, 29, 30</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Verb</td>
<td>Students are able to identify and choose the right verbs in the right context</td>
<td>5, 6, 7, 12, 14, 18, 23, 25, 31, 40</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Adverbs</td>
<td>Students are able to identify and choose the right adverbs in the right context</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Noun</td>
<td>Students are able to identify and choose the right nouns in the right context</td>
<td>1, 3, 4, 9, 10, 11, 15, 16, 17, 19, 24, 26, 27, 32, 33, 34, 35, 36, 37, 38, 39</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Word Meaning</td>
<td>Students are able to identify and choose the right word meanings in the right context</td>
<td>20, 21, 22</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td>40</td>
</tr>
</tbody>
</table>

d. Validity
Validity refers to the appropriateness, meaningfulness, correctness, and also usefulness of the references that a researcher makes (Fraenkel, Wallen, and Hyun, et al
According to Sugiono that a valid instrument is an instrument that can measure what we want to measure (Sugiono, 2012, p. 121). Moreover, validity is a measurement that indicates validity of the instrument itself. To get data of the research, the instrument must be the valid one.

To judge the validity of each item could be seen from the column corrected item total correlation \( (r) \) compared with \( r_{\text{table}} \). If \( r > r_{\text{table}} \) that item was valid or otherwise using \( \alpha=0.05 \). Based on trying out the instrument of the students reading comprehension which as conducted to 30 respondents with 80 multiple choice questions related to vocabulary knowledge. (See appendix 9)

e. Reliability

Reliability is the consistency of the scores obtained- how consistent they are for each individual from the administration of an instrument made by the researcher to another and from one set items to another (Fraenkel, Wallen, and Hyun, et.al 2011). To calculate reliability of vocabulary test, the researcher used Alpha Cronbach formula on SPSS 20.

<table>
<thead>
<tr>
<th>Cronbach's Alpha</th>
<th>Cronbach's Alpha Based on Standardized Items</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.920</td>
<td>.916</td>
<td>80</td>
</tr>
</tbody>
</table>

2. Questionnaire

Questionnaire was any written instrument that present the respondents with some questions or statements and they reacted to them by writing their answer based on the answer’s selection (Brown, 2001). The questionnaire used in this research related to self-efficacy.

a. Conceptual Definition

Self-efficacy is a person’s judgments about his/her ability to “organize and execute courses of action required to deal with prospective situations that contain many ambiguous, unpredictable, and often stressful, elements”.

b. Operational Definition

Self-efficacy is score which is obtained based on three dimension, they are: magnitude, strength, and generality. The self-efficacy of the work is the respondent score which obtained from the instrument concerning attention of the students in vocabulary knowledge accompanied with existence of follow up from self-efficacy instrument that measured every indicator of self-efficacy. The self-efficacy scale is range from 1-5.
Table 3.4
Range empirical score in Students’ self-efficacy

<table>
<thead>
<tr>
<th>Scoring</th>
<th>Hardly Ever</th>
<th>Ever</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>All questions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

(Adapted from Schwarzer & Jerusalem, 1995).

c. **The Blue Print of Self-efficacy Questionnaire.**

The blueprint provided the writer about the types of self-efficacy questionnaire that will tested to the students. There were three types of self-efficacy namely: academic, social, and emotional self-efficacy. The items of the questionnaire can be seen on the table below:

Table 3.5
The Blue Print of Self-efficacy Questionnaire

<table>
<thead>
<tr>
<th>A. DIMENSION OF LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicator: LEVEL OF COMPLETING TASK</strong></td>
</tr>
<tr>
<td>1. Irrespective of the subject, I am competent in learning (+)</td>
</tr>
<tr>
<td>2. I can do my projects well. (+)</td>
</tr>
<tr>
<td>3. I am confident that I can perform well in competitive examinations. (+)</td>
</tr>
<tr>
<td>4. I can’t answer the essay type questions well.(-)</td>
</tr>
<tr>
<td>5. I can score well in the short answer type questions. (+)</td>
</tr>
<tr>
<td>6. However twisted the question, I can answer them. (+)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. DIMENSION OF GENERALITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicator: TIME MANAGEMENT</strong></td>
</tr>
<tr>
<td>1. I can’t manage time efficiently for learning. (-)</td>
</tr>
<tr>
<td>2. I manage the time to learn based on the schedule. (+)</td>
</tr>
<tr>
<td>3. I finish my homework immediately. (+)</td>
</tr>
<tr>
<td>4. I observe that I fail to prepare my assignments in time. (-)</td>
</tr>
<tr>
<td><strong>Indicator: WAYS TO OVERCOME THE PROBLEMS</strong></td>
</tr>
<tr>
<td>1. I can remain calm when facing difficulties because I can rely on my coping abilities. (+)</td>
</tr>
<tr>
<td>2. When I am confronted with a problem, I can usually find several solutions. (+)</td>
</tr>
</tbody>
</table>
C. DIMENSION OF STRENGTH

Indicator: EFFORT TO DO THE TASK

1. I spend my time to complete the tasks. (+)
2. I try to study hard every night to get better results. (+)
3. I can manage all the tasks from teacher in a week. (+)

d. Validity

Validity refers to the appropriateness, meaningfulness, correctness, and also usefulness of the references that a researcher makes (Fraenkel, Wallen, and Hyun, et.al 2011). According to Sugiono that a valid instrument is an instrument that can measure what we want to measure (Sugiono, 2012, p. 121). Moreover, validity is a measurement that indicates validity of the instrument itself. To get data of the research, the instrument must be the valid one.

The try out of self-efficacy instrument was conducted on March 2016 in SMK 98 Ciawi. The aim was to get a valid research instrument. The respondents were 30 students of grade XII-A. There were offered 5 choices of response for each statement whether hardly ever, ever, sometimes, often, always. The validity of the instrument could be analyzed by Pearson product moment. The formulation is in the following:

\[ r_{xy} = \frac{n(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt[n]{([n(\Sigma X^2) - (\Sigma X)^2])] \cdot [n(\Sigma Y^2) - (\Sigma Y)^2]}} \]

Note:

- \( R_{xy} \) = Correlation coefficient of an item test
- \( n \) = Number of respondent
- \( X \) = Score of an item
- \( Y \) = Total score

To judge the validity of each item, it could be seen from the column corrected item-total correlation \( \bar{r} \) compared with \( r \) table. If \( r > r \) table, that item was valid or otherwise using \( \alpha = 0.05 \). SPSS was used to help calculating the validity of the instrument. The detail interpretation of coefficient correlation \( r_{xy} \) can be seen on the following table 3.6.

<table>
<thead>
<tr>
<th>Reliability Coefficient</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.90 ( \leq r_{11} \leq 1.00 )</td>
<td>Very high</td>
</tr>
<tr>
<td>0.70 ( \leq r_{11} \leq 0.90 )</td>
<td>High</td>
</tr>
<tr>
<td>0.40 ( \leq r_{11} \leq 0.70 )</td>
<td>Medium</td>
</tr>
</tbody>
</table>
Based on the try-out of the instrument of self-efficacy test that involved 30 students with 36 items, it was obtained that they were 30 valid items and 6 invalid items. Therefore, the invalid items were removed from the instruments. It could be seen on Table 3.7.

**Table 3.7**
Validity Test

<table>
<thead>
<tr>
<th>Item</th>
<th>r-count</th>
<th>r-table</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>.718</td>
<td>0.36</td>
<td>Valid</td>
</tr>
<tr>
<td>2.</td>
<td>.775</td>
<td>0.36</td>
<td>Valid</td>
</tr>
<tr>
<td>3.</td>
<td>.718</td>
<td>0.36</td>
<td>Valid</td>
</tr>
<tr>
<td>4.</td>
<td>.775</td>
<td>0.36</td>
<td>Valid</td>
</tr>
<tr>
<td>5.</td>
<td>.718</td>
<td>0.36</td>
<td>Valid</td>
</tr>
<tr>
<td>6.</td>
<td>-.127</td>
<td>0.36</td>
<td>invalid</td>
</tr>
<tr>
<td>7.</td>
<td>.775</td>
<td>0.36</td>
<td>Valid</td>
</tr>
<tr>
<td>8.</td>
<td>-.245</td>
<td>0.36</td>
<td>invalid</td>
</tr>
<tr>
<td>9.</td>
<td>.775</td>
<td>0.36</td>
<td>valid</td>
</tr>
<tr>
<td>10.</td>
<td>.209</td>
<td>0.36</td>
<td>Invalid</td>
</tr>
<tr>
<td>11.</td>
<td>.775</td>
<td>0.36</td>
<td>Valid</td>
</tr>
<tr>
<td>12.</td>
<td>.408</td>
<td>0.36</td>
<td>Valid</td>
</tr>
<tr>
<td>13.</td>
<td>.468</td>
<td>0.36</td>
<td>Valid</td>
</tr>
<tr>
<td>14.</td>
<td>.468</td>
<td>0.36</td>
<td>Valid</td>
</tr>
<tr>
<td>15.</td>
<td>-.092</td>
<td>0.36</td>
<td>invalid</td>
</tr>
<tr>
<td>16.</td>
<td>.515</td>
<td>0.36</td>
<td>valid</td>
</tr>
<tr>
<td>17.</td>
<td>.631</td>
<td>0.36</td>
<td>Valid</td>
</tr>
<tr>
<td>18.</td>
<td>.718</td>
<td>0.36</td>
<td>Valid</td>
</tr>
<tr>
<td>19.</td>
<td>.631</td>
<td>0.36</td>
<td>Valid</td>
</tr>
<tr>
<td>20.</td>
<td>-.029</td>
<td>0.36</td>
<td>invalid</td>
</tr>
</tbody>
</table>
Based on the data on table 3.7, it could be seen that there were 6 invalid items, they were number 6, 8, 10, 15, 20, and 34.

### e. Reliability

Reliability is the consistency of the scores obtained- how consistent they are for each individual from the administration of an instrument made by the researcher to another and from one set items to another (Fraenkel, Wallen, and Hyun, et.al 2011). To calculate reliability of vocabulary test, the researcher used Alpha Cronbach formula on SPSS 20.

Based on the try-out of vocabulary test which had been done to 30 participants, there were only 30 valid items of vocabulary test. The formula was shown by the following:

\[
r_{11} = \frac{n}{n-1} \left(1 - \frac{\sum \sigma_i^2}{\sigma^2_{\epsilon}}\right)
\]

**Note:**
- \(r_{11}\) = Reliability score
- \(\sum \sigma_i^2\) = Total of Variance score
- \(\sigma^2_{\epsilon}\) = Total Variance
- \(n\) = Item score
If the reliability is higher than 0.7, the reliability instrument is sufficient. However, if the reliability score is lower than 0.7, the reliability of the instrument is unreliable. Therefore, SPSS is used to calculate the reliability of the instrument.

The detail interpretation of reliability coefficient ($r_{xy}$) which is modified from J.P guilford is shown on the following Table 3.8.

Table 3.8
Reliability Coefficient

<table>
<thead>
<tr>
<th>Reliability Coefficient</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0.90 \leq r_{11} \leq 1.00$</td>
<td>Very high</td>
</tr>
<tr>
<td>$0.70 \leq r_{11} \leq 0.90$</td>
<td>High</td>
</tr>
<tr>
<td>$0.40 \leq r_{11} \leq 0.70$</td>
<td>Medium</td>
</tr>
<tr>
<td>$0.20 \leq r_{11} \leq 0.40$</td>
<td>Low</td>
</tr>
<tr>
<td>$0.00 \leq r_{11} \leq 0.20$</td>
<td>Very low</td>
</tr>
</tbody>
</table>

Based on the try-out of self-efficacy which had been done to 30 participants, there were 30 valid items of self-efficacy test with reliability $0.931 > 0.7$. It could be concluded that the test instrument in this research is reliable. The data could be seen on the Table 3.9.

Table 3.9
Reliability Test

<table>
<thead>
<tr>
<th>Cronbach’s Alpha</th>
<th>Cronbach’s Alpha Based on Standardized Items</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.931</td>
<td>.927</td>
<td>36</td>
</tr>
</tbody>
</table>

F. Data Collection Techniques

The research was a quasi-experimental research with two independent variables (CALL and self-efficacy). Therefore, the data collecting used test and non-test. By using the test in which vocabulary test was applied to the students, the researcher obtained data about the students’ vocabulary knowledge. To ensure the internal validity of the research, then, all items was tested both pretest and posttest. The second technique used by the researcher was questionnaire to gain data about students’ self-efficacy. The self-efficacy questionnaire also was tested first to measure its validity before it was given to the students.

G. Data Analysis Techniques
1. Descriptive Statistic

The descriptive analysis was meant to get a general overview of the study result. The data obtained was presented in the amount of descriptive statistics such as the average
(mean), the (median), the highest frequency (mode), standard deviation (standard deviation).

2. Test Data Analysis Requirement

Data analysis was conducted using a method of quantitative or statistical methods. Data analysis techniques used in this study is ANOVA 2 (two) ways or two-dimensional analysis of variance. Setiadi (2006) stated that two ways ANOVA is used where there are two independent variables to compare in which both variables have two or more levels. Before the ANOVA carried out, first tested with the data requirements of normality and homogeneity.

a. Normality test

Normality test of data research was performed on six group data: (1) teaching method, (2) self-efficacy, (3) high self-efficacy students’ vocabulary knowledge resulting from CALL, (4) low self-efficacy students’ vocabulary knowledge resulting from CALL, (5) high self-efficacy students’ vocabulary knowledge resulting from flashcard media, and (6) low self-efficacy students’ vocabulary knowledge resulting from flashcard media.

In this study, the writer used SPSS version 20.0 for Windows to test the normality. In SPSS, there were two kinds of normality test: Kolmogrov Smirnov Test and Shapiro Wilk Test. The criterion of SPSS:
1) If respondents > 50, the normality test uses Kolmogrov Smirnov.
2) If respondents < 50, the normality test used Shapiro Wilk.

b. Homogeneity test

Homogeneity of the test was designed to test the version of the normal distribution of the population, the homogeneity of the test carried out by the Levene’s test. Research data that was collected from a homogenous population if adequate significance is α=0.05. If $F_{observed} < F_{table}$, it can be concluded that data is homogeny or otherwise.

H. Hypothesis

1. Hipotesis 1

   a. $H_0: \mu_{A1} \leq \mu_{A2}$ (There was no significant difference of learning media on student’s vocabulary knowledge).

   b. $H_a: \mu_{A1} > \mu_{A2}$ (There was significant difference of learning media on student’s vocabulary knowledge).

2. Hipotesis 2

   a. $H_0: \mu_{A1B1} \leq \mu_{A2B1}$ (Students with high self-efficacy who were taught by CALL media was lower than those who were taught by flashcard media).

   b. $H_a: \mu_{A1B1} > \mu_{A2B1}$ (Students with high self-efficacy who were taught by CALL media was higher than those who were taught by flashcard media).
3. **Hipotesis 3**
   a. $H_0 : \mu_{A1B2} \geq \mu_{A2B2}$  
      (Students with low self-efficacy who were taught by CALL media was higher than those who were taught by flash card media).
   b. $H_a : \mu_{A1B2} < \mu_{A2B2}$  
      (Students with low self-efficacy who were taught by CALL media was lower than those who were taught by flash card media).

4. **Hipotesis 4**
   a. $H_0 : \text{Int. AxB} = 0$  
      (There was no interaction between learning media and self-efficacy on student’s vocabulary knowledge).
   b. $H_a : \text{Int. AxB} \neq 0$  
      (There was an interaction between learning media and self-efficacy on student’s vocabulary knowledge).
CHAPTER IV
FINDING AND DISCUSSION

To get empirical evidences about the effect of CALL and self-efficacy on students’ vocabulary knowledge, the writer gathered the data from the vocabulary knowledge test and the questionnaire that had been analyzed before. Descriptive data is deliberated before testing the hypothesis and the discussion of research findings is the closure of the chapter.

A. Finding
1. Descriptive Analysis

This research’s treatment was conducted in the two groups where students were tested about their vocabulary knowledge and self-efficacy. The first group was taught by using CALL and the second group was taught by using flashcard. Meanwhile before testing the post-test, they had been given a pre-test.

At first, the students had a pre-test before the treatment took place. The treatments were adjusted based on the groups. The students learned vocabulary by using CALL and also flashcard, and then they had a vocabulary test to measure their knowledge about English language. The data taken from the test was divided into the lowest and the highest. In the test, there were 80 questions to measure vocabulary knowledge. The first group were given a pretest by using CALL in learning vocabulary and then the second group also had a pretest but using flashcard.

Also, the data was processed by using descriptive technique to obtain some information such as mean, median, mode, standard deviation, and standard error of mean by using SPSS 20. Based on the calculation, then, the writer described data as follows.

a. Data of Vocabulary Achievement of Students who were taught by using CALL.

The result of vocabulary achievement is taken from students are taught by using CALL and it was marked as A1. The samples consists of 30 students and the data gained is presented through descriptive statistics and also the frequency in table 4.1 and 4.2. While the normality of data is presented on table 4.3.

| Table 4.1  |
| Descriptive of A1 |
| N | Valid | 30 |
|   | Missing | 0 |
| Mean | 80.67 |
| Std. Error of Mean | .545 |
| Median | 80.00 |
| Mode | 78 |
| Std. Deviation | 2.987 |
| Variance | 8.920 |
Skewness .346
Std. Error of Skewness .427
Kurtosis -.962
Std. Error of Kurtosis .833
Range 10
Minimum 76
Maximum 86
Sum 2420

(Researcher’s data analysis with SPSS 20)

Table 4.2
Score Frequency of A1

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>76</td>
<td>2</td>
<td>6.7</td>
<td>6.7</td>
</tr>
<tr>
<td>77</td>
<td>1</td>
<td>3.3</td>
<td>3.3</td>
</tr>
<tr>
<td>78</td>
<td>7</td>
<td>23.3</td>
<td>23.3</td>
</tr>
<tr>
<td>79</td>
<td>1</td>
<td>3.3</td>
<td>3.3</td>
</tr>
<tr>
<td>80</td>
<td>6</td>
<td>20.0</td>
<td>20.0</td>
</tr>
<tr>
<td>81</td>
<td>2</td>
<td>6.7</td>
<td>6.7</td>
</tr>
<tr>
<td>82</td>
<td>3</td>
<td>10.0</td>
<td>10.0</td>
</tr>
<tr>
<td>83</td>
<td>1</td>
<td>3.3</td>
<td>3.3</td>
</tr>
<tr>
<td>84</td>
<td>2</td>
<td>6.7</td>
<td>6.7</td>
</tr>
<tr>
<td>85</td>
<td>3</td>
<td>10.0</td>
<td>10.0</td>
</tr>
<tr>
<td>86</td>
<td>2</td>
<td>6.7</td>
<td>6.7</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The data are gained from vocabulary knowledge scores of students who are taught by using CALL. The minimum score existed is 76 while the maximum score is 86. However, the most frequent score is 78 and it is clear from the data above, there are many students gained good scores. The mean is 80.67, median is 80 and the mode 78, those data shows if the distributing data is normal as the mode is nearly equal.
Table 4.3
Normality Test of A1

<table>
<thead>
<tr>
<th></th>
<th>Kolmogorov-Smirnov&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>CALL Media</td>
<td>.155</td>
<td>30</td>
</tr>
</tbody>
</table>

Table 4.3 displayed the normality of data distribution by using *Kolmogorov-smirnov (K-S)* and *Shapiro Wilk test*. It showed that *p value (Sig)* was bigger than *p table* (0.064>0.05), so the writer assumed the data was in normal distribution.

4.1 Graph of Vocabulary Achievement of Students who were Taught by Using CALL

4.1.1 Data of vocabulary knowledge of students who were taught by using flashcard

A2 marked data of vocabulary achievement taken from students who are taught by using flashcard. The samples consists of 30 students and the data is showed through descriptive statistics, the frequency in Table 4.4 and 4.5, while the normality of data is presented in table 4.6.
Table 4.4
Descriptive Statistics of A2

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>N Valid</td>
<td>30</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>74.70</td>
</tr>
<tr>
<td>Std. Error of Mean</td>
<td>.625</td>
</tr>
<tr>
<td>Median</td>
<td>74.50</td>
</tr>
<tr>
<td>Mode</td>
<td>70</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>3.426</td>
</tr>
<tr>
<td>Variance</td>
<td>11.734</td>
</tr>
<tr>
<td>Skewness</td>
<td>.313</td>
</tr>
<tr>
<td>Std. Error of Skewness</td>
<td>.427</td>
</tr>
<tr>
<td>Kurtosis</td>
<td>-.349</td>
</tr>
<tr>
<td>Std. Error of Kurtosis</td>
<td>.833</td>
</tr>
<tr>
<td>Range</td>
<td>13</td>
</tr>
<tr>
<td>Minimum</td>
<td>70</td>
</tr>
<tr>
<td>Maximum</td>
<td>83</td>
</tr>
<tr>
<td>Sum</td>
<td>2241</td>
</tr>
</tbody>
</table>

(Researcher’s data analysis with SPSS 20)

Table 4.5
Score Frequency of A2

<table>
<thead>
<tr>
<th>Score</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
<td>6</td>
<td>20.0</td>
<td>20.0</td>
<td>20.0</td>
</tr>
<tr>
<td>72</td>
<td>2</td>
<td>6.7</td>
<td>6.7</td>
<td>26.7</td>
</tr>
<tr>
<td>73</td>
<td>3</td>
<td>10.0</td>
<td>10.0</td>
<td>36.7</td>
</tr>
<tr>
<td>74</td>
<td>4</td>
<td>13.3</td>
<td>13.3</td>
<td>50.0</td>
</tr>
<tr>
<td>75</td>
<td>3</td>
<td>10.0</td>
<td>10.0</td>
<td>60.0</td>
</tr>
<tr>
<td>76</td>
<td>3</td>
<td>10.0</td>
<td>10.0</td>
<td>70.0</td>
</tr>
<tr>
<td>77</td>
<td>2</td>
<td>6.7</td>
<td>6.7</td>
<td>76.7</td>
</tr>
<tr>
<td>78</td>
<td>3</td>
<td>10.0</td>
<td>10.0</td>
<td>86.7</td>
</tr>
</tbody>
</table>
The data drawn on Table 4.5 is from vocabulary knowledge score of students who are taught by using flashcard. The maximum score obtained is 83 while the minimum is 70. The frequent score appeared is 70 and it could be said that there are many student who get good scores. The standard deviation is 3.424 and because the skewness is 0.313, the data is predicted to be in normal distribution.

