CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher would like to analyze the data that have been collected during the research. The first data are about learning materials of CALL that are used in speaking class, and the second data contains the description of the implementation of CALL in speaking. Both of the data were taken using document study, observation, interview, and questionnaire. This is administered to know the learning materials of using CALL and the description of the implementation of CALL in speaking class.

Before discussing the findings of the research, it would be better to know about the general description of the research subject is described as follow:

A. General Description of SMP Al Hikmah Surabaya

The Islamic education institute of Al Hikmah Surabaya was founded for about in 80's. The land for about 40.000 m2 that was located in the Kebonsari Elveka, it was established the building for about 10.000 m2 consisted of 3 and 4 floors. The rest of them for the yard, garden, and field of sport. This building consisted of 72 classes; moreover, there is a scientific laboratory, computer and electronic skills. The library that representative and comfortable, polyclinic with the doctor and the medical staff

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that was adequate, mosque, gymnasium, teacher training room, canteen and soccer field also included in buildings'' facilities.[1]

Based on Directorate of Junior High School, Middle Basic School Management Directorate General, National Education Department No: 499/C3/KEP/2008 on March 19 2008 the Junior High School of Al Hikmah was maintained as one of the *Rintisan Sekolah Bertaraf Internasional*(R-SBI) which is a National Standard school which combines and implements, national and international curriculum.[2] SMP Al Hikmah Surabaya implements a system as follow:

a. Each classes of SBI contains of 25 students. It is divided into 2 classes, girl class and boy class.[3]

b. Al Hikmah develops the curriculum that combines with National is education Department Curriculums' (Cambridge Curriculum) and Al Hikmahs' Curriculum.[4]

c. Besides, SMP Al Hikmah also has supporting programs, such as: study excursion, field study, student exchange, life skill, LDKS, relaxation, field trip, *halaqoh, tadarus keliling,* leadership training, *MABIT,* shubuh call, *masa sua perdana,* home visit, nationalism day, Olympiad training camp, etc.[5]

d. SMP Al Hikmah full day school starts at 07.10 am to 16.00 pm.

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[1] www.alhikmahsby.com
[2] ibid
[3] Observation, Monday, Februari 2, 2011, at 07.30 am.
[4] Al Hikmahs' brochure
[5] Ibid

e. Completed with air conditioner (AC), LCD projector, notebook, and *wifi* area.[6] In addition, this school got award from the Indonesian president as a school that applies character education at a model school.[7]

f. For the development of the school in the future, the school builds collaboration with other school and private enterprise, both of domestic and foreign, as follow:

- Al Hikmah became the member and the provider trainer KPI that is the management agency and the training of the teacher for the increase in the quality of the Islamic school in East Java[8].

- Co-operation with Khalid Islamic College of Victoria King in Australia covered the Co-operation in the increase in quality of Education.

- The co-operation with ELC to expands the learning English

Besides facilities to stimulate the students in learning English. The English teachers also supported on it. Most of the English teachers of SMP Al Hikmah Surabaya graduated from university *(Strata 1)*, the teachers teach as the program study that they took in the university *(pendidikan bahasa Inggris)[9]*.

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[6] Al Hikmah brochure
[7] Ibid
[8] www.alhikmahsby.com
[9] Documentation of SMP Al Hikmah Surabaya, *daftar pengajar bahasa Inggris SMP Al Hikmah Surabaya*

B. Research Finding

1. The Learning Materials Used in Implementation of CALL in Teaching Speaking

There are many kinds of CALLs are used in English teaching but not all of them could be introduced to the students all the time. The election and determination of CALL material for junior high school is important to reach the target that reached.

The selection and determination of CALL materials are based on teachers' estimation, which is appropriate for junior high school. Based on teachers' answer through interview, it is known that the teacher has specific criteria to determine CALL material to be implemented in speaking class. The specific criteria are that CALL material should be suitable for grade 8 junior high school of SBI; this covers the topic and content of CALL. In addition, teacher has references or sources in materials selection from the internet and software from Cambridge.

