

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Teaching English in Vocational School

Teaching learning English in vocational schools today carry out based on the current curriculum. Previously, education in Indonesia has used KTSP curriculum but was replaced by 2013 curriculum. However, during the use of the curriculum in 2013, the implementation of this curriculum has many obstacles. Thus, the government issued a policy for schools that not even two years in implementing the 2013 curriculum to re-use KTSP curriculum. Therefore, some schools re-implement KTSP curriculum, including SMK Dhama Wanita Gresik as the subject of this research.

KTSP curriculum is a flexible curriculum that allows the implementation dependent or conditional can be customized with education units (BSNP, 2006). Commonly, the allocation of time specified in the process of learning English at vocational school a week is 4 hours of lessons or 4 x 45 minutes, and there are 4 meeting in a month. However, the curriculum guidelines allows the application of hour variation in relation to the the weight of English competency in the department. Also, there are some schools that add enrichment English language materials by holding extra classes, extracurricular activities in English, and so on.

English belongs to the group of adaptive programs in the KTSP curriculum. Adaptive program is a group of subjects which has a function to provide extensive knowledge for the students so they can adapt to the social changes that occur in their environment or the working environment, and able to

develop themselves on the development of science and technology. Teaching learning English in vocational school grouped into three levels according to grade levels (KTSP SMK, 2006: 51-52). Those levels are as follows:

1. Novice Level :

- a. Listening: understanding the meaning of interpersonal and transactional oral discourse, formally or informally, in the form of listening to requests and commands related to daily life.
- b. Speaking: expressing the meaning of interpersonal and transactional verbal discourse, formally or informally, in the form of conveying requests and orders related to daily life.
- c. Reading: understanding the meaning of interpersonal and transactional written discourse, formally or informally, in the form of listening to requests and commands related to daily life.
- d. Writing: expressing meaning in writing in interpersonal and transactional discourse, formally or informally, in the form of delivering a written request and orders related to daily life.

2. Elementary Level

- a. Listening: understanding the meaning in interpersonal and transactional oral discourse, formally or informally, in the form of listening to requests and commands related to the job.
- b. Speaking: expressing the meaning of interpersonal and transactional verbal discourse, formally or informally, in the form of conveying requests and orders related to the job.

- c. Reading: understanding the meaning of interpersonal and transactional written discourse, formally or informally, in the form of listening to requests and commands related to the job.
- d. Writing: expressing meaning in writing in interpersonal and transactional discourse, formally or informally, in the form of delivering a written request and orders related to the job.

3. Intermediate Level

- a. Listening: understanding the meaning in interpersonal and transactional oral discourse, formally or informally, in the form of listening to requests and orders related to profession.
- b. Speaking: expressing the meaning of interpersonal and transactional verbal discourse, formally or informally, in the form of conveying requests and orders related to profession.
- c. Reading: understanding the meaning of interpersonal and transactional written discourse, formally or informally, in the form of listening to requests and commands related to profession.
- d. Writing: expressing meaning in writing in interpersonal and transactional discourse, formally or informally, in the form of delivering a written request and orders related to profession.

According to Harmer (2007), vocational school students are belongs to adolescent learners. Harmer mentions that the adolescent learner has some characteristics such as still seek their identity, need to feel good, need to be valued.

2.1.1 Patisserie Department

There are several expertise programs existing in vocational school learning, including Catering. Catering program is divided into two departments, among others: Patisseri and food services. In the patisseri department, there are some Competency Standards, such as: (1) implement occupational safety, occupational health (K3) and hygiene sanitation, (2) communication in service, (3) preparing the cake processing, (4) processing the cake Indonesia, (5) processing pastry continental, (6) preparing chocolate and chocolate candies, (7) making of bread and cakes for special diets, (8) doing service of food and drinks, (9) making dessert, (10) managing the business patiseri products, and (11) carving fruits (Oktaviani & Widodo, 2013).

2.2 English for Specific Purposes

English for specific purposes (ESP) or English as a learner-centered approach that is taught as an additional language which based on the the specific discipline.

