CHAPTER I

INTRODUCTION

A. Background of Problem

Education for its core is the activity of guiding, assisting, and changing the learners' characteristics to be valuable for nation development. There must be a very long process, because it concerns with effort of improving the quality of human resource. Education also means to aid the learners in turning up theirs potentials. This aim is appropriated with the education concept written in GBHN as follows:

> "*Pendidikan Nasional berakar pada kebudayaan bangsa Indonesia dan berdasarkan Pancasila dan UUD 1945 diarahkan untuk meningkatkan kecerdasan serta harkat dan martabat bangsa, mewujudkan manusia dan masyarakat Indonesia yang beriman dan bertakwa terhadap Tuhan YME, berkualitas, mandiri, sehingga mampu membangun dirinya, masyarakat sekelilingnya serta dapat memenuhi kebutuhan pembangunan nasional dan bertanggung jawab atas pembangunan*"(The national education roots at culture of Indonesia and based on five principles and UUD 1945 that pointed to increase intelligence, value and nation prestige. Realizing Indonesian as creatures that have faith at God, qualified, be autonomous so that can build himself, people surrounding him, fulfills the need of nation development and be responsible of it)

According to the concept of education, Indonesia as development country has been trying to make some improvement in every aspect of education. It is done not only as an effort to build Indonesian to be potential of human resource but also to enable them able to join the competition in international scale, even in this global and trading era. One of government efforts is entering English language as a compulsory subject that ought to be learned by learners from

elementary level until university level. They decided it based on the consideration of the fundamental and strategic position of English language. As an international language, English occupies a highest position, it has a large number of users in this world. English is the official language in the United States and Britain, as well as 71 other countries. Seeing this phenomenon, it does not as a stranger thing if English language plays a vital role in every aspect in this world. Therefore, through learning English, people can achieve everything easiest in enriching science or getting information about the development of technology, because most of information about science and technology is delivered by English language.

Learning English is not as easy as learning another subjects, besides the students should catch up four skills at once. Referring to what has been written in GBPP (1999:1) the goal of teaching learning English in our country has four skills, which consist of listening, speaking, reading, and writing. Besides, there are also some problems such as lack of interest or motivation, pronunciation difficulties, and etc. Those problems give an impact on condition that commonly happens among our students. Besides most of them treat English as difficult subject and learn it only for passing the exam without having a great awareness English is an important language for them.

The difficulties will be naturally happen to the learners who learn English as foreign language, but the difficulties also may be affected by another factors such as incompetent teacher, stagnation of teaching method, lack of instructional media, and in conducive environment. When one of those factors appears, boredom or lack of interest will strike the students as well as the teacher. Both students and teacher breathe a sigh of relief when they leave the classroom. If

boredom and negative opinions on English subject have stricken the learners, the decrease of motivation will happen to them. Certainly it will give an influence on the success of teaching learning English process. It is parallel to Ahmadi and Supriyono (2004:83) explanation,

> "*Motivasi sebagai faktor dalam (batin) berfungsi menimbulkan, mendasari, mengarahkan perbuatan belajar. Motivasi dapat menentukan baik tidaknya dalam mencapai tujuan sehingga semakin besar motivasinya akan semakin besar kesuksesan belajarnya*" (Motivation as inner factor functioned to emerge, to constitute, and to direct action in learning. Motivation can determine whether it's good or not to achieve the purpose so that the greater motivation in learning, it would ever the greater of successfulness in it).

Further explanation also revealed by Brown in Cohen (1977: 153) that says,

> "A set directs the learner's attention to a specific task or learning sequence and there is experimental evidence which demonstrates that differences in set induction affect learning outcomes".

To know whether the motivation works or not in establishing teaching learning process, it can be measured from the students' achievement in the subjects learned. Learning achievement can be symbolized by number or letter. As expressed by Suharsimi (1985:67), learning achievement symbolized in the form of number is assessment gaining from students' presence, students' discipline, daily task, assignment, behavior, and the result of final exam.