The material that used based on the current curriculum KTSP *(Kurikulum Tingkatan Satuan Pendidikan)*. Moreover, the materials that are given to student also match with the lesson that would they learn. When the researcher carried out the research, the material taught was about retelling story, so and too, either and neither. The teacher also chose and adapted the media (video, power point, digital storytelling) in explain the lesson.

a. Teacher Requirements and Criteria in Material Selection

From teachers' answer through interview, he feels that CALL materials which are selected and determined by him are not make difficult for his students.

Allocation time of the English lesson is 90 minute. According to the teacher, the use of CALL in teaching speaking can make students active in speaking class and more efficient than used traditional class (used whiteboard). The other benefit, the students was faster to understanding with the lesson that was explained used computer as media, because they could create the atmosphere personally that made them comfortable, so as the students did not feel embarrassed or frightened to speak in front of their friends.

The teachers' opinion above also supported by students through questionnaire, as shows in the following table:

No.	VARIABLE	ANSWER OPTION					TOTAL	
		N	YES		NO		N	F
			F	%	F	%		
1.	The existence of CALL materials	25	24	96%	1	4%	25	100%
2.	Students feel difficult with the material	25	6	24%	19	76%	25	100%

Table.4.1 Students' opinion about learning material used by teacher

Based on the table above, almost of the students said that agree with the existence of CALL materials in speaking class, and only 4% said do not agree with the existence of CALL materials.

The result of the questionnaire, 76% students feel that the materials are not difficult for them. In contrast, 24% of students say that they feel difficult with the

material. It is mean that the selection and determination of materials are appropriate for students. Because majority of the students say that, the material is not difficult for them.

b. The Learning Materials used in Implementation of CALL

Regarding the data, CALL materials in speaking class are obtained from observation in eight meetings and from teachers answer through interview.

As findings in observation and confirmation to the teacher through interview, it is known that the teacher used video, digital storytelling, and power point in teaching speaking class. The video used by teacher is "tell me why" by Declan Galbraith, "Casper" downloaded from You Tube, NN video downloaded from YouTube, "Cinderella" digital storytelling downloaded from YouTube. The teacher also used power point to explain the lesson and give some exercise to students.

The use of video or digital storytelling based on the topic in every meeting. The data of CALL materials below arranged based on observation:
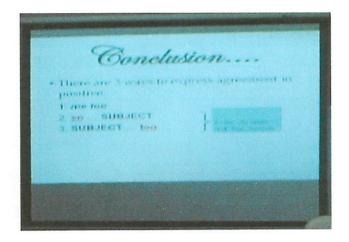

Picture. 4.1 "Tell Me Why" By Declan Galbraith

The picture above is part of video clip "Tell Me Why" By Declan Galbraith given by teacher. It given in the second observation on Friday, 18 February 2011 at 10.10 am, the teacher gave a video clip to stimulate the students before they start the lesson. In this activity, the teacher ordered to the students to listen carefully, after that the teacher asked the students randomly to tell what the content of song lyric.
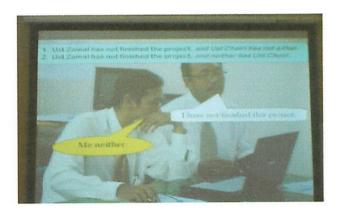
Picture. 4.2 Video "Casper" Downloaded From YouTube

The picture above is part of video "Casper" downloaded from YouTube given by teacher. It given in the fourth observation on Thursday, 17 March 2011 at 12.40 pm, the teacher gave a video to stimulate the students before start the lesson. In this activity, the teacher order to the students to scrutinized and listen carefully, after that the teacher asked the students to retell the story in video that had been saw.
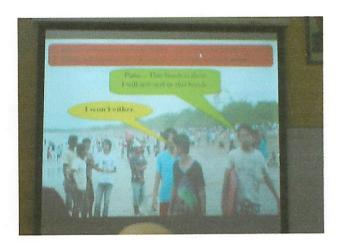
Picture.4.3 One of Part Power Point About Teacher's Explanation

The picture above, given in the fourth observation by the teacher on Thursday, 17 March 2011 at 12.55 pm. The teacher explained about "either and neither", "so and too". The students noted teachers' explanation in LCD screen.