Table 4.6
Test of Normality

<table>
<thead>
<tr>
<th>Test of Normality</th>
<th>Kolmogorov-Smirnov a</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistic</td>
<td>Df</td>
<td>Sig.</td>
</tr>
<tr>
<td>Flashcard</td>
<td>.115</td>
<td>30</td>
</tr>
</tbody>
</table>

| a. Lilliefors Significance Correction |

After the data are tested by Kolmogorov-Smirnov (K-S) and Shapiro-Wilk Test, it is found that the data distribution is normal since the data p value (Sig.) is bigger than p table (0.200 > 0.050). It can be concluded that the data is normal. The graph of A2 data pictured in normal distribution is showed in Figure 4.2 below:

Figure 4.2. Graph of Vocabulary Knowledge of Students who were Taught by Flashcard
c. Data of Self-Efficacy of Students who were Taught by CALL and Flashcard

Data of self-efficacy are taken from students who were taught with CALL and also flashcard. It is taken from 30 samples in each media. Table 4.7 shows the mean or average score of self-efficacy from students who are taught by using CALL.

Table 4.7
Descriptive Statistic of Self-Efficacy of Students who were Taught by Using CALL

<table>
<thead>
<tr>
<th></th>
<th>Valid</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Miss</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>116.03</td>
<td></td>
</tr>
<tr>
<td>Std. Error of Mean</td>
<td>1.511</td>
<td></td>
</tr>
<tr>
<td>Median</td>
<td>116.00</td>
<td></td>
</tr>
<tr>
<td>Mode</td>
<td>110</td>
<td></td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>8.277</td>
<td></td>
</tr>
<tr>
<td>Variance</td>
<td>68.516</td>
<td></td>
</tr>
<tr>
<td>Skewness</td>
<td>.056</td>
<td></td>
</tr>
<tr>
<td>Std. Error of Skewness</td>
<td>.427</td>
<td></td>
</tr>
<tr>
<td>Kurtosis</td>
<td>-.548</td>
<td></td>
</tr>
<tr>
<td>Std. Error of Kurtosis</td>
<td>.833</td>
<td></td>
</tr>
<tr>
<td>Range</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Minimum</td>
<td>101</td>
<td></td>
</tr>
<tr>
<td>Maximum</td>
<td>133</td>
<td></td>
</tr>
<tr>
<td>Sum</td>
<td>3481</td>
<td></td>
</tr>
</tbody>
</table>

The statistical data on Table 4.7 is gained from the students’ self-efficacy who are taught by using CALL. The maximum score is 133 and the minimum score is 101 of 30 students. While the average score is 116. In this case, there are 12 students who classified as high self-efficacy and 12 students with low self-efficacy.
Table 4.8
Frequency of Self-Efficacy Level of Students who were Taught by CALL

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>1</td>
<td>3.3</td>
<td>3.3</td>
</tr>
<tr>
<td>102</td>
<td>2</td>
<td>6.7</td>
<td>6.7</td>
</tr>
<tr>
<td>107</td>
<td>1</td>
<td>3.3</td>
<td>3.3</td>
</tr>
<tr>
<td>108</td>
<td>1</td>
<td>3.3</td>
<td>3.3</td>
</tr>
<tr>
<td>110</td>
<td>4</td>
<td>13.3</td>
<td>13.3</td>
</tr>
<tr>
<td>111</td>
<td>2</td>
<td>6.7</td>
<td>6.7</td>
</tr>
<tr>
<td>113</td>
<td>1</td>
<td>3.3</td>
<td>3.3</td>
</tr>
<tr>
<td>114</td>
<td>1</td>
<td>3.3</td>
<td>3.3</td>
</tr>
<tr>
<td>116</td>
<td>3</td>
<td>10.0</td>
<td>10.0</td>
</tr>
<tr>
<td>117</td>
<td>1</td>
<td>3.3</td>
<td>3.3</td>
</tr>
<tr>
<td>118</td>
<td>2</td>
<td>6.7</td>
<td>6.7</td>
</tr>
<tr>
<td>119</td>
<td>1</td>
<td>3.3</td>
<td>3.3</td>
</tr>
<tr>
<td>120</td>
<td>2</td>
<td>6.7</td>
<td>6.7</td>
</tr>
<tr>
<td>122</td>
<td>1</td>
<td>3.3</td>
<td>3.3</td>
</tr>
<tr>
<td>124</td>
<td>2</td>
<td>6.7</td>
<td>6.7</td>
</tr>
<tr>
<td>125</td>
<td>1</td>
<td>3.3</td>
<td>3.3</td>
</tr>
<tr>
<td>127</td>
<td>1</td>
<td>3.3</td>
<td>3.3</td>
</tr>
<tr>
<td>128</td>
<td>1</td>
<td>3.3</td>
<td>3.3</td>
</tr>
<tr>
<td>129</td>
<td>1</td>
<td>3.3</td>
<td>3.3</td>
</tr>
<tr>
<td>133</td>
<td>1</td>
<td>3.3</td>
<td>3.3</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The normality test of A1B1 data shows it as normal distribution with p value (Sig) is greater than p table (0.200 > 0.05). The Table 4.13 and the Graph 4.5 shows the details as below:
Table 4.9
Normality test of A1B1

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Df</th>
<th>Sig.</th>
<th>Statistic</th>
<th>Df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kolmogorov-Smirnov</td>
<td>30</td>
<td>.200</td>
<td>Shapiro-Wilk</td>
<td>30</td>
<td>.802</td>
</tr>
</tbody>
</table>

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

![Histogram]

Figure 4.3
Graph of Vocabulary Knowledge of Students who were Taught by Using CALL

Referring to Table 4.9 which shows the descriptive data of students’ self-efficacy who are taught by using flashcard. The data shows that mean is 118, median 118, standard error 1.178, and mode 110. Therefore, the range of students’ self-efficacy is from 107 to 130.
Descriptive Statistic of Self-Efficacy of Students who were Taught by Using Flashcard

<table>
<thead>
<tr>
<th></th>
<th>Valid</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>111.97</td>
<td></td>
</tr>
<tr>
<td>Std. Error of Mean</td>
<td>1.073</td>
<td></td>
</tr>
<tr>
<td>Median</td>
<td>111.00</td>
<td></td>
</tr>
<tr>
<td>Mode</td>
<td>111*</td>
<td></td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>5.875</td>
<td></td>
</tr>
<tr>
<td>Variance</td>
<td>34.516</td>
<td></td>
</tr>
<tr>
<td>Skewness</td>
<td>.454</td>
<td></td>
</tr>
<tr>
<td>Std. Error of Skewness</td>
<td>.427</td>
<td></td>
</tr>
<tr>
<td>Kurtosis</td>
<td>-.110</td>
<td></td>
</tr>
<tr>
<td>Std. Error of Kurtosis</td>
<td>.833</td>
<td></td>
</tr>
<tr>
<td>Range</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Minimum</td>
<td>102</td>
<td></td>
</tr>
<tr>
<td>Maximum</td>
<td>126</td>
<td></td>
</tr>
<tr>
<td>Sum</td>
<td>3359</td>
<td></td>
</tr>
</tbody>
</table>

a. Multiple modes exist. The smallest value is shown.

Table 4.11
Frequency of Self-Efficacy Level of Students who were Taught by Flashcard

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>102</td>
<td>1</td>
<td>3.3</td>
<td>3.3</td>
<td>3.3</td>
</tr>
<tr>
<td>104</td>
<td>3</td>
<td>10.0</td>
<td>10.0</td>
<td>13.3</td>
</tr>
<tr>
<td>106</td>
<td>2</td>
<td>6.7</td>
<td>6.7</td>
<td>20.0</td>
</tr>
<tr>
<td>107</td>
<td>2</td>
<td>6.7</td>
<td>6.7</td>
<td>26.7</td>
</tr>
<tr>
<td>109</td>
<td>1</td>
<td>3.3</td>
<td>3.3</td>
<td>30.0</td>
</tr>
<tr>
<td>110</td>
<td>3</td>
<td>10.0</td>
<td>10.0</td>
<td>40.0</td>
</tr>
<tr>
<td>111</td>
<td>4</td>
<td>13.3</td>
<td>13.3</td>
<td>53.3</td>
</tr>
<tr>
<td>112</td>
<td>3</td>
<td>10.0</td>
<td>10.0</td>
<td>63.3</td>
</tr>
</tbody>
</table>
Table 4.12
Normality Test of Self-efficacy

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Df</th>
<th>Sig.</th>
<th>Statistic</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE flashcard</td>
<td>.131</td>
<td>30</td>
<td>.200</td>
<td>.967</td>
<td>30</td>
</tr>
</tbody>
</table>

a. Lilliefors Significance Correction

d. Data of Vocabulary achievement of students with high self-efficacy who were taught by using CALL.

Data of vocabulary achievement is taken from students with high self efficacy who are taught by using CALL and marked as A1B1. It is taken from 11 samples who have been identified before. Table 4.12 reveals the descriptive statistics of A1B1 and the normality of data is on Table 4.13 below:

Table 4.13
Descriptive Statistic of A1B1 Data

<table>
<thead>
<tr>
<th>N</th>
<th>Valid</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Missing</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>79.42</td>
<td></td>
</tr>
<tr>
<td>Std. Error of Mean</td>
<td>2.414</td>
<td></td>
</tr>
<tr>
<td>Median</td>
<td>78.00</td>
<td></td>
</tr>
<tr>
<td>Mode</td>
<td>73</td>
<td></td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>8.361</td>
<td></td>
</tr>
<tr>
<td>Variance</td>
<td>69.902</td>
<td></td>
</tr>
<tr>
<td>Skewness</td>
<td>1.012</td>
<td></td>
</tr>
<tr>
<td>Std. Error of Skewness</td>
<td>.637</td>
<td></td>
</tr>
<tr>
<td>Kurtosis</td>
<td>.041</td>
<td></td>
</tr>
</tbody>
</table>
The data resulted from vocabulary knowledge achievement score of students who are taught by using CALL. The maximum score obtained is 96 while the minimum is 70. The frequent score appears 73 and it points out that many student get good scores.

Based on Table 4.13 which shows the normality test of A1B1 as normal distribution with p value (Sig) as it is greater than p table (0.200 > 0.05). The Graph 4.5 discloses data of A1B1 through histogram as below:

Table 4.14
Normality Test of A1B1 Data

<table>
<thead>
<tr>
<th>Kolmogorov-Smirnov(^a)</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistic</td>
<td>Df</td>
</tr>
<tr>
<td>Call with High SE</td>
<td>.178</td>
</tr>
</tbody>
</table>

\(^a\) Lilliefors Significance Correction

![Histogram](image)

**Figure 4.4**

Graph of Vocabulary Knowledge of Students with High Self-Efficacy who were Taught by Using CALL

e. Data of Vocabulary Knowledge of Students with High Self-efficacy who were Taught by Using Flashcard
Data of vocabulary knowledge achievement is taken from students who have high self-efficacy and they are taught by using flashcard and it is marked as A2B1. To examine the normality of data A2B1, Kolmogorov-smirnov (K-S) and Shapiro Wilk Test is applied. It is from 12 students. As the \( p \) value (Sig) is bigger than \( p \) table (0.177 > 0.05). The following table 4.14 shows normality test data and the graph is displayed in figure 4.6.

**Table 4.15**

<table>
<thead>
<tr>
<th></th>
<th>Kolmogorov-Smirnov ( ^a )</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Statistic</strong></td>
<td>0.205</td>
<td>0.842</td>
</tr>
<tr>
<td><strong>df</strong></td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td><strong>Sig.</strong></td>
<td>0.177</td>
<td>0.029</td>
</tr>
</tbody>
</table>

\( ^a \) Lilliefors Significance Correction
(Researcher’s Data Analysis with SPSS 20)

Referring to the statistical data in table 4.15, it is derived from vocabulary knowledge of students who are taught by using flashcard where the they had high self-efficacy. The mean showed 73.00 while the mean was 73.58. The most frequent appeared is 70 where the standard deviation is 7.9 indicating that students almost get the same achievements.

**Table 4.16**

<table>
<thead>
<tr>
<th></th>
<th>Valid</th>
<th>Missing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N</strong></td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>73.58</td>
<td></td>
</tr>
<tr>
<td>Std. Error of Mean</td>
<td>1.055</td>
<td></td>
</tr>
<tr>
<td>Median</td>
<td>73.00</td>
<td></td>
</tr>
<tr>
<td>Mode</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>3.655</td>
<td></td>
</tr>
<tr>
<td>Variance</td>
<td>13.356</td>
<td></td>
</tr>
<tr>
<td>Skewness</td>
<td>1.635</td>
<td></td>
</tr>
<tr>
<td>Std. Error of Skewness</td>
<td>.637</td>
<td></td>
</tr>
<tr>
<td>Kurtosis</td>
<td>3.485</td>
<td></td>
</tr>
<tr>
<td>Std. Error of Kurtosis</td>
<td>1.232</td>
<td></td>
</tr>
<tr>
<td>Range</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Minimum</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>Maximum</td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>Frequency</td>
<td>Percent</td>
<td>Valid Percent</td>
</tr>
<tr>
<td>-----------</td>
<td>---------</td>
<td>---------------</td>
</tr>
<tr>
<td>70</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>72</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>73</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>74</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>75</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>77</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>83</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.17
Frequency of Vocabulary knowledge of A2B1

(Reseacher’s Data Analysis with SPPS 20)

Figure 4.5
Graph of Vocabulary Knowledge of Students with High Self-Efficacy who were Taught by Using Flashcard

f. Data of vocabulary knowledge of students with low self-efficacy who were taught by using CALL.
Data of vocabulary knowledge achievement is taken from students were taught by using flashcard and it was marked as A1B2. The samples consisted of 12 students and the data gained is presented through descriptive statistics. While the normality of data is presented on Table 4.16. The table shows that $p$ value (Sig) that is greater than $p_{table}$ ($0.200 > 0.05$).

<table>
<thead>
<tr>
<th>Table 4.18 Normality Test of A1B2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistic</td>
</tr>
<tr>
<td>Kolmogorov-Smirnov</td>
</tr>
<tr>
<td>Shapiro-Wilk</td>
</tr>
</tbody>
</table>

Table 4.18 revealed descriptive statistics of A1B2. It shows the maximum score is 93 while the minimum score is 67.73, while the frequent score and it marks that most students get good score. The central tendency is 78.67 (mean) while the median is 78.

<table>
<thead>
<tr>
<th>Table 4.19 Descriptive Data of A1B2</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
</tr>
<tr>
<td>Missing</td>
</tr>
<tr>
<td>Mean</td>
</tr>
<tr>
<td>Std. Error of Mean</td>
</tr>
<tr>
<td>Median</td>
</tr>
<tr>
<td>Mode</td>
</tr>
<tr>
<td>Std. Deviation</td>
</tr>
<tr>
<td>Variance</td>
</tr>
<tr>
<td>Skewness</td>
</tr>
<tr>
<td>Std. Error of Skewness</td>
</tr>
<tr>
<td>Kurtosis</td>
</tr>
<tr>
<td>Std. Error of Kurtosis</td>
</tr>
<tr>
<td>Range</td>
</tr>
<tr>
<td>Minimum</td>
</tr>
<tr>
<td>Maximum</td>
</tr>
<tr>
<td>Sum</td>
</tr>
</tbody>
</table>

(Researcher’s data analysis with SPSS 20)
The following graph displays bell-shaped of normal data distribution of A1B2.

Figure 4.6 Graph of Vocabulary Knowledge of students with Low Self-Efficacy who were taught by using CALL.

**g. Data of Vocabulary Knowledge of Students with Low self-efficacy who were taught by using flashcard.**

A2B2 marks students with low self-efficacy who were taught by using flashcard and also the vocabulary knowledge score. The samples consists of 12 students and the data is presented through descriptive statistics and also the frequency in Table 4.19. While the normality of data is displayed in Table 4.18. The table shows that $p$ value (Sig) that is greater than $p$ table ($0.200 > 0.05$).
Table 4.20
Normality Test of A2B2

<table>
<thead>
<tr>
<th></th>
<th>Kolmogorov-Smirnov&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>Df</td>
</tr>
<tr>
<td>Low SE with Convent</td>
<td>.130</td>
<td>12</td>
</tr>
</tbody>
</table>

* This is a lower bound of the true significance.

<sup>a</sup> Lilliefors Significance Correction

(Researcher’s data analysis with SPSS 20)

Table 4.21
Descriptive Statistics of A2B2

<table>
<thead>
<tr>
<th>N</th>
<th>Valid</th>
<th>Missing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12</td>
<td>0</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>75.67</td>
<td></td>
</tr>
<tr>
<td>Std. Error of Mean</td>
<td>.810</td>
<td></td>
</tr>
<tr>
<td>Median</td>
<td>75.50</td>
<td></td>
</tr>
<tr>
<td>Mode</td>
<td>74&lt;sup&gt;a&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>2.807</td>
<td></td>
</tr>
<tr>
<td>Variance</td>
<td>7.879</td>
<td></td>
</tr>
<tr>
<td>Skewness</td>
<td>-.330</td>
<td></td>
</tr>
<tr>
<td>Std. Error of Skewness</td>
<td>.637</td>
<td></td>
</tr>
<tr>
<td>Kurtosis</td>
<td>.112</td>
<td></td>
</tr>
<tr>
<td>Std. Error of Kurtosis</td>
<td>1.232</td>
<td></td>
</tr>
<tr>
<td>Range</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Minimum</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>Maximum</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Sum</td>
<td>908</td>
<td></td>
</tr>
</tbody>
</table>

<sup>a</sup> Multiple modes exist. The smallest value is shown

Based on the descriptive data presented in Table 4.21, it indicates that the data is categorized as normal distribution as it is shown by the data of A2B2. In this case, it is considered to use parametric Test as a way to test the hypothesis in which the data is normally distributed.
2. Testing the Hypothesis

To test each hypothesis, some prerequisites test must be carried out to figure out whether Parametric or Non-parametric test that has to be implemented in order to obtain valid outcomes. The prominent prerequisites tests are normality and homogeneity of each data.

a. The Test of Hypothesis I

To scrutinize whether vocabulary knowledge of students who were taught by using CALL had significant difference achievement from those who were taught by using flashcard, a prerequisite test must be conducted first. It is aimed to investigate the normality and homogeneity of A1 and A2. Table 4.20 and Table 4.21 shows the result of the prerequisite of the test. Media 1 is CALL while media 2 is flashcard.

<table>
<thead>
<tr>
<th>Table 4.22</th>
<th>Normality Test of A1 and A2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Kolmogorov-Smirnov*</td>
</tr>
<tr>
<td></td>
<td>Statistic</td>
</tr>
<tr>
<td>CALL media</td>
<td>.155</td>
</tr>
<tr>
<td>Flashcard</td>
<td>.115</td>
</tr>
</tbody>
</table>

* This is a lower bound of the true significance.

<table>
<thead>
<tr>
<th>Table 4.23</th>
<th>Homogeneity of Variance Test of A1 and A2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocab_knowledge</td>
<td>Levene Statistic</td>
</tr>
<tr>
<td>Based on Mean</td>
<td>.366</td>
</tr>
<tr>
<td>Based on Median</td>
<td>.554</td>
</tr>
<tr>
<td>Based on Median and with adjusted df</td>
<td>.554</td>
</tr>
<tr>
<td>Based on trimmed mean</td>
<td>.376</td>
</tr>
</tbody>
</table>

Both tests clearly describe that the data is in normal distribution as it is showed by data containing of students who were taught by using CALL (A1) which Sig= 0.064 > 0.05 and flashcard (A2) which Sig=200 > 0.05. Both data are homogeneous according to Levene’s test with Sig = 0.884 > 0.05. Therefore, to test the first hypothesis, One-way ANOVA is chosen.
Table 4.24
One-way ANOVA Test of Hypothesis 1

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>534.017</td>
<td>1</td>
<td>534.017</td>
<td>51.711</td>
<td>.000</td>
</tr>
<tr>
<td>Within Groups</td>
<td>598.967</td>
<td>58</td>
<td>10.327</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1132.983</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Researcher’s Data Analysis with SPPS 20)

Table 4.25
Group Statistic Data

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>CALL</td>
<td>30</td>
<td>80.67</td>
<td>2.987</td>
<td>.545</td>
<td>76</td>
<td>86</td>
</tr>
<tr>
<td>Conventional</td>
<td>30</td>
<td>74.70</td>
<td>3.426</td>
<td>.625</td>
<td>70</td>
<td>83</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>77.68</td>
<td>4.382</td>
<td>.566</td>
<td>70</td>
<td>86</td>
</tr>
</tbody>
</table>

Based on the data above, the average of students’ vocabulary knowledge who were taught by using CALL (80.67) was higher than those who were taught by using flashcard (74.70). The significant difference is found and it is showed by the statistical calculation. The Assumpt. Sig (2 tailed) was 0.000 and it is less than 0.05. Therefore, the result of testing first hypothesis is definitely accepted $H_1 (\mu_1 > \mu_2)$ and rejected $H_0 (\mu_1 \leq \mu_2)$ in which there is a significant difference between students who are taught by using CALL and those who are taught by using flashcard.

b. The test of hypothesis 2

To investigate whether the vocabulary knowledge of students with high self-efficacy who were taught by using CALL is higher than those who were taught by using flashcard, precondition test must be done to investigate the normality and homogeneity of A1B1 and A2B1 data. Table 4.26 and Table 4.27 shows the result of the prerequisite of the hypothesis 2. Class 1 was the group who were taught by using CALL while class 2 was the student who were taught by using flashcard.

Table 4.26
Normality of A1B1 and A2B1

<table>
<thead>
<tr>
<th>Self_efficacy</th>
<th>Kolmogorov-Smirnov$^a$</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>Vocab scores</td>
<td>High SE with CALL</td>
<td>.178</td>
</tr>
</tbody>
</table>
Both of the tests clearly display that data is in normal distribution, it is showed by Sig. of A1 (=200 > 0.05) and of A2 (=177 > 0.05). Since the data are homogenous according Levene’s Test with Sig= 0.347 > 0.05. Therefore, Parametric Test, One-way ANOVA is used to test the second hypothesis.

