

CHAPTER IV

PRESENTATION AND ANALYSIS DATA

This research aims at investigating the students' motivation in choosing CALL subject in English Department State Islamic University Sunan Ampel Surabaya. This chapter deals with the presentation of the data, data analysis and discussion. These data analysis and discussions are arranged and presented in such a way in which the research question became the basic or reference for the arrangement and presentation.

A. THE PRESENTATION OF DATA

1. Factors Which Motivate Students in Choosing CALL Subject

This section contains the presentation of the data about the factors that make seventh semester students motivate in choosing CALL subject. The data were taken from question no 1 – 10.

The data which were taken from questionnaire presented as follow:

Table 4.1
Result of Questionnaire Number 1
What is your reason in choosing CALL subject than another elective subject?

Option	Population	Frequency	Percentages
a. This is important to know and master about integrating ICT in teaching and learning process	36	30	83 %
b. Because another elective subject classes were overloaded		4	11 %
c. I am asked by friend		1	3 %
d. Other		1	3 %

Based on the first question, which the question is the reason of students in choosing CALL subject than another elective subject, the researcher found that out of 36 students, there were 30 students (83%) answers because they want to know and master about ICT in teaching and learning process. Then 4 students (11%) choose because another elective subject classes were overloaded. There was 1 student (3%) that chose CALL because of being asked by his friend. While another 1 student (3%) chose CALL because it is the obligation from department.

Table 4.2
Result of Questionnaire Number 2
From whom do you get the support choose CALL?

Option	Population	Frequency	Percentages
a. Friend	36	15	42 %
b. Parents		1	3 %
c. Myself		20	55 %
d. Other		-	0 %

By the result of the second question was related with intrinsic motivation stated that from whom the students get support to choose CALL subject, the researcher found that out of 36 students. There were 15 students (42%) that get support from their friends. Then it was only 1 student (3%) that gets support from her parents. While about 20 students (55%) support their own selves.

Table 4.3
Result of Questionnaire Number 3
Based on your opinion, how is the important CALL subject to you?

Option	Population	Frequency	Percentages
a. It is very important	36	33	92 %
b. It is just an ordinary subject		2	5 %
c. I don't know		-	0 %
d. Other		1	3 %

Based on the third question, deal with the importance of CALL subject for the students. There were more than a half among 33 students (92%) said that CALL was important for them. Then, 2 students (5%) said that CALL was just an ordinary subject. it was same with another elective subjects. And it was only 1 student (3%) who said that it was important to support teaching process.

Table 4.4
Result of Questionnaire Number 4
What is the difficulty that you usually face when you learn to practice teaching English?

Option	Population	Frequency	Percentages
a. I cannot manage the class well	36	11	30 %
b. My classroom is boring because I am lack of idea		14	39 %
c. I have a little knowledge of teaching strategies and teaching media and I just use the same media for many times		10	28 %
d. Other		1	3 %

Based on the fourth question, deal with the difficulty that is usually faced by the students in learning to practice teaching English. There were 11 students (30%) had reasons that they couldn't manage their class well. Then, 14 students (39%) said that they got difficulty in learning to teach English because of their classroom were boring because of their lack of idea. The other 10 students (28%) had reasons that they had a little knowledge of teaching strategies and teaching media and only use a mono – media. While 1 student (3%) said that he was no longer motivated in teaching.

Table 4.5
Result of Questionnaire Number 5
Does the difficulty that you face represent your interest in CALL subject?

Option	Population	Frequency	Percentages
a. Yes	36	24	66 %
b. No		6	17 %
c. Not the main reason		6	17 %
d. Other		-	0 %

Based on the result of fifth question, we can conclude that from 36 students; that almost all students with 24 students (66%) stated that all of the difficulties stated from previous question became a support for them to choose CALL subject. Then each 6 students (17%) answered that the difficulties were not the main reason to join CALL class.

Table 4.6
Result of Questionnaire Number 6
What is your effort in following CALL class?

Option	Population	Frequency	Percentages
a. Preparing myself by reading before CALL class starts	36	5	13 %
b. Doing and submitting assignment on time		15	42 %
c. Active in the class		15	42 %
d. Other		1	3 %

Based on the sixth table was related to the students' effort in following CALL class. Here, it was found out of 5 students (13%) equipped themselves by reading CALL books or searching the articles of CALL before attending the class. Then, each 15 students (42%) were more active in the class and submitted the assignment on time. Meanwhile, 1 student (3%) tried to get the knowledge and applied it as often as possible.

Table 4.7
Result of Questionnaire Number 7
What is your short term expectation in following CALL class?

Option	Population	Frequency	Percentages
a. I wish knowing more about theories of CALL	36	6	17 %
b. I wish knowing more about the theories and I can practice it		23	63 %
c. I wish it can improve my teaching skill		6	17 %
d. Other		1	3 %

Based on the question number seven, which is the question is about the short term expectation of the students in following CALL class, the researcher found that each 6 students (17 %) had a willing that CALL could improve their teaching skills and also their knowledge were expanded about theories of CALL. While 23 students (63%) answered that they were interested in knowing more about the theories and practiced it.