Based on observation at SMA Karya Budi, it was found that most of students at second year class still got low achievement in learning English. Whereas English has been introduced since they sat at elementary level, unfortunately the ways they read the text, speak, listen and write still was poor.

To handle this situation the using of media can be one of alternatives to reborn the motivation and stimulate the interest of students in learning. Related to this case, Asnawir and Usman (2002: 38) said,

> *"Salah satu usaha untuk mengatasi keadaan demikian ialah penggunaan media secara terintegrasi dalam proses belajar mengajar, karena fungsi media dalam kegiatan tersebut disamping sebagai penyaji stimulus informasi, sikap, dan lain-lain, juga untuk meningkatkan keserasian dalam penerimaan informasi"*. (One of efforts to overcome situation is the integrated usage of media in teaching learning process, because, the function of media in the activity besides as provider of information stimulus, attitude, and others, it is also available to improve the harmony of receiving the information)

Another opinion also elaborated by Filipovic (1972: 68), he explains that media is tool to support other elements in language- learning process.

Those opinion emphasized by Zain (2002:138) that said media is the tool to transfer the information from teacher to learners, and it can stimulate the students thought, interest, and intention in teaching learning process.

Based on the opinion above, media can attract students' interest in learning English. Nowadays multimedia computers and the worldwide web have made computers not only for a source of entertainment, information, and communication but also for an access of education. Computers are versatile, the combined use of computers and online quizzes sourced from web can be used as an alternative media to printed classroom materials to provide language practice to English learners. This media can allow active reaction between student and computer, because they can get the explanation, quizzes, and scoring that delivered with interesting way. Based on Higgins and Johns (1984:37) media are very good at stimulating people to talk and listen. Bouziane asserted further function of CD Interactive, he stated that the program is versatile in that it can be

used for self-study, as a supplement to the book, in a self-access center, or even in a suitably equipped classroom. Its use of animation, audio, and interactive exercises using multimedia tools, make it an innovation that would be difficult to duplicate with paper-based materials.

The phenomenon above leads to the exploration whether CD interactive can be influential or not to students' achievement in learning English. Therefore, the research will be entitled:

"THE INFLUENCE OF CD INTERACTIVE USAGE ON STUDENTS' ACHIEVEMENT IN LEARNING ENGLISH". For this case SMU Karya Budi Bandung will be used as site of study.

B. Statement of Research Problems

Based on the background of study that has been elaborated previously, the problems will be formulated as follows:

1. How is the condition of students' achievement in learning English which is used CD Interactive as media?

2. How is condition of students' achievement in learning English without using CD Interactive as media?

3. Is there any significant difference between the usage of CD interactive and non CD interactive usage on students' achievement in learning English?

C. Aims and Significances of Research

In relation to the problems revealed in the background of study, this research has aims as follows:

1. To identify students' achievement in learning English which is used CD Interactive as media.

2. To identify students' achievement in learning English without using CD Interactive as media.

3. To identify the significant difference between the usage of CD interactive and non CD interactive usage on students' achievement in learning English.

The significances of this research are as follows:

1. To prove that there is influence between the usages of CD interactive on students' achievement in learning English.

2. If this research is proved, the result of this research is expected to give some contributions and understanding to English teacher about the importance of the usage of CD interactive on students' achievement in learning English.

D. Rationale

There are two factors that can support the success of teaching learning activities: the internal factor and external factor. Related to this, Ahmadi and Supriyono (2004:89-92) remarked, the factors included into external factor are: teacher, instructional media, the condition of building, curriculum and the rule of school. According to that statement, the existence of media has a contribution to determine the successful teaching learning process.