2.2.1 Definition of English for Spesific Purposes

ESP is an approach to language learning based on the needs of learners. English for Specific Purpose should be in accordance with the the learners need. Hutchinson and Waters (1987) explain that ESP backed by several aspects, such as:

a. The demand of brave new world

Since United states in world top position among other countries so that English as the language of united state become an international language, people wanted to learn English as the key of technology and commerce. All of them requires English, and more importantly, they know why they need English.

b. A revolution in linguistics

The finding that we are speaking and writing is varied, and in a number of different ways, from one context to language teaching, leads to a the idea that there is an important difference between the use of English in the context trending. These ideas are a natural fit with the development of English language programs for specific groups of learners. In other words, teaching English should be tailored to specific groups of learners and can be identified by analyzing the linguistic characteristics of their specialist area of study.

c. Focus on the learner

In studying English, learners have different needs and interests. This affects the motivation of learners in learning English and also effectiveness in learning. It becomes a trigger in the development of relevant learning material based on the specific needs and interests.

Thus, it can be concluded that the development of ESP is affected by developments in technology, science and economics. ESP should be tailored to the needs of students. In other words, the ESP is intended for special purposes in the field of specialist learners.

2.2.2 Need Analysis on English for Specific Purposes

Need analysis is a procedure of gathering some information about learners and about communication tasks for use in syllabus design (Nunan,1988). In determining the ESP course design requires needs analysis. It is to know about what the purpose of the students learn English is. There are two aspects that need to be analyzed:

a. Target needs

To know the target needs there are some aspects to consider include; necessities, lacks, and wants.

1). Necessities: This term belongs to what the learners have to recognize in order to be used effectively in the objective position. Learners will also need to know the linguistics features—discourse, functional, structural, and lexical—which are usually used in the situations identified.

2). Lacks: It belongs to the gap between the target proficiency and the existing proficiency. The learners need the instruction will depend on how well they already can do it.

3). Wants: It belongs to what the learners' need from an ESP course. Before start designing an ESP course, teachers and material developers have to know what are needed by the learners why do they join an ESPcourse.

b. Learning needs

Learning needs are the knowledge and abilities that learners need in order to be able to perform to the required degree of competence in the target situation. The information about learning needs can be collected in the form

of language items, skills, strategies, or subject knowledge which are needed by ESP course designers.

2.2.3 English for Specific Purposes Course Design

Course design is the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching – learning experiences, which the aim is to guide the learners to a particular state of knowledge. Hutchinson and Waters (1987: 65). The process of course design is offered in several stages include; producing syllabus, designing the material according to the syllabus, determining the method used, and evaluating learning. are described as follows:

A. Designing Syllabus

David Nunan, (1988) states that Syllabus design is seen as being concerned essentially with the selection and grading of content, while methodology is concerned with the selection of learning tasks and activities. Hutchinson and Waters (1987: 80) define the syllabus as teacher guide documents which says what will, or at least, what should be learned. From the definition, it can be concluded that the syllabus is part of the learning design in the form of a document that serves as a guide for teachers in designing learning. Hutchinson and Waters (1987: 83-85) explains why syllabus is needed in course design:

- a. Language is a complex entity. A syllabus provides a basic for the division of assessment, textbooks, and learning time allocation.

- b. A syllabus also gives moral support to the teacher and learner, it makes the learning task appear manageable.
- c. The syllabus can be seen as a statement of project path, so that teacher and learner are not simply having an idea of where they are going, but also how they might get there.
- d. Syllabus is an implicit statement of views of language and learning. It tells the teacher and the students not only what and why it is to be learnt.
- e. A syllabus is a set of criteria for materials selection.
- f. A syllabus is one of standard achievement of any institutionalized activity.
- g. Syllabus provides a visible basis for testing to decide the success and the failure in a teaching and learning activity.

B. Material Design

Material is one of the characteristics of ESP. Carter, D (1983) state that ESP has three items; authentic material, purpose-related orientation, and self-direction.

Hutchinson and Waters (1987: 107-108) proposes six principles that can serve as a guide in designing the ESP material:

- a. The material becomes a stimulus for learning. The good material contains; interesting text, enjoyable activities, providing opportunities for learners to explore their knowledge and abilities, the topics that both teachers and learners can receive and understand it.

- b. The material can help the learning process by providing a clear structure and coherent unit that will guide teachers and students through learning activities in such a way.
- c. Materials realize reflection of the views on language and learning. An author should be able to make a decision on what the language learning consists of. Also materials should reflect what the author wants about the learning process
- d. Materials reflect the nature of the learning task. Language learning is complex process involving many different kinds and levels of knowledge. Materials writing was a simple task of isolating the structure, writing a text to exemplify it and pattern drills to practise it.
- e. Materials can have a very useful function in broadening the basis of teacher training, by introducing teachers to new techniques.
- f. Materials provide models of correct and appropriate language use.