### Table 4.27
**Homogeneity of Variable Test of A1B1 and A2B1**

<table>
<thead>
<tr>
<th>Vocab_scores</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on Mean</td>
<td>.924</td>
<td>1</td>
<td>22</td>
<td>.347</td>
</tr>
<tr>
<td>Based on Median</td>
<td>.746</td>
<td>1</td>
<td>22</td>
<td>.397</td>
</tr>
<tr>
<td>Based on Median and</td>
<td>.746</td>
<td>1</td>
<td>15.819</td>
<td>.401</td>
</tr>
<tr>
<td>with adjusted df</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Based on trimmed mean</td>
<td>.774</td>
<td>1</td>
<td>22</td>
<td>.389</td>
</tr>
</tbody>
</table>

### Table 4.28
**Homogeneity of Variance Test of A1B1 and A2B1**

<table>
<thead>
<tr>
<th></th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>.924</td>
<td>1</td>
<td>22</td>
<td></td>
<td>.347</td>
</tr>
</tbody>
</table>

### Table 4.29
**One-way ANOVA Test of Hypothesis 2**

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>590.042</td>
<td>1</td>
<td>590.042</td>
<td>66.257</td>
<td>.000</td>
</tr>
<tr>
<td>Within Groups</td>
<td>195.917</td>
<td>22</td>
<td>8.905</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>785.958</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table 4.30
**Group Statistics of A1B1 and A2B1 by One-way ANOVA Test**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>High SE with CALL</td>
<td>12</td>
<td>83.50</td>
<td>2.111</td>
<td>.609</td>
<td>80</td>
<td>86</td>
</tr>
</tbody>
</table>
The test’s result shows that the average score of vocabulary knowledge of students who were taught by using CALL (83.50) was higher than those who taught by using flashcard (73.58). One-way ANOVA test indicates significant differences between two groups because Sign is less than alpha (0.000 > 0.05). As a consequence, the result of the second hypothesis test definitely rejects $H_0 (\mu_1 \leq \mu_2)$ but accepts $H_a (\mu_1 > \mu_2)$, where vocabulary knowledge of students who are taught by using CALL is statistically significant than those who are taught by using flashcard.

c. Testing Hypothesis III
To scrutinize whether the vocabulary knowledge of students with low self-efficacy who were taught by using CALL was lower than those who were taught by using flashcard, precondition test must be done to investigate the normality and homogeneity of A1B2 and A2B2 data. Table 4.28 and Table 4.29 shows the result of the prerequisite of the hypothesis 2. Class 1 is the group who are taught by using CALL while class 2 is the student who are taught by using flashcard.

<table>
<thead>
<tr>
<th>Table 4.31</th>
<th>Normality Test of A1B2 and A2B2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Self-efficacy</td>
</tr>
<tr>
<td></td>
<td>Statistic df Sig. Statistic df Sig.</td>
</tr>
<tr>
<td>Vocabulary knowledge</td>
<td>low CALL</td>
</tr>
<tr>
<td></td>
<td>Low conventional</td>
</tr>
<tr>
<td>a. Lilliefors Significance Correction</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 4.32</th>
<th>Test of Homogeneity of A1B2 and A2B2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levene Statistic df1 df2 Sig.</td>
<td></td>
</tr>
<tr>
<td>1.303 1 22 .266</td>
<td></td>
</tr>
</tbody>
</table>

It is clear in Table 4.31 and Table 4.32, that the data is in normal distribution and it is indicated by Sig of A1B2 (= 0.183 > 0.05) while A2B2 data (= 0.135 > 0.05) is in normal distribution. Both of the data are homogenous according to Levene’s test with Sig =0.266 > 0.05 as well. Since the data are in normal distribution, One-way ANOVA test is used to test the third hypothesis.
Table 4.33
One-way ANOVA Test of A1B2 and A2B2

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>117.042</td>
<td>1</td>
<td>117.042</td>
<td>33.047</td>
<td>.039</td>
</tr>
<tr>
<td>Within Groups</td>
<td>77.917</td>
<td>22</td>
<td>3.542</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>194.958</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.34
Group statistics of A1B2 and A2B2 by One-way ANOVA

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>low CALL</td>
<td>12</td>
<td>77.25</td>
<td>2.261</td>
<td>.653</td>
</tr>
<tr>
<td>Low conventional</td>
<td>12</td>
<td>72.83</td>
<td>1.403</td>
<td>.405</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>75.04</td>
<td>2.911</td>
<td>.594</td>
</tr>
</tbody>
</table>

(Researcher’s Data Analysis with SPPS 20)

Based on the data above the average of vocabulary knowledge of students who are taught by using CALL (77.25) is higher than those who are taught by using flashcard (72.83). The different is quite significantly found as the statistical calculation shows the Assympt. Sig (2 tailed) is 0.039 and it is less than 0.05.

Therefore, the result of testing the first hypothesis definitely accepts $H_a (= \mu_{1.2} > \mu_{2.2})$ and rejects $H_0 (= \mu_{1.2} \geq 2.2)$ in which there is a significant differences between students who are taught by using CALL and those who are taught by using flashcard. It is clear that students’ vocabulary knowledge with low self-efficacy who are taught by using CALL is statistically significant than those who are taught by using flashcard.

d. The Testing of Hypothesis IV

To know whether there is any interactional effect of teaching learning media and self-efficacy on students’ vocabulary knowledge. Hypothesis is tested as $H_0 = \text{Int. AxB} = 0$ and $H_1 = \text{Int. AxB} \neq 0$ (A is teaching learning media while B is students’ self-efficacy). If the was in normal distribution and homogenous, Two-way ANOVA is used to test the hypothesis. But if the data is in non normal distribution, an alternative way would be used.
Table 4.35
Normality Test of A

<table>
<thead>
<tr>
<th>learning_media</th>
<th>Kolmogorov-Smirnov*</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>Df</td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CALL</td>
<td>.145</td>
<td>24</td>
</tr>
<tr>
<td>Conventional</td>
<td>.101</td>
<td>24</td>
</tr>
</tbody>
</table>

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 4.36
Normality Test of B

<table>
<thead>
<tr>
<th>Self_efficacy</th>
<th>Kolmogorov-Smirnov*</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>Df</td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIGH</td>
<td>.112</td>
<td>24</td>
</tr>
<tr>
<td>Low</td>
<td>.153</td>
<td>24</td>
</tr>
</tbody>
</table>

Table 4.37
Homogeneity Test of A and B

<table>
<thead>
<tr>
<th>F</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.596</td>
<td>3</td>
<td>44</td>
<td>.064</td>
</tr>
</tbody>
</table>

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + A + B + A * B

Based on Levene’s Test, the data shows significant different variances among groups (Sig.)= 0.064 > 0.050. They are homogenous. Then, according to Kolmogorov-Smirnov and Shapiro-Wilk test, the data is in normal distribution, indicated by p value (Sig.) that is greater than 0.050. Therefore, Two-way ANOVA is chosen to test the fourt hypothesis.
### Table 4.38
Two-way ANOVA Test between-subject factors

<table>
<thead>
<tr>
<th>Value Label</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning_media</td>
<td></td>
</tr>
<tr>
<td>1 CALL</td>
<td>24</td>
</tr>
<tr>
<td>2 Conventional</td>
<td>24</td>
</tr>
<tr>
<td>Self-efficacy</td>
<td></td>
</tr>
<tr>
<td>1 High</td>
<td>24</td>
</tr>
<tr>
<td>2 Low</td>
<td>24</td>
</tr>
</tbody>
</table>

### Table 4.39
Descriptive Statistics of A and B by Two-way ANOVA Test

<table>
<thead>
<tr>
<th>Learning_media</th>
<th>Self_efficacy</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>CALL</td>
<td>High</td>
<td>83.50</td>
<td>2.111</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>79.00</td>
<td>1.044</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>81.25</td>
<td>2.817</td>
<td>24</td>
</tr>
<tr>
<td>Conventional</td>
<td>High</td>
<td>73.58</td>
<td>3.655</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>75.83</td>
<td>2.758</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>74.71</td>
<td>3.368</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>High</td>
<td>78.54</td>
<td>5.846</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>77.42</td>
<td>2.603</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>77.98</td>
<td>4.512</td>
<td>48</td>
</tr>
</tbody>
</table>

### Table 4.40
Tests of Between-Subjects Effects

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>DF</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>665.396*</td>
<td>3</td>
<td>221.799</td>
<td>33.469</td>
<td>.000</td>
</tr>
<tr>
<td>Intercept</td>
<td>291876.021</td>
<td>1</td>
<td>291876.021</td>
<td>44044.167</td>
<td>.000</td>
</tr>
<tr>
<td>Learning_media</td>
<td>513.521</td>
<td>1</td>
<td>513.521</td>
<td>77.490</td>
<td>.000</td>
</tr>
<tr>
<td>Self_efficacy</td>
<td>15.188</td>
<td>1</td>
<td>15.188</td>
<td>2.292</td>
<td>.137</td>
</tr>
</tbody>
</table>
Learning_media * Self_efficacy

<table>
<thead>
<tr>
<th></th>
<th>136.688</th>
<th>1</th>
<th>136.688</th>
<th>20.626</th>
<th>.000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Error</td>
<td>291.583</td>
<td>44</td>
<td>6.627</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>292833.000</td>
<td>48</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>956.979</td>
<td>47</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. R Squared = .695 (Adjusted R Squared = .675)

The test of Between-subject factors displays that there were 24 students with high self-efficacy and 24 students with low self-efficacy. From the table above, it is clear that students with high self-efficacy who are taught by CALL had higher average (83.50) than those who are taught by using flashcard (73.58). In line with the data, the students with low self-efficacy and are taught by using CALL (79.0) also shows higher score than those who are taught by using flashcard (75.83).

Finally, the test of between-subjects effects, p value, (Sig.) of A*B was 0.000 < 0.050. It meant that H₀ is rejected since there is significance interaction between independent variables (Teaching-learning media and self-efficacy). The graph shows the intercept:

**Estimated Marginal Means of Vocabulary mastery**

![Graph of Interaction Between Teaching-Learning Media and Self-efficacy](image)

Figure 4.7 Graph of Interaction Between Teaching-Learning Media and Self-efficacy
B. Discussion of Finding

Nowadays vocabulary teaching and learning is deemed as an imperative issue by all those who are directly or indirectly involved in language acquisition. Consequently, the present study has proposed detailed information about technology integration, particularly CALL, in the area of English vocabulary teaching and learning. In most research reviewed in this study, prior to the treatment, the participants’ familiarity with the target words has been verified through a vocabulary test and they indicated that they do not know the meanings of the target words, but after the instructions, the learners' English vocabulary knowledge developed prominently.

This development in English vocabulary knowledge was based on the mean scores of both groups in the pre and posttest scores. The results first, underline the vital role of explicit and CALL media teaching of English vocabulary; Second, indicate that the status of vocabulary teaching should alter and CALL media teaching should be given more attention; Third, CALL media can be used for improving English lexical competence; Finally, it should be mentioned that for using CALL-based method two things including the competence of language teachers and the context of method application should be taken into consideration.

After analyzing research data and testing all hypothesis to examine the effect of Computer Assisted Language Learning (CALL) and self-efficacy on students’ vocabulary knowledge, the findings are discussed as follows:

1. CALL was Significant Effect on Students’ Vocabulary Knowledge

The statement was gained from the result of first hypothesis testing which showed significant difference in the average vocabulary knowledge of student who were taught both by using CALL and flashcard.

Jones (2001) has argued that “the effectiveness of CALL depends on teacher”. Palloff and Pratt (2007) confirmed that it should never serve as the driver in learning process but it should be viewed as the vehicle of learning process” (p.90). Therefore, the effectiveness of learning media both online or offline depended on the teacher as the user. If the teacher could accept technology in his or her classroom, it would become a beneficial for students. On the contrary, if the teacher was not familiar with CALL, it would not give any advantages for students and teachers.

The average scores of vocabulary knowledge of students who learnt with CALL was higher in rank than those who learnt with flashcard. In this case, it can be assumed that CALL has more appropriate features to deliver the language to students. Meanwhile the effectiveness of CALL itself must be supported by the teacher’s ability in applying it. In brief, the students’ vocabulary knowledge has been improved by using CALL.

The effectiveness of CALL was supported by its ability to integrate vocabulary learning with pronunciation, listening, reading and writing practice as well. For example in vocabulary, it allowed for increasing input through the development and use of input-rich and multimedia materials; facilitating vocabulary development and acquisition, especially through the use of multimedia materials.

Previous research (Koçak, 1997; Özdemir, 2001; Tozcu & Coady, 2004; Eşit, 2007; Nakata, 2008; Cellat, 2008; Kilçikaya & Krajka, 2010; Lin et al., 2011; Kayaoğlu et al., 2011; Gorjian et al., 2011; Fehr et al., 2012) has generally supported the idea that computer assisted vocabulary instruction facilitates L2 vocabulary acquisition. These results are consistent with those of other studies (Khosnoud & Karbaleci, 2015; Barani, 2013; Van
Han & Van Rensburg, 2014) suggested that CALL can be applied to improve students vocabulary knowledge. CALL has important potential for English language teaching. If used properly with clear educational objectives, CALL can interest and motivate learners of English. CALL can increase information access to the learner, provide flexibility to instruction and thereby better serve the individual's learning pace, cognitive style and learning strategies.

CALL allows learners to control their own learning process and progress. Using effective and suitable software applications, CALL can provide communicative meaningful language learning environments. Good quality and well-designed CALL software can offer a balance of controlled practice and free communicative expression to the learners, including immediate feedback. In the future, with the advance of computer technologies, it is expected that CALL will be able to absorb some teaching functions. The effectiveness of CALL relies on how CALL is utilized to meet language learning goals for individualized learners in specific educational settings.

On pronunciation, students could practice it in their classrooms. Computer Assisted Pronunciation Training (CAPT), especially that which made use of Automatic Speech Recognition (ASR) technology and/or visualization techniques, could be a useful tool for language instructors. Its advantages were individualized attention, learner autonomy, the option to repeat exercises, and a wider variety of native speaking models. While its limitations were ASR technologies have not been successful at interpreting spontaneous, natural foreign accented speech and not all CAPT programs provide explicit or helpful feedback about pronunciation.

CALL also integrated vocabulary learning through listening. It provided a wealth of access to authentic, culturally relevant listening materials in most languages (Sevilla-pavon, 2015). CALL technologies could support language learning by allowing learners to interact individually with the listening activities. Technology can lead to increased vocabulary learning and listening comprehension. Improving vocabulary and listening comprehension were no longer multifaceted problems for students by using CALL. They could replay the materials as they wish and also increase their comprehension on English. But for lower level students might make use of optional help less often and may comprehend less than more advanced students. The use of captions, subtitles and slowed down speech does not necessarily prepare students for authentic listening interactions outside of the classroom. The inclusion of captions, subtitles and slowed down speech will not make accessible for the learner material that is entirely out of the range of his or her ability level.

However, there are also some studies which have revealed that computer assisted vocabulary instruction is not more effective than teacher-led instruction (Tokac, 2005; Cellat, 2008). Those studies also revealed the fact the type of high school had no significant impact on vocabulary achievement of the freshmen who had learned vocabulary through Computer Assisted Vocabulary Instruction. That is to say, the freshmen's high school type did not affect their vocabulary achievement (Gunjal, 2012).

2. CALL was more Significant Effect on Students’ Vocabulary Knowledge for Students with High Self-efficacy

The result of the second hypothesis had confirmed that students with high self-efficacy in CALL had higher average score than those who were taught by using conventional method. The test’s result showed that the average score of vocabulary knowledge of
students who were taught by using CALL (83.50) was higher than those who taught by using flashcard (73.58).

There were some important points that made CALL more significant than the flashcard such as the teacher and students. The teacher played an important role as he created and planned the learning materials of vocabulary suited with it. It was done by the teacher to ensure that students could have more attention in learning vocabulary. In fact, CALL was not only improved vocabulary knowledge but also could improve reading as well (Sadeghi & Soltanian, 2010). Having more vocabulary means that students would be a better reader and could solve the reading problem.

During the interaction in the CALL’s classroom, students could improve their vocabulary over and over again and it helped them more in learning it. Some features in CALL gave them a new experience in learning languages. Especially for students with high self-efficacy, they were motivated to learn the languages as well as they tried to strengthen their computer self-efficacy. Buabeng-Andoh (2012) believed that if they had high self-efficacy, they also had greater computer self-efficacy. In real meaning, self-efficacy is the confidence that individual has in his/her ability to do the things that he/she strives to do. Therefore, through CALL, students might have a better computer self-efficacy since they practiced vocabulary by using CALL.

3. CALL was more Significant Effect on Students’ Vocabulary Knowledge for Students with Low Self-efficacy

For the third hypothesis, the testing’s result showed that \( H_a \) was accepted since there was significant effect in vocabulary achievement gained by students with low self-efficacy who were taught by using CALL. The result proved that CALL was more significant to be used in teaching and learning for students with low self-efficacy.

In accordance with the present results, previous studies have demonstrated that the ability of CALL media provided more interesting ways of learning was the reason of students’ achievement in learning vocabulary such as: clear interface, simulations, speech recognition technology, and speaking practice with native speaker had urged them to explore more about learning vocabulary (Ogu, 2016). It helped them to use the vocabulary more actively and finally built their fluency in language.

While according to Jewitt (2006), the design of multimedia resources within computer applications allows for the combination of movement, sounds, static images, moving images and written input in the same linguistic layer, which in turn fosters the reorganisation of social practices and, thus, of learning. This has to do with the emergence of a new “hyper-collaborative participatory culture that has become ubiquitous across the Internet” (Kessler, 2013), thanks to the emergence of Web 2, the Social Web. Students today have come to be considered as insiders or digital natives (Prensky, 2001), as they were born after the widespread presence of digital technologies in western societies and are therefore familiar with the use of ICT.

Yet, low self-efficacy also had created a situation in which some students felt boring since they had to use computer all day. They just practiced with the languages in CALL and then they decided to stop when they got good scores. On the other side, some students kept practicing to use CALL and wanted to get better score due to their interest on the technology in front of them.

At last, this study has clearly confirmed that low self-efficacy students could improve their vocabulary knowledge than those who learnt by using flashcard.
4. Interactional Effect was Significantly Found between Learning Media and Self-efficacy to Students’ Vocabulary Knowledge

To confirm whether there was any interactional effect of learning media and self-efficacy on students’ vocabulary knowledge, the fourth hypothesis was tested as $H_0 = \text{Int. A x B} = 0$ and $H_a = \text{Int. AxB} \neq 0$ (A was teaching-learning media while B was students’ self-efficacy). The test of between-subjects effects, $p$ value, (Sig.) of $A \times B$ was 0.000 < 0.050. It meant that $H_0$ was rejected since there was significant interaction between independent variables (Teaching-learning media and self-efficacy).

Descriptive statistics showed that students with high self-efficacy in CALL had greater average score on vocabulary knowledge than those who were in conventional classroom. The data also displayed that students with low self-efficacy who were in CALL classroom had better average score than those who were in conventional classroom.

This findings clarified that each of learning media (CALL and Flashcard) had its own challenges both for teacher and students to be overcome in the teaching and learning process. In this study, CALL which utilized as a treatment had successfully improved students’ vocabulary knowledge. It uses a mixture of text, graphics, sound, video, and animation and can increase the motivation for learners to develop their vocabulary and reading skills.

This finding is supported by Yunus, Salehi, and Amini (2015) who reported that CALL has improved the students’ vocabulary significantly. The findings of the present study are supported by Wang, Teng and Chen (2015) who explored the influence of iPad, a word power application, on learners' vocabulary knowledge. They found that those who exploited this software had better improvement in their vocabulary knowledge over those who did not use it. In the same way, a study conducted by Ahmadian, Amerian and Goodarzi (2015) compared two groups of learners. One of them was offered contextualized vocabulary learning on paper and the other experienced vocabulary learning using PowerPoint software. At the end, the software-used group had better performance than the other group and this improvement was due to the use of software because all the participants had the same background knowledge based on the proficiency test scores.

However, the findings of the current study do not support the previous research conducted by Bagheri, Roohani and Nejad Ansari’s study (2012) in which they investigated the effect of two methods of vocabulary teaching containing CALL-based and Non-CALL based on vocabulary learning of elementary learners and they found that CALL-users and non-CALL users were almost the same in terms of vocabulary performance in both short-term and long-term learning. However, the most studies reviewed here indicated that CALL users outperformed those who did not use it.

In accordance with the present results, previous studies such as Ersanli (2015) and Fatima Goulao (2015) have demonstrated that self-efficacy played an important role in learning achievement. This personality character may be constant up to some extent but changeable and consists of the former self-efficacy feelings of the individual in different areas which affects on the future performance of the individuals in specific areas.

The present findings seem to be consistent with other research which found by Motlagh, Yarzadni, et.al (2011) who investigated the relationship between self-efficacy and academic achievement in high school students found that self-efficacy could be the best predictors in academic achievement.
In short, CALL was suitable for students with high and low self-efficacy but with some requirements such as: the teacher’s quality in using ICT, teachers and students’ attitude towards CALL and also the facilities of school.

5. Problems in Implementing CALL

Whether technology should be used in classrooms is no longer the issue in education. Instead, the current emphasis is ensuring that technology is used effectively to create new opportunities for learning and to promote student achievement. Educational technology is not, and never will be, transformative on its own, however. It requires the assistance of educators who integrate technology into the curriculum, align it with student learning goals, and use it for engaged learning projects (El semary, 2011, p. 10).

Despite of its myriad usefulness in improving students’ vocabulary knowledge, there were some issues that needed to be solved for a better result related to CALL, they were as follows:

First, difficulties in using CALL. Some students needed more time to use CALL in learning English so it was something new for them. Continuous guiding should be given by the researcher for those who might have problems in learning by CALL. According to Butler and Sellbom that knowing how to use new technology in teaching and learning was very crucial in determining the successful of a language program (Butler and Sellbom, 2014, p. 4). Therefore the researcher designed a coaching at least three times before they were ready to use it.

Second, controlling class. One of the biggest problem in handling teaching and learning by CALL was how to manage the classroom well. Since there were 30 students in the language laboratory, the researcher had to ensure that they studied based on the researcher’s instruction by walking around them. Sometimes some students would open the internet and didn’t pay attention to the learning materials. Definitely, the situation was different from the second classroom in which students learnt by using flashcard. This classroom didn’t need any special treatment or control, so the teacher could be more focus on teaching.

Third, equipment failure or malfunction. During the learning process, there were some computers that didn’t work properly. It caused the learning process was a bit blocked for a while. The availability of technical staff was really important to overcome this issue. In this case, the school should prepare the technical staff whenever the teacher needed it immediately.

The last is the incompatible software with the computer systems. The incompatibility of CALL with the computer was hardly unquestionable. Sometimes the researcher found several computers could not be installed CALL software. Hence, it needed to be fix for certain period.
A. Conclusion

Vocabulary learning in English language teaching is a problematic and time-consuming task. Hence, using an appropriate method for teaching and learning vocabulary is extremely crucial. Technology application, particularly CALL has recently encouraged some researchers to examine the effect of CALL on vocabulary mastery of EFL learners. Similarly, this research investigates the effect of CALL and self-efficacy on students’ vocabulary mastery of 10th grade students at SMK 98 Ciawi. The results confirms that CALL has the potential to greatly improve EFL Learners’ English vocabulary.