Table 4.8
Result of Questionnaire Number 8
So far, is your expectation (short term) in following CALL class has been fulfilled?

Option	Population	Frequency	Percentages
a. Yes	36	20	55 %
b. Not yet		10	28 %
c. Not sure		6	17 %
d. Other		-	0 %

The eighth table showed related to the relation between their expectation (short term) in previous question with the answer whether it has been fulfilled or not. Majority 20 students (55%) agreed that their short term expectation in following CALL class has been fulfilled. Besides that, 10 students (28%) denied about that. They said that their short term expectation in joining CALL class wasn't reached yet. While it was only 6 students (17%) felt unsure about that.

Table 4.9
Result of Questionnaire Number 9
What is your long term expectation in following CALL class?

Option	Population	Frequency	Percentages
a. To be a professional English teacher	36	25	70 %
b. Facilitate in writing thesis		2	5 %
c. Getting a job		8	22 %
d. Other		1	3 %

The table above found related to the students' expectation in long term when they are following CALL class. It took 25 students (70%) were aiming to be a professional English teacher. For facilitating in writing thesis were from 2 students (5%). Another 8 students (22%) had a purpose in getting a job. And last one student (3%) stated that it hopefully could help her for enriching her knowledge using CALL applications.

Table 4.10
Result of Questionnaire Number 10
Does your lecturer give you motivation to reach your expectation?

Option	Population	Frequency	Percentages
a. No, he doesn't	36	5	13 %
b. Yes, he does		21	59 %
c. Sometimes		10	28 %
d. Other		-	0 %

From the table we could see a various statements from the students among their Lecturer's attitude of giving motivation to them for reaching those expectations. 5 students (13%) briefly said that the lecturer didn't give

them motivation. Over 21 students (59%) confirmed that the lecturer motivated them to reach those expectations. While 10 students (28%) argued that the lecturer sometimes gave motivation.

2. The Students' Opinion About CALL as Media for Teaching English

Here, the researcher presents the data related to the second research question. The data were taken from the question no. 11 – 13. The presentation of those data as follow:

Table 4.11
Result of Questionnaire Number 11
What do you think about CALL as a teaching media?

Option	Population	Frequency	Percentages
a. It can be useful and help me to improve the motivation of my students	36	30	83%
b. There is no relation of CALL for teaching media		-	0%
c. It is brilliant choice to use CALL as a teaching media		6	17 %
d. Other		-	0%

From the table we can say that the majority of the 30 students (83%) agreed that CALL had the important role as teaching media. It was just 6 students (17%) still doubt in this statement.

Table 4.12
Result of Questionnaire Number 12
What is CALL software do you like?

Option	Population	Frequency	Percentages
a. Hot potatoes	36	30	83%
b. Spelling checker		5	14%
c. Concordancers		1	3%
d. Other		-	0%

From the table above, we can conclude that the majority of the 30 students (83%) agreed that Hot potatoes was the popular software for them. Then, it was about 5 students (14%) chose Spelling checker. Concordancers took 1 student (3%).

Table 4.13
Result of Questionnaire Number 13
Can that software help you in designing English media?

Option	Population	Frequency	Percentages
a. Of course, it can	36	32	89%
b. Yes, it can		4	11%
c. No, it cannot		-	0%
d. Other		-	0%

From the table that shows whether the software chose by the students are able to help them in designing English media. The results showed that among 32 students (89%) briefly agreed to that statement. Meanwhile, the other 4 students (11%) also quietly agreed. So that, we can conclude that almost all the students agreed to the statement.

B. ANALYSIS OF DATA

This section contains the description of data analysis. The data analysis is about the students' motivation in choosing CALL and their opinions about CALL as media for teaching English. The data are obtained from questionnaire.

1. The Factors Which Motivate Students in Choosing CALL Subject

After presenting the results of questionnaire in form of tables and then describing it into descriptive sentences. Then the researcher simplifies the results of the data obtained from questionnaire into four.

a. Students' Interests

When the students are interested in a subject study, they will have a high motivation on reaching the goal of the study¹. We can conclude that from the data of questionnaire which shown us how the most of students of CALL 2 class have a big interest in joining CALL class. It can be interfered from the results of first question of the questionnaire which is about the students' choice of CALL and the support of them to choose CALL subject than another elective subject. From out of 36 students, there were 30 students (83%) answers because they want to know and master about ICT in teaching and learning process. It means, almost all students are motivated by themselves to choose CALL. The students have a high interest of choosing and joining this subject. It is also supported by the

¹ Muhibbin Syah, M.Ed, " *Psikologi Pendidikan* ", (Bandung: P.T Remaja Rosda Karya, 2005), 139

data of about the question about the support in choosing CALL. It is about 20 students (55%) support their own selves.