In relation to the process of designing ESP materials, Hutchinson and Waters (1987: 108-109) proposes a model that consists of four elements; *input, content focus, language focus, task*. The fourth element may be a material consideration for developers in designing material. So that the material to be produced can answer the needs of the target to be achieved. In the course design, These four elements represent their relationship like the figure:

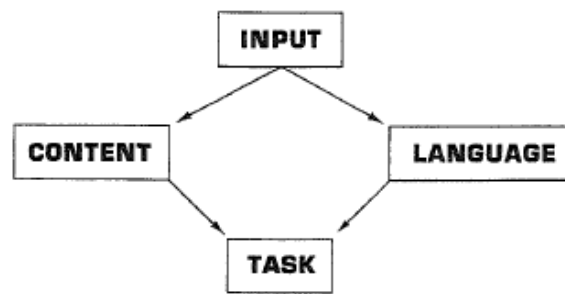


Figure 2.1 : A material design model (Hutcinson and Waters :1987)

a. Input

In designing the material, researcher should consider the input. The input provides astimulus materials, new language items, correct models of language, a topic,opportunity for learners to explore their information processing skills, and opportunity for learners to explore their knowledge both of the language and the subject matter.

b. Content focus

Language is not an end in itself, but a means of conveying information and feelings about something. Non–linguistic content should be exploited to generate meaningful communication in the classroom.

c. Language focus

Good materials should involve both opportunities for analysis and synthesis. In language focus, learners have the chance to take the language to pieces, study how it works and practice it back together again.

d. Task

Materials should be designed, therefore, to lead towards a communicative task in which learners use the content and language knowledge they have built up through the unit.

2.3 Vocabulary

Vocabulary is an important aspect in communication that support other skills such as listening, speaking, reading, and writing. Vocabulary is also the important thing to be learned. The nature of vocabulary, the importance of vocabulary, contextual vocabulary, teaching vocabulary, and teaching vocabulary instruction will discuss below.

2.3.1 The Nature of Vocabulary

Many explanation toward the nature of vocabulary posed by some authors. Taylor (1990) cited by Mukoroli (2011) defines vocabulary as a collection stock of words belonging to the branches of knowledge of every individual. He also states that the lexicon of a language is its vocabulary, which includes words and expressions. According to Zimmerman (2007), vocabulary is a set of words that are the basic building blocks used in the generation and understanding of sentences.

Vocabulary is one field of knowledge in the language, which has a major role for students in acquiring the language (Cameron, 2001). As stated by Adger (2002), vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases. From the definitions above, it can be concluded that vocabulary is the total number of words that are needed by person to communicate and express their ideas.

2.3.2 The Importance of Vocabulary

Reading has many importance for the students. Nation (2001) describes the relationship between vocabulary knowledge and language use as complementary: vocabulary allows the use of language and language use leads to increased vocabulary. Zwiers (2008) also states that academic vocabulary enables students to communicate their needs, increase their chances to meet their needs and enable them to understand the others' needs. Individuals who can express themselves precisely with appropriate language are more likely to make a positive impression on their employers, colleagues and clients (Herrel, 2004).

Furthermore, the vocabulary has links is positively related to academic success, social and professional (Zwiers, 2008). As stated by Mukoroli (2011), academic understanding increases when students know the meaning of words. When students have a lot of vocabulary, it can improve all areas of communications, namely speaking, listening, reading and writing. English students who experience slow vocabulary development are less able to comprehend text at grade level. Without knowledge of vocabulary, neither language production nor language comprehension would be possible. Therefore, development of vocabulary knowledge can only be possible when the teacher uses effective teaching strategies in learning vocabulary.

2.3.3 Contextual Vocabulary

Contextual vocabulary means vocabulary which depend on related context. As states by Dash (2008), context refer to the scope in which a

particular word occurs. Bazire & Brezillon (2005) mention that now the meaning generally accepted related that context is the set of circumstances that frames an event or an object. Thus, contextual vocabulary is a collection of words relies on the context or setting which specifically related to a particular field.

2.3.4 Teaching Vocabulary

Teaching and learning vocabulary is a continual challenge for teachers and students. As states by Mukoroli (2011), there has been minimal focus on vocabulary instruction in the ESL classroom. Due to this, vocabulary development is crucial for the English language students in the process of language learning.