Based on the finding and the data interpretation, the conclusion of this research, “the effect of Computer Assisted Language Learning (CALL) and Self-efficacy on students’ vocabulary mastery at the tenth grade of SMK 98 Ciawi,” are as follows:

There is significant difference on students’ vocabulary mastery showed by the students who are taught by using CALL and those who are taught by using flashcard media. It is clear that CALL gives significant effect than conventional media to improve students’ vocabulary mastery. The significant effect on students’ vocabulary mastery is influenced by CALL since it has many useful features. Those features are interactive pictures, speech recognition technology, simulations, quiz, and etc.

Furthermore, the findings of the present study has proven the effect of CALL on students’ vocabulary mastery for students with high self-efficacy. It is more effective and the achievement is higher than the flashcard media. Students with high self-efficacy are more motivated and supported by CALL as they felt more challenging with it. Some students must be trained more in using computer, but they show great willingness to learn vocabulary through CALL. For example, students can practice vocabulary by using CALL and them with various tasks and also chances to redo the lesson. By redoing the lesson, students have a better achievement.

On the other side, CALL also has given significant effect on students’ vocabulary mastery with low self-efficacy. Their vocabulary mastery increases more than students who are taught by using flashcard media. Students with low self-efficacy face more barriers on learning by using CALL such as uncomfortable feeling when using computer. This problem occurs since they feel more relax when learning in the conventional classroom. Yet, their vocabulary mastery is higher than those who learn by using flash card media.

Teaching media, CALL and conventional media, are aimed to improve the students’ vocabulary mastery. It is clear that learning media affected the students’ ability in mastering vocabulary as each of them has its own strength and weaknesses. Moreover, the achievement of vocabulary mastery can be different in result, this probably causes by not only the learning media but also the psychological aspects of the students.

Shortly, choosing the appropriate learning media must be considered by teacher as well as identifying students’ self-efficacy. This mainly will affect the students’ learning achievement in the academic life.
B. Suggestions

Based on the result and the conclusions previously stated, it can be summarized some suggestions as follows:

First, for English language teacher. The research can enrich them with a new knowledge about teaching vocabulary through the implementation of CALL in the classroom. Therefore, they will try to seek a new way of teaching vocabulary to increase students’ learning achievement; not only depends on certain strategies or methods. Moreover, keeping up to date with the technology development must be done by teachers in order to improve their skills. Teacher can utilize CALL in the classroom in such as simple way. When teachers are able to utilize it in his or her classroom, it will become more beneficial for improving English skills. By identifying self-efficacy, teacher can create a joyful classroom and becomes a better facilitator to increase students’ self-efficacy.

Second is for students. CALL can add more choices to learn English since it is a new way learning English. They will have a new perspective about how to improve their English skills. Practically, students can study English and improve their vocabulary mastery anytime. They can use their laptop, PC, and even their smartphone to learn English. Gaining and developing knowledge from technology such as CALL is inevitable in the current situation. Students also should be wiser in using CALL especially time management of learning to reach a better result. Self directed learning through CALL for students might be the best choices for them besides learning in the classroom.

Third is for the school. Facilitating learning media such as CALL can be the best option to improve students’ English skills. In this way, school will give a new experience in language teaching and learning for teachers and students. To support CALL implementation, the free internet access should be provided to enrich the students’ knowledge about language learning and also technology. The effort of providing school’s facilitates can improve their self-efficacy to learn.

The last is future researchers. A deep investigation of the effect of CALL and self-efficacy on students’ vocabulary mastery is suggested to done in longer time of research. It will reveal more aspects of research that can be fruitful for the future of language teaching and learning.


Appendix 1
Lesson Plan of CALL

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : SMK 98
Mata Pelajaran : Bahasa Inggris
Kelas : X
Topik : At the Hotel (first meeting)
Alokasi Waktu : 8 Jam @ 40 menit

1. Standar Kompetensi dan Kompetensi Dasar
   1. Berkomunikasi dengan bahasa Inggris setara Level Novice
   1.2. Menyebutkan benda-benda, ciri-ciri, waktu, hari, bulan, dan tahun

2. Tujuan Pembelajaran
   1. Listening
      Siswa mampu menyimak, mengingat, mengenal dan ungkapan untuk mendeskripsikan sesuatu, dan menunjukan bilangan;
   B. Speaking
      Siswa mampu mengungkapkan dan merespon ungkapan yang mendeskripsikan sesuatu, dan menunjukan bilangan seperti nomor telepon.
   C. Reading
      Siswa mampu membaca paragraf, grafik, tabel, menu, jadwal; menterjemahkan; menjawab pertanyaan-pertanyaan yang berkaitan dengan isi bacaan tersebut
   D. Writing
      Siswa mampu menyusun dan atau melengkapi dialog, tabel, ukuran atau mencatat hal-hal yang berhubungan dengan ungkapan untuk mendeskripsikan sesuatu dan bilangan.

C. Pendekatan dan Metode Pembelajaran
   1. Metode : using CALL.

D. Sumber, Alat dan Bahan Pembelajaran
   • Buku 1 Get Along with English for Vocational School Novice level dan Buku-buku pelajaran bahasa Inggris yang relevan
   • CALL WORKBOOK

E. Langkah-Langkah Pembelajaran
   A. Kegiatan Awal (Pendahuluan)
      Students play vocabulary game about “hotel” by using CALL
      The game will last for 10 minutes.

   B. Kegiatan Inti
      o Students log in into their account by typing their names.
      o Then choose the learning materials about “Hotel”, and go to the lesson.
      o On any screen within a lesson, click Vocabulary.
Click an expression or vocabulary word in the list to hear it.
Click **Record** and repeat the expression or word into your microphone until your pronunciation closely matches the native speaker’s.
Once you have reviewed the words individually, click **Drill** to practice all the new words and expressions in this lesson.
Listen to the native speaker pronounce the word or phrase, then repeat what you’ve heard, without clicking **Record**.
**Drill** takes you through each word or phrase in the list. If you have trouble with a word, click **Stop** to stop the drill, and use the **Record** button to focus on that word until you have mastered it.
Then click **Drill** again to resume the drill.
After that, go to the vocabulary exercises and click on the pictures based on the word students hear.

**C. Kegiatan Akhir (Penutup)**
- Students hand in their works;
- Their teacher concludes the lesson instructed then by giving questions to some of the students at random;
- He gives them an assignment;
- He tells them of the next meeting lesson;
- He gives them spirit to keep studying hard.

**D. Penilaian**
Written test using CALL.
Multiple choice and performance test (oral test)

Mengetahui,  .........., ...... ............ 20....
Kepala Sekolah
Guru Mata Pelajaran

Cucu Junaedi, S.Sos.I  Anwar
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : SMK 98
Mata Pelajaran : Bahasa Inggris
Kelas : X
Topik : At the Hotel (second meeting)
Alokasi Waktu : 8 Jam @ 40 menit

1. Standar Kompetensi dan Kompetensi Dasar
   1. Berkomunikasi dengan bahasa Inggris setara Level Novice
   1.2. Menyebutkan benda-benda, ciri-ciri, waktu, hari, bulan, dan tahun

2. Tujuan Pembelajaran
   1. Listening
      Siswa mampu menyimak, mengingat, mengenal dan ungkapan untuk mendeskripsikan sesuatu, dan menunjukan bilangan;
   2. Speaking
      Siswa mampu mengungkapkan dan merespon ungkapan yang mendeskripsikan sesuatu, dan menunjukan bilangan seperti nomor telepon.
   3. Reading
      Siswa mampu membaca paragraf, grafik, tabel, menu, jadwal; menterjemahkannya; menjawab pertanyaan-pertanyaan yang berkaitan dengan isi bacaan tersebut
   4. Writing
      Siswa mampu menyusun dan atau melengkapi dialog, tabel, ukuran atau mencatat hal-hal yang berhubungan dengan ungkapan untuk mendeskripsikan sesuatu dan bilangan.

3. Pendekatan dan Metode Pembelajaran
   Metode : using CALL.

4. Sumber, Alat dan Bahan Pembelajaran
   Buku 1 Get Along with English for Vocational School Novice level dan Buku-buku pelajaran bahasa Inggris yang relevan
   CALL WORKBOOK

5. Langkah-Langkah Pembelajaran
   1. Kegiatan Awal (Pendahuluan)
      Students review vocabulary on vocabulary workshop
      The review will last for 10 minutes.

2. Kegiatan Inti
   Students go to story on the screen
   Do one of the following:
   Click to see and hear the native speakers.
   Click to hear a single sentence. If you don’t remember the meaning of a word used in a sentence, place the cursor over the individual word in the sentence to see its meaning.
   After playing an individual sentence, repeat the sentence into your microphone.
   Record it as many times as necessary until your pronunciation closely matches the native speaker’s.
   Click the red button to hear the word again and then begin speaking.
   To hear your version, click the green button.
   To enhance your listening skills, click Hide Text and go through the Story with the text turned off.
Story exercises drill you on vocabulary, grammar, and communication skills that were introduced in the current lesson. There are dialog and reading exercises. There are some or all of the following exercise types:

Drag and Match: Listen to a clue and find the appropriate response below. Drag the response onto the clue. When you finish a set of clues, click New Set for additional practice.

How Do You Say: Click Begin to hear a question. Click either Speak It or Type It.

For Speak It, click Record and say the correct word into the microphone.

For Type It, type the word in the box (including its article, if appropriate) and press Enter. For additional practice, click New Set.

Reading: Read the paragraph and complete the sentences below it. To choose an answer, click the down arrow at the end of the sentence.

To see the correct answers, click Show Answers. For additional practice, click New Set.

3. Kegiatan Akhir (Penutup)
   - Students hand in their works;
   - Their teacher concludes the lesson instructed then by giving questions to some of the students at random;
   - He gives them an assignment;
   - He tells them of the next meeting lesson;
   - He gives them spirit to keep studying hard.

6. Penilaian
   - Written test using CALL.
   - Multiple choice and performance test (oral test)

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Kepala Sekolah  
Guru Mata Pelajaran  

Cucu Junaedi, S.Sos.I  
Anwar
RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)

Satuan Pendidikan : SMK 98  
Mata Pelajaran : Bahasa Inggris  
Kelas : X  
Topik : At the Hotel (third meeting)  
Alokasi Waktu : 8 Jam @ 40 menit

A. Standar Kompetensi dan Kompetensi Dasar  
1. Berkomunikasi dengan bahasa Inggris setara Level Novice  
   1.2. Menyebutkan benda-benda, ciri-ciri, waktu, hari, bulan, dan tahun

B. Tujuan Pembelajaran  
A. Listening  
   Siswa mampu menyimak, mengingat, mengenal dan ungkapan untuk mendeskripsikan sesuatu, dan menunjukan bilangan;  
B. Speaking  
   Siswa mampu mengungkapkan dan merespon ungkapan yang mendeskripsikan sesuatu, dan menunjukan bilangan seperti nomor telepon.  
C. Reading  
   Siswa mampu membaca paragraf, grafik, tabel, menu, jadwal; menterjemahkannya; menjawab pertanyaan-pertanyaan yang berkaitan dengan isi bacaan tersebut  
D. Writing  
   Siswa mampu menyusun dan atau melengkapi dialog, tabel, ukuran atau mencatat hal-hal yang berhubungan dengan ungkapan untuk mendeskripsikan sesuatu dan bilangan.

C. Pendekatan dan Metode Pembelajaran  
   Metode : using CALL.

D. Sumber, Alat dan Bahan Pembelajaran  
   Buku 1 Get Along with English for Vocational School Novice level dan Buku-buku pelajaran bahasa Inggris yang relevan  
   CALL WORKBOOK

E. Langkah-Langkah Pembelajaran  
1. Kegiatan Awal (Pendahuluan)  
   Students review vocabulary on vocabulary workshop  
   The review will last for 10 minutes.

2. Kegiatan Inti  
   E. Practice grammar review.  
   F. Click each of the Grammar Topics listed on the right to see its corresponding lesson.  
   G. Review story of previous lesson  
   H. Click Play.  
   I. To practice response, click Practice, click Record, and speak into the microphone.  
   J. When students are ready to interact, click Converse.  
   K. To see the other person's last response, and an idea of how to respond, click Show Hint.  
   L. Practice dialogue in front of the class.

3. Kegiatan Akhir (Penutup)  
   Students hand in their works;  
   Their teacher concludes the lesson instructed then by giving questions to some of the students at random;
He gives them an assignment;
He tells them of the next meeting lesson;
He gives them spirit to keep studying hard.

F. Penilaian
- Written test using CALL.
- Multiple choice and performance test (oral test)

Mengetahui,
Kepala Sekolah

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Guru Mata Pelajaran

Cucu Junaedi, S.Sos.I

Anwar
AT THE HOTEL
Imperatives (The Command Form)

It is simple to use the imperative or command form in English. When a command is directed at someone else, use the you form of the simple present tense:

- You take the cleaner.
- Take the cleaner.

(Simply drop the subject you.)

If the command includes you and others, use the we form:

- We take our luggage.

(Delete the subject we and add let's.)

Imperative Exercises: Fill in the Blank
Using the clues in parentheses, fill in the blanks with the correct imperative form.

1. _________ a taxi (catch, we)
2. _________ to the bank (go, we)
3. _________ some money (charge, we)
4. _________ the elevator (take, you)
5. _________ to the airport (go, you)
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMK 98
Mata Pelajaran : Bahasa Inggris
Kelas : X
Topik : Making a phone Call
Alokasi Waktu : 8 Jam @ 45 Menit

A. Standar Kompetensi dan Kompetensi Dasar
1. Berkomunikasi dengan bahasa Inggris setara Level Novice
   1.2. Menyebutkan benda-benda, ciri-ciri, waktu, hari, bulan, dan tahun

B. Tujuan Pembelajaran
1. Listening
   Siswa mampu menyimak, mengingat, mengenal dan ungkapan untuk mendeskripsikan sesuatu, dan menunjukan bilangan;
2. Speaking
   Siswa mampu mengungkapkan dan merespon ungkapan yang mendeskripsikan sesuatu, dan menunjukan bilangan seperti nomor telepon.
3. Reading
   Siswa mampu membaca paragraf, grafik, tabel, menu, jadwal; menterjemahkannya; menjawab pertanyaan-pertanyaan yang berkaitan dengan isi bacaan tersebut
4. Writing
   Siswa mampu menyusun dan atau melengkapi dialog, tabel, ukuran atau mencatat hal-hal yang berhubungan dengan ungkapan untuk mendeskripsikan sesuatu dan bilangan.

C. Pendekatan dan Metode Pembelajaran
   Metode : using CALL.

D. Sumber, Alat dan Bahan Pembelajaran
   A. Buku 1 Get Along with English for Vocational School Novice level dan Buku-buku pelajaran bahasa Inggris yang relevan
   B. CALL WORKBOOK

E. Langkah-Langkah Pembelajaran
1. Kegiatan Awal (Pendahuluan)
   C. Students play vocabulary game about “making a phone call” by using CALL

D. The game will last for 10 minutes.

2. Kegiatan Inti
   - Students log in into their account by typing their names.
   - Then choose the learning materials about making a phone call”, and go to the lesson.
On any screen within a lesson, click **Vocabulary**.
Click an expression or vocabulary word in the list to hear it.
Click **Record** and repeat the expression or word into your microphone until your pronunciation closely matches the native speaker’s.
Once you have reviewed the words individually, click **Drill** to practice all the new words and expressions in this lesson.
Listen to the native speaker pronounce the word or phrase, then repeat what you’ve heard, without clicking **Record**.
**Drill** takes you through each word or phrase in the list. If you have trouble with a word, click **Stop** to stop the drill, and use the **Record** button to focus on that word until you have mastered it.
Then click **Drill** again to resume the drill.
After that, go to the vocabulary exercises and click on the pictures based on the word students hear.

3. **Kegiatan Akhir (Penutup)**
   - Students hand in their works;
   - Their teacher concludes the lesson instructed then by giving questions to some of the students at random;
   - He gives them an assignment;
   - He tells them of the next meeting lesson;
   - He gives them spirit to keep studying hard.

F. **Penilaian**
   - Written test using CALL.
   - Multiple choice and performance test (oral test)

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Guru Mata Pelajaran .................................

Cucu Junaedi, S.Sos.I .................................
Anwar ..................................................
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan: SMK 98
Mata Pelajaran: Bahasa Inggris
Kelas: X
Topik: Making a phone Call (second meeting)
Alokasi Waktu: 12 Jam @ 45 Menit

A. Standar Kompetensi dan Kompetensi Dasar
1. Berkomunikasi dengan bahasa Inggris setara Level Novice
   1.2. Menyebutkan benda-benda, ciri-ciri, waktu, hari, bulan, dan tahun

B. Tujuan Pembelajaran
   A. Listening
      Siswa mampu menyimak, mengingat, mengenal dan ungkapan untuk mendeskripsikan sesuatu, dan menunjukan bilangan;
   B. Speaking
      Siswa mampu mengungkapkan dan merespon ungkapan yang mendeskripsikan sesuatu, dan menunjukan bilangan seperti nomor telepon.
   C. Reading
      Siswa mampu membaca paragraf, grafik, tabel, menu, jadwal; menterjemahkan; menjawab pertanyaan-pertanyaan yang berkaitan dengan isi bacaan tersebut
   D. Writing
      Siswa mampu menyusun dan atau melengkapi dialog, tabel, ukuran atau mencatat hal-hal yang berhubungan dengan ungkapan untuk mendeskripsikan sesuatu dan bilangan.

C. Pendekatan dan Metode Pembelajaran
   Metode: using CALL.

D. Sumber, Alat dan Bahan Pembelajaran
   Buku 1 Get Along with English for Vocational School Novice level dan Buku-buku pelajaran bahasa Inggris yang relevan
   CALL WORKBOOK

E. Langkah-Langkah Pembelajaran
   1. Kegiatan Awal (Pendahuluan)
      E. Students go to story on the screen
      F. Do one of the following:
      G. Click to see and hear the native speakers.
      H. Click to hear a single sentence. If you don’t remember the meaning of a word used in a sentence, place the cursor over the individual word in the sentence to see its meaning.
      I. After playing an individual sentence, repeat the sentence into your microphone.
      J. Record it as many times as necessary until your pronunciation closely matches the native speaker’s.
      K. Click the red button to hear the word again and then begin speaking.
      L. To hear your version, click the green button.
      M. To enhance your listening skills, click Hide Text and go through the Story with the text turned off.
      N. Story exercises drill you on vocabulary, grammar, and communication skills that were introduced in the current lesson. There are dialog and reading exercises. There are some or all of the following exercise types:
      O. Drag and Match: Listen to a clue and find the appropriate response below. Drag the response onto the clue.
      P. How Do You Say: Click Begin to hear a question. Click either Speak It or Type It.
Q. For **Speak It**, click **Record** and say the correct word into the microphone.
R. For **Type It**, type the word in the box (including its article, if appropriate) and press **Enter**. For additional practice, click **New Set**.
S. **Reading**: Read the paragraph and complete the sentences below it. To choose an answer, click the down arrow at the end of the sentence.
T. To see the correct answers, click **Show Answers**. For additional practice, click **New Set**.

3. **Kegiatan Akhir (Penutup)**
   - Students hand in their works;
   - Their teacher concludes the lesson instructed then by giving questions to some of the students at random;
   - He gives them an assignment;
   - He tells them of the next meeting lesson;
   - He gives them spirit to keep studying hard.

G. **Penilaian**
   - Written test using CALL.
   - Multiple choice and performance test (oral test)

Mengetahui, ......... ...... 20....
Kepala Sekolah   
Guru Mata Pelajaran

Cucu Junaedi, S.Sos.I   Anwar
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : SMK 98
Mata Pelajaran : Bahasa Inggris
Kelas : X
Topik : Professions (1)
Alokasi Waktu : 8 Jam @ 45 Menit

A. Standar Kompetensi dan Kompetensi Dasar
1. Berkomunikasi dengan bahasa Inggris setara Level Novice
   1.3. Mendeskripsikan orang, dan ciri-cirinya

B. Tujuan Pembelajaran
1. Listening
   Siswa mampu menyimak berbagai macam ungkapan untuk mendeskripsikan orang digunakan dengan tepat.
2. Speaking
   Siswa mampu mengungkapkan, dan merespon dengan baik ungkapan menggambarkan orang.
3. Reading
   Siswa mampu membaca paragraf, teks yang berisi tentang mendeskripsikan orang; menterjemahkannya; pertanyaan-pertanyaan yang berkaitan dengan isi bacaan tersebut
4. Writing
   Siswa mampu menyusun, melengkapi dialog yang berisi tentang mendeskripsikan orang.

C. Pendekatan dan Metode Pembelajaran
   Metode : using CALL.

D. Sumber, Alat dan Bahan Pembelajaran
   - Buku 1 Get Along with English for Vocational School Novice level
   - Buku-buku pelajaran bahasa Inggris yang relevan
   - CALL workbook

E. Langkah-Langkah Pembelajaran
1. Kegiatan Awal (Pendahuluan)
   Students play vocabulary game about “making a phone call” by using CALL
   - The game will last for 10 minutes.

2. Kegiatan Inti
   1. Students log in into their account by typing their names.
   2. Then choose the learning materials about” Professions”, and go to the lesson.
   3. On any screen within a lesson, click Vocabulary.
   4. Click an expression or vocabulary word in the list to hear it.
Click **Record** and repeat the expression or word into your microphone until your pronunciation closely matches the native speaker’s.

Once you have reviewed the words individually, click **Drill** to practice all the new words and expressions in this lesson.

Listen to the native speaker pronounce the word or phrase, then repeat what you've heard, without clicking **Record**.

**Drill** takes you through each word or phrase in the list. If you have trouble with a word, click **Stop** to stop the drill, and use the **Record** button to focus on that word until you have mastered it.

Then click **Drill** again to resume the drill.

After that, go to the vocabulary exercises and click on the pictures based on the word students hear.

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**F. Penilaian**
- Written test using CALL.
- Multiple choice and performance test using CALL.

