



THE EFFECTIVENESS OF E-LEARNING IN “IDIOM BASED LEXICAL STUDIES” AT STKIP PGRI TULUNGAGUNG

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Abstrak: *Vocabulary* adalah salah satu elemen bahasa yang sangat penting untuk diajarkan. Pertama, *vocabulary* adalah dasar dari pembelajaran bahasa. Dalam mempelajari bahasa, siswa harus menguasai *vocabulary* untuk mengetahui makna dari istilah-istilah baru. Tanpa mengetahui makna kata, siswa tidak mungkin mengerti bahasa tersebut. Rumusan masalah dari penelitian ini adalah apakah siswa mampu mencapai penguasaan *vocabulary* secara lebih baik khususnya materi tentang *idiom* dengan menggunakan *Google Classroom*. Desain dari penelitian ini adalah penelitian kuantitatif. Berdasarkan hasil perhitungan statistik menggunakan SPSS 16.0, *signivicnt value* yang dihasilkan adalah 0.000 yakni lebih kecil dari 0.05. Ini bisa disimpulkan bahwa alternative hipotesis bias diterima dan hipotesis nol ditolak. Maknanya, ada pengaruh yang signifikan atas penggunaan *google classroom* untuk mengajar mata kuliah “*idiom based lexical studies*” pada mahasiswa semester 2, STKIP PGRI Tulungagung di tahun akademik 2017/2018.

Kata Kunci: *e-learning, Idiom Based Lexical studies*

Abstract: Vocabulary is one of the language elements that is important to be taught. First, Vocabulary is foundation of learning language. In learning language students must master the vocabulary to know the meaning of the new words. Without knowing the meaning of the words, it is impossible for them to understand the language. The research problems are formulated as follow, Do the students achieve better vocabulary in idiom after being taught using google classroom? The design of this research is quantitative research, which is concerned with hypothesis, formulation, testing and analysis of the relationship between two variables; dependent variable and independent variable. Both of variables are selected and observed. They are indicated into the number of data. Ary (2002: 22) states that quantitative research uses objective measurement and statistical analysis of numeric data to understand and explain phenomena. Based on the statistical calculation using SPSS 16.0, the researcher gave interpretation to significant value. Because significant value 0.000 was smaller than significant level 0.05, it can be concluded that alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. It means that there was significant effect after using google classroom to teach Idiom Based Lexical Studies. Thus, it can be concluded that by using google classroom in teaching idiom based lexical studies at the second semester at STKIP PGRI Tulungagung in the academic year of 2017/2018 is effective. So, the researcher concludes that teaching idiom based lexical studies by using google classroom is more effective and interesting for the second semester students at STKIP PGRI Tulungagung in the academic year 2017/2018. By using google classroom, students hopefully can increase their vocabulary mastery. Teachers should give motivation to students so that they will be more interested in learning activity.

Key words: *e-learning, Idiom Based Lexical*

INTRODUCTION

English is international language in every part of life in the world. Science, news, theory, philosophy and many others can be learned from other countries. English is still considered one of the most important school subject and therefore, beginning teachers can find the responsibility of teaching it both exciting and challenging. It is described as the most important of all school subject, principally because reading, writing, speaking and listening are needed to a greater or lesser degree in every schools subject.

Vocabulary is one of the language elements that is important to be taught. First, Vocabulary is foundation of learning language. In learning language students must master the vocabulary to know the meaning of the new words. Without knowing the meaning of the words, it is impossible for them to understand the language. So improving students' vocabulary knowledge has become an educational priority. Second, vocabulary is supporting element in mastering four communicative skills (speaking, listening, reading, and writing). Without the basic vocabulary mastery, there is difficulty to develop the communicative skills. For example, if students only have limited knowledge of vocabulary in writing skill, they will break down in creating the sentences. So by having vocabulary mastery, students can improve their ability in communicative English skills.

Based on the background of the research, the main purpose of this research is to find the effectiveness of student Idiom Based Lexical Studies using google classroom. The research problems are formulated as follow, Do the students achieve better vocabulary mastery after being taught using google classroom?