Picture.4.4 One of Part Power Point About the Example of The Lesson

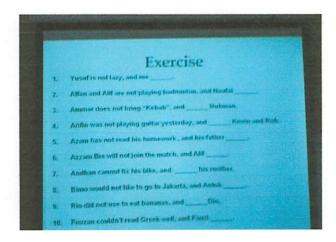**Picture.4.5 One of Part Power Point About The Example of The Lesson**

The pictures 3 & 4 is when the teacher gave the example about the use of "either and neither", "so and too" in the conversation. It was presented in the fourth observation on Thursday, 17 March 2011 at 13.05 pm, the teacher used media power point to make students easy in understanding the lesson.

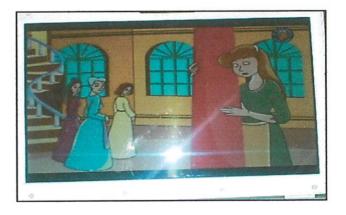**Picture.4.6 part of video downloaded from YouTube**

The picture above, it was presented in the third meeting on Thursday 17 March 2011 at 13.15 pm. The teacher asked to the students to paid attention the

conversation in that video. After that, the teacher pointed the students one by one to practice in that video.
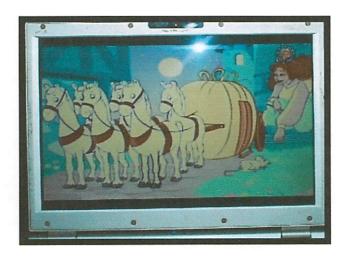

Picture.4.7 One of Part teacher's Power Point about Students' Exercise

The picture above is in closing activity, the teacher gave exercise to students, and chose them randomly one by one to answer the question that had been shown in LCD screen. It was presented in the fourth observation on Thursday, 17 March 2011 at 13.15 pm.

Picture. 4.8 Part of Digital Storytelling "Cinderella"

Picture.4.9 Part of Digital Storytelling "Cinderella"

The pictures 7 & 8 above are part of fairy tale "Cinderella" taken from YouTube given by teacher when the topic was telling story. It was in seventh observation on Monday, 21 March 2011 at 07.50 am. He used digital storytelling as media. In this activity, the teacher ordered the students to tell the story following the pictures that were shown on LCD.

From eight observations, the researcher noted that there were three videos, three power points and one digital storytelling used by teacher in teaching speaking. The researcher also mentioned the time and the materials on the pictures above.

The students' were good responded to the pictures and the videos that was gave by the teacher. It is known when the teacher gave that pictures or videos, the students was very excited.

2. The Implementation of CALL in Teaching Speaking at Classroom

The researcher has done observation in eighth meetings in different classes of grade 8 SBI. From teacher's answer through interview[10], the teacher has been implementing CALL in speaking for two years ago. The researcher observed the implementation of CALL in teaching speaking, she concludes that the teacher inserts the implementation of CALL in every topic in teaching and learning process in speaking class, it covers on the table below:

No.	Learning Process	Material	Day & Time	
			Girls' Class	Boys' Class
1.	Opening Activity	1. The teacher gave stimulation to students by showed power point about teachers' photos during holiday.	Monday, 14 February 2011 at 07.40 am-07.55 am	Monday, 14 February 2011 at 12.40 pm-12.55 pm
		2. The teacher gives video clips to the students and he asked them to watch the video clip carefully	Thursday, 17 February 2011 at 12.40 am-12.45 am	Friday, 18 February 2011 at 10.10 am-10.15 am
		3. The students answer the question based on the video clip	Thursday, 17 February 2011 at 12.45 am-12.50 am	Friday, 18 February 2011 at 10.15 am-10.25 am
		4. The teacher gives video "Casper" to the students and he asked them to watch the video clip carefully	Thursday, 17 March 2011 at 10.15 am-10.20 am	Friday, 18 March 2011 at 12.40 pm-12.45 pm
		5. The students describe the story orally	Thursday, 17 March 2011 at 12.45 pm-12.55 pm	Friday, 18 March 2011 at 10.20 am-10.30 am
		6. The teacher reviewed the previous lesson	Monday, 21 March 2011 at 07.40 am-07.50	Monday, 21 March 2011 at 12.40 pm-12.50