Mengetahui, 

Kepala Sekolah 

Cucu Junaedi, S.Sos.I 

Guru Mata Pelajaran 

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Mengetahui, 

Kepala Sekolah 

Cucu Junaedi, S.Sos.I 

Guru Mata Pelajaran 

Anwar..
RENCANA PELAKSANAAN PEMBELAJARAN
( RPP )

Satuan Pendidikan : SMK 98
Mata Pelajaran : Bahasa Inggris
Kelas : X
Topik : Professions (2)
Alokasi Waktu : 8 Jam @ 45 Menit

A. Standar Kompetensi dan Kompetensi Dasar
1. Berkomunikasi dengan bahasa Inggris setara Level Novice
   1.3. Mendeskripsikan orang, dan ciri-cirinya

B. Tujuan Pembelajaran
1. Listening
   Siswa mampu menyimak berbagai macam ungkapan untuk mendeskripsikan orang digunakan dengan tepat.

2. Speaking
   Siswa mampu mengungkapkan, dan merespon dengan baik ungkapan menggambarkan orang.

3. Reading
   Siswa mampu membaca paragraf, teks yang berisi tentang mendeskripsikan orang; menterjemahkan; pertanyaan-pertanyaan yang berkaitan dengan isi bacaan tersebut

4. Writing
   Siswa mampu menyusun, melengkapi dialog yang berisi tentang mendeskripsikan orang.

C. Pendekatan dan Metode Pembelajaran
   Metode: using CALL.

D. Sumber, Alat dan Bahan Pembelajaran
   - Buku 1 Get Along with English for Vocational School Novice level dan Buku-buku pelajaran bahasa Inggris yang relevan
   - CALL workbook

E. Langkah-Langkah Pembelajaran
1. Kegiatan Awal (Pendahuluan)
   - Students review vocabulary on vocabulary workshop
   - The review will last for 10 minutes.

2. Kegiatan Inti
   - Practice grammar review.
   - Click each of the Grammar Topics listed on the right to see its corresponding lesson.
   - Review story of previous lesson
   - Click Play.
   - To practice response, click Practice, click Record, and speak into the microphone.
   - When students are ready to interact, click Converse.
   - To see the other person's last response, and an idea of how to respond, click Show Hint.
   - Practice dialogue in front of the class.

3. Kegiatan Akhir (Penutup)
   - Students make the report of their discussion;
   - Their teacher concludes the lesson instructed then by giving questions to some of the students at random;
   - He gives them an assignment;
   - He tells them of the next meeting lesson;
   - He suggests to the students that they keep studying hard.
F. Penilaian

- Written test using CALL
- Multiple choice and performance test using CALL.

Mengetahui,

Kepala Sekolah

Cucu Junaedi, S.Sos.

Guru Mata Pelajaran

Anwar..
A. Standar Kompetensi dan Kompetensi Dasar
   1. Berkomunikasi dengan bahasa Inggris setara Level Novice
      1.3. Mendeskripsikan orang, dan ciri-cirinya

B. Tujuan Pembelajaran
   1. **Listening**
      Siswa mampu menyimak berbagai macam ungkapan untuk mendeskripsikan orang digunakan dengan tepat.
   2. **Speaking**
      Siswa mampu mengungkapkan, dan merespon dengan baik ungkapan menggambarkan orang.
   3. **Reading**
      Siswa mampu membaca paragraf, teks yang berisi tentang mendeskripsikan orang; menterjemahkannya; pertanyaan-pertanyaan yang berkaitan dengan isi bacaan tersebut
   4. **Writing**
      Siswa mampu menyusun, melengkapi dialog yang berisi tentang mendeskripsikan orang.

C. Pendekatan dan Metode Pembelajaran
   Metode: using CALL.

D. Sumber, Alat dan Bahan Pembelajaran
   - Buku 1 Get Along with English for Vocational School Novice level dan Buku-buku pelajaran bahasa Inggris yang relevan
   - CALL workbook

E. Langkah-Langkah Pembelajaran
   1. **Kegiatan Awal (Pendahuluan)**
      Students review vocabulary on vocabulary workshop
      The review will last for 10 minutes.
   2. **Kegiatan Inti**
      Students go to story on the screen
      Do one of the following:
      Click to see and hear the native speakers.
      Click to hear a single sentence. If you don’t remember the meaning of a word used in a sentence, place the cursor over the individual word in the sentence to see its meaning.
      After playing an individual sentence, repeat the sentence into your microphone.
      Record it as many times as necessary until your pronunciation closely matches the native speaker’s.
      Click the red button to hear the word again and then begin speaking.
      To hear your version, click the green button.
      To enhance your listening skills, click Hide Text and go through the Story with the text turned off.
      Story exercises drill you on vocabulary, grammar, and communication skills that were introduced in the current lesson. There are dialog and reading exercises. There are some or all of the following exercise types:
Drag and Match: Listen to a clue and find the appropriate response below. Drag the response onto the clue. When you finish a set of clues, click New Set for additional practice.

How Do You Say: Click Begin to hear a question. Click either Speak It or Type It.
For Speak It, click Record and say the correct word into the microphone.
For Type It, type the word in the box (including its article, if appropriate) and press Enter. For additional practice, click New Set.

Reading: Read the paragraph and complete the sentences below it. To choose an answer, click the down arrow at the end of the sentence.
To see the correct answers, click Show Answers. For additional practice, click New Set.

3. **Kegiatan Akhir (Penutup)**
   - Students make the report of their discussion;
   - Their teacher concludes the lesson instructed then by giving questions to some of the students at random;
   - He gives them an assignment;
   - He tells them of the next meeting lesson;
   - He suggests to the students that they keep studying hard.

F. **Penilaian**
   - Written test using CALL
   - Multiple choice and performance test using CALL.

Mengetahui, ....................................... ....
Kepala Sekolah ................................. 20....
Guru Mata Pelajaran ..............................

Cucu Junaedi, S.Sos.I

........... ....

Anwar..
Indefinite Articles

Indefinite articles are used to talk about the general idea of a thing, rather than a specific thing.

There or there's:

- "There" is an indefinite article. This word's used in this instance, you don't know which one belongs to the speaker, or what kind of thing it is. You use the indefinite article "there" in front of words that start with a consonant, like "there's.

- "There's" is an abbreviation of "there is." This form refers to a dog, but you don't know which one it is, because it hasn't been singled out at all. And since "is" starts with a consonant, you use "there's.

There are:

- "There are" in front of words that start with vowels (a, e, i, o, and u). Some people also use it before words that begin with l.

There he goes:

- "There he goes" before verbs that begin with l.

English does not use indefinite articles in front of plural nouns.

Dialogue Exercises: Drag and Match

Click on a word or button to hear a phrase. Then make the appropriate match.

I'm an engineer.

Yes, I am.

Nope.

I like to play tennis.

It's all right.

Dialogue Exercises: See It, Say It

Practice the word that best matches the picture.

1 of 10

In barn, on school,

or computers.
Getting Acquainted > Exercises

Dialog Exercises: Multiple Choice
Select the best reply.

- What do you do?
- Too bad.
- I like all music except opera.
- I'm a model.

[Images of computer interface]
1. **Standar Kompetensi dan Kompetensi Dasar**
   1. Berkomunikasi dengan bahasa Inggris setara *Level Novice*.
   1.5. Menjelaskan secara sederhana kegiatan yang sedang terjadi.

2. **Tujuan Pembelajaran**
   1. **Listening**
      Siswa mampu menyimak berbagai bentuk untuk menggambarkan peristiwa yang sedang terjadi.
   2. **Speaking**
      Siswa mampu mengungkapkan, dan merespon ungkapan tentang peristiwa yang sedang terjadi.
   3. **Reading**
      Siswa mampu membaca paragraf, teks yang berisi tentang mendeskripsikan peristiwa yang sedang terjadi; menterjemahkannya; menjawab pertanyaan-pertanyaan yang berkaitan dengan isi bacaan tersebut
   4. **Writing**
      Siswa mampu menyusun, dan melengkapi dialog yang berisi tentang mendeskripsikan peristiwa yang sedang terjadi.

3. **Pendekatan dan Metode Pembelajaran**
   - Metode: CALL

4. **Sumber, Alat dan Bahan Pembelajaran**
   - Buku 1 Get Along with English for Vocational School Novice level dan Buku-buku pelajaran bahasa Inggris yang relevan
   - CALL workbook

5. **Langkah-Langkah Pembelajaran**
   1. **Kegiatan Awal (Pendahuluan)**
      Students play vocabulary game about “Travelling” by using CALL

The game will last for 10 minutes.
2. **Kegiatan Inti**
   - Students log in into their account by typing their names.
   - Then choose the learning materials about "Professions", and go to the lesson.
   - On any screen within a lesson, click **Vocabulary**.
   - Click an expression or vocabulary word in the list to hear it.
   - Click **Record** and repeat the expression or word into your microphone until your pronunciation closely matches the native speaker's.
   - Once you have reviewed the words individually, click **Drill** to practice all the new words and expressions in this lesson.
   - Listen to the native speaker pronounce the word or phrase, then repeat what you've heard, without clicking **Record**.
   - **Drill** takes you through each word or phrase in the list. If you have trouble with a word, click **Stop** to stop the drill, and use the **Record** button to focus on that word until you have mastered it.
   - Then click **Drill** again to resume the drill.
   - After that, go to the vocabulary exercises and click on the pictures based on the word students hear.

3. **Kegiatan Akhir (Penutup)**
   - Students make the report of their discussion;
   - Their teacher concludes the lesson instructed then by giving questions to some of the students at random;
   - He gives them an assignment;
   - He tells them of the next meeting lesson;
   - He suggests to the students that they keep studying hard.

6. **Penilaian**
   - Written test using CALL;
   - Multiple choice and performance test (oral test) using CALL;

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Mengetahui,                                                               20....

Kepala Sekolah

Guru Mata Pelajaran

Cucu Junaedi, S.Sos.I

Anwar
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : SMK 98
Mata Pelajaran : Bahasa Inggris
Kelas : X
Topik : At Immigration
Alokasi Waktu : 8 Jam @ 45 Menit

1. **Standar Kompetensi dan Kompetensi Dasar**
   1. Berkomunikasi dengan bahasa Inggris setara *Level Novice*.
   1.5. Menjelaskan secara sederhana kegiatan yang sedang terjadi.

2. **Tujuan Pembelajaran**
   1. **Listening**
      Siswa mampu menyimak berbagai bentuk untuk menggambarkan peristiwa yang sedang terjadi.
   2. **Speaking**
      Siswa mampu mengungkapkan, dan merespon ungkapan tentang peristiwa yang sedang terjadi.
   3. **Reading**
      Siswa mampu membaca paragraf, teks yang berisi tentang mendeskripsikan peristiwa yang sedang terjadi; menterjemahkanannya; menjawab pertanyaan-pertanyaan yang berkaitan dengan isi bacaan tersebut
   4. **Writing**
      Siswa mampu menyusun, dan melengkapi dialog yang berisi tentang mendeskripsikan peristiwa yang sedang terjadi.

3. **Pendekatan dan Metode Pembelajaran**
   1. Pendekatan : Kooperatif
   2. Metode : CALL

4. **Sumber, Alat dan Bahan Pembelajaran**
   1. Buku 1 Get Along with English for Vocational School Novice level dan Buku-buku pelajaran bahasa Inggris yang relevan
   2. CALL workbook

5. **Langkah-Langkah Pembelajaran**
   1. **Kegiatan Awal (Pendahuluan)**
      Students review vocabulary on vocabulary workshop
      The review will last for 10 minutes.
   2. **Kegiatan Inti**
      - Practice grammar review.
      - Click each of the *Grammar Topics* listed on the right to see its corresponding lesson.
      - Review story of previous lesson
      - Click **Play**.
      - To practice response, click **Practice**, click **Record**, and speak into the microphone.
      - When students are ready to interact, click **Converse**.
      - To see the other person's last response, and an idea of how to respond, click **Show Hint**.
      - Practice dialogue in front of the class.

3. **Kegiatan Akhir (Penutup)**
   - Students make the report of their discussion;
   - Their teacher concludes the lesson instructed then by giving questions to some of the students at random;
   - He gives them an assignment;
He tells them of the next meeting lesson;
He suggests to the students that they keep studying hard.

G. **Penilaian**
   - Written test using CALL
   - Multiple choice and performance test using CALL.

Mengetahui,
Kepala Sekolah

Guru Mata Pelajaran

Cucu Junaedi, S.Sos.I

Anwar
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : SMK 98
Mata Pelajaran : Bahasa Inggris
Kelas : X
Topik : At Immigration
Alokasi Waktu : 4 Jam @ 45 Menit

A. Standar Kompetensi dan Kompetensi Dasar
1. Berkomunikasi dengan bahasa Inggris setara Level Novice.
   1.5. Menjelaskan secara sederhana kegiatan yang sedang terjadi.

B. Tujuan Pembelajaran
1. Listening
   Siswa mampu menyimak berbagai bentuk untuk menggambarkan peristiwa yang sedang terjadi.
2. Speaking
   Siswa mampu mengungkapkan, dan merespon ungkapan tentang peristiwa yang sedang terjadi.
3. Reading
   Siswa mampu membaca paragraf, teks yang berisi tentang mendeskripsikan peristiwa yang sedang terjadi; menterjemahkan kannya; menjawab pertanyaan-pertanyaan yang berkaitan dengan isi bacaan tersebut
4. Writing
   Siswa mampu menyusun, dan melengkapi dialog yang berisi tentang mendeskripsikan peristiwa yang sedang terjadi.

C. Pendekatan dan Metode Pembelajaran
   Metode : CALL

D. Sumber, Alat dan Bahan Pembelajaran
   Buku 1 Get Along with English for Vocational School Novice level dan Buku-buku pelajaran bahasa Inggris yang relevan
   CALL workbook

E. Langkah-Langkah Pembelajaran
   1. Kegiatan Awal (Pendahuluan)
      Students review vocabulary on vocabulary workshop
      The review will last for 10 minutes.
   2. Kegiatan Inti
      Students go to story on the screen
      Do one of the following:
      Click to see and hear the native speakers.
      Click to hear a single sentence. If you don’t remember the meaning of a word used in a sentence, place the cursor over the individual word in the sentence to see its meaning.
      After playing an individual sentence, repeat the sentence into your microphone.
      Record it as many times as necessary until your pronunciation closely matches the native speaker’s.
      Click the red button to hear the word again and then begin speaking.
      To hear your version, click the green button.
      To enhance your listening skills, click Hide Text and go through the Story with the text turned off.
      Story exercises drill you on vocabulary, grammar, and communication skills that were introduced in the current lesson. There are dialog and reading exercises. There are some or all of the following exercise types:
Drag and Match: Listen to a clue and find the appropriate response below. Drag the response onto the clue. When you finish a set of clues, click New Set for additional practice.

How Do You Say: Click Begin to hear a question. Click either Speak It or Type It.
For Speak It, click Record and say the correct word into the microphone.
For Type It, type the word in the box (including its article, if appropriate) and press Enter. For additional practice, click New Set.

Reading: Read the paragraph and complete the sentences below it. To choose an answer, click the down arrow at the end of the sentence.
To see the correct answers, click Show Answers. For additional practice, click New Set.

3. **Kegiatan Akhir (Penutup)**
   - Students make the report of their discussion;
   - Their teacher concludes the lesson instructed then by giving questions to some of the students at random;
   - He gives them an assignment;
   - He tells them of the next meeting lesson;
   - He suggests to the students that they keep studying hard.

F. **Penilaian**
   1. Written test using CALL
   2. Multiple choice and performance test using CALL.

Mengetahui, …………. …………. 20....
Kepala Sekolah

Guru Mata Pelajaran

Cucu Junaedi,S.Sos.I

Anwar
RENCANA PELAKSANAAN PEMBELAJARAN  
( RPP )

Satuan Pendidikan : SMK 98  
Mata Pelajaran : Bahasa Inggris  
Kelas : X  
Topik : Transportation  
Alokasi Waktu : 8 Jam @ 45 Menit

A. Standar Kompetensi dan Kompetensi Dasar
1. Berkomunikasi dengan bahasa Inggris setara Level Novice  
   1.6. Memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas

2. Tujuan Pembelajaran
   1. Listening  
      Siswa mampu menyimak berbagai ungkapan untuk menjelaskan tanda dan symbol yang tepat.
   2. Speaking  
      Siswa mampu mengungkapkan, merespon dan menjelaskan jadwal dan menu.
   3. Reading  
      Siswa mampu memahami jadwal dan daftar; menterjemahkan; menjawab pertanyaan-pertanyaan yang berkaitan dengan isi bacaan tersebut
   4. Writing  
      Siswa mampu menyusun; menentukan ukuran dan melengkapi dialog yang berisi tentang jadwal dan memo.

3. Pendekatan dan Metode Pembelajaran
   1. Metode : using CALL;

4. Sumber, Alat dan Bahan Pembelajaran
   Buku 1 Get Along with English for Vocational School Novice level dan Buku-buku pelajaran bahasa Inggris yang relevan.
   CALL WORKBOOK

E. Langkah-Langkah Pembelajaran
1. Kegiatan Awal (Pendahuluan)
   Students play vocabulary game about “Transportation” by using CALL

The game will last for 10 minutes.
• **Kegiatan Inti**
  - Students log in into their account by typing their names.
  - Then choose the learning materials about “Transportations”, and go to the lesson.
  - On any screen within a lesson, click **Vocabulary**.
  - Click an expression or vocabulary word in the list to hear it.
  - Click **Record** and repeat the expression or word into your microphone until your pronunciation closely matches the native speaker’s.
  - Once you have reviewed the words individually, click **Drill** to practice all the new words and expressions in this lesson.
  - Listen to the native speaker pronounce the word or phrase, then repeat what you’ve heard, without clicking **Record**.
  - **Drill** takes you through each word or phrase in the list. If you have trouble with a word, click **Stop** to stop the drill, and use the **Record** button to focus on that word until you have mastered it.
  - Then click **Drill again** to resume the drill.
  - After that, go to the vocabulary exercises and click on the pictures based on the word students hear.

F. **Kegiatan Akhir (Penutup)**

- Students make the report of their discussion;
- Their teacher concludes the lesson instructed then by giving questions to some of the students at random;
- He gives them an assignment;
- He tells them of the next meeting lesson;
- He suggests to the students that they keep studying hard.

Mengetahui, .........., ...... ............ 20....

Kepala Sekolah          Guru Mata Pelajaran

Cucu Junaedi, S.Sos.I  Anwar
Using Comparative Exercises: Fill in the Blank

1. I am ______ than my wife (polite)
2. The bus driver drives ______ than the taxi driver (literally)
3. This hotel is ______ than the Peachtree Plaza (expensive)
4. John is ______ than Paul (abit)
5. She is ______ than her sister (pretty)

Public Transportation > Conversation

Click Play to begin the conversation.

INFORMATION
M.A.R.T.A. • BUSES • TAXIS

Activities and Options
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : SMK 98
Mata Pelajaran : Bahasa Inggris
Kelas : X
Topik : Could You Tell Me the Way?
Alokasi Waktu : 4 Jam @ 45 Menit

A. Standar Kompetensi dan Kompetensi Dasar
1. Berkomunikasi dengan bahasa Inggris setara Level Novice
   1.7. Memahami kata-kata dan istilah asing serta kalimat sederhana berdasarkan rumus

B. Tujuan Pembelajaran
1. Listening
   Siswa mampu menyimak berbagai macam bentuk ungkapan untuk menanyakan dan memberikan petunjuk atau arah, menyatakan pilihan dan kemampuan.
2. Speaking
   Siswa mampu mengungkapkan, dan merespon ungkapan tentang menanyakan dan memberikan petunjuk atau arah, menyatakan pilihan dan kemampuan
3. Reading
   Siswa mampu membaca paragraf, dialog yang berisi tentang mananyakan dan memberikan petunjuk atau arah, menyatakan pilihan dan kemampuan; menterjemahkan; menjawab pertanyaan yang berkaitan dengan isi bacaan tersebut
4. Writing
   Siswa mampu menyusun; dan atau melengkapi dialog yang berisi tentang menanyakan dan memberikan petunjuk atau arah, menyatakan pilihan dan kemampuan.

C. Pendekatan dan Metode Pembelajaran
1. Metode : CALL

D. Sumber, Alat dan Bahan Pembelajaran
   Buku 1 Get Along with English for Vocational School Novice level dan Buku-buku pelajaran bahasa Inggris yang relevan
   CALL WORKBOOK

E. Langkah-Langkah Pembelajaran
1. Kegiatan Awal (Pendahuluan)
   Students review vocabulary on vocabulary workshop
   The review will last for 10 minutes.

2. Kegiatan Inti
   Practice grammar review.
   Click each of the Grammar Topics listed on the right to see its corresponding lesson.
   Review story of previous lesson
   Click Play.
   To practice response, click Practice, click Record, and speak into the microphone.
   When students are ready to interact, click Converse.
   To see the other person's last response, and an idea of how to respond, click Show Hint.
   Practice dialogue in front of the class.

3. Kegiatan Akhir (Penutup)
   Students make the report of their discussion;
   Their teacher concludes the lesson instructed then by giving questions to some of the students at random;
   He gives them an assignment;
He tells them of the next meeting lesson;  
He suggests to the students that they keep studying hard.

F. Penilaian
   - Written test using CALL
   - Multiple choice and performance test using CALL.

Mengetahui,
Kepala Sekolah

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Guru Mata Pelajaran

Cucu Junaedi, S.Sos. I

Anwar.
RENCA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : SMK 98
Mata Pelajaran : Bahasa Inggris
Kelas : X
Topik : Could You Tell Me the Way?
Alokasi Waktu : 4 Jam @ 45 Menit

A. Standar Kompetensi dan Kompetensi Dasar
1. Berkomunikasi dengan bahasa Inggris setara Level Novice
   1.7. Memahami kata-kata dan istilah asing serta kalimat sederhana berdasarkan rumus

B. Tujuan Pembelajaran
1. **Listening**
   Siswa mampu menyimak berbagai macam bentuk ungkapan untuk menanyakan dan memberikan petunjuk atau arah, menyatakan pilihan dan kemampuan.
2. **Speaking**
   Siswa mampu mengungkapkan, dan merespon ungkapan tentang menanyakan dan memberikan petunjuk atau arah, menyatakan pilihan dan kemampuan.
3. **Reading**
   Siswa mampu membaca paragraf, dialog yang berisi tentang mananyakan dan memberikan petunjuk atau arah, menyatakan pilihan dan kemampuan; menterjemahkan; menjawab pertanyaan-pertanyaan yang berkaitan dengan isi bacaan tersebut
4. **Writing**
   Siswa mampu menyusun; dan atau melengkapi dialog yang berisi tentang menanyakan dan memberikan petunjuk atau arah, menyatakan pilihan dan kemampuan.