Based on the question from statement of the problem, the focus of this research is to know if there is any significant difference in students' vocabulary mastery before and after being taught using google classroom On The second Semester Students' Idiom Based Lexical Studies At STKIP PGRI Tulungagung. The researcher hopes that the results of this study is expected to give feedback motivate the student selves to get a good result especially in vocabulary using google classroom.

For instance, you have a to-do list that involves three tasks: dropping off the cleaning, filling your gas tank, and studying for a final. Questions you may ask yourself are: In what order do I accomplish my tasks? How am I going to get each task finished? Should I study at the library where it is quieter or at home where I may be distracted? Is it worth it to purchase gas a few blocks from home at a higher price or drive a short distance to save money? Your goal is to get your to-do list finished in the most efficient and timely way possible.

When teaching, you must use the same process when addressing instructional standards. Questions you should ask to successfully complete your 'to-do list' or learning standards in a timely and efficient manner include: What type of students do I have? How am I going to teach the standard? Will they understand the vocabulary? How long do I think it will take for students to fully learn the material?

Successful instruction of standards results in student achievement. However, knowing the 'what' and the 'how' is just the first step to successful student achievement. Understanding the factors that can impact a student's ability to learn is equally important.

RESEARCH METHOD

Research design is a strategy to arrange the setting of the research in order to get valid data. First of all, it is better to know what research is before discussing more about the topic. Creswell (2008: 3) states that “research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue.” From definition above, it is clear that research method is the way to conduct a research. So, research method can be defined as a method to look for and discover the scientific truth, which is done in valid and reliable work.

The design of this research is quantitative research, which is concerned with hypothesis, formulation, testing and analysis of the relationship between two variables; dependent variable and independent variable. Both of variables are selected and observed. They are indicated into the number of data. Ary (2002: 22) states that quantitative research uses objective measurement and statistical analysis of numeric data to understand and explain phenomena.

The design of this research is experimental research. According to Ary (2010: 265), an experimental is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable.

Table 1. The Design of One Group Pre-test Post-test

Pretest	Independent variable	Posttest
Y1	X	Y2

(Adapted from Ary, et al. 2010: 304)

Note:

Y1 = Pre Test

X = Treatment

Y2 = Post test

Based on the table 3.1, experimental design used pre experimental research design (*one group pretest posttest design*) that consist of pretest (Y1), treatment (X) and posttest (Y2). Pretest (Y1) is a test which is done to measure the students' ability in the first. At the beginning, the students are given a standardized test that appears to get the score before given treatment. After conducting pretest, researcher gave treatment (X) to the students. Eventually, at the end of the treatment, the researchers give posttest (Y2) to measure the difference score between before and after treatment.

To conduct a research first we need to determine the subject of our research. We have to determine the population, sample and also the sampling.

In Encyclopedia of Education Evaluation as quoted by Arikunto (2010: 173), population is set a set or collection of all elements possessing one or more attributes of interest. Creswell (2008: 151) states that population is a group of individuals who have the same the characteristic. In line with definition above, the population in this research is the second semester students at STKIP PGRI Tulungagung in the academic year 2017/2018. There are 20 students.

Creswell (2008: 152) state that sample is a subgroup of the target population that the researcher plans to study for the purpose of making generalization about the target population.

From the statement above, this research takes one class that consists of 20 students, they are 6 males and 14 females.

In this study, there are two variables: jumbled picture series technique and teaching writing recount text. Both of the two are assumed having correlation and they may influence each other.

According to Arikunto (2010: 162), independent variable is a variable that has function to cause the others variable that will be researched. The independent variable is symbolized by mathematical feature "X". in this research, the independent variable is google classroom.

According to Arikunto (2010: 162), dependent variable is a variable that depends on independent one. The independent variable is symbolized by mathematical feature "Y". In this research, the dependent variable is the students' vocabulary mastery.

Data has very important role in a research, because without data it is impossible to get result of the research. To obtain the data, the research has to use instruments of collecting data. In this study the researcher uses test as data collecting method and also the instrument.