Basically, teaching learning process is the process of communication between teacher and learners, where they can share their ideas, and develop their thoughts. But sometimes the deviation occurs while communication is running, and it can make the communication ineffective and inefficient anymore. When

this situation happened, the usage of media is needed to renew the situation. This

refers to Ahmadi and Supriyono, (2004:90) statement that,

> *"Alat pelajaran yang kurang lengkap membuat penyajian pelajaran yang tidak baik. Terutama pelajaran yang bersifat praktikum. Tiadanya alat-alat itu guru cenderung menggunakan metode ceramah yang menimbulkan kepasifan bagi anak, sehingga tidak mustahil timbul kesulitan belajar"*. (The lack of equipment will make the presentation of the lesson imperfect. Especially for the Lessons that need practice. When the equipments do not exist, the teachers tend to apply the lecture method that will arise the passivity of students, so that it will be not impossible if the difficulties of learning happen)

This opinion emphasized by Stevick (1982: 111) that says, a power of

visual aids is to concentrate the attention of students for period time.

There are various types of media that can be used to aid teacher in

teaching: visual aid, audio aid, and audio visual aid. Visual aid is media that can

be seen. Whereas, Audio aid is media that can be listened, meanwhile audio visual

is media that can be both seen and listened.

The development of science and technology that continually change to

follow the need of human that grow rapidly also has give an additional option in

choosing which media appropriate to use. The emergence of computer as the

result of technology not only can be used as tool for providing the information,

giving an entertainment, and communication, but also today it can be used as

media of teaching learning process, even for language teaching learning process.

By using computer we can play CD interactive that consist of explanation about

some materials, quizzes, and scoring at once. Utilizing this media, the students are

able to see and hear the explanation that is describes by animation. Besides, the

students are also invited to practice directly what they have seen and heard by

doing some exercises. They are prevented from negative respond or impatient reaction. In this case, the student will get the result that is interestingly delivered through animation. Another value of CD interactive usage is also explained by Atkinson (www.elt/teacher/multimedia.com) as revealed below,

> "CD interactive is a powerful learning tool, it can also be a tremendous support for language teachers. There are many reasons for incorporating CD interactive into language courses. Multimedia is exciting, frequently combining text, photographs and pictures, animation, audio and video clips. It can provide variety in presenting and practicing new language. Then, many students are motivated by using CD interactive and enjoy a technological component in their language course".

Every human has their own type in getting the impression or conception, this effected the kind of types human conception. According to Ahmadi and Supriyono (2004:23) there are five types of human conception:

1. Visual type: the human who get good memory from what they see.
2. Auditive type: the human who get good memory from what they hear.
3. Motorik type: the human who get good memory from movement stimulus.
4. Textual type: the human who get good memory from what they touch.
5. Blended type: the human who get good memory by those four points that have explained above.

From those types, the usage of CD interactive as media of language teaching learning process offers the driving of almost potential of senses. In this role, the students can listen, see, and interact at once.
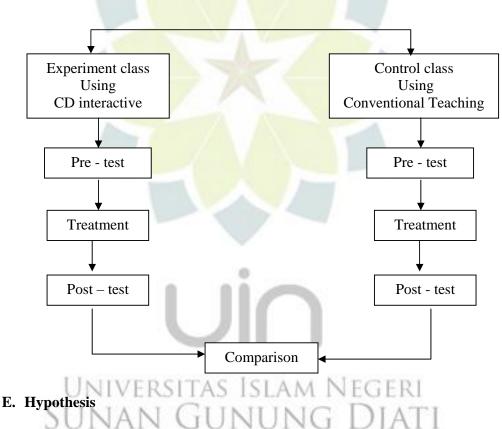
In language teaching learning process, the students should cover four skills, this is appropriated with what Tarigan (1984:2) revealed that the skill of language has four components, namely: listening skill, speaking skill, reading skill, and writing skill.

Unfortunately, in teaching learning English process, students are often trapped in situation that is not conducive. The complicated verb that used in tenses, a lot of pattern that should be memorized, and the stagnation teacher method in conveying this subject, only emphasized students in memorizing and doing the exercises, always be treated as reasons to make the learners consider that English is a difficult and uninteresting subject. Although this subject has been introduced since elementary level, but the fact majority students always face the same problem. As mentioned previously, the problem was found when teaching was held at second year class at SMA Karya Budi for teaching practice, it is found the students' achievement in learning English still low.