Teaching vocabulary is a crucial aspect in learning a language (Thornbury, 2002). Walters (2004) add that it is almost impossible to learn a language without words. Both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language. Alqahtani (2015) declare that the teachers should be concerned that teaching vocabulary is something new and different. They also have to take into account that teaching English for young learners is different from adults. The teachers have to know the characteristics of their learners. They should prepare good techniques and suitable material in order to gain the target of language teaching.

2.3.5 Teaching Vocabulary Techniques

Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. Nation (2001) obtain that the acquisition of vocabulary is essential for the successfulness of language use and it plays an important role for formulating spoken and written texts. In ESL and EFL learning vocabulary items plays a vital role in all language skills. Taylor (1990) found that vocabulary instruction directly improves comprehension. Taylor points out that it is important for students to have a deep understanding toward vocabulary in order to understand new concepts.

Commonly, there are several techniques concerning the teaching of vocabulary. Here are some techniques of teaching vocabulary:

a. Using Objects

Using this technique includes the use of realia, visual aids, and demonstration. Introducing a new word by showing the real object often helps learners to memorize the word through visualization. Objects in the classroom or things brought to the classroom can be used.

b. Drawing

Objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic. They can help young learners easily understand and realize the main points that they have learned in the classroom.

c. Using Illustrations and Pictures

Pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be

introduced by using illustrations or pictures. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs. Pictures for vocabulary teaching come from many sources.

d. Contrast

Some words are easily explained to learners by contrasting it with its opposite, for instance, the word "good" contrasted with the word "bad". Furthermore, verb "contrast" means to show a difference, like photos that reveal how much weight someone lost by contrasting the "before" and "after" shots.

e. Enumeration

An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. Teacher may list a number of clothes e.g. dress, a skirt, trousers etc, and then the meaning of the word "clothes" will become clear.

f. Mime, Expressions and Gestures

Mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication. At the essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication. Many words can be introduced through mime, expressions, and gestures. For example, adjectives: "sad", "happy"; mime and taking a hat off your head to teach hat and so on.

g. Guessing from Context

The first type is the context within the text, which includes morphological, semantic and syntactic information in a specific text, while the second one is the general context, or non-textual context, which is the background knowledge the reader has about the subjects being read.

i. Eliciting

This technique is more motivating and memorable by simply giving pupils a list of words to learn.

j. Translation

In some situations translation could be effective for teachers, such as when dealing with incidental vocabulary. There are always some words that need to be translated and this technique can save a lot of time.

Beside the above techniques, there are also vocabulary learning strategies that posed by Schmitt and McCarthy (1997) as follows: (1) guessing from context, (2) using word parts and mnemonic techniques to remember words, and (3) using vocabulary cards to remember foreign language-first language word pairs.

Based on the techniques used for presenting new vocabulary and vocabulary learning strategies, there are many techniques that are helpful for students to learn vocabulary. What the researcher sees as better way to teach vocabulary is by learning in rich contexts. Moreover, in presenting one planned vocabulary item, the teacher usually combine more than one technique, instead of employing one single technique. Teachers are suggested

to employ planned vocabulary presentations as various as possible (Pinter, 2006).

2.3.6 Teaching Vocabulary Instruction

There are many kinds of instruction used in learning vocabulary. Among others are definitional approach, contextual approach, natural and instructional context approach, combining definitional and contextual approach, etc. As states by Nagi (1998) definitional approach is an approach which let students learn definitions or synonyms for instructed words. Most vocabulary instruction involves some variety of a definitional approach. definitions alone can bring a student to only a relatively superficial level of word knowledge.

2.3.6.1 Communicative Language Teaching

Related to Savignon (2007), Communicative Language Teaching (CLT) focuses on carrying out and implementing methodologies that are capable of enhancing the learner's functional language ability through active involvement in authentic communicative. Hedge (2000) add that educators' increasing awareness that learners acquire a foreign language best when their attention is focused on the meaning communicated rather than on the linguistic form led to a lack of interest in such methods as grammar translation and audioingualism. Also, related to Vongxy (2013) CLT will create language appropriate for such language use situations as ordering in restaurants, giving directions or applying

for a job. To summarise, communicative competence not only includes good mastery of linguistic knowledge, but also the ability to understand the logic to handle realistic situations.