b. Students' Needs

When the students need the certain of subject study, they will automatically force themselves to gain success on it². Students' needs here focus on how the students need to acquire the theory and practice of CALL. The researcher found that the students need of CALL allow them to have hard efforts in joining the teaching and learning process of the class. it is supported by the result of questionnaire which shows us 33 students (92%) think that CALL is important for them. When they are asked by the researcher about their problems of their experiences in teaching English (PPL 2 practices) and the relation of it to their choice in following CALL, about 24 students (66%) said yes. These data ensures us to think that students who joined the CALL class, most of them need the subject.

c. Students' Expectations

How hard the students will work or study depends on how much they expect to accomplish³. This statement is likely strengthened by this research finding about the highest expectations from the students in joining CALL. The data are presented in the first section of this chapter. It

² Abraham Maslow, *Human psychology*.(Oxford: Oxford Press) 1998, p. 123

³ Roger, Carl. *Introduction to Psychology*,(Cambridge:Cambridge Press), 2000 p. 121

can be seen from the results of the research through questionnaire. There are two types of students' expectation here. First, is short term Expectation. It shows us that 23 students (63%) answered that they were interested in knowing more about the theories and practiced it. Second is the long term Expectation. The result is 25 students (70%) were aiming to be a professional English teacher. From the results above, the researcher concludes that the students' expectations in joining CALL are high. It is derived from those two top answers that show us.

d. Students' Perceptions

Students' perceptions of CALL affect their behavior of learning it. As Roger stated that, when the perceptions were positive, their behaviors were also positive⁴. It can be assumed from the awareness of most of the students who joined the CALL 2 class. The result of the questionnaire shows that the majority of the 30 students (83%) agreed that CALL had the important role as teaching media.

2. Students' Opinions About CALL as Media for Teaching English

The second research question is related to the students' opinions about CALL as media for teaching English. Here, the researcher analyzes the results as follow:

⁴ Ibid. p. 122

a. Students' opinions about CALL as media for teaching English

It is obtained from question number 11. The researcher asks them about their opinions of CALL as media for teaching English. From the options which were provided, it takes the majority of the 30 students (83%) agreed that CALL had the important role as teaching media. It is suitable as theories which have been mentioned in the previous chapters that shows us how important of CALL for students and teachers in language teaching and learning process (see chapter one page number 3). It is especially for English. Then the statement is supported by the results of question number 13. After being asked about their opinions about CALL as media for teaching English, then the students are also asked whether the important of CALL through its applications or software can help them in designing English materials. The results showed that among 32 students (89%) briefly agreed that the software can help them in designing English materials.

b. Popular CALL software

This shows us that there is specific software of CALL which is used most of the students after joining CALL class. As Warschauer mentioned before in chapter two, there are some specific software that classified into some types based on its function. For further information (see chapter two, page number 26 – 28). From the result of the table, it

shows that most of the students use Hot Potatoes. The majority of the 30 students (83%) agreed that Hot potatoes was the popular software for them.

C. DISCUSSION

In this session, the researcher presents two main points. They are:

1. Factor Which Motivate the Students' in Choosing CALL Subject

Based on the result of the data analysis, it was found out that there were four factors which make the students motivated in choosing CALL subject. The factors can be described as follows:

The first factor which made the seventh semester students motivate in CALL subject concerned with their main reason to choose this subject. The researcher found that out of 36 students, there were 30 students (83%) answers because they want to know and master about ICT in teaching and learning process. Then 4 students (11%) choose because another elective subject classes were overloaded. There was 1 student (3%) that chose CALL because of being asked by his friend. While other 1 student (3%) chose CALL because it is the obligation from department.

The second factor is Students' needs. Here, the researcher focuses on how the students need to acquire the theory and practice of CALL. The researcher found that the students need of CALL allow them to have hard efforts in joining the teaching and learning process of the class. it is supported

by the result of questionnaire which shows us 33 students (92%) think that CALL is important for them. When they are asked by the researcher about their problems of their experiences in teaching English (PPL 2 practices) and the relation of it to their choice in following CALL, about 24 students (66%) said yes. These data ensures us to think that students who joined the CALL class, most of them need the subject.

The third factor related to the students' expectations. The students have high expectations in joining CALL class. It relates into short and long term expectations. The short term expectation takes 23 students (63%) answered that they were interested in knowing more about the theories and practiced it. While the Long term expectation takes 25 students (70%) were aiming to be a professional English teacher.

The fourth factor is about students' perceptions of CALL. The result of the questionnaire shows that the majority of the 30 students (83%) agreed that CALL had the important role as teaching media.

2. Students' Opinions About CALL as Media for Teaching English

The second point of this discussion is about the conclusion from the researcher about students' opinions about CALL as media for teaching English. From the analysis of data above, the researcher concludes that CALL is important to be a media for teaching English. From the result shows us that the majority of the 30 students (83%) agreed that CALL had the important

role as teaching media. Then, it is supported by the result of the last question that shows us among 32 students (89%) briefly agreed that the software can help them in designing English materials. Besides that, Hot Potatoes became popular software for students who had joined CALL 2 class. The result showed us that 30 students (83%) agreed that Hot Potatoes were the popular software for them.