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[10] Teachers' interview. Monday March 23, 2011

2.	Main Activity	1. The students story about their holiday experiences	Monday, 14 February 2011 at 08.00 am-08.30 am	Monday, 14 february 2011 at 12.55 pm-13.25 pm
		2. The teacher continued the students assignment in the previous meeting, telling holiday experience	Thursday, 17 February 2011 at 10.35 am-11.10 am	Friday, 18 February 2011 at 13.00 am-13.25 am
		3. The teacher explained about the use of "either and neither", "so and too" in conversation sentence	Thursday, 17 March 2011 at 10.30 am-10.50 am	Friday, 18 February 2011 at 12.55 pm-13.05 pm
		4. The teacher played video that there was the material that was discussion		Friday, 18 February 2011 at 13.15 pm-13.20 pm
		5. The teacher used digital storytelling as media "Telling Story", he played fairy tale "Cinderella"	Monday, 21 March 2011 at 07.50 am-08.20 am	Monday, 21 March 2011 at 13.15 pm-13.20 pm
3.	Clossing Activity	1. The teacher gives exercise to the students in closing activity. He asked the students one by one to answer the question showed in LCD		Friday, 18 February 2011 at 13.15 pm-13.30 pm
		2. The teacher gives "arrange the words" game to the students	Monday, 21 March 2011 at 08.20 am-08.30 am	

Table.4.2 Structure of the Lesson

a. Opening Activity of Speaking Class

The time allocation of English lesson in every meeting is 90 minutes. In addition, the time allocation for opening activity needed for about 15 minutes.

The first observation, the teacher opened by greeting the students and asked about their condition, the students answered enthusiastically. Before they going to the lesson, the teacher gave stimulation to students by showing power point about teachers' photos and begun the story during holiday in *Pacet* when he was invited by one of students' parents from boy class. The students listened the teacher's story

enthusiastically. Because girls' class did not join the activity. Different from boy's class, they enthusiastically saw the photos because their expression on the pictures was very funny.

The second observation, the teacher opened the lesson as usually, the teacher gives stimulation to students by playing video clip "Tell Me Why" by Declan Galbraith. Then the teacher orders the students to listen the song carefully. After that, the teacher divides sheet of paper, which contained song lyric, next he asked the students randomly to tell what the content of song lyric. This technique also used in girl's class, the teacher also asked the students to tell the song lyric.

The third observation, at that meeting the teacher gives stimulation to students by playing video "Casper" downloaded from YouTube. The teacher order the students to scrutinized and listen carefully, after that the teacher asked the students randomly to tell the story in video that had been saw. This activity also implemented in boys' class.

The fourth observation, different with previous meeting in opening activity the teachers do not gives video or power point for students. He just reviewed the lesson had been tough at previous meeting. In boy's class, besides he reviewed the lesson he also gives some question for the students, and he asked randomly one by one.

a. **Main Activity of Speaking Class**

The time allocation of main activity of English lesson is 60 minutes. In first observation, the teacher started the lesson by asking the students about the previous

lesson. Next activity, the teacher began giving material that they would learn in that day, and the topic was "Holiday Experience". In turn, the student came forward in front of the class to tell their experiences when they were in holiday. They told the story using video or moviemaker as media. In this activity, the teacher helped the student when they faced the difficulties in translating the words that they did not know. This activity also happened in boys' class. The students story about their holiday experiences.

In the second observation, the teacher continued the students' assignment in the previous meeting, telling holiday experience. The students were very enthusiastic listened their friends' story. Whereas, when *Aisyah (one of their friends)* told her experiences in Singapore to see Super Junior concert (one of the famous boys band from Korea). Because of using moviemaker, so the other students could ask about the places that she visited, etc. After all students have told their holiday experiences, there was still extra time; the teacher used it to give the students exercise about simple Past Tense. The teacher showed some questions in LCD screen, and then teacher chooses the students one by one to answer the questions that the teacher gave. The students who could the question well, given point in their absence sheet. Similar with girls' class, in boys' class, the teacher also continued the assignment in the previous meeting, telling holiday experiences.