C. Pendekatan dan Metode Pembelajaran
1. Metode : CALL

D. Sumber, Alat dan Bahan Pembelajaran
   - Buku 1 Get Along with English for Vocational School Novice level dan Buku-buku pelajaran bahasa Inggris yang relevan
   - CALL WORKBOOK

E. Langkah-Langkah Pembelajaran
1. Kegiatan Awal (Pendahuluan)
   - Students review vocabulary on vocabulary workshop
   - The review will last for 10 minutes.

2. Kegiatan Inti
   - Students go to story on the screen
   - Do one of the following:
     - Click to see and hear the native speakers.
     - Click to hear a single sentence. If you don’t remember the meaning of a word used in a sentence, place the cursor over the individual word in the sentence to see its meaning.
     - After playing an individual sentence, repeat the sentence into your microphone.
     - Record it as many times as necessary until your pronunciation closely matches the native speaker’s.
     - Click the red button to hear the word again and then begin speaking.
     - To hear your version, click the green button.
     - To enhance your listening skills, click Hide Text and go through the Story with the text turned off.
Story exercises drill you on vocabulary, grammar, and communication skills that were introduced in the current lesson. There are dialog and reading exercises. There are some or all of the following exercise types:

- Drag and Match: Listen to a clue and find the appropriate response below. Drag the response onto the clue. When you finish a set of clues, click New Set for additional practice.
- How Do You Say: Click Begin to hear a question. Click either Speak It or Type It.
  - For Speak It, click Record and say the correct word into the microphone.
  - For Type It, type the word in the box (including its article, if appropriate) and press Enter. For additional practice, click New Set.
- Reading: Read the paragraph and complete the sentences below it. To choose an answer, click the down arrow at the end of the sentence.
  - To see the correct answers, click Show Answers. For additional practice, click New Set.

3. **Kegiatan Akhir (Penutup)**
   - Students make the report of their discussion;
   - Their teacher concludes the lesson instructed then by giving questions to some of the students at random;
   - He gives them an assignment;
   - He tells them of the next meeting lesson;
   - He suggests to the students that they keep studying hard.

**F. Penilaian**

1. Written test using CALL
2. Multiple choice and performance test using CALL.

Mengetahui, ........... 20....
Kepala Sekolah

Guru Mata Pelajaran

Cucu Junaedi, S.Sos.I

Anwar.
ASKING DIRECTIONS

Vocabulary

Click a word or phrase to hear it. Click Practice to practice using the word or Drill to practice it.

Vocabulary words:

- California
- Denver
- Indiana
- Oregon
- South Carolina
- Tennessee
- Washington
- Arizona
- Florida
- Michigan
- Texas
- Wyoming

Exercise 1: Street names

- Street names are commonly used to identify locations within a city or town.

Exercise 2: Street directions

- Directions can be given using cardinal directions (north, south, east, west) and terms like "block," "intersection," and "mile.

Exercise 3: Street signs

- Street signs provide important information such as speed limits, traffic control devices, and directions.

Exercise 4: Street addresses

- Street addresses consist of a street name and number, often accompanied by a city and state or zip code.

Exercise 5: Street maps

- Street maps are useful for navigation and can be created using software or online tools.

Exercise 6: Street navigation

- Street navigation systems like GPS or Google Maps can provide turn-by-turn directions and estimated travel times.

Vocabulary Exercises: Union and Click

Click on the picture that matches the word you hear.
Good morning. Can I help you?

Are you driving or flying?

I'm driving. My car's parked outside.

You have two options. The first is to take Interstate 85 north.

through Georgia, South Carolina, North Carolina, and Virginia.

What's the other option?

You could also take I-75 north through Georgia into Tennessee.

In Tennessee, you pick up I-11 which will take you into Virginia.

You then take I-66 to Washington.

Start each lesson with a little review of what you've learned previously, practice saying the words and phrases of the Vocabulary section, watch the Story and Action without text or translation, go through the Dialogue exercises again, or play the Games or Crossword Puzzles...
Asking for Directions: Drag and Match

Part of Should Exercises: Drag and Match
Click on a sound icon to hear a statement. Drag and match the statement which best relates to the one you hear.

- I should have rented a two-bedroom.
- I should have studied more.
- I should have filled up the car.
- I should have left earlier.
- I should have made a reservation.

Next >
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : SMK 98
Mata Pelajaran : Bahasa Inggris
Kelas : X
Topik : At the Restaurant
Alokasi Waktu : 18 Jam @ 45 Menit

A. Standar Kompetensi dan Kompetensi Dasar
1. Berkomunikasi dengan bahasa Inggris setara Level Novice
   1.8. Menuliskan undangan sederhana

B. Tujuan Pembelajaran
1. Listening
   Siswa mampu menyimak berbagai macam ungkapan untuk menyampaikan undangan dengan tepat.
2. Speaking
   Siswa mampu mengungkapkan, merespon dan menyampaikan ungkapan undangan dengan baik dan tepat.
1. Reading
   Siswa mampu membaca paragraf, e-mail/ surat yang berisi tentang ungkapan menyampaikan undangan; menterjemahkannya; menjawab pertanyaan-pertanyaan yang berkaitan dengan isi bacaan tersebut
2. Writing
   Siswa mampu menyusun, melengkaphi atau menulis dialog yang berisi tentang penyampaian undangan; menulis surat undangan yang sederhana.

C. Pendekatan dan Metode Pembelajaran
1. Metode : CALL

D. Sumber, Alat dan Bahan Pembelajaran
   Buku 1 Get Along with English for Vocational School Novice level dan Buku-buku pelajaran bahasa Inggris yang relevan
   CALL WORKBOOK

E. Langkah-Langkah Pembelajaran
1. Kegiatan Awal (Pendahuluan)
   Students play vocabulary game about “Restaurant” by using CALL
   The game will last for 10 minutes.
1. **Kegiatan Inti**
   - Students log in into their account by typing their names.
   - Then choose the learning materials about “Transportations”, and go to the lesson.
   - On any screen within a lesson, click **Vocabulary**.
   - Click an expression or vocabulary word in the list to hear it.
   - Click **Record** and repeat the expression or word into your microphone until your pronunciation closely matches the native speaker’s.
   - Once you have reviewed the words individually, click **Drill** to practice all the new words and expressions in this lesson.
   - Listen to the native speaker pronounce the word or phrase, then repeat what you’ve heard, without clicking **Record**.
   - **Drill** takes you through each word or phrase in the list. If you have trouble with a word, click **Stop** to stop the drill, and use the **Record** button to focus on that word until you have mastered it.
   - Then click **Drill** again to resume the drill.
   - After that, go to the vocabulary exercises and click on the pictures based on the word students hear.

4. **Kegiatan Akhir (Penutup)**
   - Students make the report of their discussion;
   - Their teacher concludes the lesson instructed then by giving questions to some of the students at random;
   - He gives them an assignment;
   - He tells them of the next meeting lesson;
   - He suggests to the students that they keep studying hard

G. **Penilaian**
   - Written test using CALL;
   - Multiple choice and performance test (oral test) using CALL;

Mengetahui, ......................................................
Kepala Sekolah 20...
Guru Mata Pelajaran

Cucu Junaedi, S.Sos.I
Anwar
Dining Out > Story Exercises

Reading Exercises: Multiple Choice

Make the appropriate selection based on the context:

You wake up the next morning and order your continental breakfast. Twenty minutes later your breakfast arrives. You watch some television, and then read the newspaper that came with your breakfast tray. Finally, you decide to explore downtown Atlanta. It's July, and it's hot outside. After seeing some of the downtown sites, you look for a restaurant where you can cool off.

1. The next morning you with a ______
2. ______ late your breakfast arrives.
3. Yes ______
4. Then you ______
5. Finally, you decide to ______

Dining Out

Grammar

Grammar Topics: The Future Tense

The Future Tense

In this lesson the future tense is used in a question and a declarative sentence:

QUESTION: Will you be having lunch?

STATEMENT: I’ll just have a salad.

It is easy to use the future. Just add will (or shall, which can be used after for very) as an auxiliary and use the base form of the verb (the uninflected form of the verb found in the dictionary):

- I’m going to something to drink.
- He’ll fill the will you something to drink.
- We have a salad.
- We’ll have will have a salad.

*NOTE: In American usage, shall is used less often than will.
Appendix 3.

The Validity and Reliability of Self-efficacy Questionnaire

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## Appendix 4.

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## Appendix 5.

### THE BLUE PRINT OF SELF-EFFICACY

#### A. DIMENSION OF LEVEL

**Indicator: LEVEL OF COMPLETING TASK**

1. Irrespective of the subject, I am competent in learning (+)
2. I can do my projects well. (+)
3. I am confident that I can perform well in competitive examinations. (+)
4. I can’t answer the essay type questions well. (-)
5. I can score well in the short answer type questions. (+)
6. **However twisted the question, I can answer them.** (+)

#### B. DIMENSION OF GENERALITY

**Indicator: TIME MANAGEMENT**

1. I can’t manage time efficiently for learning. (-)
2. I manage the time to learn based on the schedule. (+)
3. I finish my homework immediately. (+)
4. I observe that I fail to prepare my assignments in time. (-)

**Indicator: WAYS TO OVERCOME THE PROBLEMS**

1. I can remain calm when facing difficulties because I can rely on my coping abilities. (+)
2. When I am confronted with a problem, I can usually find several solutions. (+)

#### C. DIMENSION OF STRENGTH

**Indicator: EFFORT TO DO THE TASK**

1. I spend my time to complete the tasks. (+)
2. I try to study hard every night to get better results. (+)
3. I can manage all the tasks from teacher in a week. (+)
Appendix 6 The Applied Vocabulary Test

Choose the best answer

VOCABULARY TEST

A. INDICATORS
1. Students are able to identify and choose the right adjectives in the right context
2. Students are able to identify and choose the right verbs in the right context
3. Students are able to identify and choose the right adverbs in the right context
4. Students are able to identify and choose the right nouns in the right context
5. Students are able to identify and choose the right word meanings in the right context.

Indicator: Students are able to identify and choose the right nouns in the right context.
1. Sony : What do astronomers use to see the stars?
   Father : They use ... which makes far away things look larger and clearer.
   A. binoculars   B. a telescope   C. a periscope   D. a stethoscope   E. a microscope
2. Ria : What do you know about the compul sorry ...?
   Tati : I think it has been extended from six to nine years
   A. study   B. school   C. student   D. education   E. examination
3. Farmer : I............. you'll have delivered the fertilizer by the end of this month.
   Shopkeeper : I'm afraid I can't. The new regulation makes everything more complicated
   A. plan   B. Hope   C. want   D. Think   E. doubt
4. X : Ed, do you think that the government will be successful in ... tourists to come here?
   Y : I think so. Don't you see the activities done to promote our tourism
   A. taking   B. calling   C. showing   D. attracting   E. Informing

Indicator: Students are able to identify and choose the right words meaning in the right context.
5. Journalist : some of our forests in Kalimantan and Sumatra were destroyed in the forest fire.
   Official : It's a pity. The destruction of the rainforest could also bring about the extinction of orang utan!
   A. act of putting out   B. act of preserving   C. no longer in existence   D. prevention of loss   E. keep something for special purpose

Indicator: Students are able to identify and choose the right nouns in the right context
6. Rita : The Kasepuhans, a community living in and around the Gunung Halimun national park still practice a traditional way of planting rice.
   Kity : For example?
   Rita : They only grow local rice varieties, only plant once a year, and reject the use of pesticide. 'reject' means ...
   A. deny   B. omit   C. refuse   D. prevent   E. ignore

Indicator: Students are able to identify and choose the right adjectives in the right context
7. Tourist : Would you tell us where we can get handicraft for souvenirs?
   Guide : Well, let's go to Pucang; it is very popular with its handicraft. Almost all the people there make their living by ... things from the horns of buffaloes or cows.
   A. making   B. taking   C. drawing   D. painting   E. Cutting

Indicator: Students are able to identify and choose the adjectives in the right context
8. Eddy : Dad, didn't you see me in TV.
Father: Sure, I did. You looked great. Being a father, he is so... his son
A. proud of  B. honest to  C. attracted to  D. grateful of  E. attentive to

9. Tsunamis wash ashore often with ..................... effect such as severe flooding, loss of lives due to drowning and damage to property.
A. destructive  B. suspicious  C. Sufficient  D. harmless  E. ultimate

The Red Cross is an international organization that helps the sick, the hungry and the ...(10). It has its headquarters at Geneva in Switzerland. Its symbol is a red cross on a white flag. The Red Cross was founded by Henry Dunant in 1863 after he had seen the terrible suffering of ...(11) soldiers. The organization helps the wounded of all armies, It does not take sides. Today it is based in more than 70 countries and ... (12) soldiers and civilians all over the world.

**Indicator:** Students are able to identify and choose the right nouns in the right context

10. A. Victims  B. accident  C. screaming  D. suffering  E. soldiers

**Indicator:** Students are able to identify and choose the right verbs in the right context

11. A. dead  B. Killed  C. damaged  D. destroyed  E. wounded

12. A. cares for  B. looks for  C. asks for  D. helps for  E. gives for

13. In order to stabilize self-sufficiency in food, rice production is.................. to continuously increase mainly by implementing a rice policy.
A. Harvested  B. Ripened  C. Boosted  D. Destructed  E. Managed

**Indicator:** Students are able to identify and choose the right words meaning in the right context

14. A supporter of the national education bill displays a sign reading "Endorse the national education* bill right now" to every motorist passing the back gate of the House of Representatives compound in Senayan, Central Jakarta. Thousands of members from Islamic groups gathered outside the compound on Tuesday demanding that the bill be endorsed.

"... that the bill be endorsed". The word endorsed is closest in meaning to
A. talked  B. discussed  C. Approved  D. decided  E. resumed

15. Constanza looks closely at the large red spot near the middle of the wheat field. He knows that something is wrong in the wheat field. The red colour means the spot is warmer than its surroundings. It may be due to lack of moisture or not enough nutrients in the soil. Insects eating the wheat can also show a red spot

"It may be due to lack of moisture." We can replace the underlined word with ...
A. make  B. have  C. get  D. owing to  E. let

16. The attack on the villa where Saddam's sons were hiding might be seen as driving home the point; Instead, the announcement that they had been killed by the U.S. troops in a shoot-out is welcomed by Tony Blair as "great news"

"The attack on the villa where Saddam's sons were hiding might be seen as' driving home the point." (Paragraph 3) The word attack has similar meaning to ...
A. raid  B. resist  C. shield  D. Defend  E. withdraw

**Indicator:** Students are able to identify and choose the right verbs in the right context

At present, aero planes are playing a very important role to ... (17) one place to another. People can go round the world just in a two day flight by the world's first supersonic airliner, Concorde, which ... (18) at a height of over 18.0000 metres and ... (19) a speed of over 2000 km per hour

17. A. disjoin  B. part  C. connect  D. separate  E. divide
18. A. goes  B. flies  C. jumps  D. Drives  E. comes
19. A. cuts  B. continues  C. moves  D. reaches  E. limits
20. Banks normally hold customers’ money in two ................forms: current account and deposit account. Therefore, the customers have to choose the most suitable form for their business.

A. different  B. Important  C. similar  D. separated  E. equal

21. A planet is a body in space that.............. around a star. There are nine planets in our solar system, and these nine planets travel around the sun. The names of the planets are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto

A. Revolves  B. Goes  C. Turn  D. Cycle  E. Trace

22. The Trappists are monks who are not allowed to preach or to teach. "allowed" means ...

A. advised  B. ordered  C. permitted  D. suggested  E. instructed

23. A. makes  B. helps  C. Encourages  D. brings  E. requires

24. A. accepted  B. welcomed  C. expected  D. cleared  E. accounted

25. It is easy to produce electricity from a wind generator. This is simply a windmill that ................. the kinetic energy of the wind into electricity

A. develops  B. Adapts  C. changes  D. replaces  E. produces

26. A. ordered  B. described  C. required  D. asked  E. told

27. A. nutritious  B. canned  C. cooked  D. junk  E. raw

28. A. find  B. prepare  C. buy  D. appear  E. Discover
Most of the people working in the banks are either bank officers or clerical workers. Bank officers, depending on their (32) ... usually have some authority to make business (33) ... related to the bank. Bank officers might (34) ... positions such as president, vice president, and treasurer. Some, such as loan and trust officers, have specific department

31. A. rate B. Rank C. order D. degree E. position

32. A. decisions B. Regulations C. Circulations D. Formulations E. compositions

The International Monetary Fund was ... to regulate the global movement of money, especially among developed industrialized countries.

37. The International Monetary Fund was ... to regulate the global movement of money, especially among developed industrialized countries.

A. set up B. settled C. prepared D. installed E. legalized

Indicator: Students are able to identify and choose the right adverbs in the right context

Oil, like coal and natural gas, is a fossil. Fuel fossils are made from the remains of dead plants and animals/ It is thought that oil comes from tiny plants and animals whose bodies fell in their millions to the seabed when they died. There they were covered by sand and mud, which later hardened into rocks. In the course of millions of years, the plant and animal materials underwent chemical changes and (38)................ turned into oil.

Oil Deposits lie hidden deep beneath the surface of earth. They have to be searched for. Unless the oil (39)..................... comes to the surface, it is impossible to be certain that any is present

38. A. Carelessly B. Eventually C. Hapazardly D. Carefully E. less

39. A. Roughly B. Slowly C. Actually D. Strong E. Weak
Indicator: Students are able to identify and choose the right nouns in the right context

GREEN MILES WEST
The substitution of "West" in our name-replacing "California"- is the result of an agreement we reached with California Gardening Association, following a protest over the original use of "California" in our name. We hope this does not create any................ among our loyal consumers. While this represents a change from our initial name introduction, it does not change the quality of products we offer to our consumers.

40. A. Chaos      B. Confusion   C. Leakness   D. Worthness   E. Strangeness
Academic Self-Efficacy Scale

Directions
Some statements concerning your beliefs about the learning are given below. Five responses are given to each statements. 1. Exactly true 2. Nearly True 3. Neutral 4. Nearly False 5. Exactly false. Carefully read each statement and decide to what extent it is true in your case. Then mark ‘X’ in the column of the given response sheet against the serial number of the statement.

Example
Statement : 6. I can’t manage time efficiently for learning.
Response :

<table>
<thead>
<tr>
<th>No</th>
<th>Exactly true</th>
<th>Nearly True</th>
<th>Neutral</th>
<th>Nearly False</th>
<th>Exactly false</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Irrespective of the subject, I am competent in learning (+)
2. I can do my projects well. (+)
3. I am confident that I can perform well in competitive examinations. (+)
4. I can’t answer the essay type questions well. (-)
5. I can score well in the short answer type questions. (+)
6. However twisted the question, I can answer them. (+)
7. I can’t manage time efficiently for learning. (-)
8. I manage the time to learn based on the schedule. (+)
9. I finish my homework immediately. (+)
10. I observe that I fail to prepare my assignments in time. (-)
11. I can remain calm when facing difficulties because I can rely on my coping abilities. (+)
12. When I am confronted with a problem, I can usually find several solutions. (+)
13. I spend my time to complete the tasks. (+)
14. I try to study hard every night to get better results. (+)
15. I can manage all the tasks from teacher in a week. (+)
Appendix 8
Lesson Plan of Flashcard

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

<table>
<thead>
<tr>
<th>Satuan Pendidikan</th>
<th>SMK 98</th>
</tr>
</thead>
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<tr>
<td>Mata Pelajaran</td>
<td>Bahasa Inggris</td>
</tr>
<tr>
<td>Kelas</td>
<td>X</td>
</tr>
<tr>
<td>Topik</td>
<td>At the hotel</td>
</tr>
<tr>
<td>Alokasi Waktu</td>
<td>8 Jam @ 45 Menit</td>
</tr>
</tbody>
</table>

A. Standar Kompetensi dan Kompetensi Dasar
1. Berkomunikasi dengan bahasa Inggris setara Level Novice
   1.2. Menyebutkan benda-benda, ciri-ciri, waktu, hari, bulan, dan tahun

B. Tujuan Pembelajaran
A. **Listening**
   Siswa mampu menyimak, mengingat, mengenal dan ungkapan untuk mendeskripsikan sesuatu, dan menunjukan bilangan;
B. **Speaking**
   Siswa mampu mengungkapkan dan merespon ungkapan yang mendeskripsikan sesuatu, dan menunjukan bilangan seperti nomor telepon.
C. **Reading**
   Siswa mampu membaca paragraf, grafik, tabel, menu, jadwal; menterjemahkannya; menjawab pertanyaan-pertanyaan yang berkaitan dengan isi bacaan tersebut
D. **Writing**
   Siswa mampu menyusun dan atau melengkapi dialog, tabel, ukuran atau mencatat hal-hal yang berhubungan dengan ungkapan untuk mendeskripsikan sesuatu dan bilangan.

C. Pendekatan dan Metode Pembelajaran
   Metode: using flashcard media.

D. Sumber, Alat dan Bahan Pembelajaran
   Buku 1 Get Along with English for Vocational School Novice level dan Buku-buku pelajaran bahasa Inggris yang relevan

E. Langkah-Langkah Pembelajaran
1. **Kegiatan Awal (Pendahuluan)**
   Matching pictures with correct statements by using flashcard;
   Listening for information;
   Dictations: telephone numbers, prices, sequence, arithmetic process;
   Answering questions asked by teacher.

2. **Kegiatan Inti**
   Rewriting numbers in letters;
   Describing things in pictures by using flashcard;
   Making a dialog which has to do with the situation provided and acting it out in front of the class;
   Reading for information and answering questions;
   In pairs, creating dialogs based on the situations given by using flashcard;
   Choosing the correct word order by using flashcard;
   Writing dates, days and months in letters or in numbers;
   Writing desriptions of things in pictures by using flashcard.
3. **Kegiatan Akhir (Penutup)**
- Students hand in their works;
- Their teacher concludes the lesson instructed then by giving questions to some of the students at random;
- He gives them an assignment;
- He tells them of the next meeting lesson;
- He gives them spirit to keep studying hard.

H. **Penilaian**
- Written test using flashcard.
- Multiple choice and performance test (oral test)

**Contoh soal:**

1. Put each of the following words or phrases in its correct place in the passage below.

   bill  fast food  cookery books  eat  out  recipe  dish  menu  take-away  ingredients  waiter  snack  tip

   I’m a terrible cook. I’ve tried hard but it’s no use. I’ve got lots of (a) ______, I choose a (b) ______ I want to cook, I read the (c) ______, I prepare all the necessary (d) ______ and follow the instructions. But the result is terrible, and I just have a sandwich or some other quick (e) ______. So I often (f) ______. I don’t like grand restaurants. It’s not the expense, it’s just that I don’t feel at ease in them. First the (g) ______ gives me a (h) ______ which I can’t understand because it’s complicated and has lots of foreign words. At the end of the meal when I pay the (i) ______ I never know how much to leave as a (j) ______. I prefer (k) ______ places, like hamburger shops where you pay at once and sit down and eat straightaway. And I like (l) ______ places, where you buy a meal in a special container and take it home.