By achievement it means the result of teaching and learning process which are attained by students concerning with the aspects of cognitive aspect, affective, and psychomotor. Achievement of learning, that dominate knowledge or skill in processing subject, as a rule that is shown with test value or value number given by teacher (Depdikbud, 1996:787). As of tone with the opinion, Muhibbin Syah (2000: 150) defines "Achievement of student learning as disclosure of learning result covering whole psychological changing as an effect of experience and student learning process."

Understanding the explanation above, if the problems are analyzed further it can be said that CD interactive usage has an impact on students' achievement in learning English. In this case, to know whether CD interactive usage influential or not on students' achievement in learning English the research will take two classes from second year class at SMA Karya Budi and compare their

achievement. The first class will be implemented the usage of CD interactive as media for teaching English, and it will be considered as variable (Y), meanwhile the second class will be taught English without using CD interactive as media, and this class will be considered as variable (X).

To make it more clearly, here the following figure from rationale.

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        │                                │
        ▼                                ▼
┌──────────────────┐            ┌──────────────────────┐
│  Experiment class│            │     Control class    │
│      Using       │            │        Using         │
│  CD interactive  │            │ Conventional Teaching│
└──────────────────┘            └──────────────────────┘
        │                                │
        ▼                                ▼
┌──────────────────┐            ┌──────────────────────┐
│     Pre - test   │            │      Pre - test      │
└──────────────────┘            └──────────────────────┘
        │                                │
        ▼                                ▼
┌──────────────────┐            ┌──────────────────────┐
│     Treatment    │            │      Treatment       │
└──────────────────┘            └──────────────────────┘
        │                                │
        ▼                                ▼
┌──────────────────┐            ┌──────────────────────┐
│    Post – test   │            │      Post - test     │
└──────────────────┘            └──────────────────────┘
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        └──────────►┌─────────────┐◄─────┘
                    │  Comparison │
                    └─────────────┘
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E. Hypothesis

Based on the description of sub chapter earlier, it is decided to identify that the investigation will centralize on analyses of two variables, the first variable is the class implemented the usage of CD interactive in learning English and the second variable is the class that does not use CD interactive in learning English. In rationale, the theoretical assumption has been taken that the usage of CD interactive will give an influence on students' achievement in learning English.

based on this principle it is logically reasonable if the hypothesis is proposed that"
the usage of CD interactive can make students easier to understand English
subject so that it can help their achievement in learning it". As the result, the
working hypothesis is:

1. Ho accepted if t counted < t table: it means that there is no significant
   influence of using the CD interactive on students' achievement in learning
   English.

2. H1 accepted if t counted > t table: it means that there is a significant influence
   of using CD interactive on students' achievement in learning English.

F. The Step of Research

1. Choosing the Research Location

   The research will be conducted at SMA Karya Budi Cileunyi Bandung.
The school is chosen for its easiest accessible after three months used as practical
teaching place.

2. Population and Sample

   The participants of research are the whole second year students at SMA
Karya Budi Bandung. Students of second year class are chosen base on
institutional consideration. It is known that there are six classes of year two. The
research only requires two classes of experimental and control class. The total
number of students is 257 persons. Arikunto (2000:112) said that if the subject of
study less than 100 it will be better if we take all subject as sample, but if the
subject more it will be better to take only 10%-15% or 20%-26%. Only 70

students are taken in random, i.e. all subjects have the same opportunity to be sample.

Table 1: Students of year 2 of SMA Karya Budi Cileunyi Bandung

Class	Total	Percentage	Result
A	42	15 %	6
B	40	15%	6
C	41	15 %	6
D	45	15 %	6
E	42	15 %	6
F	36	15 %	5
	257		**35**

Table 2: Sampling

Class	Treatment	Number
Experimental	Using CD interactive as media for teaching	35
Control	Lecturing method	35
	Total	**70**

G. Method and Technique of Collecting Data

1. Method of Investigation

The research takes method of research by forming two groups randomly, the experimental group (EG) and the control group (CG). Both groups are taught the same materials. The approach that is used in this research is experiment approach.