Thus, in CLT, the goal is students be able to communicate in target language, understanding the material is more important than the grammatical competence, and it focuses on the teacher being a facilitator, rather than an instructor.

2.4 Material Development

If we want to develop a material, there are many things that need to be considered. The definition of material development, approach in developing material, and the process of designing material will discuss more below.

2.4.1 Definition of Material Development

Material development relate to Graves (2000) is a planning process that allows teachers to determine the goals and objective of the study into the unit and task. Materials development can be defined as anything which is done by writers, teachers or learners to provide sources and to utilize those sources in ways designed to promote language learning.

Here are the criteria for good writing material offered by Tomlinson (1998) related to materials development: materials should achieve impact, materials should help learners to feel at ease, materials should help learners to develop confidence, materials should require and facilitate learner self investment, materials should expose the learners to language in authentic use, materials should provide the learners with opportunities to use the target

language to achieve communicative purposes, and materials should take into account that learners differ in affective attitudes.

2.4.2 Approach in Developing Material

There are many kinds of approach used in developing the learning materials. Those are task-based instruction approach, content-based instruction approach, genre-based instruction approach, etc. Content-based instruction approach (CBI) is an effective method that emphasizes learning about something rather than learning about language. Content-based instruction approach works well in EFL contexts, and its use will increase as teachers continue to design new syllabi in response to student needs and interests (Davies, 2003).

2.4.3 The Process of Designing Material

The purpose of designing material purpose by Tomlinson (1998) are divided into five steps such as; identification, exploration, contextual realization, pedagogical realization, and physical production. The explanation of each steps as follows:

a. Identification

Identification is the stage where the material developer identify learning needs. At this stage the material developers also recognize the problem to be solved by developing the material.

b. Exploration

This stage is the stage of exploring area of need or problems in terms of language, meanings, functions, skills, etc.

c. Contextual Realization

Entering this stage, the material developer starts writing the materials by finding suitable ideas, contexts, or texts.

d. Pedagogical Realization

In this step, the material developer determines appropriate exercises and activities and the writing of appropriate instructions for use.

e. Physical Production

In the step of physical production, The material developer starts to design material, include of layout, type size, visuals, reproduction, etc.

2.5 Developing Contextual Vocabulary Material

In developing contextual vocabulary material, there is a lot of process that should be done. There are many ways the development of materials that can be used as material considerations researchers in developing a learning materials.

2.5.1 Step of Developing English Contextual Vocabulary Material

When we want to create a product, of course, there are many steps that must be passed. There are several models of developing materials which have been developed by some experts. Among them is the development materials design by Passerini and Granger (1999). There are five steps in Passerini and Granger (1999) model, such as; analysis, design, development, evaluation, and delivery. The process of developing model can be seen as follow:

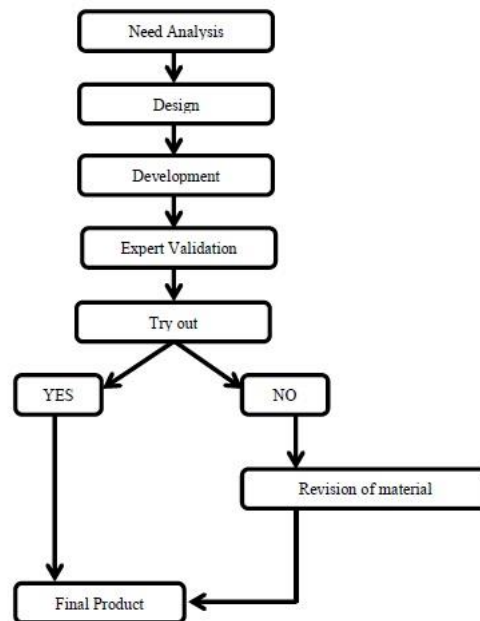


Figure 2.1 The Design of Material Development Adapted from Passerini and Gragner (1999).

2.6 Computer Assisted Language Learning (CALL)

In this research, the researcher use computer assisted language learning (CALL) to develop the vocabulary material. The nature of computer assisted language learning, phases of computer assisted language learning development, and computer assisted language learning web based will discuss more below.