Pre- test was given before doing an experimental study or before teaching by using google classroom. It was conducted to get the vocabulary score of students before doing treatment. In pre-test, the researcher asks to the students to answers of the questions.

After giving a pre- test, the researcher gives the treatment; the google classroom. The researcher explains what is and how to google classroom. After that the researcher gives example how to arrange google classroom and also explains how to develop the google classroom on idiom based lexical studies.

Post- test was given after doing an experimental study or after teaching by using google classroom. It was conducted to get idiom based lexical studies score of students after doing treatment. First, the students are given some the text. And then, the students must write the idiom into the text.

In this research, the researcher used statistical data analysis to know the difference between the students' score in vocabulary test before and after being taught by using google classroom in teaching vocabulary process. There are many kinds of the formula of data analysis technique in quantitative research, i.e.: correlation product moment which is usually used to analyze the correlation between two interval, and the other is t-test (experiment research). T test is used to test for significance. T test is used to analyze experiment data which use pre-test and post-test.

According to Arikunto (2010: 349) to analyze experiment data, the result of experiment that used is pre-test and post-test one group design, so the researcher decided to use t- test as formulated below.

The formula as follows:

- T-test

$$t = \frac{MD}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}$$

Note:

T = test observation

MD = mean differences

$\sum X^2 d$ = number of deviation

N = number of cases

$\sum D$ = total score.

RESEARCH FINDING AND DISCUSION

This research was held at STKIP PGRI Tulungagung in academic year 2017/2018. The subjects of the research are the second semester students of A class. In this research, the researcher did an experimental research about the effectiveness of using google classroom to teach Idiom Based Lexical Studies. The researcher used pre

experimental design, the design used three steps they are pretest, treatment using movie and posttest. Pre-test and post-test were done to get score idom of the students. This analysis was aimed to find out the differences between students' vocabulary mastery before and after being taught by google classroom. After doing pre-test and post-test, the researcher got score from the students.

Table 2. The Percentages of students' Score of before using Google classroom

Interval/ Students Score	Frequency (f)	Percentages (p) %
90-100	0	0%
80-89	5	25%
70-79	8	40%
60-69	4	20%
50-59	3	15%
40-49	0	0%
	$\Sigma f = 20$	$\Sigma p = 100\%$

Based on the table above, it could be concluded that the students score in vocabulary before being taught using google classroom, there are 25% the students get score range from 80-89. 40% the students get score range from 70-79, 20% the students get score range from 60-69, and 15% the students get score range from 50-59. It means that the students vocabulary mastery needs to improve again.

Table 3. The Percentages of students' Score test after using google classroom

Interval/ Students Score	Frequency (f)	Percentages (p) %
90-100	7	35%
80-89	5	25%
70-79	6	30%
60-69	2	10%
50-59	0	0%
40-49	0	0%
	$\Sigma f = 20$	$\Sigma p = 100\%$

Based on the table above, it could be concluded that the students score in vocabulary test after being taught using google classroom, there are 35% the students get score range from 90-100, 25% the students get score range from 80-89, 30% the students get score range from 70-79, 10% the students get score range from 60-69. It means that the students' vocabulary mastery increases.

Data analysis was done to know the different score of the students' vocabulary test before and after being taught by using google classroom. Data analysis include t-test which would be envelope as follow:

In this research, the researcher used statistical test using paired sample t-test stated by SPSS 16.0 to ensure the effectiveness of using google classroom to teach vocabulary. The test result is as follows:

Based on the table above, output paired sample statistic shows mean of pretest (69.00) and mean of posttest (79.75), while N for cell there are 20. Meanwhile, standard deviation for pretest (9.814), while standard deviation for posttest (9.797). Mean standard error for pretest (2.194), while posttest (2.191).

Table 4. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. D	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRETEST - POSTTEST	-10.750	6.742	1.508	-13.906	-7.594	-7.130	19	.000

Based on the table above, output paired sample test shows the result of compare analysis with using t test. Output shows mean pretest and posttest is (-10.750), standard deviation (6.742), standard error mean (1.506). The lower different is (-13.906), while upper different (-7.594). The result of t test = (-7.130) with df=19 and significance 0.000.