The third observation, the teacher explained about use of *"either and neither", "so and too"* in conversation sentence. To tell the lesson, the teacher used computer and LCD. The teacher gave examples of use "either and neither", "so and

too" in some pictures that were edited and given some words that there was the word "either", "neither", "so", "too" in the conversation. Next activity, the teacher played video that there was the material that was discussion. Then, teacher asked the students to paid attention the conversation in that video. After that, the teacher pointed the students randomly one by one to repeat or practice the conversation in that video. As usually, the activities in girls' class not too different with boys' class. The teacher also explained about "either & neither", "so & too".

The fourth observation, the teacher used digital storytelling in that speaking lesson. The teacher played fairy tale about "Cinderella". The students were very enthusiastic. It can be known when they watched Cinderella story, they did not make noisy and do another activity. When Cinderella story finished, teacher pointed the students one by one to retell the Cinderella story, same as the picture that teacher showed. In addition, to stimulate the students to speak, the teacher gave clue in every step. In the last turn teacher asked to jhezika "please retell Cinderella story from the first until the end". Then, she came forward and began retelling. The student that pointed and answered well the teachers' question was given point in their absence sheet. Different with girls class, which is very enthusiastic watch the Cinderella story, because of boy class, the students less enthusiastic when the teacher played Cinderella story, but the students still paid attention on it. Because the teacher gave some questions about the story and who answered correctly, the teacher gives point in absence sheet.

From the eight observations, the researcher concluded that the teacher used controlled technique using video and power point as media during teaching and learning speaking. This included reading aloud, drilling, questioning and answering.

b. Closing Activity of Speaking Class

The time allocation of closing activity is 15 minutes. After the main activity of speaking class, teacher gave summaries about the lesson that had been taught by teacher for students. Students paid attention to the teacher's explanation and some of them noted the teacher's notification. Those activities always done by the teacher in every meeting.

In the third observation of boys' class, the teacher gives exercise to the students in closing activity. He asked the students one by one to answer the question showed in LCD, and who answered questions correctly he would give point on their absence sheet.

In the fourth observation of girls' class, the teacher gives "arrange the words" game to the students in closing activity; this game is taken from Cambridge software. He asked the students randomly one by one to arranging the words that showed on LCD, the students who answered correctly, the teacher would gave point on their absence sheet.

Then the teacher gave chance for students about students' problem in learning activities, teacher informed to the students about the material they will learn in the next meeting. The teacher closed speaking class, but before it, the teacher also gave motivation, advice, and wishes for the students.

c. Teachers' Plan and the Advantages of the Implementation of CALL in Speaking

Based on the teacher's answer through interview and document study[11], the implementation of CALL planned on teachers' lesson plan or RPP *(Rencana Pelaksanaan Pembelajaran)*. During the observation, the researcher saw that teacher prepared instruments for implementation of CALL, i.e. he brought his own laptop, checked the LCD and video that would be given to the students, the teacher did not give homework to the students everymeeting, just depend on material that according to the teacher need to give homework, because the SBI students' have a much duties that they will learn, besides they also in fullday school.

When interviewed, the teacher said that he would continue to implement CALL to teach speaking. He also evaluates the implementation of CALL in order to get the best result; not only students' speaking skill progress, but also the other advantages for students' skills. Based on students' answer through questionnaire, it is concluded:

No	VARIABLE	N	ANSWER OPTION				TOTAL	
			YES		NO			
			F	%	F	%	N	F
1.	The effectiveness CALL in teaching speaking	25	24	96%	1	4%	25	100%
2.	Students' opinion about the advantages of the implementation of CALL for students speaking progress	25	19	76%	6	24%	25	100%

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[11] Teacher's interview. Monday, March 23, 2011

3.	Students' opinion about the implementation CALL in the future to teach speaking	25	23	92%	2	8%	25	100%

Table.4.3 Students' opinion about the effectiveness and advantages of the implementation of CALL in teaching speaking

The result through questionnaire number 7, 96% students said that the implementation of CALL in speaking is effective and was 4% of the students said that the implementation of CALL in speaking is not effective. It is mean that almost all of the students fell that CALL in speaking is effective, because from the result of the questionnaire number 9 was 76% of the students said that CALL give advantages for their speaking progress, the rest 24% students said that CALL did not give advantages for their speaking progress. Based on the students' opinions through questionnaire number 7 and 9, it is mean that the implementation of CALL is give positive progress for students' speaking skill.