2. Techniques of Collecting Data

In this implementation of this investigation, in this research some techniques will be used, there are:

a. Observation

According to Rachmat (1976:253) observation is a technique of collecting data by observing all phenomena happened in the field of research. By this technique the research will be able to obtain the real facts and phenomena, considering that there are some data that will not possible to get unless the researcher directly observes at the real cases. Operationally this technique will be directed to get data of general condition of SMA Karya Budi. The research's reason of holding the investigation by observation is to collect and to process the data in order to find the truth.

b. Test

According to Webster's dictionary (1986:26) test is any series of question or an exercises or another means of measuring the skill, knowledge, intelligence, capacities of attitudes or an individual or group. Pre-test and post- test will be given to measure the ability of students on English subject that covering four points are reading skill, listening skill, writing skill, and speaking skill. Both experiment and control classes will be given 90 minutes to answer the multiple choice questions, and essays questions. Then, the experiment class will be given a treatment deal with CD interactive while control class will be taught without using CD interactive as media. Then, after several times of teaching class, the participant will be given a post-test. The result between experiment and control class will be compared to identify whether the using of CD interactive as media for teaching English influential or not. The data will be statistically analyzed.

3. Data Presentation and Analysis

When the data is collected, it will be analyzed through statistic procedures with frequency distribution in terms of name of students, score of pre-test, score of post-test, and deviation score both experimental and control class. The statistical test to be applied is t-test with pattern:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{dsg\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

(Sudjana, 2000: 171)

Note: t   = t-test

$\bar{x}_1$ = mean of experimental class

$\bar{x}_2$ = mean of control class

n_1 = total number of data for experimental class

n_2 = total number of data for control class

dsg = cumulative standard deviation of both classes

Where by,

$$dsg = \sqrt{\frac{(n_1 - 1)V_1 + (n_2 - 1)V_2}{n_1 + n_2 - 2}}$$

dsg = cumulative standard deviation of both classes

V_1 = varian of data for experimental class $(S_1{}^2)^2$

V_2 = varian of data for control class $(S_2{}^2)^2$

To take a table score of degree of freedom (df)

$df = (N_1 + N_2 - 2)$

If the score is not available in the table, *interpolation* will be used in this research. Finally, the score of t_{count} and t_{table} will be compared. The hypothesis is accepted if $t_{count} > t_{table}$.

Before examining the hypothesis, the normality of data will be examined with the following steps:

a. Determining the range of data (R)

$R = H - L + 1$ (Sudijono, 1999: 49).

b. Determining interval class (K)

$K = 1 + 3,3 \, log \, n$ (Sudjana, 1996: 47)

c. Determining the length of interval (P)

$P = R : K$ (Sudjana, 2000: 40).

d. Making table of distribution frequency

e. Counting mean ($\bar{x}$)

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$ (Sudjana, 1996: 67)

f. Determining the standard deviation (SD)

$$SD = \sqrt{\frac{F_i (X_1 - X)^2}{N - 1}}$$ (Sudjana, 1989: 95).

g. Making table of distribution of normality.

h. Counting the price of χ^2 (chi square)

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$ (Sudjana, 1989: 270)

i. Calculating df

$df = K - 3$

j. Determining χ^2_{table} and compare to $\chi^2_{account}$.

k. Interpreting the normality

The distribution of data is normal when $\chi^2_{account} < \chi^2_{table}$ and distribution is not

normal when $\chi^2_{account} > \chi^2_{table}$.

The next step is examining the homogeneity of data with procedures:

a. Looking for F score

$$F = \frac{V_D}{V_R}$$ (Sudjana, 2000: 188)

b. Determining degrees of freedom

$df = N - 1$

c. Determining F_{table} and compare to $F_{account}$.

d. Interpreting the homogeneity of data.

The data is assumed homogeny if $F_{account} < F_{tables}$.