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Mengetahui,
Kepala Sekolah

Guru Mata Pelajaran

Cucu Junaedi, S.Sos.I

...........,  ...... .........  20....

Anwar

63
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : SMK 98
Mata Pelajaran : Bahasa Inggris
Kelas : X
Topik : Making a phone call
Alokasi Waktu : 8 Jam @ 45 Menit

A. Standar Kompetensi dan Kompetensi Dasar
1. Berkomunikasi dengan bahasa Inggris setara Level Novice
   1.2. Menyebutkan benda-benda, ciri-ciri, waktu, hari, bulan, dan tahun

B. Tujuan Pembelajaran
1. Listening
   Siswa mampu menyimak, mengingat, mengenal dan ungkapan untuk mendeskripsikan sesuatu, dan menunjukan bilangan;

2. Speaking
   Siswa mampu mengungkapkan dan merespon ungkapan yang mendeskripsikan sesuatu, dan menunjukan bilangan seperti nomor telepon.

3. Reading
   Siswa mampu membaca paragraf, grafik, tabel, menu, jadwal; menterjemahkan; menjawab pertanyaan-pertanyaan yang berkaitan dengan isi bacaan tersebut

4. Writing
   Siswa mampu menyusun dan atau melengkapi dialog, tabel, ukuran atau mencatat hal-hal yang berhubungan dengan ungkapan untuk mendeskripsikan sesuatu dan bilangan.

C. Pendekatan dan Metode Pembelajaran
   Metode : using flashcard media.

D. Sumber, Alat dan Bahan Pembelajaran
   Buku 1 Get Along with English for Vocational School Novice level dan Buku-buku pelajaran bahasa Inggris yang relevan

E. Langkah-Langkah Pembelajaran
1. Kegiatan Awal (Pendahuluan)
   Matching pictures with correct statements by using flashcard;
   Listening for information;
   Dictations: telephone numbers, prices, sequence, arithmetic process;
   Answering questions asked by teacher.

E. Kegiatan Inti
   Rewriting numbers in letters;
   Describing things in pictures by using flashcard.;
   Making a dialog which has to do with the situation provided and acting it out in front of the class;
   Reading for information and answering questions;
   In pairs, creating dialogs based on the situations given by using flashcard.;
   Choosing the correct word order by using flashcard.;
   Writing dates, days and months in letters or in numbers;
   Writing descriptions of things in pictures by using flashcard.

3. Kegiatan Akhir (Penutup)
Students hand in their works;
Their teacher concludes the lesson instructed then by giving questions to some of the students at random;
He gives them an assignment;
He tells them of the next meeting lesson;
He gives them spirit to keep studying hard.

I. Penilaian
   - Written test using flashcard.
   - Multiple choice and performance test (oral test)

Contoh soal:

The Telephone

Put each of the following words or phrases in its correct place in the passage below.
receiver  line  look up  engaged  dial  directory  get through operator

How easy it is to use the telephone! Nowadays we usually don’t need the (a) ______ to connect us to friends in other countries. We can (b) ______ the number in the telephone (c) ______, pick up the (d) ______ and (e) ______ the number. If the number is not (f) ______, we (g) ______ straightaway and if it’s a good (h) ______, we can have a clear, easy conversation with people on the other side of the world.

Mengetahui,
Kepala Sekolah

............ ........ ....... 20....
Guru Mata Pelajaran

Cucu Junaedi, S.Sos.I

Anwar
RENCANA PELAKSANAAN PEMBELAJARAN
( RPP )

Satuan Pendidikan : SMK 98
Mata Pelajaran : Bahasa Inggris
Kelas : X
Topik : Profession 1
Alokasi Waktu : 8 Jam @ 45 Menit

A. Standar Kompetensi dan Kompetensi Dasar
1. Berkomunikasi dengan bahasa Inggris setara Level Novice
1.3. Mendeskripsikan orang, dan ciri-cirinya

B. Tujuan Pembelajaran
A. Listening
Siswa mampu menyimak berbagai macam ungkapan untuk mendeskripsikan orang
digunakan dengan tepat.
B. Speaking
Siswa mampu mengungkapkan, dan merespon dengan baik ungkapan menggambarkan
orang.
C. Reading
Siswa mampu membaca paragraf, teks yang berisi tentang mendeskripsikan orang;
menterjemahkannya; pertanyaan-pertanyaan yang berkaitan dengan isi bacaan tersebut
D. Writing
Siswa mampu menyusun, melengkapi dialog yang berisi tentang mendeskripsikan orang.

C. Pendekatan dan Metode Pembelajaran
Metode : using flashcard.

D. Sumber, Alat dan Bahan Pembelajaran
Buku 1 Get Along with English for Vocational School Novice level dan Buku-buku pelajaran
bahasa Inggris yang relevan

J. Langkah-Langkah Pembelajaran
1. Kegiatan Awal (Pendahuluan)
   - Listening for information and filling in the identity card;
   - Guessing people using flashcard;
   - Matching pictures with names of professions using flashcard;
   - Giving opinions using flashcard.
2. Kegiatan Inti
   - Completing the table of nationalities using flashcard.;
   - Understanding and continuing a dialog using flashcard.;
   - Role playing a dialog with a partner;
   - Reading a dialog and answering questions;
   - Finding the synonyms of words in the dialog and looking up a dictionary to find the
     antonyms of words;
   - Reading a passage for information;
   - Finding ten adjectives in the passage and writing the synonyms of each word using
     flashcard;
   - Rearranging jumbled letters in sentences using flashcard.;
   - Describing people in pictures based on the physical appearance using flashcard;
3. **Kegiatan Akhir (Penutup)**

   - Students make the report of their discussion;
   - Their teacher concludes the lesson instructed then by giving questions to some of the students at random;
   - He gives them an assignment;
   - He tells them of the next meeting lesson;
   - He suggests to the students that they keep studying hard.

K. **Penilaian**

   - Written test using flashcard
   - Multiple choice and performance test.

**Contoh soal:**

1. Match each person on the left with the correct definition on the right.

| (a) a traffic warden | (e) a secretary | (g) a bricklayer | (h) a civil servant |
| (b) a dustman | (f) an undertaker | (i) a vet | (j) a newsagent |
| (c) a window dresser | (d) an estate agent | (k) a midwife | |

<table>
<thead>
<tr>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>arranges shop-window displays</td>
</tr>
<tr>
<td>makes brick buildings and walls</td>
</tr>
<tr>
<td>works in a government ministry</td>
</tr>
<tr>
<td>controls parking and parking meters</td>
</tr>
<tr>
<td>collects rubbish from people’s houses</td>
</tr>
<tr>
<td>treats sick animals</td>
</tr>
<tr>
<td>helps people buy and sell houses</td>
</tr>
<tr>
<td>sells newspapers and magazines from a shop</td>
</tr>
<tr>
<td>delivers babies</td>
</tr>
<tr>
<td>makes arrangements for funerals</td>
</tr>
<tr>
<td>deals with office correspondence and records</td>
</tr>
</tbody>
</table>

Mengetahui, ........................................ 20....
Kepala Sekolah

Guru Mata Pelajaran

Cucu Junaedi,S.Sos.I

Anwar..
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan: SMK 98
Mata Pelajaran: Bahasa Inggris
Kelas: X
Topik: Travelling
Alokasi Waktu: 8 Jam @ 45 Menit

1. Standar Kompetensi dan Kompetensi Dasar
   1. Berkomunikasi dengan bahasa Inggris setara Level Novice.
   1.5. Menjelaskan secara sederhana kegiatan yang sedang terjadi.

2. Tujuan Pembelajaran
   A. Listening
      Siswa mampu menyimak berbagai bentuk untuk menggambarkan peristiwa yang sedang terjadi.
   B. Speaking
      Siswa mampu mengungkapkan, dan merespon ungkapan tentang peristiwa yang sedang terjadi.
   C. Reading
      Siswa mampu membaca paragraf, teks yang berisi tentang mendeskripsikan peristiwa yang sedang terjadi; menterjemahkannya; menjawab pertanyaan-pertanyaan yang berkaitan dengan isi bacaan tersebut
   D. Writing
      Siswa mampu menyusun, dan melengkapi dialog yang berisi tentang mendeskripsikan peristiwa yang sedang terjadi

3. Pendekatan dan Metode Pembelajaran
   Metode: using flashcard

4. Sumber, Alat dan Bahan Pembelajaran
   Buku 1 Get Along with English for Vocational School Novice level dan Buku-buku pelajaran bahasa Inggris yang relevan using flashcard

5. Langkah-Langkah Pembelajaran
   A. Kegiatan Awal (Pendahuluan)
      - Listening and matching oral statements with pictures given using flashcard;
      - Listening to a dialog and completing it;
      - Listening to the descriptions and writing them down;
      - Giving opinions.
   B. Kegiatan Inti
      - Identifying expressions commonly used in describing events using flashcard;
      - Describing events taking place based on the pictures using flashcard;
      - Completing sentences with there is or there are using flashcard;
      - Reading for information: passages;
      - Completing sentences with the correct form of to be (am/is/are) using flashcard;
      - Changing verbs into the correct form of V-ing;
      - Reading a dialog and answering questions;
      - Writing a dialog with the situation given using flashcard;
   C. Kegiatan Akhir (Penutup)
      - Students make the report of their discussion;
Their teacher concludes the lesson instructed then by giving questions to some of the students at random; He gives them an assignment; He tells them of the next meeting lesson; He suggests to the students that they keep studying hard.

F. Penilaian
- Written test using using flashcard
- Multiple choice and performance test (oral test) using flashcard;

Contoh soal:

1. Put each of the following words or phrases in its correct place in the passage below:

peak off the beaten track hitch-hiking leisure off-peak resort package holiday youth hostels travel agents cut-price tickets

People have more money and more (a) ______ nowadays and even young people can afford to go abroad. Many (b) ______ offer cheap (c) ______ for flights to all parts of the world, so youngsters can avoid the crowded, well-known places and get to less famous areas which are (d) ______. Instead of using public transport and hotels, they can travel by (e) ______ and stay at (f) ______. But most people prefer some kind of (g) ______ at a popular holiday (h) ______, which means that everything is arranged for you and the price you pay includes transport, food and accommodation. Try to avoid taking your holiday during the busy (i) ______ tourist season. It’s more crowded and expensive. If possible, go in the quieter (j) ______ period.

Mengetahui, ........................................... 20...
Kepala Sekolah ......................................... Guru Mata Pelajaran

Cucu Junaedi, S.Sos.I Anwar
RENCANA PELAKSANAAN PEMBELAJARAN
( RPP )

Satuan Pendidikan : SMK 98
Mata Pelajaran : Bahasa Inggris
Kelas : X
Topik : Immigration
Alokasi Waktu : 8 Jam @ 45 Menit

A. Standar Kompetensi dan Kompetensi Dasar
B. Berkomunikasi dengan bahasa Inggris setara Level Novice.
   1.5. Menjelaskan secara sederhana kegiatan yang sedang terjadi.

C. Tujuan Pembelajaran
   A. **Listening**
      Siswa mampu menyimak berbagai bentuk untuk menggambarkan peristiwa yang sedang terjadi.
   B. **Speaking**
      Siswa mampu mengungkapkan, dan merespon ungkapan tentang peristiwa yang sedang terjadi.
   C. **Reading**
      Siswa mampu membaca paragraf, teks yang berisi tentang mendeskripsikan peristiwa yang sedang terjadi; menterjemahkaninya; menjawab pertanyaan-pertanyaan yang berkaitan dengan isi bacaan tersebut
   D. **Writing**
      Siswa mampu menyusun, dan melengkapi dialog yang berisi tentang mendeskripsikan peristiwa yang sedang terjadi.

F. Pendekatan dan Metode Pembelajaran
   A. Metode : using flashcard
   B. **Sumber, Alat dan Bahan Pembelajaran**
   C. Buku 1 Get Along with English for Vocational School Novice level dan Buku-buku pelajaran bahasa Inggris yang relevan using flashcard
   D. E. **Langkah-Langkah Pembelajaran**

1. Kegiatan Awal (Pendahuluan)
   1. Listening and matching oral statements with pictures given using flashcard;
   2. Listening to a dialog and completing it;
   3. Listening to the descriptions and writing them down;
   4. Giving opinions.

2. Kegiatan Inti
   1. Identifying expressions commonly used in describing events using flashcard;;
   2. Describing events taking place based on the pictures using flashcard;;
   3. Completing sentences with *there is* or *there are* using flashcard;
   4. Reading for information: passages;
   5. Completing sentences with the correct form of to be (*am/is/are*) using flashcard;;
   6. Changing verbs into the correct form of V-ing;
   7. Reading a dialog and answering questions;
   8. Writing a dialog with the situation given using flashcard;

3. Kegiatan Akhir (Penutup)
   A. Students make the report of their discussion;
B. Their teacher concludes the lesson instructed then by giving questions to some of the students at random;
C. He gives them an assignment;
D. He tells them of the next meeting lesson;
E. He suggests to the students that they keep studying hard.

F. Penilaian
A. Written test using flashcard
B. Multiple choice and performance test (oral test) using flashcard;

Contoh soal:

2. Put each of the following words in its correct place in the passage below. Some words must be used more than once.
   trip travel journey cruise tour voyage flight

   (a) For general advice about ______, go to a travel agent.
   (b) One day I would like to do the ______ by train and ship across Russia to Japan.
   (c) We’re going on a ______ of Europe, visiting 11 countries in five weeks.
   (d) We went on a three-week ______ round the Mediterranean. The ship called at Venice, Athens, Istanbul and Alexandria.
   (e) He once went by ship to Australia. The ______ took 3½ weeks.
   (f) I’m going on a business ______ to Paris next weekend.
   (g) Air France ______ 507 from Paris to New York will be taking off in ten minutes.
   (h) The ______ from Heathrow Airport to the centre of London takes about 45 minutes by underground.
   (i) On our first day in New York we went on a three-hour ______ of the city by bus, which showed us the main sights.
   (j) During our stay in London we went on a day ______ to Oxford, and another to Windsor.

Mengetahui, ........................................... 20...
Kepala Sekolah Anwar
Guru Mata Pelajaran

Cucu Junaedi, S.Sos.I
Rencana Pelaksanaan Pembelajaran (RPP)

Satuan Pendidikan: SMK 98  
Mata Pelajaran: Bahasa Inggris  
Kelas: X  
Topik: Changing money  
Alokasi Waktu: 8 Jam @ 45 Menit

1. Standar Kompetensi dan Kompetensi Dasar
   1. Berkomunikasi dengan bahasa Inggris setara Level Novice. 
      1.5. Menjelaskan secara sederhana kegiatan yang sedang terjadi.

2. Tujuan Pembelajaran
   A. Listening
      Siswa mampu menyimak berbagai bentuk untuk menggambarkan peristiwa yang sedang terjadi.
   B. Speaking
      Siswa mampu mengungkapkan, dan merespon ungkapan tentang peristiwa yang sedang terjadi.
   C. Reading
      Siswa mampu membaca paragraf, teks yang berisi tentang mendeskripsikan peristiwa yang sedang terjadi; menterjemahkannya; menjawab pertanyaan-pertanyaan yang berkaitan dengan isi bacaan tersebut
   D. Writing
      Siswa mampu menyusun, dan melengkapi dialog yang berisi tentang mendeskripsikan peristiwa yang sedang terjadi.

C. Pendekatan dan Metode Pembelajaran
   Metode: using flashcard

D. Sumber, Alat dan Bahan Pembelajaran
   Buku 1 Get Along with English for Vocational School Novice level dan Buku-buku pelajaran bahasa Inggris yang relevan  
   using flashcard

E. Langkah-Langkah Pembelajaran
   1. Kegiatan Awal (Pendahuluan)
      - Listening and matching oral statements with pictures given using flashcard;
      - Listening to a dialog and completing it;
      - Listening to the descriptions and writing them down;
      - Giving opinions.

   2. Kegiatan Inti
      - Identifying expressions commonly used in describing events using flashcard;
      - Describing events taking place based on the pictures using flashcard;
      - Completing sentences with there is or there are using flashcard;
      - Reading for information: passages;
      - Completing sentences with the correct form of to be (am/is/are) using flashcard;
      - Changing verbs into the correct form of V-ing;
      - Reading a dialog and answering questions;
      - Writing a dialog with the situation given using flashcard;

   3. Kegiatan Akhir (Penutup)
      - Students make the report of their discussion;
Their teacher concludes the lesson instructed then by giving questions to some of the students at random;
He gives them an assignment;
He tells them of the next meeting lesson;
He suggests to the students that they keep studying hard.

G. Penilaian
- Written test using flashcard
- Multiple choice and performance test (oral test) using flashcard;

Contoh soal:

Mengetahui, ............ 20....
Kepala Sekolah  Guru Mata Pelajaran

Cucu Junaedi, S.Sos.I     Anwar
RENCANA PELAKSANAAN PEMBELAJARAN
( RPP )

Satuan Pendidikan : SMK 98
Mata Pelajaran : Bahasa Inggris
Kelas : X
Topik : transportation
Alokasi Waktu : 8 Jam @ 45 Menit

A. Standar Kompetensi dan Kompetensi Dasar
1. Berkomunikasi dengan bahasa Inggris setara Level Novice
   1.6. Memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas

H. Tujuan Pembelajaran
1. **Listening**
   Siswa mampu menyimak berbagai ungkapan untuk menjelaskan tanda dan symbol yang tepat.
2. **Speaking**
   Siswa mampu mengungkapkan, merespon dan menjelaskan jadwal dan menu.
3. **Reading**
   Siswa mampu memahami jadwal dan daftar; menterjemahkan; menjawab pertanyaan-pertanyaan yang berkaitan dengan isi bacaan tersebut
4. **Writing**
   Siswa mampu menyusun; menentukan ukuran dan melengkapi dialog yang berisi tentang jadwal dan memo.

Pendekatan dan Metode Pembelajaran

Metode : using flashcard;

Sumber, Alat dan Bahan Pembelajaran

Buku 1 Get Along with English for Vocational School Novice level dan Buku-buku pelajaran bahasa Inggris yang relevan.

Langkah-Langkah Pembelajaran
1. Kegiatan Awal (Pendahuluan)
   - Matching pictures with the information of the road signs using flashcard;
   - Listening and matching pictures with the correct statements using flashcard;
   - Listening to dialogs and matching each picture with the correct dialog using flashcard;
   - Listenig and putting a tick in the correct picture;
   - Giving opinions.

2. Kegiatan Inti
   - Identifying expressions or phrases commonly used in explaining signs and symbols;
   - Practicing a dialog with a partner using flashcard;
   - Completing a dialog with the correct words, phrases or expressions using flashcard;
   - Creating a dialog based on the menu;
   - Completing sentences using the correct form of the degrees of comparison using flashcard;
   - Reading for information and answering questions;
   - In pairs, designing a menu of a restaurant and then making a role play based on the menu and acting it out in front of the class; using flashcard;

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Reading a memo and answering questions;
Making a memo based on the situation given.

3. Kegiatan Akhir (Penutup)
   Students make the report of their discussion;
   Their teacher concludes the lesson instructed then by giving questions to some of the students at random;
   He gives them an assignment;
   He tells them of the next meeting lesson;
   He suggests to the students that they keep studying hard.

F. Penilaian
   1. Written test using flashcard;
   2. Multiple choice and performance test (oral test) using flashcard;

Contoh soal:

1. Put each of the following words in its correct place in the passage below.

A taxi, sometimes called a (a) ______, is the most comfortable way to travel. You simply (b) ______ the taxi in the street or go to a (c) ______, where there are several taxis waiting, for example at a station. At the end of your journey, you can see how much the (d) ______ is by looking at the (e) ______. You add a (f) ______ to this, and that’s it. Very simple. But expensive!

What about taking a bus? If it has two floors, it’s called a (g) ______ and you can get a good view from the top. If it has only one floor, it’s called a (h) ______. Most buses have a two-person (i) ______: the (j) ______, who drives, of course, and the (k) ______, (or (l) ______ if it’s a woman) who takes your money. Keep your ticket because an (m) ______ might want to (n) ______ it. You catch a bus by waiting at a (o) ______. You can see where a bus is going because the (p) ______ is written on the front. But try to avoid the (q) ______.

Quicker than the bus is the underground (called the (r) ______ in London, the (s) ______ in New York and the (t) ______ in Paris and many other cities). You buy your ticket at the ticket-office. Go down to the (u) ______ on the (v) ______ or in the (w) ______. The train comes. The (x) ______ open. You get on. You look at the map of the underground system. Very simple.

For longer distances take a train or a long distance bus, usually called a (y) ______, which is slower but cheaper. The train is very fast. Put your luggage on the (z) ______ and sit and wait till you arrive.

Mengetahui, ............................ 20....
Kepala Sekolah

Guru Mata Pelajaran

Cucu Junaedi,S.Sos.I ............................ Anwar

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RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : SMK 98
Mata Pelajaran : Bahasa Inggris
Kelas : X
Topik : Could You Tell Me the Way?
Alokasi Waktu : 8 Jam @ 45 Menit

A. Standar Kompetensi dan Kompetensi Dasar
1. Berkomunikasi dengan bahasa Inggris setara Level Novice
   1.7. Memahami kata-kata dan istilah asing serta kalimat sederhana berdasarkan rumus

D. Tujuan Pembelajaran
   Listening
   Siswa mampu menyimak berbagai macam bentuk ungkapan untuk menanyakan dan
   memberikan petunjuk atau arah, menyatakan pilihan dan kemampuan.
   Speaking
   Siswa mampu mengungkapkan, dan merespon ungkapan tentang menanyakan dan
   memberikan petunjuk atau arah, menyatakan pilihan dan kemampuan
   Reading
   Siswa mampu membaca paragraf, dialog yang berisi tentang menanyakan dan
   memberikan petunjuk atau arah, menyatakan pilihan dan kemampuan; menerjemahkannya; menjawab pertanyaan-pertanyaan yang berkaitan dengan isi
   bacaan tersebut
   Writing
   Siswa mampu menyusun; dan atau melengkapi dialog yang berisi tentang
   menanyakan dan memberikan petunjuk atau arah, menyatakan pilihan dan
   kemampuan.