2.6.1 The Nature of Computer Assisted Language Learning (CALL)

CALL is defined by Beatty (2003) as issues of materials design, technologies, 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. Scott, D. & Beadle, S. (2014) state that computer assisted language learning (CALL) refers to any process in which the learner uses a computer to improve foreign language competence. The technology includes not only computers but also smart phones, tablets, MP3 players, and consoles. On the

other hand, Serdiukov (2001) mention that computer-based materials include computer courses, learning programs, computer games, software for teaching and learning etc, while Web-based materials mean distance courses, and online teaching and learning materials. Furthermore, CALL is an approach to language teaching and learning in which computer technology is used as an aid to the presentation, reinforcement, and assessment of material to be learned, usually including a sustainable interactive element (Davies, 2010).

Thus, the term Computer-Assisted Language Learning (CALL) refers to the use of the computer to facilitate language learning. CALL uses both standard software applications, such as word-processors, email packages and Web browsers, as well as software that are designed specifically for language learning. CALL programs are available for learning grammar, for listening, reading, pronunciation, vocabulary, writing, and comprehension.

The introduction of computers in language classrooms has opened a new door to both teachers and learners. Computers, accompanying software packages and networks can be used in a number of ways to assist language learning. The computer environment is highly motivating and less threatening psychologically. The emergence of the web broadens interaction to a great extent and enables learners to be exposed to a real audience. Nevertheless, the potential of the computer medium for learning process has been realized. It is important to be though by the teacher.

2.6.2 Phases of Computer Assisted Language Learning (CALL)

Development

CALL has developed gradually and can be categorized in three phases as behavioristic CALL, communicative CALL, and integrative CALL (Barson & Debski, 1996 cited by Chasanah, 2016).

a. Behavioristic CALL

The first phase CALLS conceived in 1950 and implemented in the 1960s and 70s, it is based on the dominant theory behaviorist learning. This phase of the program of language training requires repetitive and can be referred to as "drill and practice". In other words, the computer serves as a tool to deliver instructional materials to students. Briefly put, that rationale is as follows: First, a computer repeated exposure to the same material is beneficial or even essential to learning. Second, a computer is ideal for carrying out repeated drills, since the machine does not get bored with presenting the same material and since it can provide immediate non-judgmental feedback. Third, a computer can present such material on an individualized basis, allowing students to proceed at their own pace and freeing up class time for other activities. In the late 1970s and early 1980s, behavioristic CALL was undermined by two important factors. First, behavioristic approaches to language learning had been rejected at both the theoretical and the pedagogical level. Secondly, the introduction of the microcomputer allowed a whole new range of possibilities. The stage was set for a new phase of CALL.

b. Communicative CALL

The second phase of CALL was based on the communicative approach to teaching which became prominent in the 1970s and 80s. Communicative CALL focuses more on using forms rather than on the forms themselves,

teaches grammar implicitly rather than explicitly, allows and encourages students to generate original utterances rather than just manipulate prefabricated language, does not judge and evaluate everything the students nor reward them with congratulatory messages, lights, or bells, avoids telling students they are wrong and is flexible to a variety of student responses, uses the target language exclusively and creates an environment in which using the target language feels natural, both on and off the screen, and will never try to do anything that a book can do just as well.

Several types of CALL programs were developed and used during this the phase of communicative CALL. First, there were a variety of programs to provide skill practice, but in a non-drill format. In this case, the purpose of the CALL activity is not so much to have students discover the right answer, but rather to stimulate students' discussion, writing, or critical thinking. The programs do not necessarily provide any language material at all, but rather empower the learner to use or understand language.

c. Integrative CALL : multimedia

Integrative approaches to CALL are based on two important technological developments of the last decade - multimedia computers and the Internet. Multimedia technology - exemplified today by the CD-ROM - allows a variety of media (text, graphics, sound, animation, and video) to be accessed on a single machine. What makes multimedia even more powerful is that it also entails hypermedia. That means that the multimedia resources are all linked together and that learners can navigate their own path simply by pointing and clicking a mouse. Hypermedia provides a number of advantages

for language learning. First of all, a more authentic learning environment is created, since listening is combined with seeing, just like in the real world. Secondly, skills are easily integrated, since the variety of media make it natural to combine reading, writing, speaking and listening in a single activity. Third, students have great control over their learning, since they can not only go at their own pace but even on their own individual path, going forward and backwards to different parts of the program, honing in on particular aspects and skipping other aspects altogether. Finally, a major advantage of hypermedia is that it facilitates a principle focus on the content, without sacrificing a secondary focus on language form or learning strategies. For example, while the main lesson is in the foreground, students can have access to a variety of background links which will allow them rapid access to grammatical explanations or exercises, vocabulary glosses, pronunciation information, or questions or prompts which encourage them to adopt an appropriate learning strategy.