Interpretation of decision based on the result of probability achievement. In this case decision taken from determinate:

- a. If the probability >0.05 then hypothesis null accepted
- b. If the probability <0.05 then hypothesis null rejected

With numeral of significance 0.000, it means that smaller than 0.05, then the hypothesis null clarify that there is no significant different score using google classroom to tech Idiom Based Lexical Studies of second semester students at STKIP PGRI Tulungagung is rejected.

From data analysis above, it could be identify that:

1. The Alternative Hypothesis (Ha): There is significant effect of google classroom to teach vocabulary.
2. The Null Hypothesis (Ho): There is no significant effect of google classroom to teach vocabulary.

Based on the hypothesis above, the significant value of the research is 0.000 and significant level 0.05. When the significant value $0.000 < \text{significant level } 0.05$ the alternative hypothesis was accepted and the null hypothesis is rejected. While significant value $0.000 > \text{significant level } 0.05$ the null hypothesis was accepted and the alternative hypothesis was rejected.

Based on the statistical calculation using SPSS 16.0, the researcher gave interpretation to significant value. Because significant value 0.000 was smaller than significant level 0.05, it can be concluded that alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. It means that there was significant effect after using google classroom to teach vocabulary. Thus, it can be concluded that by using google classroom in teaching vocabulary at the first semester at STKIP PGRI Tulungagung in the academic year of 2017/2018 is effective.

According to the calculation of the independent sample t-test by using SPSS 16.0, the researcher found that significance value was less than significance level or it can be written $0.000 < 0.05$. It means that null hypotheses (H_0) is rejected and alternative hypothesis (H_a) is accepted.

In other words, the t-test statistical analysis of the research shows that there was any significant difference in teaching vocabulary mastery using google classroom. So that, teaching Idiom Based Lexical Studies by using google classroom is effective to the second semester students at STKIP PGRI Tulungagung in the academic year 2017/2018.

CONCLUSION AND SUGGESTION

Based on the elaboration in the previous chapter, the researcher then makes conclusions of the research. In this case, the researcher would explain about theoretical and empirical conclusion.

The researcher found that there was significant difference of students' score in idiom test before and after being taught by using google classroom. By google classroom, students can practice idiom in a very natural, fluid way. It's also a great way to check their understanding of vocabulary. It's a great opportunity to observe, and immediately comment on, the student's grasp of vocabulary.

So, the researcher concludes that teaching Idiom Based Lexical Studies by using google classroom is more effective and interesting for the first semester students at STKIP PGRI Tulungagung in the academic year 2017/2018.

In this research, the effectiveness of spot can also be seen from students' vocabulary scores. The statistical analysis showed that mean of the pre-test is 69.00 and

mean of post-test is 79.75. It means that mean from the post-test was higher than pre-test. Besides that, the significance value was less than significance level or it could be written $0.000 < 0.05$.

It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. So, there was any significant difference between the idiom achievement of the students before and after being taught using google classroom of the second semester students at STKIP PGRI Tulungagung in the academic year 2017/2018. So, using google classroom was very effective in teaching Idiom Based Lexical Studies.

Based on the conclusions, the researcher gives suggestions as follows:

1. For the students

By using google classroom, students hopefully can increase their idiom. Students are expected to be more interested in teaching learning activity by google classroom. So that they will be more active in the class and they will be easier to explore their idea to the written form.

2. For the teachers

The researcher suggested to the English teacher. Teachers should give motivation to students so that they will be more interested in learning activity. Teacher should be able to use various media to teach English to avoid students feeling bored in class. Teacher also should give more chance to the students to express their ideas.

3. For the next researchers

The researcher hopes that this study will be useful for the further researchers to conduct the similar research that deals with the same media, and with the same or different research design to develop the teaching quality of vocabulary in idiom by using google classroom. Furthermore, it is also recommended for the future researchers to use this finding as an additional reference and as a consideration in conducting the next research.

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