C. Pendekatan dan Metode Pembelajaran
   Metode : using flashcard

D. Sumber, Alat dan Bahan Pembelajaran
   Buku 1 Get Along with English for Vocational School Novice level dan Buku-buku
   pelajaran bahasa Inggris yang relevan
   using flashcard

E. Langkah-Langkah Pembelajaran
   1. Kegiatan Awal (Pendahuluan)
      Matching the statements with the correct pictures using flashcard;
      Listening for information: dialogs using flashcard;
      Listening to the dialogs filling the missing words using flashcard;;
      Giving opinions.

   2. Kegiatan Inti
      Identifying expressions commonly used in asking and giving direction, expressing
      preference and capabilities using flashcard;;
      Interviewing for one’s capabilities, preferences, asking and giving directions based
      on maps given using flashcard;;
      Responding to questions using conditional sentences type 1;
      Reading for information: passages, dialogues, etc.;;
      Completing a dialogue about giving directions or locations using flashcard;;
      Writing sentences using conditional type 1 using flashcard;;
Composing dialogues involving preferences and capabilities and giving directions using flashcards;

3. **Kegiatan Akhir (Penutup)**
   - Students make the report of their work;
   - Their teacher concludes the lesson instructed then by giving questions to some of the students at random;
   - He gives them an assignment;
   - He tells them of the next meeting lesson;
   - He suggests to the students that they keep studying hard.

**F. Penilaian**
1. Written test using flashcard;
2. Multiple choice and performance test (oral test) using flashcard;

**Contoh soal:**

2. **Explain the difference between...**
   - (a) a carriage and a compartment
   - (b) a season ticket and a return ticket
   - (c) a bus driver and a bus conductor
   - (d) a train driver and a guard

3. **Put one of the following words in each space in the sentences below.**
   - for off at in on from
   - (a) We went down ____ the lift. (g) The tube stops ____ every station.
   - (b) We met ____ the station. (h) The conductor asked ____ our fares.
   - (c) I waited 20 minutes ____ a bus. (i) We finally got ____ the bus ____ our destination.
   - (d) In Britain people queue ____ buses. (j) I'll meet you ____ the ticket office.
   - (e) We must wait ____ the bus stop. (k) Get your ticket ____ the machine.
   - (f) She waited ____ the platform.

**C. Can you describe how to get to your house from your school? Write down the directions.**

Mengetahui, .............................................. 20....
Kepala Sekolah                                   Guru Mata Pelajaran

Cucu Junaedi, S.Sos.I                          Anwar.
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : SMK 98
Mata Pelajaran : Bahasa Inggris
Kelas : X
Topik : at the restaurant
Alokasi Waktu : 8 Jam @ 45 Menit

1. Standar Kompetensi dan Kompetensi Dasar
   1. Berkomunikasi dengan bahasa Inggris setara Level Novice
   1.8. Menuliskan undangan sederhana

2. Tujuan Pembelajaran
   1. Listening
      Siswa mampu menyimak berbagai macam ungkapan untuk menyampaikan undangan
data tepat.
   2. Speaking
      Siswa mampu mengungkapkan, merespon dan menyampaikan ungkapan undangan dengan
      baik dan tepat.
   3. Reading
      Siswa mampu membaca paragraf, e-mail/ surat yang berisi tentang ungkapan
      menyampaikan undangan; menterjemahkannya; menjawab pertanyaan-pertanyaan yang
      berkaitan dengan isi bacaan tersebut
   4. Writing
      Siswa mampu menyusun, melengkapi dan atau menulis dialog yang berisi tentang
      penyampaian undangan; menulis surat undangan yang sederhana.

3. Pendekatan dan Metode Pembelajaran
   1. Metode : using flashcard

4. Sumber, Alat dan Bahan Pembelajaran
   1. Buku 1 Get Along with English for Vocational School Novice level dan Buku-buku
      pelajaran bahasa Inggris yang relevan
   2. using flashcard

5. Langkah-Langkah Pembelajaran
   1. Kegiatan Awal (Pendahuluan)
      - Listening to a dialog and filling in the missing words using flashcard;
      - Dictation: Listening and writing down the expressions heard using flashcard;
      - Answering questions that are asked by teacher based on using flashcard;
   2. Kegiatan Inti
      - Identifying expressions, phrases commonly used in invitation letters;
      - Responding to questions dealing with invitations using “yes-no” and “wh-”
        questions using using flashcard;
      - Creating dialogues in pairs based on using flashcard;
      - Dialogue practice using flashcard;
      - Reading for information: invitation letters;
      - Changing statements into reported speech;
      - Composing the reply of an invitation letter;
      - Writing personal invitations.
3. **Kegiatan Akhir (Penutup)**

- The teacher tells students to hand in their work and make the report of their discussion;
- Their teacher concludes the lesson instructed then by giving questions to some of the students at random;
- He gives them an assignment;
- He tells them of the next meeting lesson;
- He gives students to study more at home.

E. **Penilaian**

- Written test using flashcard;
- Multiple choice and performance test (oral test) using flashcard;

Contoh soal:

**A.**

2. Instructions as above.

<table>
<thead>
<tr>
<th>cutlery</th>
<th>vegetarian diet</th>
<th>crockery</th>
<th>side dish</th>
<th>starter</th>
<th>napkin</th>
<th>entertaining</th>
<th>sink</th>
<th>main course</th>
<th>washing up</th>
<th>dessert</th>
</tr>
</thead>
</table>

Maureen often gives dinner parties at home. She loves (a) _______. She lays the table: puts the (b) _______ in the right places, sets out the plates and puts a clean white (c) _______ at each place. For the meal itself, she usually gives her guests some kind of (d) _______ first, for example soup or melon. Next comes the (e) _______, which is usually meat (unless some of her guests are (f) _______ or if they’re on a special (g) _______ with a (h) _______ of salad. For (i) _______ it’s usually fruit or ice-cream, and then coffee. When everyone has gone home, she must think about doing the (j) _______, as in the kitchen the (k) _______ is full of dirty (l) _______.

3. Explain the difference between...

(a) a buffet and a banquet
(b) overcooked, undercooked
(c) a chef and a caterer
(d) a café and a canteen
and raw

4. Put one of the following words in each space in the sentences below.

to at down of for out in up

(a) I asked _______ the menu.
(b) I like to eat _______.
(c) He took _______ my order.
(d) I prefer a simple café _______ a big restaurant.
(e) I like to go _______ self-service places.
(f) Let’s invite the Smiths _______ dinner.
(g) I looked _______ the menu.
(h) I’m very fond _______ Chinese food.
(i) Could you help me set _______ the plates?
(j) Put the used cutlery _______ the sink.
(k) I’ll wash them _______ later.

Mengetahui,

Kepala Sekolah

Guru Mata Pelajaran

Cucu Junaedi, S.Sos.I

Anwar
Appendix 9   Vocabulary Exercise

TOPICS

Air Travel

1. Put each of the following words or phrases in its correct place in the passage below.

departure lounge immigration officer check-in desk departure gate security guard duty free board departures board hand luggage check excess baggage check-in taxi passengers announcement runway trolley security check conveyor belt on board take off

When travelling by air you have to get to the airport early in order to (a) ______ about an hour before your flight. If you have a lot of luggage, you can put it on a (b) ______ and push it to the (c) ______, where someone will (d) ______ your ticket and weigh your luggage. If you have (e) ______, it can be expensive. Your heavy luggage is put on a (f) ______ and carried away. A light bag is classed as (g) ______ and you can take it with you on to the plane. An (h) ______ looks at your passport and a (l) ______ checks your hand luggage before you go into the (j) ______ to wait till your flight is called. If you want to, you can buy some cheap (k) ______ goods here. Then you see on the (l) ______ or you hear an (m) ______ that you must (n) ______ your plane. You go through the (o) ______, then there is sometimes a (p) ______ before you actually enter the plane. When all the (a) ______ are (r) ______, and when the captain and his crew are ready in the cockpit, the plane begins to (s) ______ to the end of the (t) ______. Finally, permission is received from the control tower and the plane moves faster and faster in order to (u) ______.

2. Instructions as above.

headphones seat belts aisle land turbulence cabin crew airliner

Flying is fun. I like being in a big (a) ______ with the (b) ______ (stewards and stewardesses) looking after me. They walk up and down the (c) ______ bringing meals and drinks; and if the flight is going through some (d) ______, they warn everybody that it might be a bit bumpy and ask us to fasten our (e) ______. On a long flight I like listening to music through the (f) ______ available to all passengers, and sometimes I have a sleep. I enjoy it all so much that I never want the plane to (g) ______.

3. Put one of the following words in each space in the sentences below.

through at to off in on for by

(a) We decided to go ______ the plane. 
(b) When do we take ______? 
(c) First you must go ______ customs and immigration. 
(d) You’d better ask ______ the information desk. 

(e) His friend went ______ the airport with him to see him ______. 
(f) You must check ______ at 10.30. 
(g) Put your luggage ______ a trolley. 
(h) He looked ______ my passport.
Food and Restaurants

Eating out

1. Put each of the following words or phrases in its correct place in the passage below.

bill  fast food  cookery books  eat out  recipe  dish  menu  take-away  ingredients  waiter  snack  tip

I'm a terrible cook. I've tried hard but it's no use. I've got lots of (a) ______, I choose a (b) ______. I want to cook, I read the (c) ______. I prepare all the necessary (d) ______ and follow the instructions. But the result is terrible, and I just have a sandwich or some other quick (e) ______. So I often (f) ______. I don't like grand restaurants. It's not the expense, it's just that I don't feel at ease in them. First the (g) ______ gives me a (h) ______ which I can't understand because it's complicated and has lots of foreign words. At the end of the meal when I pay the (i) ______, I never know how much to leave as a (j) ______. I prefer (k) ______ places, like hamburger shops where you pay at once and sit down and eat straightaway. And I like (l) ______ places, where you buy a meal in a special container and take it home.

Entertaining at home

2. Instructions as above.

cutlery  vegetarian  diet  cookery  side dish  starter  napkin  entertaining  sink  main course  washing up  dessert

Maureen often gives dinner parties at home. She loves (a) ______. She lays the table: puts the (b) ______ in the right places, sets out the plates and puts a clean white (c) ______ at each place. For the meal itself, she usually gives her guests some kind of (d) ______ first, for example soup or melon. Next comes the (e) ______, which is usually meat (unless some of her guests are (f) ______ or if they're on a special (g) ______) with a (h) ______ of salad. For (i) ______ it's usually fruit or ice-cream, and then coffee. When everyone has gone home, she must think about doing the (j) ______, as in the kitchen the (k) ______ is full of dirty (l) ______.

3. Explain the difference between...

(a) a buffet and a banquet  (c) a chef and a caterer
(b) overcooked, undercooked and raw  (d) a café and a canteen

4. Put one of the following words in each space in the sentences below.

to  at  down  of  for  out  in  up

(a) I asked ______ the menu.
(b) I like to eat ______.
(c) He took ______ my order.
(d) I prefer a simple café ______ a big restaurant.
(e) I like to go ______ self-service places.
(f) Let's invite the Smiths ______ dinner.
(g) I looked ______ the menu.
(h) I'm very fond ______ Chinese food.
(i) Could you help me set ______ the plates?
(j) Put the used cutlery ______ the sink.
(k) I'll wash them ______ later.
Public Transport

1. Put each of the following words in its correct place in the passage below.

fare sliding doors platform conductor crew cab double-decker bus stop driver rush hour tube destination inspector subway lift hall single-decker taxi-rank metro coach meter escalator conductress check tip rack

A taxi, sometimes called a (a) ______, is the most comfortable way to travel. You simply (b) ______ the taxi in the street or go to a (c) ______, where there are several taxis waiting, for example at a station. At the end of your journey, you can see how much the (d) ______ is by looking at the (e) ______. You add a (f) ______ to this, and that’s it.

Very simple. But expensive!

What about taking a bus? If it has two floors, it’s called a (g) ______ and you can get a good view from the top. If it has only one floor, it’s called a (h) ______. Most buses have a two-person (i) ______: the (j) ______, who drives, of course, and the (k) ______, (or (l) ______ if it’s a woman) who takes your money. Keep your ticket because an (m) ______ might want to (n) ______ it. You catch a bus by waiting at a (o) ______. You can see where a bus is going because the (p) ______ is written on the front. But try to avoid the (q) ______.

Quicker than the bus is the underground (called the (r) ______ in London, the (s) ______ in New York and the (t) ______ in Paris and many other cities). You buy your ticket at the ticket-office. Go down to the (u) ______ or in the (w) ______. The train comes. The (x) ______ open. You get on. You look at the map of the underground system. Very simple.

For longer distances take a train or a long distance bus, usually called a (y) ______, which is slower but cheaper. The train is very fast. Put your luggage on the (z) ______ and sit and wait till you arrive.

2. Explain the difference between . . .
(a) a carriage and a compartment
(b) a season ticket and a return ticket
(c) a bus driver and a bus conductor
(d) a train driver and a guard

3. Put one of the following words in each space in the sentences below.

for off at in on from

(a) We went down ______ the lift.
(b) We met ______ the station.
(c) I waited 20 minutes ______ a bus.
(d) In Britain people queue ______ buses.
(e) We must wait ______ the bus stop.
(f) She waited ______ the platform.

(g) The tube stops ______ every station.
(h) The conductor asked ______ our fares.
(i) We finally got ______ the bus ______ our destination.
(j) I’ll meet you ______ the ticket office.
(k) Get your ticket ______ the machine.
Shopping

Kinds of shop

1. Match the items on the left with the shops where you buy them on the right.

(a) very old furniture  florist's
(b) flowers  butcher's
(c) writing paper, pens  grocer's
(d) newspapers, magazines  greengrocer's
(e) cigarettes, matches  antique shop
(f) tea, biscuits, butter  baker's
(g) fruit, vegetables  tobacconist's
(h) dogs and cats  newsagent's
(i) bread and cakes  stationer's
(j) meat  pet shop

Going shopping

2. Put each of the following words or phrases in its correct place in the passage below.

tag label cash desk off-the-peg refund sales try on fit till assistant mail order bargain receipt cashier exchange

If you want to buy a ready-made (or we sometimes say (a) _____) jacket, first find the jackets in the shop and look at the (b) _____ inside to see the size, material and make. For the price, look at the price- (c) _____ . To see if it will (d) _____ you, you can (e) _____ the jacket in front of a mirror. If necessary an (f) _____ will help you. You pay the (g) _____ , who you will find at the (h) _____ . He or she will take your money, put it in the (i) _____ and give you your change. Make sure you also get a (j) _____ , which you should keep and bring back to the shop with the jacket if something is wrong with it and you want to (k) _____ . It or ask for a (l) _____ of your money. In clothes shops you pay the fixed price, of course. You don’t (m) _____ . Or you can wait until the (n) _____ , when many goods are reduced in price. If you don’t like shops, you can still stay at home, look at catalogues and newspaper advertisements and do your shopping by (o) _____ .

3. Explain the difference between . . .

(a) to overcharge and to undercharge  (c) shopping and window-shopping
(b) a shopkeeper and a shoplifter  (d) a wholesaler and a retailer

4. Put one of the following words in each space in the sentences below.

on for with at by inside back

(a) These jackets are reduced _____ price.
(b) The assistant advised me to try the coat _____.
(c) I want to look _____ the animals _____ the pet shop.
(d) He bought many things _____ mail order.

(e) There is normally a label _____ a jacket.
(f) I took it _____ to the shop to complain.
(g) ‘Is something wrong _____ it?’ he said.
(h) I asked _____ a refund.
Travel

**Holidays**

1. Put each of the following words or phrases in its correct place in the passage below.

- peak off the beaten track hit-hiking leisure off-peak resort package holiday youth hostels travel agents cut-price tickets

People have more money and more (a) ______ nowadays and even young people can afford to go abroad. Many (b) ______ offer cheap (c) ______ for flights to all parts of the world, so youngsters can avoid the crowded, well-known places and get to less famous areas which are (d) ______. Instead of using public transport and hotels, they can travel by (e) ______ and stay at (f) ______. But most people prefer some kind of (g) ______ at a popular holiday (h) ______, which means that everything is arranged for you and the price you pay includes transport, food and accommodation. Try to avoid taking your holiday during the busy (i) ______ tourist season. It’s more crowded and expensive. If possible, go in the quieter (j) ______ period.

**Journeys**

2. Put each of the following words in its correct place in the passage below. Some words must be used more than once.

- trip travel journey cruise tour voyage flight

(a) For general advice about ______, go to a travel agent.
(b) One day I would like to do the ______ by train and ship across Russia to Japan.
(c) We’re going on a ______ of Europe, visiting 11 countries in five weeks.
(d) We went on a three-week ______ round the Mediterranean. The ______ called at Venice, Athens, Istanbul and Alexandria.
(e) He once went by ship to Australia. The ______ took 3½ weeks.
(f) I’m going on a business ______ to Paris next weekend.
(g) Air France ______ 507 from Paris to New York will be taking off in ten minutes.
(h) The ______ from Heathrow Airport to the centre of London takes about 45 minutes by underground.
(i) On our first day in New York we went on a three-hour ______ of the city by bus, which showed us the main sights.
(j) During our stay in London we went on a day ______ to Oxford, and another to Windsor.

3. Explain the difference between . . .

(a) a hotel and a bed and breakfast place
(b) seasick, airsick and carsick
(c) tour operator and travel agent
(d) at sea and at the seaside

4. Put one of the following words in each space in the sentences below.

- in at by on

(a) We went ______ car.
(b) We went ______ John’s car.
(c) We went ______ a journey.
(d) She arrived ______ London at midnight.
(e) She arrived ______ the hotel.
The Telephone

Put each of the following words or phrases in its correct place in the passage below.

receiver line look up engaged dial directory get through operator

How easy it is to use the telephone! Nowadays we usually don’t need the (a) ______ to connect us to friends in other countries. We can (b) ______ the number in the telephone (c) ______, pick up the (d) ______ and (e) ______ the number. If the number is not (f) ______, we (g) ______ straightaway and if it’s a good (h) ______, we can have a clear, easy conversation with people on the other side of the world.
1 Match each person on the left with the correct definition on the right.

(a) a traffic warden  
(b) a dustman  
(c) a window dresser  
(d) an estate agent  
(e) a secretary  
(f) an undertaker  
(g) a bricklayer  
(h) a civil servant  
(i) a vet  
(j) a newsagent  
(k) a midwife

arranges shop-window displays  
makes brick buildings and walls  
works in a government ministry  
controls parking and parking meters  
collects rubbish from people’s houses  
treats sick animals  
helps people buy and sell houses  
sells newspapers and magazines from a shop  
delivers babies  
makes arrangements for funerals  
deals with office correspondence and records

2 Instructions as above.

(a) a chef  
(b) an architect  
(c) a librarian  
(d) a fishmonger  
(e) a miner  
(f) a curator  
(g) an interior decorator  
(h) a typist  
(i) a chauffeur  
(j) a surgeon

drives someone’s car for them  
types letters in an office  
designs buildings  
operates on sick people  
cooks in a restaurant or hotel  
designs the insides of houses, hotels etc.  
runs a museum  
works in a library  
gets coal from under the ground  
sells fish from a shop

3 Instructions as above.

(a) an optician  
(b) a clown  
(c) a jockey  
(d) an auctioneer  
(e) an editor  
(f) a docker  
(g) a chiropodist  
(h) a butcher  
(i) a reporter  
(j) a diplomat  
(k) a florist

rides racehorses  
loads and unloads ships in a port  
sells valuable objects at an auction  
makes people laugh at a circus  
tests people’s eyes and sells glasses  
writes for a newspaper  
sells flowers from a shop  
represents his or her country at an embassy  
sells meat  
prepares books, newspapers etc. for publication  
treats people’s feet
Appendix 10
10 ALL-NEW TALK A LOT TOPICS, INCLUDING...

SPORT
HUMAN BODY
NATURE
CARS
ANIMALS
MUSIC
...AND MORE!
Appendix 11

The Reliability Test

<table>
<thead>
<tr>
<th>Cronbach's Alpha</th>
<th>Cronbach's Alpha Based on Standardized Items</th>
<th>N of Items</th>
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<tbody>
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<td>.931</td>
<td>.927</td>
<td>36</td>
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## The Score of Vocabulary Mastery of CALL

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<th>Resp</th>
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## Appendix 13

The Score of Vocabulary Mastery of Flashcard

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SURAT PERMOHONAN IZIN PENELITIAN

Nomor : Un.01/Ft./MPBI/003/III/2017
Lamp. : -
I-lal : Permohonan Izin Penelitian

Jakarta, 16 Maret 2017

Kepada Yth,
Kepala SMK 98 Ciaawi Bogor

Di
Tempat

Assalamu’alaikum Wr.Wb.

Dengan hormat kami sampaikan bahwa:
Nama : Anwar
NIM : 2115014000007
Prodi : Magister Pendidikan Bahasa Inggris
Semester : IV (Empat)

adalah benar mahasiswa pada Program Magister Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Syarif Hidayatullah Jakarta yang akan mengambil data di lembaga yang Bapak/Ibu pimpin sehubungan dengan penyelesaian Tesis yang berjudul The Effect of Computer Assisted Language Learning (CALL) on Students’ Self Efficacy and Vocabulary Mastery, mahasiswa tersebut memerlukan penelitian dan observasi di lembaga yang Bapak/Ibu pimpin. Oleh karena itu, kami mohon kesediaan Bapak/Ibu untuk menerima mahasiswa tersebut dan memberikan bantuananya.

Demikianlah, atas perhatian dan bantuan Bapak/Ibu kami ucapkan terima kasih.

Wassalamu’alaikum Wr.Wb.

[Signature]

[Seal]

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan
SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor : 421/S.Ket/VIII/2017

Yang bertanda tangan di bawah ini, Kepala Sekolah SMK 98 Ciawi:

Nama : Cucu Junaedi, S.Sos.I
NIP :
Jabatan : Kepala SMK 98 Ciawi

menerangkan bahwa:

Nama : Anwar
NIM : 2013410000007
Perguruan Tinggi : UIN Syarief Hidayatullah Jakarta
Program : Magister Program Pendidikan Bahasa Inggris (S2)
Judul Tesis : The Effect of Computer Assisted Language Learning (CALL) and Self-efficacy on Students' Vocabulary Mastery (A Quasi Experimemntal Research at the 10 Grade of SMK 98 Ciawi)


Demikian informasi Surat Keterangan ini kami buat, untuk dipergunakan sebagaimana mestinya.

Bogor, 18 Agustus 2017

Kepala Sekolah

Cucu Junaedi, S.Sos.I