Using multimedia may involve an integration of skills (e.g. listening with reading), but it too seldom involves a more important type of integration – integrating meaningful and authentic communication into all aspects of the language learning curriculum. Fortunately, though, another technological breakthrough is helping make that possible - electronic communication and the Internet.

2.6.3 Computer Assisted Language Learning Web Based

Teachers encounter new demands of those learners in integrating new technologies into the second/foreign language classroom. Lam and Lawrence (2002) found that using computers in a communicative classroom brings about the shift of traditional teacher-student roles. In the technology-enhanced environment, learners could manage their own learning process by gathering information and negotiating meaning themselves. The classroom became more learner-centred, that is, learners were able to make their decisions and became responsible for their work more independently. The teacher, on the other hand, became a “facilitator, a resource person and a counselor rather than the only authority and decision-maker”. Bancheri (2006) also asserts that the role of teachers in the new era of technology is not only to transmit new knowledge, but to give students tools to acquire knowledge and recognize the value of what they see in books and software as well as on the Internet. In addition, Jeong (2006) emphasizes that the role of teachers in EFL settings is more crucial than ever before because teachers are able to motivate students and try to create language learning environments which are non-threatening, meaningful and affectively supportive by using Web technology.

CALL often integrated into the teaching and learning process in schools. Felix (2001) states that web can provide a great potential for creative teachers to motivate students and keep them interested by giving activities from the web or running audio or video with web activities. O'Malley & Chamot (1990) declare that web-based learning can also influence students' meta-knowledge and foster their capability for planning, monitoring and

evaluating their own learning. Ellis (2003) also add that web-based tasks can expose learners to comprehend and understand the input by incorporating reading, audio and printing information which are designed according to learners' needs. In the other hand, CALL, specifically web based learning, positively influence the students in which students feel motivated and provide colourful learning environment (Hamamorad, 2016). The web-based learning language is adequate and suitable for my given context because students are given clear instruction about using technology tools for the activities. Also teacher as monitor and facilitator is available there to provide help whenever necessary.

2.7 Previous Study

Previous studies related to this research are mentioned below. First, Oktavianti (2013) in her research with the title “Developing English Vocabulary Material by Using J-Cross Program for Eighth Grade of MTsN Gresik” develop English vocabulary material by using J-Cross program. The English vocabulary material is in the form of html in CD-Rom. The material included three topics, celebration, legend, and friendship. This program consisted of three stages; a) the students was introduced vocabularies by listening, repeating, reading, and matching, b) the students did crossword puzzle which was completed by some clues in the form of words, pictures, and sounds, c) the students wrote some vocabularies then developed into sentences. The differentiation between Oktavianti’s study and this study are; (1) Oktavianti’s study uses J-Cross program, but the researcher uses web, (2) The activities which implemented in Oktavianti’s

study was crossword while the researcher is defining vocabulary. The similarity is developing vocabulary material.

Second is held by Fadiyah (2014) entitled “Developing Vocabulary Material Using Integrated CALL For Elementary School”. In that study, there are three topics; greetings, months and day, body part and physical appearances. There were some exercises that are formed they are: word search, it can be used by using drilling method, filling the blanks, free writing, movie corner, it is given with puzzle exercise. The form of integrated call was in Portable Data Format (PDF), it was combining of audio video and hot potatoes applications. The differentiation between Fadiyah’s study and this study are; (1) Fadiyah’s study uses Portable Data Format (PDF) combined by hot potatoes applications, but the researcher uses web, (2) The activities which implemented in Fadiyah’s study was word search while the researcher is defining vocabulary. The similarity is developing vocabulary material.

The last study is conducted by Ismiyati (2016) with the title “Developing English Learning Materials For Grade XI Students Of Patisserie Study Programme”. The products of the research were three units of English learning materials. Each unit reflected the Content-Based Instruction (CBI) and scientific approach. The topics were related to patisserie field and daily life. The tasks were varied, from individual tasks to small group tasks. The differentiation between Ismiyati’s study and this study are; (1) Material development of Ismiyati’s study is in the book form, but the material development of this research is web-based form, (2) For the activities, this research only focuses on defining vocabulary

activities. The similarity is developing vocabulary material using Content-Based Instruction approach for patisserie class.