The result of the questionaire number 10 was 92% of the students said that using computer in the future needed to increase students' speaking ability. In addition, 8% of students say that using computer is not needed in the future because according to the students through questionnaire number 8, was 80% students said that the use of CALL motivated them to be more active in the speaking class. In contrast 20% students said that CALL did not motivated them to be more active in the speaking class. It is mean that most of them fell that they have influenced of using CALL in speaking class. From the result of the questionnaire number 7,8 and 9 that

they have progressed in their speaking and CALL have improved students speaking ability.

3. Discussion

1. The Learning Materials Used in Implementation of CALL in Teaching Speaking

The selection and determination of CALL materials used by teacher in implementation of CALL in speaking is important. Because there are many kinds of CALL that used in English, teaching but not all of them could be introduced to the students and suitable for Junior High School. Based on observation and teacher answer through interview, the material of CALL is based on curriculum and the material of CALL taken from the internet.

The main purpose of the existence of CALL in speaking class is to make students easy, enjoy and not shy to speak up during speaking class. Computer assisted language learning can reduce the anxiety of students and turns to be a positive side of learning.

Based on interview result to the English teacher, the researcher concluded that the taecher gave three materials to the students. At first, the teacher asked to the students to tell story about their holiday experiences by using movie maker. Secondly, the teacher explains the material about the use of "either and neither", "so and too" in conversation sentence by using video and power point. In addition, at the third time the teacher used digital storytelling as media "Telling Story", he played

fairy tale "Cinderella". Besides, the teacher also used software from Cambridge when he gave the games to the students.

Furthermore, the researcher found out that the use of CALL in speaking class is also helped the students difficulties in speaking class. It was the teacher said through interview.

The researcher compared the result of interviewing the English teacher with students' answer through questionnaire, to know the materials used by the teacher in the implementation of CALL in teaching speaking. The teacher answer through interview said that CALL material used in speaking is not difficult. From the result of the questionnaire number 4 about learning material, was 76% students said that they did not fell difficult with the material, in contrast there are 24% students said that they fell difficult with the material. It is mean that almost of the students did not fell difficult with the material. Because the students have been introduced CALL in speaking class by English teacher in the previous. Moreover, computer assisted language learning has been becoming a part of teaching speaking. Besides, from the result of the questionnaire number 7,8 and 9 about method and frequency the students said that the use of CALL supported and motivated the students to become active in learning speaking, and the result of the questionnaire number 1 about syllabus was 96% students said that agree with the existance of CALL material in speaking class, and 4% students did not agree with the existance of CALL material in speaking class.

2. The Implementation of CALL in Teaching Speaking at Classroom

The implementation of CALL planned on teachers' lesson plan. The teacher inserts CALL materials in each activity of speaking lesson i.e. in opening activity, in main material, and in closing activity.

During observation, the researcher noted that the teacher gives stimulation to the students before they going to the lesson in every meeting, in first meeting he used power point, the second meeting he used video clip, the third meeting he used video "Casper", and the fourth meeting he just reviewed the previous lesson. Totally, the teacher used power point once during the researcher observed, and he used video as media twice in opening activity. In main activity, the teacher used power point once and once in used digital storytelling. During observation the researcher noted that the teacher prefer to used individual answer to the students if he gaive them exercise, the teacher used controlled-drill in teaching speaking, but especially in closing activity the teacher uses free technique to gives the game to the student.

In implementation of CALL, the teacher gave additional score for students who are active in speaking class and who answer questions correctly. All students are active in the speaking class but there are some students who are very active in speaking, the teacher gives extra point for them. The point is used to increase the students' score in examination.